

# News of the World

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## Features in this edition

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**Exclusive News Today**

## Circus cruelty chaos!

Reported by Anita Scoop



The circus based in Stoke

Yesterday, in Stoke, England, a circus was raided for possible animal abuse.

The circus 'La Petite Cirque' has been accused of animal cruelty by members of PETA and the RSPCA.

A spokesperson for PETA said the following: 'The animals at La petite cirque are kept in tiny, cramped conditions and made to stand for hours on end as their enclosures are too small

for them to lie down.' Members of the public have also grown concerned over the welfare of the animals at the circus as they are often seen bleeding and walking with limps.

An undercover officer working for our newspaper recalls seeing 'trainers beating the animals with large sticks and using cattle prods to make the animals move faster'.

So far we know the circus advertises shows involving tigers, lions, bears, monkeys and birds as well as an underwater show that contains turtles, dolphins and other fish.

With information coming in the police have intervened and arrested the owner of the circus but if they do not receive any additional information they may be forced to release him without any charges. The owner has released a statement, which is as follows:

"I do not understand why I am being arrested! All the animals love performing for the crowds. They're just animals; they do not need quality food and the same level of luxury as us humans."

If you have any information about this case please get in touch!

1. What is the name of the circus accused of animal cruelty?
2. What do you think is the role of the PETA and the RSPCA?
3. The representative from PETA suggest that the animals were kept in unfavourable conditions. Use evidence from the text to support this statement.
4. Why were members of the public concerned over the welfare of the animals?
5. How do you think the undercover officer for the news paper was able to gather the information about the animals in the circus?
6. Why was the owner of the circus arrested?
7. What additional information would the police need to charge the circus owner?
8. What is the circus owner's attitude towards the animals?
9. Do you think animals used in circuses should be banned? Give reasons.
10. What arguments do you think the circus owner will present in his defence if he is charged with cruelty to animals.

Tuesday 5<sup>th</sup> May 2020

## Conjunctions

### What are Conjunctions?

A conjunction links two or more words, phrases or clauses together. There are **two** main types of conjunctions we use within sentences.

**Co-ordinating conjunctions**- link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS (**for, and, nor, but, or, yet, so**)

**Subordinating conjunctions**- introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by using the acronym 'I SAW A WABUB' (**If, since, as, when, although, while, after, before, until, because**)

### Identify the subordinating conjunction in each sentence below.

- 1)The flat burned down because the electrics hadn't been checked.
- 2)After they finished their homework, Steven and his friends played football.
- 3)The wind danced around the trees before heading south.
- 4)Tom saw the maid when she came through the door.
- 5)While looking through the window, Sophie saw the BFG.
- 6)She felt sad whenever she saw the picture

Match the clauses to the most appropriate subordinating conjunction to create a full sentence.

She decided to help her mum fix the car...

because

...the lead actors were poorly that day.

The school play was a roaring success...

although

...he knocked him over and didn't say sorry.

He wasn't friends with Ahmed any more...

while

...Dad vacuumed the muddy hallway.

Sarah needs to alter the meaning of her sentences by changing only the subordinating conjunction.

A. She agreed to help him with his homework before she completes her own.

B. We can go swimming if the pool is quiet.

Which subordinating conjunctions could she use? Explain your answer.

Wednesday 6<sup>th</sup> May 2020

**LO: I can use my ideas to engage in a debate.**

Pros-

Cons-

### **What is a debate?**

When two or more groups of people have different opinions, sometimes it is useful to have a debate where everyone has time to talk about what they think.

A debate is not just a conversation – you want to win! So you must try to make your audience think the same thing as you.

### **The Structure of a Debate**

- Debates usually begin with a topic
- People or groups may have different arguments about the topic
- In a debate, people give their reasons (why?) they are choosing to argue in this way
- Adding examples can make your argument stronger – and maybe help you win!
- Include facts (things which we can prove are true) and opinions (things which we think but somebody else might think something different)
- Think about the **counter argument** – what the other team will say?
- A conclusion should talk about your reasons again. It should remind people why they should choose your side of the argument

### **Tasks: 1**

Write 3 pros of animals being used as performers at shows.

Write 3 cons of animals being used as performers at shows.

### **Tasks: 2**

**For each pros and cons you have written, write a paragraph including reasons, examples, facts and opinions to support each point.**

Remember to include all the other features that will make each point convincing e.g exaggerate, repetition, rhetorical questions.

Thursday 7<sup>th</sup> May 2020

LO: Balanced Argument

What is a Balanced Argument?

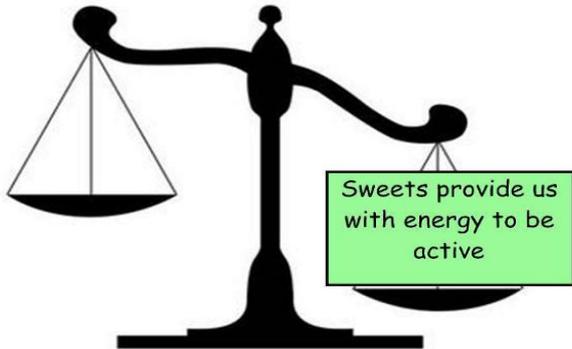
A balanced argument is a discussion where you consider both sides of an issue.

For example:

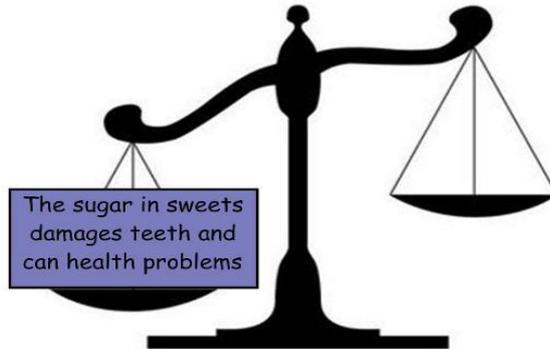
If the issue is:

**Sweets should be banned for children.**

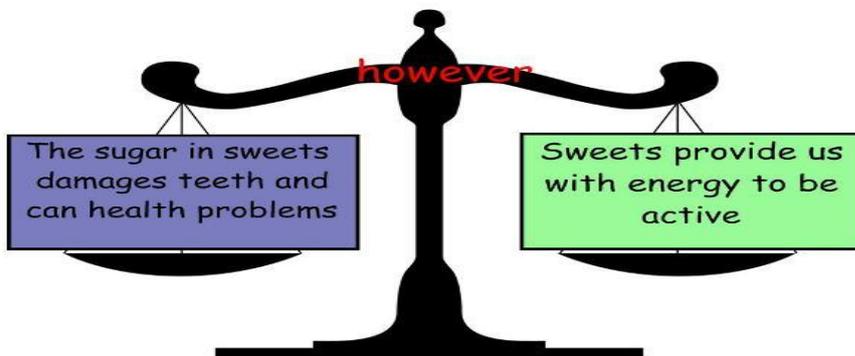
If we only discuss the **benefits** of eating sweets, we have not balanced our argument.



If we only discuss the **disadvantages** of eating sweets, we have not balanced our argument.



For a balanced argument we have to present both arguments equally



## Features of a Balanced Argument

- Introduction- statement of the issue to be discussed?
- Clearly presented arguments- Use paragraph present your ideas.
- Third person- This refers to someone else. Keep yourself out of the argument. Avoid using pronouns such as: 'I', 'me', 'my'
- Present tense – To show actions that are happening now.
- Impersonal voice- Do not say what you think personally.
- Range of conjunctions- Find examples from Tuesday's lesson.
- Balanced argument- Ensure that you state both advantages and disadvantages of the same idea.
- Conclusion- Restate the important points and use rhetorical questions.

### Activity:

Use the ideas or arguments you have created yesterday about performance of animals to create a balanced argument.

Include all the features of a balanced argument in your writing. Help your readers to look at both sides of the argument.

Here are some conjunctions you can use to help you balance your argument.

Also further more however but  
although on the other hand **in spite of**  
**this** because **IN**  
**COMPARISON**  
*alternatively* other than except

Friday 8<sup>th</sup> May 2020

Comprehension- Literal Questions

Read the text about '**Light and Shadows**' and complete the activities that follow.

## **Light and Shadows**

### **The Sun**

The sun is the nearest star and is our main source of light. It is roughly sphere-shaped and is much greater in size than the earth. The sun provides us with both light and heat. The sun appears to move during the day, rising in the east and setting in the west, however, it is actually the earth that is moving on a constant rotation. It is this movement that creates the effect of day and night.

### **Light Sources**

Light can come from many different places. Some light sources occur naturally, such as the Sun, whilst others are man-made using electricity.

Examples of natural light sources are: sun, fire, lightening and firefly. Examples of man-made sources are: torch, television, lighthouse and table lamp.

Sometimes it can be confusing which objects are light sources and which are not. For example, the Moon or a mirror are not sources of light, they only reflect it from other sources. However, if a rock or metal is heated up enough to be melted it can become a light source itself.

### **How Light Travels**

Light rays travel at a speed of 300 million metres per second. They travel in straight lines which come directly from the light source. When they hit an opaque object, some light is absorbed but the rest reflects off which is how shadows are formed. If the object is transparent, light rays can pass through easily. If the object is translucent, some light can pass through but the rest of the light will be reflected. Some objects need to be transparent to

work, for example a pair of glasses or a window, whilst others need to be opaque, such as a pair of curtain or a parasol.

## **Shadows**

A shadow is a dark area where light cannot reach. When light rays are blocked by an opaque object, such as you a shadow is created. It forms the same shape or silhouette, as the object which is blocking the light out. If the light source is moved closer to the opaque object, the more light is blocked out and therefore the shadow becomes larger. In the opposite way, when the light source is moved further away from the object, less light is blocked and therefore the shadow becomes smaller.

## **How Shadows Change**

The position of the sun affects the position and length of the shadows created outside, due to the movement of the Earth during the day. Shadows are longer during the morning and late afternoon because the sun is further away and the shadows are shortest at midday. Because of this, on a sunny day, we can use a sun dial to tell the time.

### **Complete the following based on the text**

1. How are night and day created?
2. What is a shadow?
3. Give an example of a sub-heading from the text.
4. Record four examples of natural light sources.
5. What do the words 'opaque' and 'transparent' mean in the text?
6. How quickly does light travel?
7. What type of text is this and how do you know?
8. What is the most interesting thing you have learnt about light and shadows?

## Spelling: Week Beginning 4<sup>th</sup> May 2020

The suffixes –cian and -ssion both make a ‘shun’ sound.

Certain rules are helpful when choosing the correct ending to put at the end of a root word.

The suffix –cian means having a certain skill or art.

Rules for adding the suffix –cian:

-cian is used if the root word ends in c or cs

The suffix –ssion means ‘the result of’.

Spelling rule for adding the suffix -ssion

-ssion is used if the root word ends in –ss or –mit

If the base word ends with ‘ss’ just add ‘ion’.

Exceptions:



With any spelling rules there are always exceptions and some words that end in ‘shun’ just need to be learnt. Always check with a dictionary when you are unsure.

### Spelling List

1. musician
2. magician
3. mathematician
4. electrician
5. discussion
6. confession
7. transmission
8. permission
9. obsession
10. history
11. enough
12. although

Note: words 10 to 12 were taken from the year 3 word list and are not a part of the spelling rules we are looking at.

Remember to: Look, Cover, Spell, Check

Use the words in sentence to show you understand the meaning and you can use them in context.