

and

but

so

I went to the park **and** I played on the swings.

I went to the park **but** it was raining.

I went to the park **so** I missed my favourite TV show.

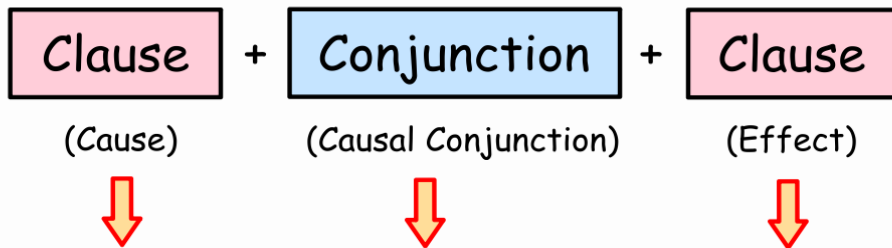
**Each of these words has a function.**

- '**and**' - adds more information.
- '**but**' - gives an opposite view.
- '**so**' - explains the effect of what just happened.

Conjunctions extend sentences by joining clauses together.

Today you will investigate causal conjunction: **these explain how things work or why something has happened.**

**Causal conjunctions** link cause and effect.



It was raining **therefore** I brought my umbrella.

The TV broke **and as a result** Ned missed The Great British Bake off.

**1) Complete these sentences using causal conjunctions.**

I did not finish my homework...

The snow fell heavily overnight...

The dog barked loudly...

Jo was in a terrible mood...

Mum forgot to charge her phone...

Hans burned his tongue...

<b>Causal</b> (Shows Cause and Effect)
• as a result
• because
• consequently
• due to the fact
• for this reason
• therefore

**2) Copy and complete this sheet in your books using causal conjunctions.**

**Should We Pay For Plastic Bags?**

Plastic bags are ruining the environment \_\_\_\_\_ people should pay for plastic bags that they use for their shopping. In the UK, millions of plastic bags are used and thrown away every year \_\_\_\_\_ filling up our rubbish dumps.

These plastic bags also take hundreds of years to disintegrate (break down)

\_\_\_\_\_ taking up more and more space in our dumps every year.

Some plastic bags get washed away in the ocean. Sea creatures think they are food and try to eat

them \_\_\_\_\_ causing them to choke and die. We are using

too many plastic bags \_\_\_\_\_ the government passed a law

to make shops charge money for these bags. People now have to pay 5p for a bag

\_\_\_\_\_ fewer bags are being used.

**Task 1 (with links):**

Now that you have seen a snippet of the video, for this lesson you are going to focus on the text. Today you are going to understand the meaning behind the text, using your inferring skills.

Watch Aysha read a bit more of the Varmints part 1 (Daily video).

1) Reflect upon part 1 of the story. Complete the sheet below, noting these points:

- What did you like about the text?
- What did you dislike about the text?
- What questions does it raise?
- What connections did you make with the text?

**SUCCESS CRITERIA:**

1. Listen to the daily video for the story
2. Answer all of the questions for each image
3. Use different colours to organise your work
4. Carefully think about the meaning for each section of part 1

**Task 2: Answer the following questions in full sentences.**

1. What does the text give and what can you see in the illustrations?
2. Does this support your understanding of the book? How?
3. How has the film supported your understanding of the text?

Use the images below to annotate for each of the questions below.

- What did you like or dislike about this part?
- What questions did it raise?
- What connections can you make with the text?

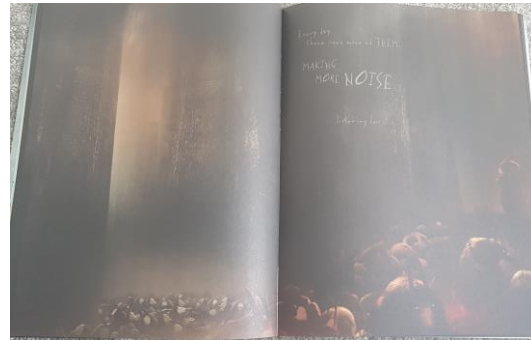
Why are these tall buildings replacing this area?

I didn't like this because...

I made the connection buildings weren't helpful, as it stopped them from thinking.



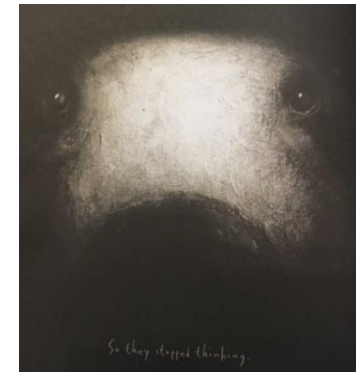
They scrapped away the wiry grass. The low murmuring of moles went unheard. Tall building SCRATCHED the sky where the birds once sang.



Everyday there were more of them. Making more noise... listening less...



UNTIL THERE WAS SO MUCH NOISE NO ONE COULD HERE THEMSELVES THINK!



So they stopped thinking.

I made the connection buildings were increasing and green space decreasing.

Each image should have an answer to all three questions. Use different coloured pens to organise this, similar to the above example.