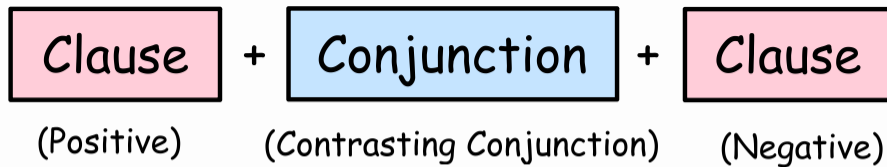


**GRAMMAR: To understand the function of contrasting conjunctions**

**THIS IS A TASK FOR EVERYONE.**

Today you will investigate **contrasting conjunctions**: *what do you think these could be?*

**Contrasting conjunctions** compare two things or link a positive (good thing) with a negative (bad thing).



It was sunny **however** I had forgotten my sunglasses.

This toy is cheap **although** it will probably break easily.

**Can you spot the contrasting conjunction in these sentences?**

- The cat chased the mouse however it did not catch it.
- The teacher asked a question although nobody was listening.

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

The sky was dark and grey...

The boy kicked the chair...

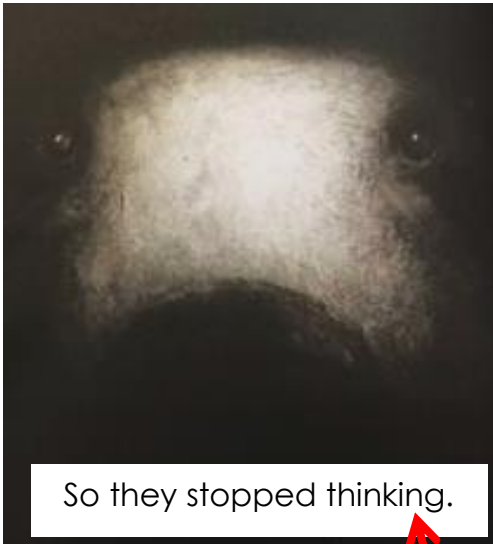
**2) Copy these sentences into your books and underline the contrasting conjunctions (conjunctions that link positives and negatives)**

- Maddy had finished all of her work whereas Heidi hadn't even written the title.
- The beach was beautiful however I had forgotten to bring my swimming shorts.
- I carried on playing outside even though it was pouring with rain.
- It was pouring with rain but luckily I had remembered my umbrella.
- Louise kept playing the ruler even though Amy had told her to stop.
- Although the sun was shining brightly, I had to stay inside and do my homework.

<b>Contrasting</b> (Link Positives + Negatives)
<ul style="list-style-type: none"><li>• although</li><li>• but</li><li>• even though</li><li>• however</li><li>• on the other hand</li><li>• whereas</li></ul>

**Task 1 (with links):**

**Listen to Aysha read a part of the varmints that you will be focusing on today. (Daily video)**



Think about the first illustration, how is this different from the second illustration?

Copy a similar grid, as below, into your books and identify the similarities and differences between the two illustrations and events.

<u>Similarities</u>	<u>Differences</u>

**Task 2: Answer these questions in full sentences in relation to this part of the story.**

1. Why did the varmints make the choice to stop thinking?
2. What does it tell us about the varmints state of mind?
3. How does this affect our views as readers?
4. What type of emotions did the varmints experience up to this point of the story?

*(Create a list of vocabulary which you will need for tomorrow)*

5. Do you feel there is any hope for the varmints at this point?
6. Do you think this change could be beneficial in anyway?

So they stopped thinking.



**Task 3:** Think about this argument inspired by the problem that the varmints are going through.

## THE VARMINTS SHOULD STOP THINKING AND ACCEPT THE CHANGES AS A SIGN OF POSITIVE PROGRESS.

In a normal classroom argument/debate we would usually have two groups, one who is **for** the change and the other **against** the change. However, you are going to think about issues for **both sides** of the argument, as you will be writing a balanced argument.

Here are some possibilities to consider.

- **Industry and economy perspective**

*(Industry - means a group of businesses that make or sell products and economy describes how a country or place is doing in producing and making goods, and how much money it has)*

- Environment
- Bees
- Varmints
- The 'Others'

You are going to formulate suggestions for and against in preparation for your argument.

You can organise your ideas using the format below or you can create your own. Your ideas should be notes and not full sentences. You can put bullet points underneath a subject to help you remember the full point.

**FOR**

**AGAINST**

**EXAMPLE:** This will reduce the environment impacting the habitats of many living things.

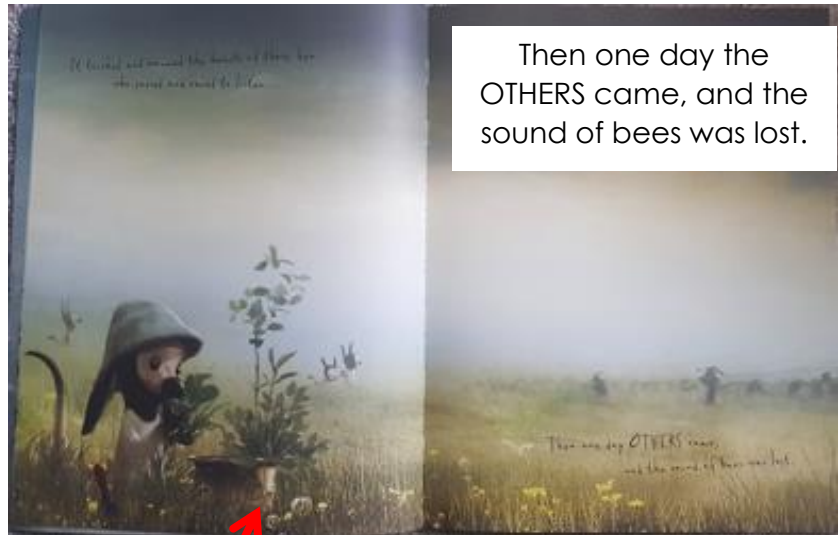
- Moles
- Squirrels
- Badgers

**THE VARMINTS SHOULD STOP THINKING AND ACCEPT THE CHANGES AS A SIGN OF POSITIVE PROGRESS.**



**Task 1 (with links):**

**Listen to Aysha read a part of the varmints that you will be focusing on today. (Daily video)**



Think about the first illustration, how is this different from the second illustration?

Copy a similar grid, as below, into your books and identify the similarities and differences between the two illustrations and events.

<u>Similarities</u>	<u>Differences</u>

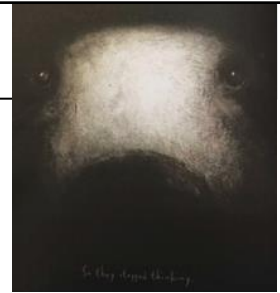
**Task 2: Answer these questions in full sentences in relation to this part of the story.**

1. Why did the varmints make the choice to stop thinking?
2. What does it tell us about the varmints state of mind?
3. How does this affect our views as readers?
4. What type of emotions did the varmints experience up to this point of the story?

*(Create a list of vocabulary which you will need for tomorrow)*

5. Do you feel there is any hope for the varmints at this point?
6. Do you think this change could be beneficial in anyway?

So they stopped thinking.



**Task 3:** Here is a problem that the varmints are going through. You are going to gather some ideas as part of an argument.

**THE VARMINTS SHOULD STOP THINKING AND ACCEPT THE CHANGES AS A SIGN OF POSITIVE PROGRESS.**

You need to think of three ideas that are **for** the change and three ideas that are **against** the change.

Here are some options to consider.

- **Industry perspective** (*Industry - means a group of businesses that make or sell products*)
- **Environment** (*living and non-living things on Earth*)
- **Bees** (*Habitats, helping with the food chain*)
- **Varmints** (*Their homes, livelihood*)
- **The 'Others'**

You are going to think of suggestions for and against in preparation for your argument.

You can organise your ideas using the format below or you can create your own. Your ideas should be notes and not full sentences. You can put bullet points underneath a subject to help you remember the full point.

**FOR**

**EXAMPLE:**

New businesses- There may be more jobs available, which will mean more money

**AGAINST**

**EXAMPLE:**

Damage to the environment. Homes for living things will be damaged.  
They may no longer have a habitat.

**THE VARMINTS SHOULD STOP THINKING AND ACCEPT THE CHANGES AS A SIGN OF POSITIVE PROGRESS.**