

Friday 20th March

GPS Intervention

nouns

verbs

advice

advise

device

devise

prophecy

practice

practise

licence

license

prophecy

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

Friday 19th March

TBAT: discuss interesting language choices used by the author.

I rushed to the window, expecting to see a boat spilling strangers out on to the beach.

Instead, down on the harbourside a crowd of fifty or more people stared up at the lighthouse. Even without Cliff's binoculars, I could see they were all Budmouth Point locals who, with folded arms and determined faces, were obviously here for a reason.

The lighthouse, I thought grimly. They've come to get rid of it, somehow.

Stepping back from the window, I tidied my hair and smoothed my skirt.

"Right, Cliff, get your coat on," I said. "We'd better go and speak to them."

Cliff frowned. "Shouldn't we tell Ephraim his visitors are here?"

"I don't think they're the people he's expecting," I replied.

Friday 20th March

TBAT: discuss interesting language choices used by the author.

Partner discussion -

**Summarise what is
happening in this
extract in one
sentence.**

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TBAT: discuss interesting language choices used by the author.

Discuss how the author builds tension.

- **I rushed to the window**

Why “rushed”? What does this verb suggest about her emotional state?

- **a crowd of fifty or more people**

How does this number contribute to tension? Would “a few people” feel different?

- **stared up at the lighthouse**

Why this verb? What mood does it create?

- **folded arms and determined faces**

What does this body language tell us about the crowd’s purpose?

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TBAT: discuss interesting language choices used by the author.

I thought grimly.

What makes a thought “grim”?

What mood does this set?

They’ve come to get rid of it, somehow.

What does this reveal about her fears or expectations? What does “somehow” suggest?

Partner discussion — Does the character know this for sure, or is she jumping to conclusions? Why might the author show this?

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TBAT: discuss interesting language choices used by the author.

Choose two interesting language choices from the extract and explain what effect they have on the reader.

Sentence starters:

- *The author uses the word/phrase...*
- *This suggests that...*
- *This makes the reader feel...*

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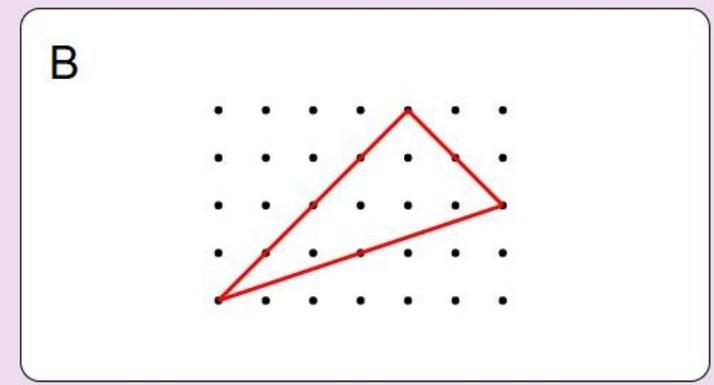
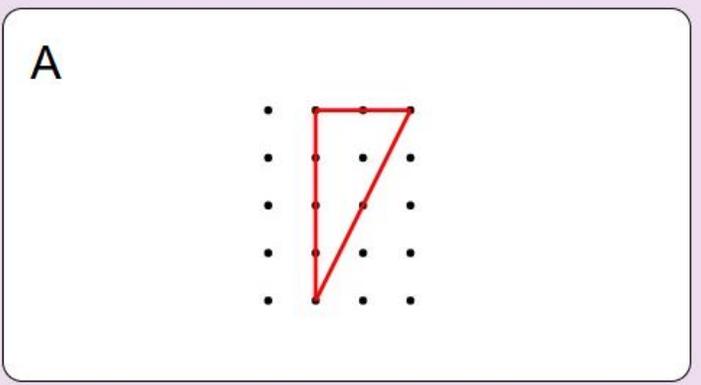
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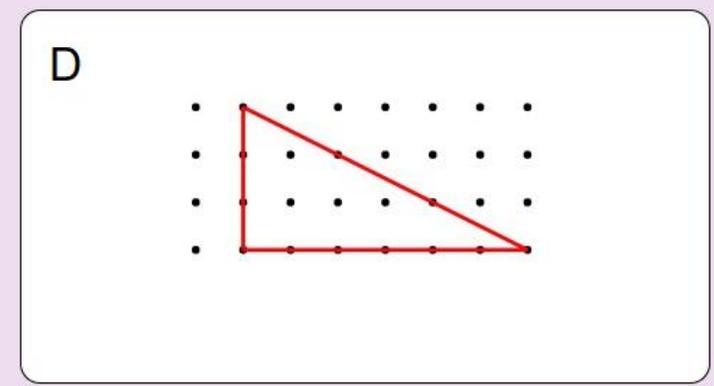
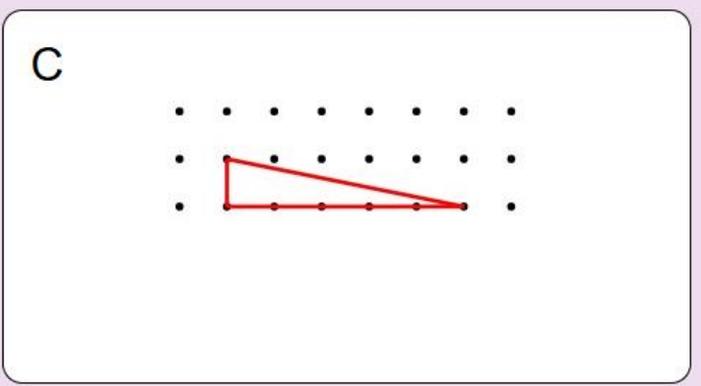
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20.03.26



Which of these triangles is NOT similar to the others?



20.03.26

Arithmetic

1	$3528 + 813 + 730 = \square$	<input type="radio"/>	19	$8465 \times 46 = \square$	<input type="radio"/>
2	$558 \times 1 = \square$	<input type="radio"/>	20	$22.77 \times 1000 = \square$	<input type="radio"/>
3	$50 + \square = 650$	<input type="radio"/>	21	$1\frac{4}{6} + \frac{2}{6} = \square$	<input type="radio"/>
4	$3200 \div 2 = \square$	<input type="radio"/>	22	$\frac{3}{10}$ of 60 = \square	<input type="radio"/>
5	$\square + 70 = 356$	<input type="radio"/>	23	$10 - \square = 1.395$	<input type="radio"/>
6	$5.87 + 6.6 = \square$	<input type="radio"/>	24	$\frac{1}{3} \div 4 = \square$	<input type="radio"/>
7	$210 \div 7 = \square$	<input type="radio"/>	25	$\frac{2}{3} - \frac{1}{2} = \square$	<input type="radio"/>
8	$2320 \div 5 = \square$	<input type="radio"/>	26	$31 - 1.686 = \square$	<input type="radio"/>
9	$9436 - \square = 1197$	<input type="radio"/>	27	15% of 4200 = \square	<input type="radio"/>
10	$7317 \times 10 = \square$	<input type="radio"/>	28	2% of 7000 = \square	<input type="radio"/>
11	$200 \div 4 = \square$	<input type="radio"/>	29	$6 \times 2.7 = \square$	<input type="radio"/>
12	$5 \times 12 \times 6 = \square$	<input type="radio"/>	30	30% of 243 = \square	<input type="radio"/>
13	$1210 \div 11 = \square$	<input type="radio"/>	31	$\frac{6}{7} \times \frac{5}{7} = \square$	<input type="radio"/>
14	$700000 - 700 = \square$	<input type="radio"/>	32	$3\frac{1}{3} - \frac{3}{5} = \square$	<input type="radio"/>
15	$\square = 339 \times 8$	<input type="radio"/>	33	$2132 \div 82 = \square$	<input type="radio"/>
16	$7.59 \div 10 = \square$	<input type="radio"/>	34	$9 - 7\frac{2}{5} = \square$	<input type="radio"/>
17	$850 \div 34 = \square$	<input type="radio"/>	35	$3 + 27 \div 3 = \square$	<input type="radio"/>
18	$\frac{2}{8} + \frac{3}{16} = \square$	<input type="radio"/>	36	$2\frac{2}{10} \times 300 = \square$	<input type="radio"/>

Friday 20th March

TBAT: co-construct a letter using persuasive devices.

3 in 3

Circle the pair of synonyms in the set of words below.

ascend suggested purpose fellow rise

Complete the sentence so that it is written in the present progressive tense.

The footballer _____ the ball into the goal.

Identify the type of noun in the sentence.

There was a lot of anger directed at the new, local member of parliament.

concrete noun - - - - -

abstract noun - - - - -

collective noun - - - - -

Friday 20th March

TBAT: co-construct a letter using persuasive devices.

Identify 3 persuasive devices.

Identify the features of a formal letter. Why are these important?

Use one of the persuasive devices we have looked at to convince me to not keep you in at lunch time.

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TBAT: co-construct a letter using persuasive devices.

Features of a persuasive letter:

- Formal address and sign off
- Formal conjunctions
- Ordering conjunctions
- Exaggeration
- Facts/evidence
- Relative clause
- Flattery
- Modality
- Rhetorical question