Setting Description (Term 5 week 4)

**Day 12 – Plot point 3** **Can I use expanded noun phrases?**

* Read the following two versions of the introduction.

**Q1.Which is better? Why?**

1. I moved. I looked in front of me and saw leaves in front of my face. What I saw was pretty. There was a big tree with lots of branches on it. There were lots of leaves above me. There are lots of animals here.
2. A few seconds later, I need to carefully and slowly re-adjust my position. I re-focus ahead, pulling back the array of long rubbery leaves, an entire spectrum of greens, which hang in front of my face. A truly breath-taking, picturesque and heavenly image   
   awaits. It reminds me of the reason we came here. A gigantic speckled brown tree trunk stands before me, towering up into heaven, with millions of branches and trillions of emerald leaves attached to it. These thick branches move rhythmically - waving   
   at me - like gigantic fingers. The foliage was so thick and lush above us, I could not even see the sky! Just tiny flecks of blue and light burst through the lush varied greens. It is teeming with life!

Discuss your answers with a family member and write them in your work book.

**Q2. What's an expanded noun phrase?**

**An expanded noun phrase gives much more detail than a simple noun phrase, for example:**

**Two trees.**

**(Add a noun to modify)**

**Two pine trees.**

**(Add adjectives to modify)**

**Two towering, spindly pine trees.**

**(Add prepositional phrases to give extra details)**

**Two towering, spindly pine trees in the middle of the dense forest.**

Follow the above to expand the simple noun phrase ‘Big ants’.

Activities day 12 – complete your own plot point 3 where you describe what you see on the ground.

*Plot point 3: FLOOR: Describe what you can see on the floor: plants & animals.*

*Describe what the man is doing. Remember to use your senses: see, hear, smell,   
touch* **Include the following:**

* *Start with a place adverb (where?).*
* *Include an expanded noun phrase.*
* *Write with negative intent in first person.*

**Day 13 – Plot point 4 Up!**

  This plot point describes movement. Identify any words and phrases in plot point 4 that describe movement.

Now come up with some of your own.

**Day 13– Activity** (UP! Describe what you can see above you: animals, tree, plant, sky (if you can see it). Remember to use your senses: see, hear, smell, touch).

Write your own Plot point 4  
**Include the following:**

* A short sentence for impact. (In the model text, the plot point starts with ‘Movement. Again.’)
* Use your senses to describe and include a simile
* Write with positive intent in present tense.

**Day 14 – Plot Point 5 End**

**Activities day 14**  Plot point 5 (*What does your character do at the end? Why do they make this choice? What do you think they are feeling? Thinking?*

**Include the following:**

* Rhetorical question
* Describe what the character is thinking. Feeling. Why?
* End on a cliff hanger to leave people wondering what happens next.

Choose whether to write this plot point with positive or negative intent. Write in first person, present tense.

**Day 15 Edit and improve, publish**

Read through all 5 plot points. How can you improve them? Check you have included the daily challenges (what you have been asked to include).

* Check your grammar.
* Check spelling.
* Check punctuation.

When you are happy with your work, write up neatly in your BEST handwriting. You can write directly into your work book or onto the Rainforest writing paper.