

Adding Dialogue: *Gulliver's Travels*

The story of *Gulliver's Travels* tells of the four imaginary voyages of Gulliver to fictional lands. The ideas contained within the story (for example, a land of little people, a land of giants) are very appealing to children. However, like many older stories which have become popular children's favourites, the story of Gulliver's travels was not specifically written for children, so teachers should check the version they are using for suitability. Despite the fact that the story was written hundreds of years ago, the style and language used by the author mean the text is fairly accessible and easy to understand even if an original version is used. Teachers should read and study with the children the whole of the story of Gulliver's first voyage to Lilliput before using the model text. The original story is written in the style of a first person recount and no dialogue is included. The model text adaptation looks at the opening part of Gulliver's first voyage. At the beginning of the story, when Gulliver wakes up on the beach, he is already tied to the ground with hundreds of pieces of string. The model text provides details of what may have happened leading up to this event with the emphasis on dialogue. The children could continue on from the model text up to the point where Gulliver wakes up, making sure they apply the appropriate rules of dialogue and write in the more formal style associated with older literature.

Use SC and AS 5: *To write dialogue.*

Polar Bear Mums: Video Narration

This is an imaginary example of a narrator's commentary of a TV documentary on polar bears. The children could write a similar narration for an animal documentary. This can be done by using a video clip of an animal documentary with the sound turned down. It would be good for the children to research their animal so they can describe fully what is happening in the video clip. The children will need to plan carefully using a storyboard and by paying attention to timings so that they can accurately describe what is going on at the appropriate times. Of course, any animal could be used for this work but a good alternative to the model text example is for the children to provide narration for a video on penguin dads. Teachers should work with the children to create the success criteria for the writing activity. Establish with the children that they must describe clearly what can be seen on the video in a way that will interest the viewer (think about use of vocabulary etc.). Remind children that without good use of punctuation the script cannot be read well. After the children have completed their writing they could perform their scripts in front of the rest of the class alongside the appropriate video clip. The class could evaluate each other's performances.

Use SC and AS 6: *To present a script to an audience.*

UK Weather Forecast

Show the children a TV weather forecast and discuss how it is presented. Talk about the symbols used on the weather map and specific vocabulary associated with the weather. Tell the children that they are going to present a weather forecast in front of members of the class. Explain that they will need to write the script first. Show the children the model text. Perhaps you could give the children a blank UK map and ask them to demonstrate understanding of the model text by plotting the appropriate symbols and locations in suitable positions. Following this, give the children another blank map, preferably A3 size, which they can use to create their own weather forecast. They should plot symbols and

locations and create a script to go with it. Teachers should work with the children to create the Success Criteria for the writing activity. Establish with the children that they should describe clearly what can be seen on the map in a way that will interest the viewer (think about use of vocabulary etc.). Remind children that without good use of punctuation the script cannot be read well. The children should practise reading their script aloud, present their weather forecast in front of the class or a group, and then evaluate each other's performances.

Use SC and AS 6: *To present a script to an audience.*

BrekieBar Radio Advertisement Script

The model text is an example of a radio advertisement which contains a mini-play. Discuss different cereals and their qualities, ingredients used, and the supposed benefits of eating particular cereals as promoted by advertisers. Following this, the children could invent their own cereal and a radio advertisement for it. They could use a similar format to the model text with an introduction, a mini-play and concluding statement by the narrator. For example, a child eats the cereal before school and this leads to them doing well in a different subject; it could be winning a race in P.E., writing a fantastic story in English or getting full marks in a test. Teachers should work with the children to create the Success Criteria for the writing activity. As the advert contains a mini-play within it, remind the children of the conventions for writing a playscript. Also, discuss the elements of persuasive advertising – exaggeration, tempting descriptions etc. The children could work in groups, perform their adverts in front of the rest of the class and then evaluate each other's performances.

Use SC and AS 6: *To present a script to an audience.*

How to Make Cookies

If possible, demonstrate how to make cookies using the model text, or allow the children to follow the instructions to make the cookies themselves. Allow the children to evaluate the model text discussing how the instructions were written and whether they were easy to follow. Explain to the children that they will be writing instructions for how to make fairy cakes. The children could make notes whilst watching the teacher make fairy cakes and then write up the instructions. If possible, allow the children to make fairy cakes using the instructions they have written. Alternatively, instead of making fairy cakes the teacher could make something else, e.g. a sandwich or a smoothie.

Use SC and AS 7: *To write instructions.*

Children's Party Games

Explore the way the instructions are written in the model text – discuss layout, use of subheadings and sentence structure. The children could follow this by writing their own instructions for party games. Ask the class to discuss any other party games they know. If possible, allow the children to experiment with playing different party games before writing them up (this is useful if the children are unfamiliar with some of the games). Alternatively, the children could write instructions for playground games, card games or board games.

Use SC and AS 7: *To write instructions.*

ADDING DIALOGUE: *GULLIVER'S TRAVELS**

Throwing open the door, Skyresh Bolgolam bounded over towards the Emperor. The Emperor was surprised at his impropriety. Skyresh was his closest confidant, but nevertheless, the Emperor still expected him to demonstrate an appropriate degree of respect. He assumed that all of his subjects would at least show him the courtesy of knocking on the door before entering his chambers.

"How dare you enter without permission?!" the Emperor snapped.

"My deepest apologies, your majesty, but I have news of great urgency!" Skyresh replied breathlessly.

"What is it?" queried the Emperor. He had never seen Skyresh so agitated. The man was barely able to contain himself.

"There is a giant who is the size of a mountain lying on the beach!" Skyresh answered.

For a moment the Emperor thought he had misheard. Yet, Skyresh stood before him with an expression of complete seriousness. The Emperor wondered whether Skyresh had lost his mind. There was no doubt that the job of an admiral was a stressful one. Perhaps the pressures of his role had become too much and he could no longer cope. Whatever reason could there be for Skyresh to stand before him talking such nonsense?

"Don't be ridiculous Skyresh – giants do not exist – except perhaps in the realms of a child's imagination," replied the Emperor with a faint air of contempt.

"Your Majesty," Skyresh continued, ignoring the Emperor's expression of disbelief. "I promise you it is true – there have been several reported sightings and panic is beginning to spread. We must act quickly."

Realising that Skyresh was telling the truth the Emperor snapped into action.

"Call Lalcon and Balmuff!" he ordered referring to his two most trusted advisers, the chamberlain and the judge. "And notify General Limtoc. Tell him to prepare the army immediately and head down to the beach."

The Emperor knew that if these stories of a giant were true then it was best to be prepared. However, he had no idea whether the Lilliputian army would be able to fight a giant.

*An adaptation of Jonathan Swift's classic novel: *Gulliver's Travels*

POLAR BEAR MUMS: VIDEO NARRATION

After five long months in hibernation, the mother bear's head emerges from the snow. She squints as her eyes become accustomed to the brightness of the spring sun. Carefully checking the surrounding slopes she makes sure the area is safe. Once she is certain that all is well, she climbs out of her snowy den and calls to her two cubs, signalling them to follow behind her.

For the cubs, this is their first glimpse of sunlight. They were born two months ago and have spent all of their young lives living in a hole in the earth beneath the Arctic snow. All the cubs have tasted so far is their mother's milk. They stare in wonder at their new environment. After weeks of confinement, they are unsure what to make of this strange new world. Seeking warmth and security, the cubs huddle into their mother's fur. Although the sun is shining, it is still bitterly cold. The temperature is minus thirty degrees. Soon, the mother bear and the cubs return to the comfort of their den.

A few days later, the mother and her cubs emerge again. The den may be comfortable, but the mother bear is weak. She has not eaten for five months and as a result she has lost half of her body weight. Now she is hungry and must find food. And so the family begin their perilous journey across the snowy slopes of the Arctic. It will not be easy. More than half of all polar bear cubs die in their first year.

The family have journeyed more than a mile from their den. There is no going back. The mother bear spots a breathing hole in the snow. The seals that swim in the water beneath the surface of the snow covered ice must pop out and take a breath of air every ten minutes. The mother bear waits by the breathing hole hoping to catch a seal cub. Soon, a seal cub pokes its head out of the hole. The mother bear pounces – but she is not fast enough and the startled seal cub manages to escape. As polar bears are large, slow, cumbersome creatures they have a success rate as small as five percent when hunting for prey.

After several misses, the hungry polar bear continues her journey with her cubs trailing behind her. By now she is starving, but her luck is about to change. Polar bears can smell a live seal from up to one metre under the ice. Suddenly, she stops and begins jumping heavily on the ice. Quickly crashing through, she grabs an unsuspecting seal cub. At last she has food to feed herself and her babies. The polar bear cubs will remain with their mother for two and a half years. During this time, the mother bear cares for them, protects them and teaches them how to hunt. She prepares them for life in one of the harshest environments in the world.

UK WEATHER FORECAST SCRIPT



Good morning and let's take a look at today's weather.

The day begins with persistent heavy rain to the north of the United Kingdom with Scotland experiencing strong winds which will clear to showers in the afternoon.

Over to the west, in Ireland, there will be rain and gusts of wind making for an unpleasant start although the dark skies will begin to brighten throughout the day.

Towards the eastern coast we have a slightly better outlook – with light winds, sunshine, a sprinkling of scattered showers and highs of eleven or twelve degrees Celsius. Down in the south there will be sunny intervals broken by isolated showers and temperatures rising to around fourteen degrees Celsius. Some central and eastern areas will remain dry.

So, overall, most parts of the UK will be sunny with the odd shower but it will be very wet and windy in the north and the west.

Moving onto the evening, expect a cold night with rain sweeping across most areas of the UK and low temperatures of around four or five degrees Celsius.

Have a good day.

BREKIEBAR RADIO ADVERTISEMENT SCRIPT

Narrator: Do your children sometimes miss out on having breakfast? All parents know that breakfast is the most important meal of the day – but if you find that you're often pushed for time in the mornings, what can you do? Why not try new BrekieBars?

Mini-Play

Mum: (*shouting*) Hurry up Timmy – we're going to be late!
Timmy: (*yelling*) I can't find my shoes!
Mum: They're in the hall!
Timmy: Thanks Mum! Have you seen my coat?
Mum: Look in the cupboard!
Timmy: Thanks Mum!
Mum: If we're going to get you to school on time we need to leave now!
Timmy: What about breakfast?
Mum: Don't worry – have one of these new BrekieBars. Eat it on the way to school. It's just like having breakfast.
Timmy: (*sound of opening bar and chewing*) Thanks Mum. Umm... It tastes delicious!

Narrator: Later that day at school.

Teacher: Who knows the answer to 16x6?
Timmy: 96!
Teacher: Well done Timmy! Who knows the answer to 24x5?
Timmy: 120
Teacher: Excellent Timmy. You're full of energy today!
Timmy: That's because I had a good breakfast, Miss!

Narrator: Tasty BrekieBars are packed full of nutrients and vitamins ensuring that your child has a healthy start to the day. BrekieBars come in a variety of flavours – choose from Strawberry Yoghurt, Nutty Vanilla and Fruity Surprise. Make sure that your child doesn't miss out on the most important meal of the day. Try new BrekieBars – and give your child the chance to shine!

SUCCESS CRITERIA 6: TO PRESENT A SCRIPT TO AN AUDIENCE

- Make sure your voice is loud enough for the audience to hear you.
- Pronounce words properly.
- Pay attention to punctuation – stop and pause when necessary.
- Read fluently so that your words flow.
- Find the right pace – Make sure you are not too fast or too slow.
- Try to sound confident.
- Read with appropriate expression so that the listener is not bored by the tone of your voice.
- Practise first so that you don't make too many mistakes.
- If you make a mistake continue reading – don't panic.
- Don't giggle or laugh whilst reading your script (this shows you are nervous or embarrassed).
- Don't keep pausing and saying 'err....' or 'umm....' for no reason.

SELF/PEER ASSESSMENT SHEET 6: TO PRESENT A SCRIPT TO AN AUDIENCE

Tick the boxes if the reader(s) of the script:

- ☐ Spoke loudly enough
- ☐ Pronounced each word clearly
- ☐ Read fluently
- ☐ Read at the right pace – not too fast or too slow
- ☐ Sounded confident
- ☐ Used expression
- ☐ Made hardly any mistakes
- ☐ Did not giggle or laugh while reading
- ☐ Did not keep saying 'err' or 'umm'
- ☐ Read fluently

Advice for the person (or people) who read the script:
