

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Read a blog post

- Read about *Lizzie Greenwood* and *Day 13 Diary*.
- Highlight some of the features of informal writing that you can find in this blog post.

### 2. Revise verbs

- Use the *PowerPoint on clauses and conjunctions* and listen to the teaching. If this is not possible, remind yourself about these using the *Revision Card* below.
- Complete *Antarctic Clauses and Conjunctions*.

Explain your answers to a grown-up. Explain what a main and a subordinate clause are. You can check your answers at the end of the pack.

### 3. Now for some writing

- Write sentences about a place that you would like to visit. Is it cold or hot? Wild or urban? Describe what you know about it and why you would like to travel there.
- Share your sentences with someone else. Show them the coordinating and subordinating conjunctions that you have used.

### Try the Fun-Time Extras

- Can you find out more about Antarctica? What else might Lizzie have seen or experienced while she was there.
- Find out more about a place that you would like to visit. Can you write a blog diary entry imagining that you are there?

## ***Lizzie Greenwood: Biography and Background***



Lizzie Greenwood (now Lizzie Greenwood-Hughes, following her marriage to Welsh rugby star, Geraint Hughes) is a journalist and TV sports commentator.

Between 2001 and 2005 she was the presenter of *Newsround* on BBC1 and, as part of her work on the show, travelled to Antarctica in 2003. *Newsround* wanted to produce an extra show looking at the impact of global warming on the environment.

Lizzie kept a diary of her adventures at the South Pole and this was posted as a blog on the *Newsround* website throughout her stay.

## ***Lizzie Greenwood's Diary–Day 13***

Day 13: Friday 12 December 2003

Everyone reckons we brought the beautiful weather with us when we arrived in Antarctica. Since we stepped off the little red plane 10 days ago, the sun has been beating down on Rothera. This place is fast becoming the Antarctic Costa del Sol! It is generally good news for everyone. The pilots can happily fly their planes to far-flung research sites, the divers can take their boats on the mill pond-like sea and Paul and I can get a great tan while we film the amazing landscape.

Today I have been interviewing Adam who is one of the meteorologists or weathermen (a kind of Antarctic John Ketley, but much younger and without the beard).

Part of his work is to find out what's going on in the earth's upper atmosphere. So three times a week he blows-up a massive balloon, attaches a sensor to it from a bit of string and then lets it go.

The sensor sends back information to Adam's computer which then tells him what the temperature, humidity and wind is like up in the atmosphere. Apparently the balloon gets bigger as it goes up, ending-up the size of two double decker buses before it eventually pops.

Every day a radio communications operator gets in touch with all the people who are working away from Rothera. There are scientists dotted all over the place, miles from anywhere so it is important that the people here know that everyone is safe. Radios are the main way for people to keep in touch if they are off base and often people accidentally use radio phrases even when they are talking face to face.

For example, when I was interviewing a biologist called Mairi she finished one of her sentences with 'over and out' which really made me giggle.

I still haven't been snowboarding, but when I do, you can be sure that will be my picture of the day.

Today's photo is of Paul because his sister complained they were all of me! So here is Paul, my producer, while he was co-piloting the Twin Otter plane – just for you Clare Arnold.

*Lizzie, 'over and out', in the Antarctic.*

## Revision Card – Clauses and Conjunctions

### What do we remember about clauses?

**Clauses** are groups of words with an **active verb**; they make sense.

These are all **clauses** because they have an **active verb** and they make sense.

*She **looked** around.*

They are called **single-clause** sentences because one clause makes up the entire sentence.

*Lizzie **was** in darkness.*

They can stand alone so they are **main clauses** (also called **independent clauses**).

*She **could see** nothing.*

**Independent clauses** can be linked by **and, or, but**.

*She looked around **but** she could see nothing.*

*Lizzie was in darkness **and** she could see nothing.*

They are called **multi-clause** sentences because the sentence is made up of more than one **clause**.

The **conjunctions** **and, or** and **but** are **co-ordinating conjunctions**.

They link **independent clauses** with equal importance to the meaning of the sentence.

### Subordinating Conjunctions

Some **conjunctions** add extra information to an **independent clause**.

**Conjunctions** can give meaning to the links, to do with...

time	place	cause	condition	contrast
when	where	because	if	although
while	wherever	as	unless	though
since		since	even if	whereas
as				while
before				
after				
until				

**Subordinating conjunctions** link **main clauses** to **subordinate clauses**.

*Lizzie was in darkness **although** she could sense that someone else was there.*

*She could see nothing **even if** she opened her eyes wide.*

***When** she heard a sound, she looked around nervously.*

These are still called **multi-clause** sentences because the sentence is made up of more than one clause.

These sentences are made up of a **main clause** (which carries the most important information) and...

...a **subordinate clause** which adds to the meaning of the main clause but cannot stand alone.

## Antarctic Clauses and Conjunctions

1. Is the writing in **bold** in the sentences below a clause or phrase? Tick the correct box.

	Clause	Phrase
<b>I ran down the slope</b> towards Rothera Base Camp.		
Inside the building <b>it was warm and welcoming.</b>		
I heard a crashing sound <b>inside the kitchen.</b>		
<b>The chef had dropped our dinner</b> all over the floor!		
<b>Quick as a flash,</b> I rushed to help clear up.		

2. Highlight the **conjunctions** in these sentences.

- a. The weather balloon quickly filled up and floated away into the blue Antarctic sky.
- b. I was keen to talk to the scientists but Paul wanted to film the seal pups before lunch.
- c. The pups need constant attention from their mother, as they have to be kept warm in the biting wind.
- d. They look safe enough, although I have been told there is a storm coming in.
- e. When it does, the seals will head into the water or huddle together for safety.
- f. We will be tucked up inside the Base since our coats are nowhere near as thick as those of the seals!

3. The conjunctions you have identified in the sentences above are either **co-ordinating conjunctions** or **subordinating conjunctions**. Sort them into the two columns.

Co-ordinating conjunctions	Subordinating conjunctions

4. Is the writing in **bold** in the sentences below a main clause or a subordinate clause?

	Main	Subordinate
<b>The Twin Otter's engines roared</b> , although I could hear very little with my headphones on.		
<b>We headed out over the icy hillside</b> and looked down on the scientists at work below.		
I knew I was going home in just a few weeks, <b>whereas many of the scientists stay at Rothera for months.</b>		
<b>Because we were coming close to the end of our trip</b> , I wanted to take as many photographs as possible.		
I tried to steady my camera <b>but the plane's shaking made it wobble too much for a shot.</b>		

## Using Conjunctions

Use the conjunctions from the box below to write sentences about a place you would like to visit. Is it cold or hot? Wild or urban? Why would you like to travel there? How many conjunctions can you use?

although	since	while	whereas	because	until	when	as
until	before	even if	though	after	wherever	yet	

A large rectangular writing area with a decorative orange and black zigzag border. The area contains 20 horizontal lines for writing.

## Antarctic Clauses and Conjunctions - ANSWERS

1. Is the writing in **bold** in the sentences below a clause or phrase? Tick the correct box.

	Clause	Phrase
<b>I ran down the slope</b> towards Rothera Base Camp.	X	
Inside the building <b>it was warm and welcoming.</b>	X	
I heard a crashing sound <b>inside the kitchen.</b>		X
<b>The chef had dropped our dinner</b> all over the floor!	X	
<b>Quick as a flash,</b> I rushed to help clear up.		X

2. Highlight the **conjunctions** in these sentences.

- The weather balloon quickly filled up **and** floated away into the blue Antarctic sky.
- I was keen to talk to the scientists **but** Paul wanted to film the seal pups before lunch.
- The pups need constant attention from their mother, **as** they have to be kept warm in the biting wind.
- They look safe enough, **although** I have been told there is a storm coming in.
- When** it does, the seals will head into the water or huddle together for safety.
- We will be tucked up inside the Base **since** our coats are nowhere near as thick as those of the seals!

3. The conjunctions you have identified in the sentences above are either **co-ordinating conjunctions** or **subordinating conjunctions**. Sort them into the two columns.

Co-ordinating conjunctions	Subordinating conjunctions
and	as
but	although
	when
	since

4. Is the writing in **bold** in the sentences below a main clause or a subordinate clause?

	Main	Subordinate
<b>The Twin Otter's engines roared</b> , although I could hear very little with my headphones on.	X	
<b>We headed out over the icy hillside</b> and looked down on the scientists at work below.	X	
I knew I was going home in just a few weeks, <b>whereas many of the scientists stay at Rothera for months.</b>		X
<b>Because we were coming close to the end of our trip</b> , I wanted to take as many photographs as possible.		X
I tried to steady my camera <b>but the plane's shaking made it wobble too much for a shot.</b>	X	

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Read about the Mass Observation Project

- Read [A Brief History of Mass Observation](#).
- How would you explain what the project does? When did it start?

## 2. Revise Formal Features

- Use the [Checklist](#) to revise formal features of writing.
- Which of these features can you find in the [Brief History of Mass Observation](#)? Highlight and annotate the text to show them.

## 3. Now for some writing

- Read [Mass Observation Directive](#).
- Plan what you will include in your diary on the [Planner](#).
- Now write a diary entry. Can you include some features of formal writing as you do?

[Well done. Share your writing with a grown-up. Can you show them the formal features that you have included in your writing?](#)

## Try the Fun-Time Extras

- The actual Mass Observation website asks for contributions from children as well as grown-ups. Could you visit the website and see what you have to do to contribute?
- Each year on 12<sup>th</sup> May the Mass Observation Project asks people to keep a one-day diary. Why not join in? You can find out how to contribute [here](#).
- Can you ask others in your house to also write a diary? You could keep them all safe together and read them when times have changed again.

## *A Brief History of the Mass Observation Project*



The Mass Observation Project began life in the late 1930s when a group of writers, artists and journalists decided it would be interesting to keep a record of how ordinary British people felt about events of the time and how they went about their lives.

The organisers asked volunteer writers to keep diaries of their day-to-day activities, which would then be sent into the Mass Observation offices to be kept in their archive. They hoped that in the future people would be able to read the diaries and find out how ordinary people lived their lives in the past.

Mass Observation also asked writers to respond to special questionnaires they sent out about a particular theme or topic. These questionnaires were called 'Directives'. For instance, you might have received a Directive asking you to write about where you went on holiday, or how you cooked things in your own home.

The Project was wound up in the 1960s but was then started again in 1981. It is still going strong today, with hundreds of volunteers sending in their diaries and their responses to Directives.

The Mass Observation website is at

<http://www.massobs.org.uk/about/mass-observation-project>

## Checklist of formal features

<b>Feature</b>	<b>Example</b>	<b>*</b>
<b>Standard English vocabulary</b> not colloquialisms that we might use in speaking	acquaintances <i>rather than</i> mates collected the potatoes <i>rather than</i> grabbed the spuds	
<b>Looks and sounds different to spoken English</b>	We had a lengthy discussion about what to do. <i>rather than</i> We just couldn't agree our next move!	
<b>No unnecessary asides or questions</b>	The weather forecast was good ( <del>yeah, right!</del> ). What's new? Nothing it seems. <i>becomes</i> Nothing new appeared to be happening.	
<b>No contractions or abbreviations</b>	should have <i>rather than</i> should've I would have <i>rather than</i> I'd have television <i>rather than</i> telly	
May use <b>passive</b> voice for verbs	The camera <b>was placed</b> ... The information <b>was given</b> by...	
Makes use of <b>formal expressions</b>	One may suppose that... It may be imagined that...	
Occasional use of <b>subjunctive</b> as a formal device	If I <b>were</b> to complain... We ask that dogs <b>be</b> tied up...	
Frequently written in the <b>third person</b> form and making use of <b>generalisations</b>	It is anticipated that many people will be interested... <i>rather than</i> I'm about to tell you why you guys will love it...	
Often uses the <b>longer words</b> rather than <b>shorter informal vocabulary</b>	More provisions were <b>required</b> ... <i>rather than</i> More food was <b>needed</b> It is necessary to <b>inform</b> everyone... <i>rather than</i> We need to <b>tell</b> you...	



## Directive

We want to hear about the everyday lives of primary school children across the country.

No matter how insignificant or unimportant you feel, future generations will be intrigued to learn what kind of things you did at this time.

We need you to write a blog post about recent days. Because this is an historical document we ask that you write your blog post in formal language so that future readers will more easily understand what you have written.

Simply recount your activities on for some recent days. You don't need to spice things up or make your lives seem more dramatic...but obviously if dramatic things have happened to you, that's fine! Just describe what you have done, seen and thought in plenty of detail so that people reading your diaries in the future will be able to really bring our times to life in their imaginations.

Good luck and thank you!

The Mass Observation Project Team

# Planner

*Make notes about what you will include in your account. It can be the events that you will mention and what you have seen and thought.*

**What I have done:**

**What I have seen:**

**What I have thought:**

**Other ideas:**



**Diary page**

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Male: \_\_\_\_\_ Female: \_\_\_\_\_ *(please tick)*

Age: \_\_\_\_\_

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Please use extra sheets if necessary

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