



THE SHIRT MACHINE

(EXPLANATION WRITING)





DAY 1

L.O: I CAN USE OPEN AND CLOSED QUESTIONS
TO FORM AN EXPLANATION

WATCH THE FILM

KEY QUESTIONS

- * Do you think it is fiction or non-fiction?
- * Why?
- * What is the purpose of the clip?

<https://www.youtube.com/watch?v=rliGlp4ddXs>



WATCH THE FILM AGAIN

5Ws

Who, Where, What, When, Why

- Where does the uncle live?
- What did he decide to do and why?
- Why did he want to build the machine?

Can you think of some more questions which link to the 5Ws and the clip? Write them down and answer them.



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Questions

- * Do you think it is a clever invention?
- * Would you want a shirt of your own?
- * Which one might you choose and why?
- * If it was your invention, would you do anything differently?

Task 1

Create a mind map (spider diagram) to find out more about either the uncle or how the shirt machine works.



THE SHIRT MACHINE

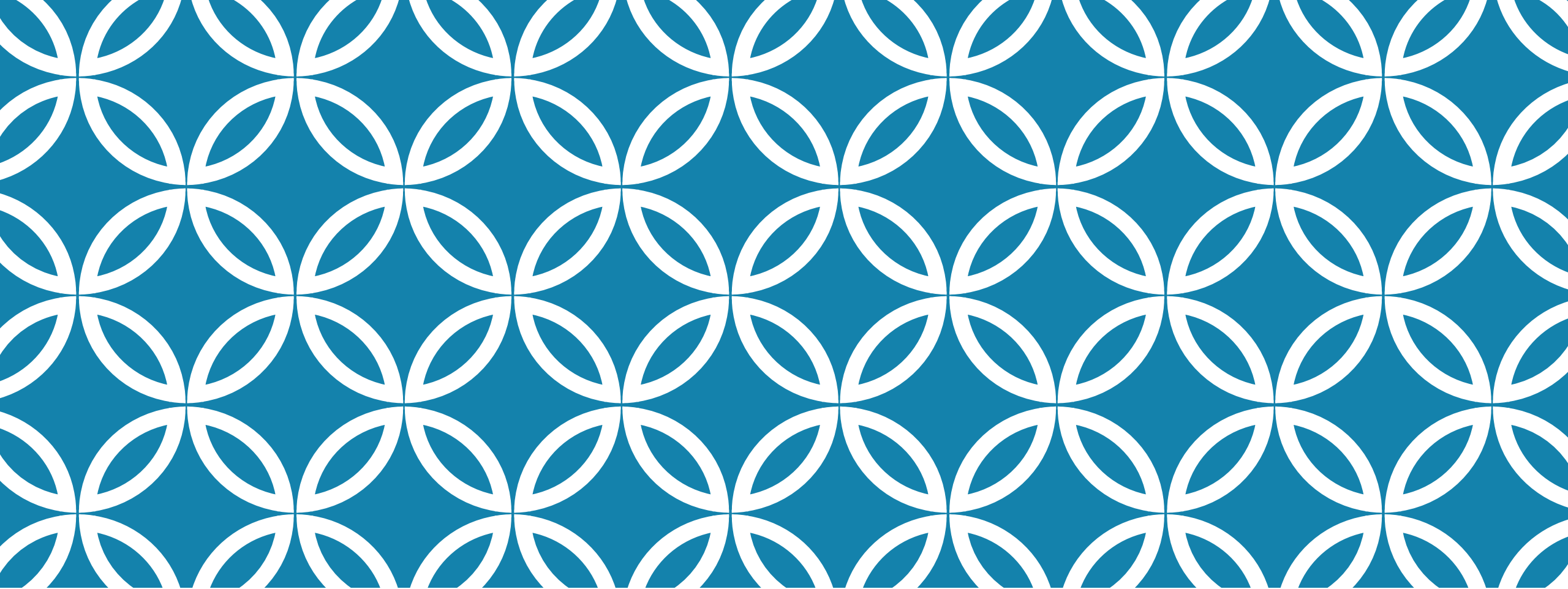
Task 2

Write questions you would like to ask the uncle about the machine or himself. Make sure you include open questions (where you can expand the answer).

Task 3

Which are your best three questions and why?





DAY 2

L.O: I CAN APPLY THE RULES OF WRITTEN
DIALOGUE TO AN EXPLANATION TEXT

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Using the questions you wrote in the previous lesson, you are going to write a dialogue to answer them.

Before you do that though...

Look at the resource sheet and underline the dialogue punctuation (inverted commas (speech marks), verbs/synonyms for 'said', punctuation placing (inside of the inverted commas, when to start a new line).



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YOUR TASK

Write a short narrative containing dialogue, using the questions from the previous session. Use Day 2 Resource Sheet.

EXTENSION

Check, edit and improve the sentence structure and vocabulary within your writing.





DAY 3

L.O: I CAN USE IMPERATIVE VERBS TO
EXPLAIN HOW SOMETHING WORKS

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TECHNICAL VOCABULARY

Technical vocabulary used in the Shirt Machine explanation. Look how these are listed with a **comma** to separate each item.

There were pipes, taps, valves, funnels, transistors, wires, switches, pistons, gauges, cogs, wheels, levers, spinning bits, sliding bits, squashing bits and pulling bits. They were all glued, screwed, nailed and slotted together to make the shirt machine.



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SIMON SAYS...

With an adult/sibling, play the game Simon Says.

All of the instructions must start with an imperative verb (bossy verb).

Example:

Put your hands on your head.

Sit down.

Stand up.

TASK

Make a list of imperative verbs that could be used in your explanation of the Shirt Machine.



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Watch the film again and pause at 2:59.

- Where is the ledger shown?
- What is a ledger?
- What is its purpose?



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Inside the book are drawings of the parts of the machine, the part that is missing is how the machine actually works. If future generations have the machine, they need to know how it works.

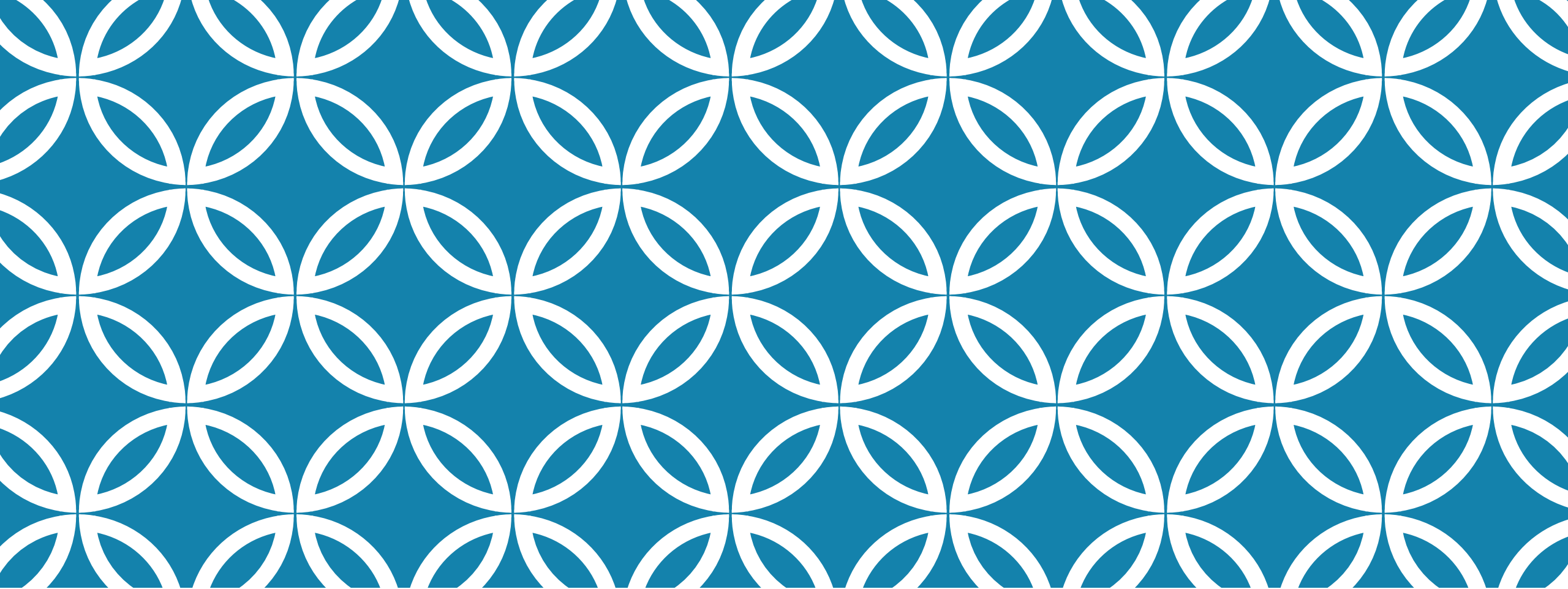
TASK

Your task is to write your own explanation about how the shirt machine works.

What are the features of instructions?

- * Bullet points
- * Imperative verbs
- * Chronological order
- * Numbered steps
- * Adverbs
- * Technical vocabulary
- * Present tense
- * Third person

Use Day 3 Resource Sheet (focus on the middle section which explains a little about the way in which Uncle uses the Shirt Machine) to help you convert the explanation into instructions. Extend by adding some of your own points/details.



DAY 4

L.O: I CAN EXPLAIN THE APPEARANCE OF
SOMETHING BY USING EXPANDED NOUN
PHRASES.

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Play the clip from 1:17 – 1:37, pausing at the image of the completed machine.

CONVEYOR BELT GAME

* Watch the clip again.

- You have 1 minute to study the image at the end. In this time, you must try to remember as many parts of the machine as you can. Write them down.

BONUS POINT – can you say how the parts were fitted together?



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TASK

Study the image of the machine.

Create a mind map to describe what it looks like (not how it works).

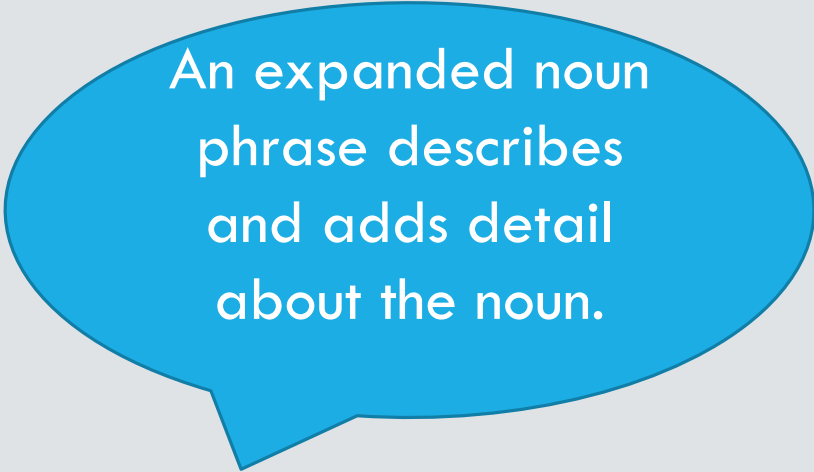
Can you use **expanded noun phrases**?

Look at Expanded Noun Phrases Resource Sheet to help you.

Example:

The huge **machine** had a shiny, metal barrel on one side.

Use Resource Sheet Day 4 to help you.



An expanded noun phrase describes and adds detail about the noun.



DAY 5

L.O: I CAN USE FIGURATIVE LANGUAGE

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FIGURATIVE LANGUAGE

Remember, figurative language is the umbrella term for the use of similes, metaphors, personification and onomatopoeia.

ONOMATOPOEIA (words that describe a sound).

(whizz, pop, zoom, drip, crack, boom).

TASK

Watch the clip again. Can you record any examples of onomatopoeia?

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SIMILES

A **simile** is a figure of speech that directly compares two different things. The **simile** is usually in a phrase that begins with the words "as" or "like."

The girl ran **as** fast **as** lightning.

The boy roared **like** a lion.

She was **as** pretty **as** a picture.

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METAPHORS

A **metaphor** is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. ... You may have to work a little to find the meaning in a metaphor.

The shop was a goldmine.

The footballer was a shooting machine.

The stars are diamonds in the sky.

TASK

Complete the activity on Resource Sheet Day 5 – Similes and Metaphors

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PERSONIFICATION

Personification is when you give an animal or object qualities or abilities that only a human can have. Writers use personification to bring non-human things to life. It helps us better understand the writer's message.

The sun **smiled** in the sky.

The wind **whistled** through the trees.

The rain **danced** on the window.

TASK

Complete the activity on Resource Sheet Day 5 – Personification