

Watch today's lesson on Youtube!

<https://youtu.be/Xmm8g1-hWOo>

Friday 26<sup>th</sup> February 2021

L.O: To build sentences with modal verbs and subordinating conjunctions

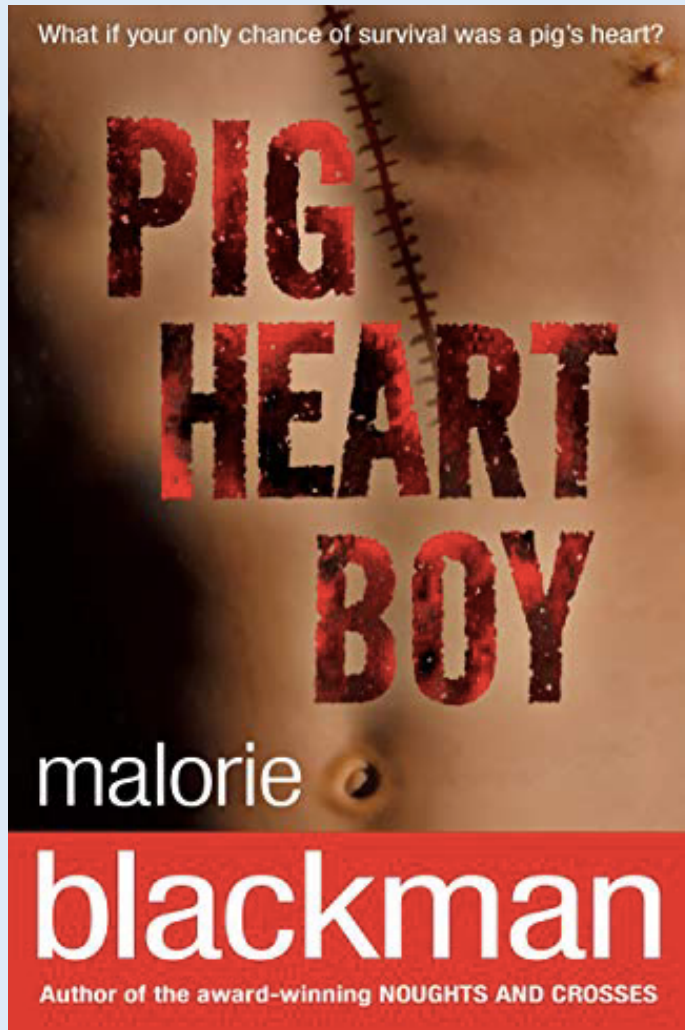
Success Criteria:

To include a range of modal verbs

To use subordinating conjunctions

To create a consistent tone in my writing





## Today we are starting Chapter 13: Hurt

*As we are reading, think about how Cam is instructed to look after himself.*



## Chapter Thirteen

# Hurt

Someone was calling me – from far, far away. A quiet, muffled voice. ‘Cameron . . . CAMERON.’

The voice grew louder and more urgent. It rushed at me like a Eurostar train. ‘Cameron. Cameron.’

And then I was awake. It was dark. It took a few moments before I realized that my eyes were closed. But I was awake.

‘CAMERON, WAKE UP NOW. CAMERON.’

*I was awake.*

And my chest hurt. Not badly. But it ached. I tried to take a deep breath, but a spear of pain shot through me from front to back. I instantly held my breath, waiting for the pain to ease – which it did. Slowly, I opened my eyes.

Dr Bryce and Dr Ehrlich were looking down at me. They wore masks and gloves but their eyes were happy. More than happy: their eyes shone with delight. That’s when I knew I’d had the operation.

I’d made it. I was still here.





I smiled and the effort exhausted me. I tried to speak but my tongue was stuck to the roof of my mouth and my throat hurt. In fact my throat was hurting quite badly. I hadn't expected that. I tried to swallow but my mouth was as dry as Mars.

'Hello, Cameron.' Dr Bryce beamed at me. Even with the mask over his face I could see that he was beaming.

I raised my hand and put it over my throat.

Dr Bryce nodded. 'Try not to speak. You've had an airway down your throat so your throat will be sore for a day or two.'

*My heart's gone!*

Only then did I remember. Only then did I dare to think it. My old, rubbishy heart had gone. And in its place – a brand-new, strong . . . pig's heart.

And then it happened. It crept up on me so slowly that I didn't realize what was happening until I was in the middle of it. I was hurting. Well, not so much hurting as aching uncomfortably. My chest ached. My stomach ached. I wanted to cough. I had a headache. My throat ached. I felt sick. There was probably a millimetre-long hair on the back of my hand somewhere that was comfortable but that was about it.

I tried to ask for help. I tried to tell the doctors how I felt. My tongue refused to move. The doctors continued to beam at me.

'We'll let you get your rest now,' said Dr Bryce, 'and

when you wake up again, you can see your mum and dad.'

I closed my eyes. And, just like that, I was out of it.

For the next day I drifted in and out of myself. At least that's what it felt like. I don't remember too much about it. It just seemed that every time I opened my eyes, someone was smiling at me. Mum and Dad, the doctors, the nurses. I even dreamt that Trudy was smiling at me!

And then at last I opened my eyes and I was awake – really awake – and aware.

'How are we feeling, Cameron?' Dr Ehrlich was instantly at my side – smiling.

I coughed and instantly felt as if my chest was going to come apart.

'You will have a cough for a couple of days. That's the anaesthetic, I'm afraid. How's your throat?'

I swallowed hard. My mouth was no longer as dry as before. My throat wasn't as sore either – thank goodness.

'Better,' I croaked.

Was that really my voice? I sounded like a rusty frog!

'Would you like a little ice to suck on?'

'Yes, please.' I was still croaking.

The doctor used a teaspoon to fish a small chunk of ice out of the water jug on the table by my bed. She popped it into my grateful mouth. It was cool and wet and actually delicious.





'You are doing phenomenally well. You can sit up and, if the tests we run today are favourable, maybe we'll have you walking a couple of steps tomorrow.'

I stared at the doctor. She had to be kidding. I'd only just had a heart operation. What was going on? Were they short of beds or something?

'It's quite common practice.' The doctor's smile broadened. She could obviously read my expression. 'Not too long ago, it was standard practice to stay in bed for weeks after an operation. Now it's recognized that that's actually bad for you. We like to get our patients up and about as quickly as possible – even heart patients. D'you understand?'

I nodded, looking around. I took more of an interest in my surroundings. I wasn't in my room any more. There were machines all around me and I had an intravenous drip attached to each arm. Pads on my chest were hooked up to the heart monitor beside the bed. I had what looked like crocodile clips attached to the ends of two fingers and there was some kind of cuff around one of my ankles. I felt like Pinocchio before he had his strings cut! I looked up at the intravenous bags on either side of me. I pointed to the left one. 'What's in that?' I indicated with my head.

'It contains your anti-rejection drug,' said Dr Ehrlich.

'And that one?'

'Dextrose and saline.'

'Huh?'

'Sugar and salt water to make sure you don't become dehydrated.'

Dr Bryce entered the room. 'How are we feeling today?'

'Fine.' I shrugged. And I was feeling fine – in a peculiarly detached kind of way. Somehow it was all a bit of an anticlimax. I'd spent so many weeks thinking about the operation and the days leading up to it that I hadn't really given much thought to what would happen afterwards. And now here I was with not much of a clue as to what should or would happen next.

'We're amazed with your progress. You're doing extremely well,' Dr Bryce told me.



What different things did Dr Bryce tell Cam to do to look after himself? What would you suggest?

'Get some rest'

'Try not to speak'

Take the anti-rejection drug

## How to Look Yourself after a Heart Transplant

Stay hydrated

Be careful of the pads on your chest

'Suck on some ice'

'Try walking a few steps'



It is important to ensure our instructions are clear but also written with a strict tone. Cam MUST follow these instructions otherwise he will not recover properly. In order to create this tone, we can use **modal verbs** and **subordinating conjunctions**.

For example:

**In order to** recover quickly, it is vital that Cam **must** take his anti-rejection drugs three times a day.

The young boy must **should** rest for at least half an hour **after** attempting a short walk.

Can you write your own sentence with a modal verb and subordinating conjunction?

### Modal Verbs

Could	Ought
Must	Shall
Will	Might
Should	Can
Would	May

**I SAW A WABUB!**

Try to remember these important subordinating conjunctions.

**If Since As When Although While After Before Until Because!**

Use subordinating conjunctions in different positions within your sentences.

**Although** he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



Your task today is to write a set of instructions of how Cam should look after himself after his surgery.

Introduction: What has just happened to Cam?

Use the following two subtitles to help you:

In Hospital

At Home

Year 6 Criteria

Contractions

Fronted adverbials

Relative clauses

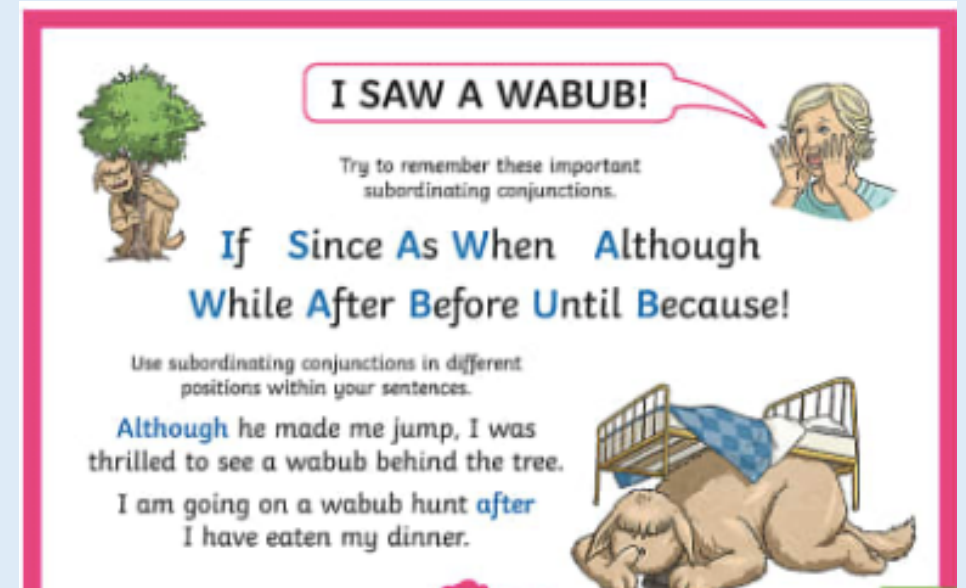
Rhetorical Question

Subjunctive

Passive Voice

Semi-colon/colon

Modal Verbs



Modal Verbs

Could

Must

Will

Should

Would

Ought

Shall

Might

Can

May





# Instruction Text Features Key

Date \_\_\_\_\_ Name \_\_\_\_\_

Text Title: \_\_\_\_\_

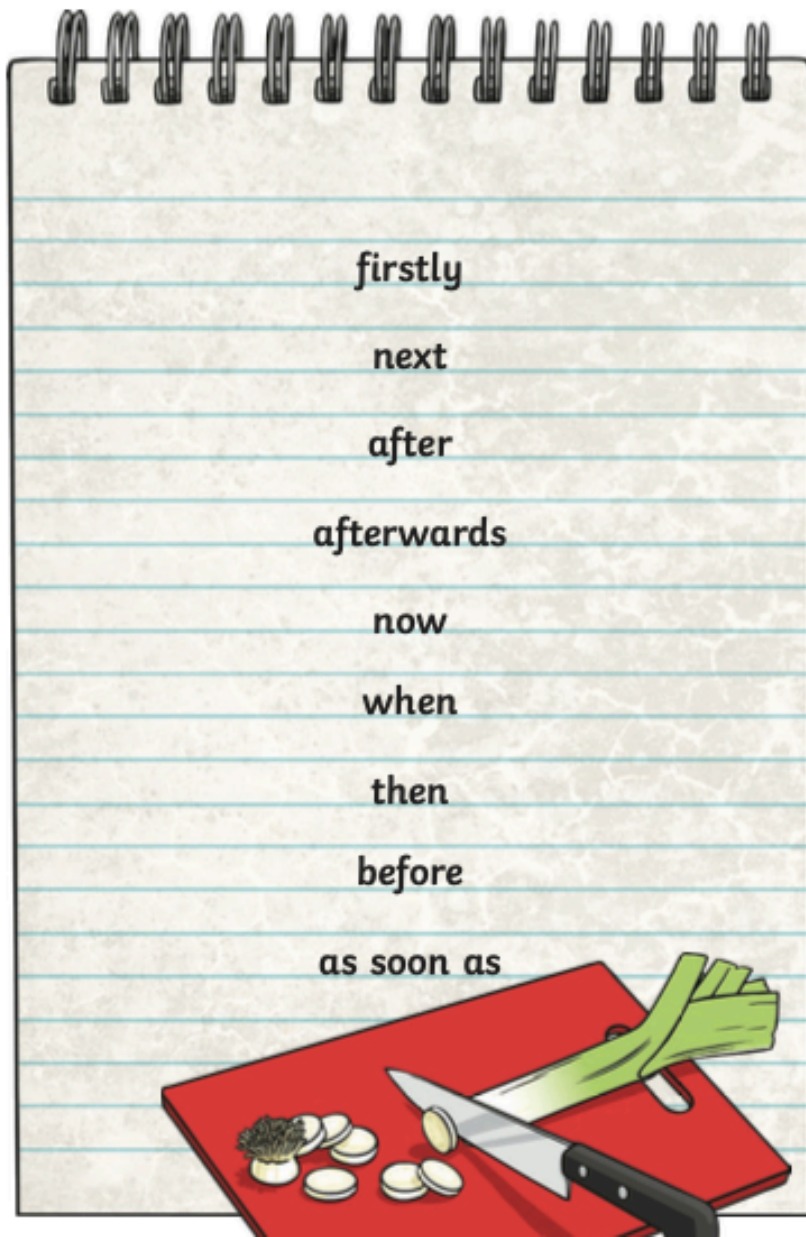
Here are the features of an instruction text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'imperative verbs' box in red, then use the **same colour** to underline all the imperative verbs in your text.



	<b>Title</b> which shows what the text is about. It may begin "How to..."		<b>Adverbs</b> for how the actions should be done.
	<b>Sub-headings</b> to break the text into clear sections.		<b>Chronological order</b> and <b>Adverbs of Time</b> .
	An <b>opening sentence</b> which encourages the reader to have a go.		<b>Technical vocabulary</b> which is specific to the task.
	A <b>clear list of equipment</b> or ingredients needed.		<b>Diagrams</b> or illustrations with <b>labels</b> .
	<b>Simple steps</b> for each action in the method.		<b>Formal, impersonal</b> tone.
	<b>Imperative</b> (bossy) <b>verbs</b> telling the reader what to do.		<b>Closing statement</b> which shows or describes what the reader has achieved.
	<b>Bullet points</b> or <b>numbers</b> for each step.		



# Year 6 Instructions Word Mat



firstly

next

after

afterwards

now

when

then

before

as soon as

finally

how to

collect

when

once completed

place

place

if

method

use

measure

whether

steps

begin

attach

as

equipment

organise

replace

after

tools

repeat

commence

while

utensils

complete

hold

before

recipe

grip

gather

so

ingredients

release

because

but

you will need

fasten

once

however



Looking forward to reading your writing.

Please send your finished work to your class teacher:

[ksutherland@kingsavenue.Lambeth.sch.uk](mailto:ksutherland@kingsavenue.Lambeth.sch.uk)

[mjames@kingsavenue.Lambeth.sch.uk](mailto:mjames@kingsavenue.Lambeth.sch.uk)

