

**Summer Prep Booklet**

Dear Parent,

This booklet contains an array of activities for your son/daughter to complete over the summer break. It is crucial that students continue to practise their English skills during the holidays and we encourage students to continue using **Accelerated Reader** and attempt some activities on **Readtheory.com** in this time.

This booklet should be completed over the summer vacation and your child should submit this to their English teacher on their first lesson back.

Kind regards,

Emma Monteith



Head of English

e.monteith\_fps@gemsedu.com

**Paragraphs**

A paragraph should always start with a sentence that introduces (summarizes)



the new topic.

This is a **‘topic sentence’.**

You should then continue with a few **‘supporting sentences’**

Finish with a ‘**closing sentence’** to **(sum up).**

**ACTIVITY 1:** Decide where the paragraphs go

**ACTIVITY 2:** Decide in what order the paragraphs go (next page ).

October arrived, spreading a damp chill over the grounds and into the castle. Madam Pomfrey, the nurse, was kept busy by a sudden spate of colds among the staff and students. Her Pepperup potion worked instantly, though it left the drinker smoking at the ears for several hours afterward. Ginny Weasley, who had been looking pale, was bullied into taking some by Percy. The steam pouring from under her vivid hair gave the impression that her whole head was on fire. Raindrops the size of bullets thundered on the castle windows for days on end; the lake rose, the flower beds turned into muddy streams, and Hagrid's pumpkins swelled to the size of garden sheds. Oliver Wood's enthusiasm for regular training sessions, however, was not dampened, which was why Harry was to be found, late one stormy Saturday afternoon a few days before Halloween, returning to Gryffindor Tower, drenched to the skin and splattered with mud. Even aside from the rain and wind it hadn't been a happy practice session. Fred and George, who had been spying on the Slytherin

team, had seen for themselves the speed of those new Nimbus Two Thousand and Ones. They reported that the Slytherin team was no more than seven greenish blurs, shooting through the air like missiles. As Harry squelched along the deserted corridor he came across somebody who looked just as preoccupied as he was. Nearly Headless Nick, the ghost of Gryffindor Tower, was staring morosely out of a window, muttering under his breath, ". . . don't fulfill their requirements . . . half an inch, if that . . ." "Hello, Nick," said Harry.

"Hello, hello," said Nearly Headless Nick, starting and looking round. He wore a dashing, plumed hat on his long curly hair, and a tunic with a ruff, which concealed the fact that his neck was almost completely severed. He was pale as smoke, and Harry could see right through him to the dark sky and torrential rain outside.

Of course, not having all the choice in the world does make you think cleverly about what you can do with what you’ve got. Even on a rough day when there’s no catch, Giovanni will use preserved fish, which he keeps in his larder. Maybe half the problem these days is that we have too much choice and not enough quality. Which got me thinking that I wanted to keep the recipes in this chapter really simple. I’ve done this by adding some delicate twists to plainly cooked fish. There’s nothing in this chapter

that I don’t think you could achieve, so give them all a go.

So what I’d like to ask you to do is stop putting up with substandard products — be a bit more Italian and have your say on a regular basis. What fish stores and supermarkets alike will have to start doing then is worrying about quality, not quantity. If we all have a go, you’ll be surprised at how many shops, restaurants, and businesses will look at what they’re doing because they have to listen to their

customers. Let’s make it happen!

However, before you get down to cooking, there’s one thing I’d like you to do for me .

. . get to know your local fish store, be it a supermarket or an independent. If their fish smells “fishy” and not of the sea, then have a word and tell them you’d support them if they had less choice and better quality. I’m sorry to say there are too many halfwits selling second-rate fish in Britain and the U.S. these days. It shouldn’t have to

be like that.

Take a city like London, for example. It’s one of the biggest cities in the world, yet there are only a handful of fishmongers that come up to the mark. (In case you’re wondering, my favorites are Kensington Place and the Fishworks chain.) Young kids growing up all around our country think fish smells fishy, because that’s the reality of

the fish on offer to us in most places.

I was quite surprised at the number of seaside restaurants in Italy that don’t have a menu, like La Scaletta, run by my friend Giovanni on the island of Marettimo. He literally waits till eight or nine in the morning, when the boats come in, and says,

“Whatever God brings me, I will cook!”

If I’ve learned anything from the Italians about fish, it is definitely that “less is more.” Even inland, in regions like Le Marche and in Tuscany, they might get fish coming to the market only once a week, but it’s still damn fresh and smells of the sea and is bound to make dinner a bit of an event on that day.

**Basic sentence punctuation**

A sentence is a group of words that make sense on their own. They start with a capital letter and end with a full stop (**.**), question mark (**?**) or exclamation mark (**!**).

**Statements end in a full stop and are used to tell someone something.**

E.g. I went to the shops on Thursday**.**

**Questions end in a question mark and are used to ask someone something.**

E.g. Can I go to the toilet**?**

**Exclamation marks are used at the end of a sentence to show emotion or feeling.**

E.g. Ouch**!**

**ACTIVITY:** Add the correct end stops to these sentences

1. Did Vincent Van Gogh paint Sunflowers

2. Was Leonardo da Vinci an Impressionist painter

3. Vincent Van Gogh was the best painter ever

4. Claude Monet was born on November 14th 1840 in Paris

5. Under the painting in the gallery, the sign read “do not touch”

**CAPITAL LETTERS**

 **‘I ’**

**First letter of a sentence**

**Names of specific places- countries/ cities/ buildings**

**Names/ titles of people**

**Days of the week/ months of the year/ special events**

**Titles of books/ films/ bands/ songs**

Commas

**Use to separate items on a list**

*I went to Asda and bought a sandwich****,*** *some crisps****,*** *a chocolate bar and a banana.*

**Use to separate 2 parts (clauses) of a sentence**

*While I finished my work****,*** *my friend made dinner.*

**Use a pair to separate a less important piece of information (subordinate clause)**

*My teacher****,*** *Mr. Clark****,*** *is a great singer!*

**Insert the commas in the correct places.**

1) Helen came into school today and her eyes looked red and peculiar.

2) Helen didn’t even raise her head or try to sound the slightest bit polite.

3) Miss Lupey instructed Kitty to gather her belongings and catch up with Helen before she had a nasty accident.

4) Helen quickly shoved her pens pencils ruler and rubber into her bag.

5) The bat balls and lost property were strewn over the cloakroom cupboard floor.

6) The coats Kitty had complained were cold and wet.

7) Liz who was the most popular girl in the school was Helen’s best friend.

8) Kitty her hair tied neatly into two bunches always looked neat and tidy.

9) Helen terribly upset at the prospect of a step-father was much happier when she had

heard Kitty’s story.

10) Helen looking like she had had no sleep for a week emerged from the cupboard with a tissue in her hand.

11) Kitty had admitted that she had acted stubbornly her reason was that she absolutely detested Gerald.

12) Gerald was kind to Jude he bought her chocolates helped her with her homework and played Scrabble with her.

13) Kitty’s mum asked her if she knew where the scissors her favourite china plate and the telephone directory had disappeared to.

14) Jude her eyes heavy asked her mum to read her a story before she went up to bed.

15) The demonstration was successful but Rosie was arrested.

Apostrophes (for contractions)

|  |  |
| --- | --- |
| Apostrophes are used for: | Examples |
| Showing that one or more letters have beenmissed out of words which are joined together. | Hasn’tIt’s Can’t They’re Won’t | Has notIt isCan not They are Will not |

1. Its raining, so youd better take an umbrella. (2)

2. I dont want to go out when its wet. (2)

3. Mary told me youve been to the cinema. You shouldve asked me. Id like to have gone too. (3)

4. Weve seen that film ten times because we think its so good. (2)

5. I cant open this tin because hes taken the can-opener. (2)

6. Pam wont let her children watch television if they havent finished their homework. (2)

7. Her son says it isnt fair as hes tired and needs to rest. (2)

8. Mike says his sisters selfish because she wont let him use her car. (2)

9. Peter doesnt like vegetables unless theyre well cooked. (2)

10. If you havent been to the dentist, youd better go soon, or youll lose all your teeth. (3)

11. You mustnt drive when youre tired because its dangerous and youll have an accident. (4)

12. If youve been shopping and you havent found what youve been looking for, youll need some chocolate and a good cup of tea to cheer yourself up! (4)

**A compound sentence is when 2 simple sentences are joined with a co-ordinating conjunction.**

**Both parts could be FULL SENTENCES.**

**Examples of co-ordinating conjunctions: and, but, or, so, yet**

**Task 1:**

**Which are the two compound sentences? Tick the correct two.**

* He like comics and horror books.
* He wanted to buy the book because he liked horror stories.
* Murray is going to participate in this year’s Wimbledon.
* I like sports day and I like running.
* I am good at running.

**Task 2:**

**Write in brackets next to each sentence whether it is a sentence 1 (a simple sentence) or a sentence 2 (a compound sentence). Write 1 or 2.**

I went to Spain ( ). I went with my family and I visited lots of different places ( ). It was very beautiful because the houses were painted lots of different colours ( ). It was very hot and the sea was very blue ( ).

My summer holiday was horrible( ). The buildings were grey and the hotel was ugly ( ). I didn’t like it because it rained every day ( ). The sea was dirty ( ). There was rubbish everywhere ( ).

**Task 3**

**Combine each pair of simple sentences to make a compound sentence. Use one of these conjunctions: and, but, or, so.**

1. A small kitten followed me home. I gave it a bowl of milk.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. We were lost in the woods. My brother had a map in his backpack.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The girls were painting animal pictures. Katrina spilled the paint.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Would you like to go to the cinema? Would you rather stay at home tonight?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Mr Smith loved his new office. He didn’t like the view.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Jenny’s bicycle had a flat tyre. She had to walk to the supermarket.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Joe wants to be an astronaut when he grows up. Maria wants to be a doctor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Dr Jones told Greg to brush his teeth every day. He didn’t listen.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The tigers at the zoo are always sleeping. The penguins are fun to watch.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. I enjoy reading. I don’t enjoy cooking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. . Year 6 is a hardworking class. All of the children want to do well at school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Ben is thoughtful. He always plays with me when I’m lonely.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. Babies cry all of the time. They can get some attention from their mum.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 4**

**Can you change this so it has a range of simple and compound sentences?**

The man was strong. He was brave. He was very tall. He was extremely muscular. His eyes bulged strangely. He was out of breath. He stopped crossed the road. He wanted to go to the shops.

**Task 1: Recapping simple and compound sentences**

Read the passage and add full stops where you think they should go. Remember there should only be **one** conjunction in a sentence. Add capital letters!

i wake up each morning before the alarm i wait for it to ring on the dot of seven and then i get up today was going to be different i didn’t wake up the alarm didn’t ring this difference would change my life forever

**Task 2: Tenses**

**Verbs change tense depending on when the action takes place.**

For example:

**To fly: To swim**

Past: I flew Past: I swam

Present: I fly Present: I swim

Present (third person): He/she flies Present (third person): He/she swims

Present continuous: I am flying Present continuous: I am swimming

Future: I will fly Future: I will swim

**To think: To write:**

Past: I Past: I

Present: I Present: I

Third person present: He/she Present (third person): He/she

Present continuous: I am Present continuous: I am

Future: I will Future: I will

**To eat: To make:**

Past: I Past: I

Present: I Present: I

Third person present: He/she Present (third person): He/she

Present continuous: I am Present continuous: I am

Future: I will Future: I will

**What tense are these sentences written in?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Past | Present | Presentcontinuous | Future |
| 1. Tony would love to go to the cinema for his birthday.
 |  |  |  |  |
| 1. Joe opens the door and gets out of the car
 |  |  |  |  |
| 1. I am so excited – I love going to the beach!
 |  |  |  |  |
| 1. Joel stands on the edge of the swimming pool.
 |  |  |  |  |
| 1. Abigail understood what she had to do as she started her long journey.
 |  |  |  |  |
| 1. She walked into the crowded room looking for her brother, Sam.
 |  |  |  |  |
| 1. We are cycling to the beach for a special picnic with our friends.
 |  |  |  |  |
| 1. I will wake up early on that day and be on time for school.
 |  |  |  |  |
| 1. She will continue with her piano lessons for years to come.
 |  |  |  |  |
| 1. I went on a boat trip to Seal Island. It was fantastic!
 |  |  |  |  |

**Underline the verb in these sentences and re-write them in the past tense.**

1. The dog barks as Mark throws a treat.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Zoe searches every room for her tennis racket.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mrs Piper buys three bunches of flowers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rob finds his crayons and begins drawing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Grace starts to read her book but it gets too scary so she puts it down.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Kim solves the mystery of the missing trophy and gives it back to its owner.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The fire alarm goes off and everyone runs out of school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The bird sings from the treetop and wakes the cat.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3: Introducing subordinating connectives**

Co-ordinating conjunctions join two simple sentences together: and, but, or, so, yet

Subordinating conjunctions join a simple sentence with a clause (it couldn’t be a sentence by itself). **Examples: because, as, although, while, until.**

**Are these sentences using coordinating or subordinating conjunctions? Circle the conjunction and write C or S.**

1. The cake was in the oven for far too long but it still didn’t burn.
2. Maria wasn’t hungry because she had just eaten.
3. Kate and Ben got up and they went to the park.
4. The film was boring so I left the cinema.
5. Clive watched TV while Holly read.
6. We played scrabble until there were no letters left.
7. Nicola screamed because the lights went out.
8. I could continue watching TV or I could go to bed on time.

**How could we improve this description?**

It was the summer. The sun was bright in the park. There are no clouds in the sky. The birds were chirping. The tree’s branches moved a bit. There was a breeze. It was still warm. It was nearly 6pm. People were sitting on the grass. Children were playing games. They were all very happy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1: Recapping Conjunctions**

Choose which subordinating conjunction **because, as, although, while, until** would be most suitable in each of these sentences.

1. I like chocolate \_\_\_\_\_\_\_\_\_\_\_\_ too much is bad for you.
2. He sang a song \_\_\_\_\_\_\_\_\_\_\_\_ he played the piano.
3. The window slammed shut \_\_\_\_\_\_\_\_\_\_\_\_\_ the storm got worse.
4. We had fun at the beach \_\_\_\_\_\_\_\_\_\_\_\_\_ we had to go home.
5. I buy so many books \_\_\_\_\_\_\_\_\_\_\_\_\_ I love reading.

**Task 2: Adjectives and Adverbs**

Adjectives are used to describe a noun (a person, place or object). Adverbs are used to describe a verb (an action).

Work out the clues to reveal a whole alphabet of adjectives, all of which could describe a person. See if you can turn each word into an adverb.

A – what A would you be if someone had done something to annoy or upset you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B – what B is another word for feeling shy and is one of the Seven Dwarves?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C – what C would you be if you were sure to do things correctly?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D – what D would you be if you didn’t get the mark you were hoping for in a test?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E – what E would you be if you like running marathons?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F – what F would you be if something was scaring you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G – what G would you be if you were really thankful that someone had helped you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

H – what H could describe someone who is nasty and mean to others?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I – what I would you be if you were cut off from everyone and on your own?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (No adverb)

J – what J would describe you if you were game for a laugh and good fun to be with?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (No adverb)

K – what K would describe you if you had lots of facts in your brain?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

L – what L would describe you if you couldn’t be bothered to do any work?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M – what M could describe you if you were feeling down and sad?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

N – what N would you be if you were really famous for a bad quality?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

O – what O would you be if you always looked on the positive and bright side of life?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

P – what P would you be if you were the opposite to O?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q – what Q would you be if you were always arguing and picking fights with people?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

R – what R would describe someone who is very loving?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S – what S would you be if you showed people that you understood how they are feeling?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

T – what T is another word for being shy and scared?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

U – what U would you be if you didn’t have a job?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (No adverb)

V – what V would you be if you were deliberately being nasty to someone or hurting them?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

W – what W would you be if you were not very strong?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X – what EX would you be if you were very tired?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y – what Y are you when you aren’t old?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Z – what Z describes someone who is a bit crazy and funny?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3: Using adverb sentence starters**

To use an adverb at the start of a sentence, we must always follow it with a comma. For example: Suddenly, the lights went off.

Rewrite each of these sentences using a suitable adverb and comma at the start.

1. I walked down the corridor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She danced on the stage.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The tree swayed in the wind.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The ant crawled home.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The car crashed into the wall.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He sang in assembly.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She stroked the dog.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I got into bed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 4: Writing together**

**How could we improve this description?**

It was dark outside. The clouds went past the moon. The girl sat down on her bed. She was sad. She pulled the covers up. She rolled over. There was a space where her teddy bear should be. A tear fell down her cheek.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 5: Independent writing**

Write a paragraph about a childhood memory. You must use the following:

* An adverb starter
* Two sentences with a coordinating conjunction (and, but, or, so, yet)
* Two sentences with a subordinating conjunction (because, as, although, while, until)
* A simple sentence (no conjunction)
* An adjective or adverb in each sentence.