

# VOCABULARY

Create a table with the following headings: *Certain, Likely, Unlikely, Impossible*. List at least 5 events that would belong under each heading.



# VOCABULARY

Create a table with the following headings: *Must, Should, Should Not, Must Not*. List at least 5 actions that would belong under each heading.



# VOCABULARY

Create a table with the following headings: *Doing, Thinking, Saying*. List at least 5 actions (verbs) that you have done during the day under each heading.



# VOCABULARY

Imagine that you are telling a friend about a movie that you enjoyed. Create a word bank of vocabulary that you might use when expressing your opinion.



# VOCABULARY

Imagine that you are telling a friend about a book that you did not like. Create a word bank of vocabulary that you might use when expressing your opinion.



# VOCABULARY

Choose a hobby that you enjoy. Create a word bank of technical vocabulary related to your hobby. Try to brainstorm at least 20 words.



# VOCABULARY

Choose a topic you have learned about in Science. Create a word bank of technical vocabulary related to this topic. Try to brainstorm at least 20 words.



# VOCABULARY

Choose 3 pairs of homophones. Draw a picture of each pair of words and write a sentence to show the difference in their meanings e.g. whale and wail.



# VOCABULARY

Use quotation marks to write a conversation between two siblings who share a bedroom. What do they say once their parents have turned out the light?



# VOCABULARY

Draw a picture of a famous fairy tale character. Around your drawing, use noun groups to create rich descriptions of your character e.g. her long, green, warty nose.



# VOCABULARY

Draw a picture of a haunted forest. Around your drawing, use noun groups to create rich descriptions of your setting e.g. the skinny, reaching tree branches.



# VOCABULARY

Choose a verb e.g. walk, play, sing. Create a mind map of adverbs showing all the ways that the verb may be done e.g. slowly, carefully, loudly.



# VOCABULARY

Choose a noun e.g. chair. Create a mind map of all the adjectives that could be used to describe the noun e.g. brown, leather, comfortable.



# VOCABULARY

Use prepositional phrases to finish this sentence: *I walked...*  
Try to come up with 10 different endings e.g. *I walked through the glass door.*



# VOCABULARY

Use adverbial phrases to finish this sentence:  
*The doorbell rang...*  
Try to come up with 10 different endings e.g. *The doorbell rang at exactly nine o'clock.*



# VOCABULARY

Write 5 descriptive sentences about an interesting or unusual character. In each sentence, circle the subject and underline the verb.



# VOCABULARY

Draw a Venn diagram to compare when it is appropriate to use formal language and when it is acceptable to use informal language. Include both spoken and written examples.



# VOCABULARY

Many words are overused in writing. Some of these include: *happy, big, went, great, like*. In a table, list at least 5 more interesting synonyms for each of these words.



# VOCABULARY

Choose a topic that interests you. Write a brief factual paragraph about this topic, then write a brief imaginative paragraph. List some differences that you notice between the two texts.



# VOCABULARY

Write 10 interesting compound sentences (sentences which contains a subordinate clause). Underline the main clause in each sentence.



# VOCABULARY

Many words are overused in writing. Some of these include: *nice, fun, said, good, bad*. In a table, list at least 5 more interesting synonyms for each of these words.



# VOCABULARY

Imagine you have just witnessed a bank robbery. Write a paragraph about what you saw in subjective language (from your personal viewpoint), then another paragraph using objective language (from an unbiased viewpoint, stating only the facts).

# VOCABULARY

Write a conversation between you and a friend, discussing a movie that you both enjoyed. Underline any examples of evaluative language which show your opinion.



# VOCABULARY

Imagine that your teacher has decided to keep your class in at lunchtime as a punishment. Write a paragraph to explain how you feel about this action. Underline any examples of evaluative language which show your feelings.





# VOCABULARY

Use a dictionary or the Internet to research words we use today that originate from Greek roots e.g. 'decade' which comes from 'dec' meaning ten. Try to list and define at least 10 words.



# VOCABULARY

Use a dictionary or the Internet to research words we use today that originate from Latin roots e.g. 'century' which comes from 'cent' meaning 'one hundred'. Try to list and define at least 10 words.



# VOCABULARY

Create a table with the following headings: *auto, extra, mis, sub, tri*. Under each heading, list at least 5 words that begin with each prefix.



# VOCABULARY

Create a table with the following headings: *tele, anti, mono, trans, hyper*. Under each heading, list at least 5 words that begin with each prefix.



# VOCABULARY

Many occupations end with the suffix 'ist' or 'er' e.g. dentist, teacher.

Create a mind map to show as many of these occupations as possible.



# VOCABULARY

Many descriptive characteristics end with the suffix 'ive' or 'ish' e.g. supportive, foolish.

Create a mind map to show as many of these characteristics as possible.



# VOCABULARY



# VOCABULARY

