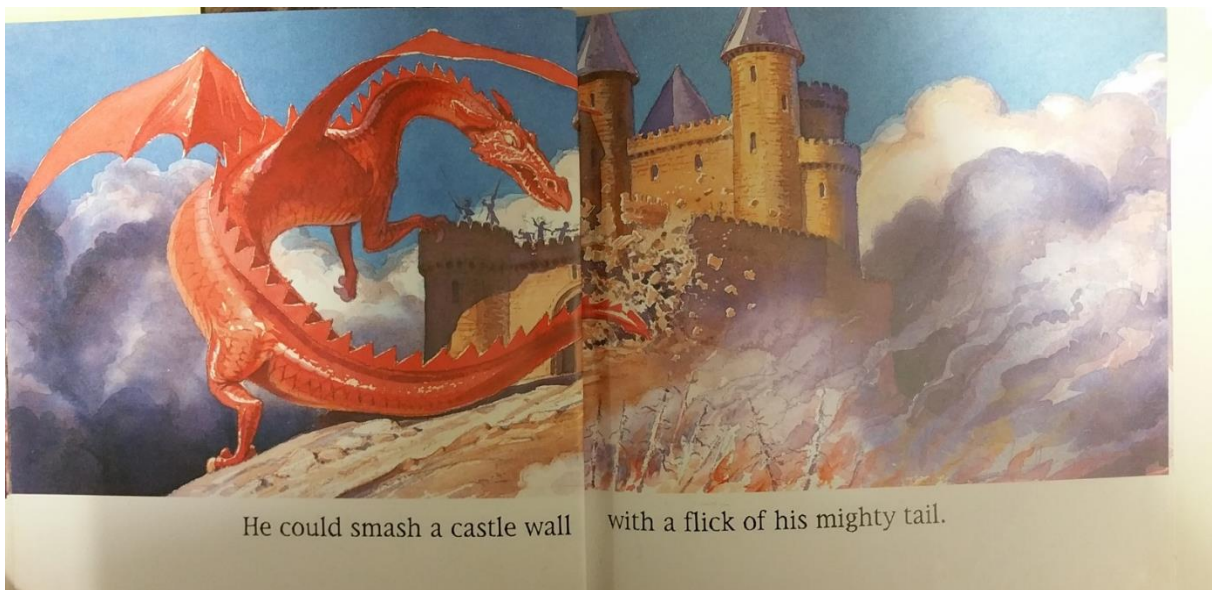


## Tasks One - Three (On Live Lesson)



### Task 1 - Powerful verbs

Look at the picture above and think about what the dragon is doing.

**Write a list of violent verbs.** e.g. smash, crash...

**Write a list of adjectives for his tail.** e.g. mighty, strong...

**Look at the sentence below and have a go at completing the challenges:**

He could **smash** a castle wall, **crush** a human skull and **obliterate** a village with his **powerful** tail.

Remember we can use a comma to separate items in a list!

**Blue** - Rewrite the sentence above changing the violent verbs in blue to your own ideas.

**Green** - Choose a different adjective to describe the dinosaur's tail.

**White** - Explore changing the nouns in grey - what else could the dragon destroy?

## Task 2 - Direct speech

Imagine the soldiers are there and think about what they would be saying  
e.g. Watch out! Help me!

Today, you are going to practise including your own direct speech. Remember to start the speech with a capital letter and include speech marks around all of the punctuation.

Look at the sentences below and have a go at completing the challenges:

The voices of the soldiers could be heard from a far.

"Watch out! Run!" one soldier shouted.

**Blue** - Write your own direct speech with punctuation.

**Green** - Choose a different verb for 'shouted'.

**White** - Write what another soldier might have said. Remember the new speaker, new line rule!

## Task 3 - Onomatopoeia

Remember that onomatopoeia is the formation of a word from a sound associated with what is named

Write a list of onomatopoeic words. e.g. Crash! Thud!...

Write a list of verbs to describe the wall's sound / movement e.g. tumbling, rumbling...

Look at the sentence below and have a go at completing the challenges:

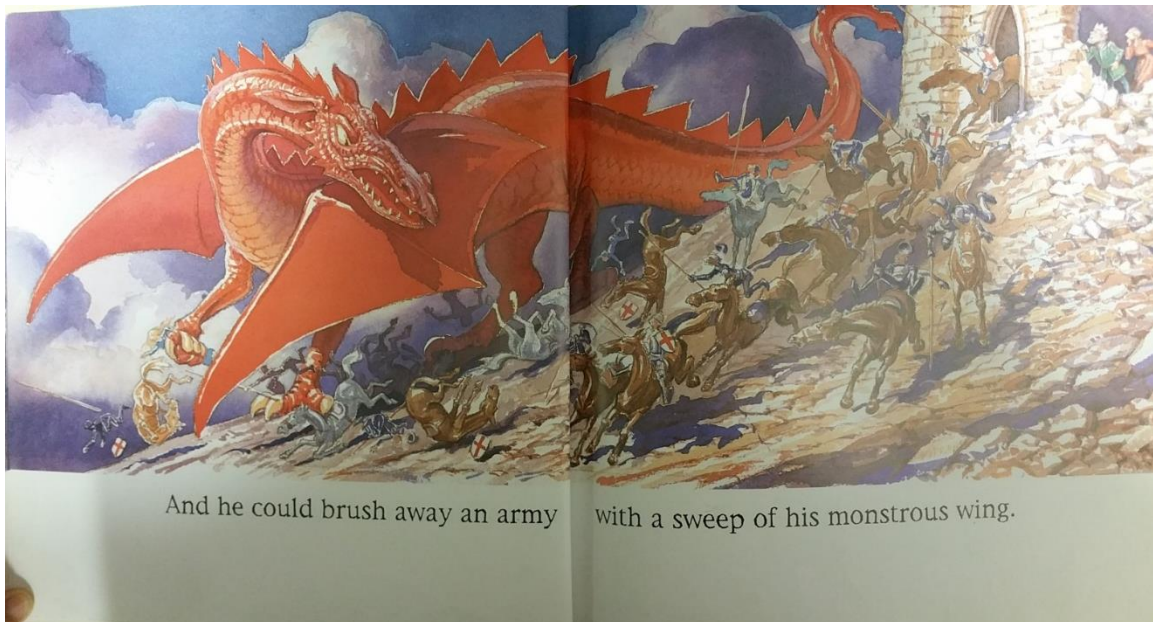
Thud! Thud! Thud! The wall came tumbling down.

**Blue** - Choose an onomatopoeic word to repeat.

**Green** - Choose a different verb to 'tumbling'.

**White** - Write another sentence about the wall falling that includes a simile.  
(E.g. It was as loud as ...)

## Independent Tasks After Live Lesson



### Task 4 - Verbs and adverbs

Focus on the four different groups in the picture, horses, queen, king, and soldiers.

**Write a list of verbs** (doing words) and **then write adverbs** (that add meaning to the verb) **for each of these groups.**

#### Horses

*Verbs* - galloping, neighing...

*Adverbs* - wildly, loudly...

#### Queen

*Verbs* - crying, shivering...

*Adverbs* - desperately, anxiously...

#### King-

*Verbs* - shouting, observing.

Adverbs - furiously, angrily

Look at the sentence below and have a go at completing the challenges:

The horses were galloping wildly. The Queen was shivering desperately. The King was shouting angrily. The soldiers were stabbing violently.

**Blue** - Rewrite the sentences using your own verbs (blue).

**Green** - Rewrite the sentences using your own adverbs (green).

**White** - Write a sentence to describe the overall scene - use powerful adjectives.

### Task 5 - Synonyms

Write more or less intense words for frightened:

e.g.

*More frightened-* terrified, scared...

*Less frightened-* startled, afraid...

**Gather angry synonyms.**

e.g. enraged, irate...

Look at the sentence below and have a go at completing the challenges:

Some villagers felt terrified and petrified and some villagers felt enraged and irate.

**Blue** - Rewrite the sentence using your own synonyms for frightened (blue).

**Green** - Rewrite the sentence using your own synonyms for angry (green).

**White** - Write sentences using a similar structure to describe how the king/queen might be feeling.