

ENGLISH
GRAMMAR

Grammar

Punctuation and Grammar Activities

Complete one or two activities every day.



Find the abstract nouns

happiness

worry

hope

drawer

car

Primark

dog

relaxation

weather

airplane

pencil

bubble bath

David

pain

Mrs Smith

confusion

trust

board

table

pleasure

curiosity

loyalty

SENTENCE CONTROL

1. The wave is as big as _____
2. The surfer looks as small as a _____ in comparison.
3. He must have felt so _____ after it.

Use connectives to make the three sentences one long sentence.

Furthermore

Also

On the other hand

<http://www.youtube.com/watch?v=nd2jtwviyC8>

Commas:

Rewrite the paragraph adding commas or full stops where relevant:

Pieces of Silver is about Clement a young boy who is embarrassed by his head teacher although his family are poor he is expected to donate money to the old headmaster his sister helps him by bringing him to the neighbors houses where they play music for money they even get money from the old head at the end of the story Clement who now has more than enough money shares it with the other boys so the new head who is a power-hungry greedy selfish man can't embarrass them anymore.

Conjunctions:

Choose the right conjunctions from the list to fill the spaces

I flipped a coin into the air. It landed on its side, _____ rolled into the street, _____ a bicycle to swerve dangerously. The rider fell off, _____ smashing into a fruit and vegetable stall, _____ immediately collapsed. Turnips, carrots and potatoes rolled down the hill, _____ I did my best to stop them, _____ I could see what was about to happen! A woman _____ a heavy parcel was caught off balance _____ the vegetables poured over her, _____ she managed to stay standing - _____ she was hit by an out of control lettuce and was pushed through a pet shop window and scattering a litter of kittens, snakes and tarantulas, _____ the woman ended up with a monkey on her head, waving its tail. That's the way with flipping a coin: you never know if it's going to be heads _____ tails!

with

as

after

which

while

then

although

but

until

causing

because

before

or

Task:

Identify the error in the sentence and correct or simplify it to make its expression clearer.

Example:

- You will have to stay hear I trust my assistant has show you wheare you will be staying I replied yes.
 - "You will have to stay here. I trust my assistant has shown you where you will be staying". "Yes", I replied.
1. I said I'm not the devil the chased after me I went as fast as I could.
 2. I went back on to the Rocky Grave to see if it activated a swich when suddenley it went peach dark I tried breaking out with a shovel left on the grave.
 3. I noked on the door in front of me and it opend.
 4. As Juliet is in love with Romeo, she won't want to marry someone else. Paris, who wants to marry Juliet lover her. She agrees to marry him until she met Romeo, when she refuses to marry Paris, Juliet becomes rebellious.
 5. Teenage love especially first fickle love with Romeo and Rosaline, But it was love.
 6. Also in the play there is dramatic irony like when Romeo finds Juliet dead.

Commas separate short asides and additions from the rest of the sentence.

For example:

Well, I will do what I can.

It's very cold today, isn't it?

His excuse, for what it's worth, is that he forgot.

Here's a mix of all the types of commas we've looked at so far...

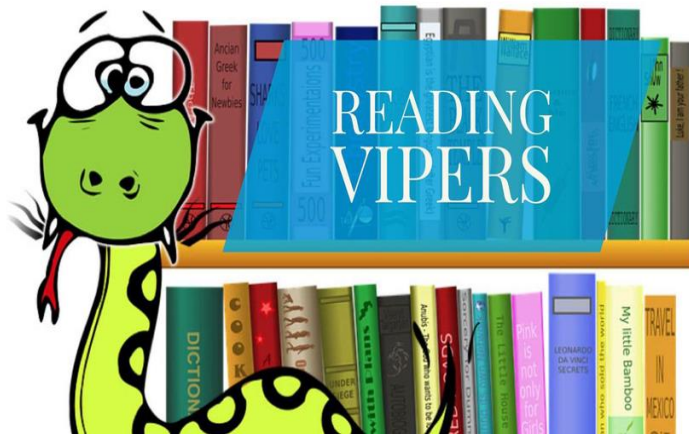
1. Wow that painting you did is amazing!
2. Her room is always a mess however she tries to be tidy.
3. The spoons spatula and whisk belong in the top drawer.
4. We yawn when we are tired sleepy or bored.
5. According to legend a mermaid is a young girl with the tail of a fish.
6. Hey do you think it will be a nice day tomorrow?
7. He walked into the room said hello poured himself a drink and sat down.
8. Matthew please pick that pen up!
9. Kym Parnell the Head of English marched into the room.
10. I like sausages on the other hand I also like vegetarian food.

Check your answers

1. Wow, that painting you did is amazing!
2. Her room is always a mess, however, she tries to be tidy.
3. The spoons, spatula, and whisk belong in the top drawer.
4. We yawn when we are tired, sleepy or bored.
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Reading Activities

Choose from the variety of activities and complete one or more daily.



Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Rapid Reading Activities

Question Types

w/p	Words and Phrases
i	Inference
kf	Key Facts (Retrieval)
ot	Other (e.g.: Language Choice, Comparisons)

Text Difficulty

l	Low Level Text
m	Middle Level Text
h	High Level Text

Be a space tourist at home: While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars! Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star. On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

w/p Which word tells us it cannot be cloudy when spotting meteors?

w/p Find and copy a more informal phrase for **meteors**.

i How can you tell that meteor showers are not common?

ot **'In a flash'**: What does this tell you about the burning of rocks in space?

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w/p Which word tells us it cannot be cloudy when spotting meteors?

Clear

w/p Find and copy a more informal phrase for **meteors**.

Shooting stars

i How can you tell that meteor showers are not common?

They only happen at certain times of the year.

ot 'In a flash': What does this tell you about the burning of rocks in space?

The rock burns brightly or very quickly.

Star spotters' guide to seeing shooting stars:

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!

w/p

Arrange is closest in meaning to...

- Set out
- Meet
- Pack up
- Plan

kf	True or False?
	Take warm clothes, a blanket, a pillow and a torch.
	Stay close to town.
	Point your torch up to the sky.
	You must have binoculars.

- i How does the information make it sound easy to be a star spotter?

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	Stay close to town. F
	Point your torch up to the sky. F
	You must have binoculars. F

- i How does the information make it sound easy to be a star spotter?
Accessible location; don't need special equipment; don't need an expert.

Giants (part 1)

How would you like it –

Supposing that you were a snail,

And your eyes grew out on threads,

Gentle, and small, and frail –

If an enormous creature,

Reaching almost up to the distant skies,

Leaned down, and with his great finger touched

Your eyes

Just for the fun

Of seeing you snatch them suddenly in

And cower, quivering back

Into your pitiful shell, so brittle and thin?

Would you think it was fun then?

Would you think it was fun?

kf What does the 'giant' do to frighten the snail?

i **Gentle, and small, and frail**
How do these words make the reader feel about the snail?

w/p

the word **brittle** is closest in meaning to...

- Shiny
- Soft
- Delicate
- Rough

kf How does the snail behave when it is afraid (find 2 ways)?

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kf What does the 'giant' do to frighten the snail?

Touches threads/stalks/eyes

i **Gentle, and small, and frail**

How do these words make the reader feel about the snail?

Makes you concerned or that it is treated unfairly

w/p

the word **brittle** is closest in meaning to...

- Shiny
- Soft
- Delicate**
- Rough

kf How does the snail behave when it is afraid (find 2 ways)? **Retracts eyes quickly; goes into its shell; cowers; quivers.**

Magic Potion

12 Imagine you are a witch or wizard making a magic potion with
15 this fun activity.

16 Materials:

20 • Small containers (test-tubes / pots)

23 • Pipettes or spoons

25 • Bicarbonate Soda

26 • Vinegar

30 • Food colouring / glitter (optional)



31 Method:

39 1. If you are using food colouring or glitter,
44 add it into the container.

51 2. Pour in the vinegar, approximately filling to
57 the half-way point of the container.

65 3. Using a spoon, sprinkle in the bicarbonate soda.

73 4. Watch the 'magic' potion fizz, pop and bubble.

75 The Science:

83 Fizzing will happen because a neutralisation reaction occurs
93 between the acidic vinegar and the alkaline bicarbonate of soda,
96 releasing carbon dioxide.

97 Extension Ideas:

109 Try adding a little washing up liquid as this should thicken the
118 bubbles, or experiment with different colours and amounts of
123 bicarbonate of soda and vinegar.

Quick Questions



1. Which ingredient must be added to the potion first?



2. Find and copy a modal verb.



3. Why are food colouring and glitter 'optional'?



4. How does the layout help the reader?



5. In the final step, why does the author use inverted commas around the word 'magic'?

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Answers



1. Which ingredient must be added to the potion first?

Accept: Vinegar.



2. Find and copy a modal verb.
Accept 'will' or 'should'.



3. Why are food colouring and glitter 'optional'?
Accept an explanation that the glitter and colouring are not needed for the reaction to occur (as explained in 'The Science' section, so it is your choice whether you use them to enhance the look of the 'potion'.



4. How does the layout help the reader?
Accept any explanation that this is an experiment so the instructions make it clear to the reader what is needed first, followed by the numbered steps to complete it.



5. In the final step, why does the author use inverted commas around the word 'magic'?
Accept any answer that refers to the use of sarcasm or the facts that the author is showing that the potion is not really magic.

Robot Revenge

11 The year is 2053. Robots are a part of everyday life –
17 they drive hover-trains, serve in holographic-restaurants
26 and even teach in virtual-schools. They are so realistic
38 that it can be hard to know whether you are talking to
50 a fellow human or a robot (in some cases the only clue
61 is the small light that can be seen faintly glowing from
65 behind the left ear).

73 In fact, robots are becoming increasingly infuriated with
83 their place in society. A group are plotting their revenge
94 on humans. They want to teach humans a lesson – it is
105 about time that humans started to be grateful for all the
114 wonderful opportunities they have in life. The robots will
117 make them realise...



Quick Questions



1. What jobs do robots do?



2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?



3. Give two phrases which tell you that the robots have had enough of their position?



4. How do you think the robots will teach the humans a lesson?

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114 wonderful opportunities they have in life. The robots will
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Answers



1. What jobs do robots do?

Accept: 'drive hover-trains, serve in restaurants and teach'.



2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

Accept an explanation that many things are now computer-generated rather than real.



3. Give two phrases which tell you that the robots have had enough of their position?

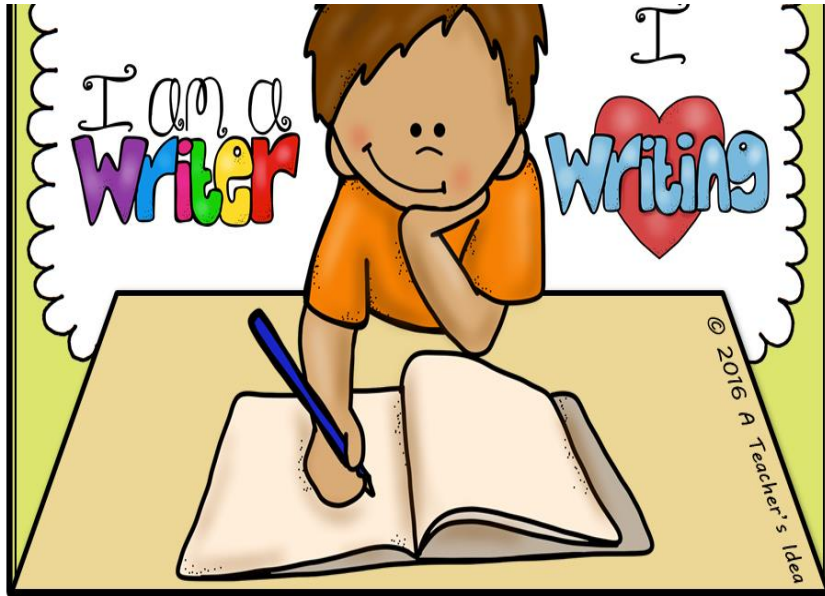
Accept any of 'increasingly infuriated', 'plotting their revenge', teach humans a lesson', 'make them realise'.



4. How do you think the robots will teach the humans a lesson?

Accept any reasonable explanation that links to the text – they will stop doing all the jobs for humans, making humans realise how lucky they are.

Creative Writing Tasks



Choose one task and complete daily.



How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:



Imagine what this machine was
used for.



Photo: Henry Bessemer

How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:

You step off a bus in the year 2933.
Describe what you see.

How creative can you be

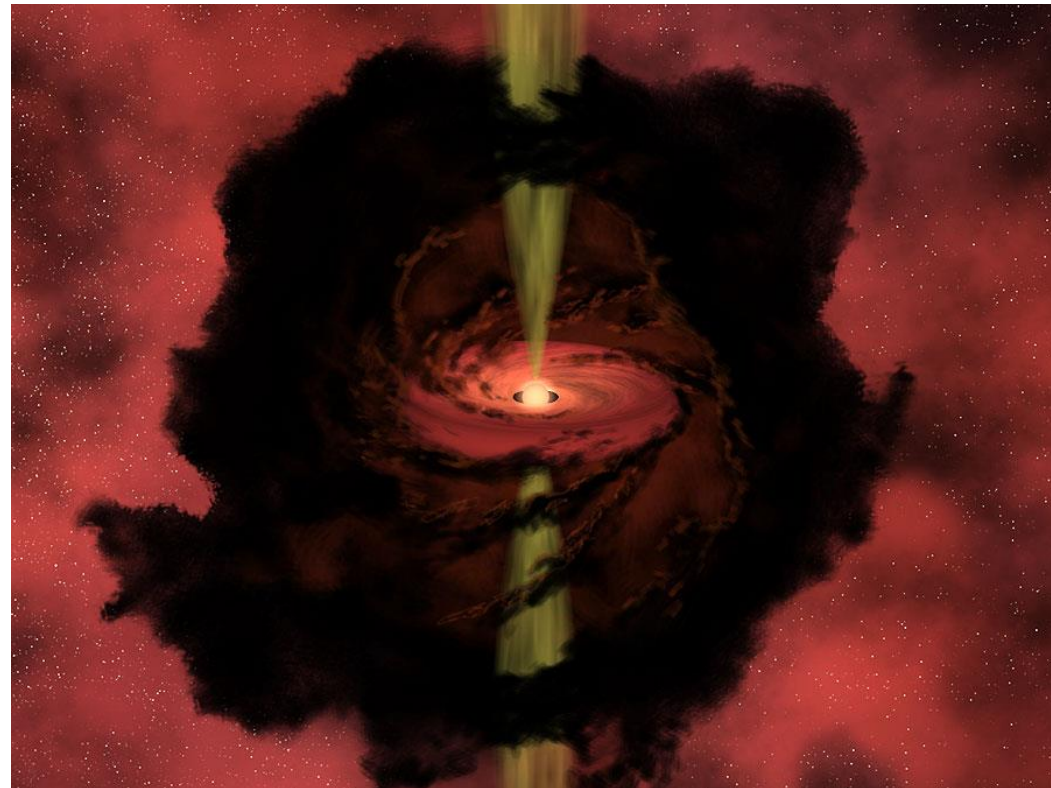


You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:

You look out of the
window and see this.

What is it?

Where are you?



How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:



Describe where you feel safest

How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:



Invent a new item of clothing and
explain how to wear it.

How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:

Where have these feet been
today?



How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:



Invent a new medicine, what does
it cure and how?

How creative can you be



You have 20 mins to write a
**CREATIVE, IMAGINATIVE and
INTERESTING** response to the following:

If these draws were a
person, what sort of
person would they be?

