Year 7

English Work Pack

Parents/Carers – only complete as much, or as little, of these booklets as your circumstances allow at this difficult time.

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| Welcome to this week’s English topic!**Through the Window** (2)**We will have fun learning to:*** Structure our story
* Create exciting characters
* Use interesting verbs
* Identify how verbs are used in others’ stories
* Evaluate and edit our work to make it BRILLIANT!

**Choose your own task level (green = easy, amber = slightly harder, red = challenge)** |

**LO: To be able to identify how stories are structured effectively.**

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| **Structure = Organise or put things into a particular order.** |

If we think about the way builders arrange the parts of a house, we know that they begin with a foundation (a solid base).They then build walls on the foundation and finish with a roof. To make the house effective, it needs to be built in this order. It would be useless to start with the roof or put the front door where an upstairs window should be e.g.



Similarly, to be effective, a story needs to have a structure or be organised in a certain way.

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| **Beginning** | **Hook the reader**Description of the settingA rhetorical questionSome speech |
| **Build Up** | **Create some action**Describe a fascinating character and show what they are doing. |
| **Problem** | **Disrupt the action**What problem does the character encounter? Make it sound like there is no way out! |
| **Answer (or not)** | **Find an answer to the problem (**even though it seemed like there would never be one)!How is your character saved from the problem? |
| **Ending** | **Write a thrilling conclusion**Was your character saved and lived ‘happily ever after’? Or…did they die a miserable and lonely death?Is there a moral (message) to your story? |

**Task 1 (Green)**: **Jack and The Beanstalk Matching Activity**

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| Jack takes some gold, a singing harp and a hen that lays golden eggs. | See the source image |  |
| Jack is chased by the giant. Jack's mother cuts down the beanstalk with an axe. | See the source image |  |
| Jack sells his cow for some magic beans. | See the source image |  |
| At the top of the beanstalk lives a giant in a castle. | See the source image |  |
| The magic beans grow into a beanstalk and Jack climbs it. | See the source image |  |

**Cut out the cards above.**

**Match the pictures with the correct part of the story.**

**In the empty boxes, label the different parts of the story e.g. beginning, build up, problem, answer, ending.**

**Task 2 (Amber) The Three Little Pigs**

**Cut out the paragraphs, read and put them into the correct order. Label each part** e.g. beginning, build up, problem, answer, ending.

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| A woodcutter heard her scream and ran to the house. He hit the wolf and let Granny out of the wardrobe. |
| Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother. One day, Little Red Riding Hood went to visit her grandmother. |
| The wolf ran away, and they never saw him again. |
| The wolf ran to Granny’s house and locked Granny in the wardrobe! He put on her nightgown and got into her bed. |
| When Little Red Riding Hood came to the house she said, “Oh Granny, what big ears you have.”“All the better to hear you with,” answered the wolf.“Oh Granny, what big eyes you have,” said Little Red Riding Hood. “All the better to see you with,” replied the wolf.“Oh Granny, what big teeth you have,” gasped Little Red Riding Hood. “All the better to eat you with!” replied the wolf.Little Red Riding Hood shouted, “Help!” |

**Task 3 (Red)** **An Excerpt from *The Call of the Wild* by Jack London**

**Cut out the paragraphs, read and put them into the correct order**.

Remember, this is an excerpt from a much longer book, however this scene also contains structure. It begins with a problem, builds up, a resolution is found and the problem is overcome, then the characters proceed on their way.

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| One of the onlookers, who had been clenching his teeth to suppress hot speech, now spoke up: "It's not that I care a whoop what becomes of you, but for the dogs' sakes I just want to tell you, you can help them a mighty lot by breaking out that sled. The runners are froze fast. Throw your weight against the gee-pole, right and left, and break it out."  |
| Hal's whip fell upon the dogs. They threw themselves against the breast-bands, dug their feet into the packed snow, got down low to it, and put forth all their strength. The sled held as though it were an anchor. After two efforts, they stood still, panting. The whip was whistling savagely, when once more Mercedes interfered. She dropped on her knees before Buck, with tears in her eyes, and put her arms around his neck.  "You poor, poor dears," she cried sympathetically, "why don't you pull hard?--then you wouldn't be whipped." Buck did not like her, but he was feeling too miserable to resist her, taking it as part of the day's miserable work.  |
| A third time the attempt was made, but this time, following the advice, Hal broke out the runners which had been frozen to the snow. The overloaded and unwieldy sled forged ahead, Buck and his mates struggling frantically under the rain of blows. A hundred yards ahead the path turned and sloped steeply into the main street. It would have required an experienced man to keep the top-heavy sled upright, and Hal was not such a man. As they swung on the turn the sled went over, spilling half its load through the loose lashings. The dogs never stopped. The lightened sled bounded on its side behind them. They were angry because of the ill treatment they had received and the unjust load. Buck was raging. He broke into a run, the team following his lead. Hal cried "Whoa! whoa!" but they gave no heed. He tripped and was pulled off his feet. The capsized sled ground over him, and the dogs dashed on up the street, adding to the gayety of Skaguay as they scattered the remainder of the outfit along its chief thoroughfare.  |
| Kind-hearted citizens caught the dogs and gathered up the scattered belongings. Also, they gave advice. Half the load and twice the dogs, if they ever expected to reach Dawson, was what was said. Hal and his sister and brother-inlaw listened unwillingly, pitched tent, and overhauled the outfit. Canned goods were turned out that made men laugh, for canned goods on the Long Trail is a thing to dream about. "Blankets for a hotel" quoth one of the men who laughed and helped. "Half as many is too much; get rid of them. Throw away that tent, and all those dishes,--who's going to wash them, anyway? Good Lord, do you think you're travelling on a Pullman?" And so it went, the inexorable elimination of the superfluous. Mercedes cried when her clothes-bags were dumped on the ground and article after article was thrown out. She cried in general, and she cried in particular over each discarded thing. She clasped hands about knees, rocking back and forth broken-heartedly. She averred she would not go an inch, not for a dozen Charleses. She appealed to everybody and to everything, finally wiping her eyes and proceeding to cast out even articles of apparel that were imperative necessaries. And in her zeal, when she had finished with her own, she attacked the belongings of her men and went through them like a tornado.   |
| With the newcomers hopeless and forlorn, and the old team worn out by twenty-five hundred miles of continuous trail, the outlook was anything but bright. The two men, however, were quite cheerful. And they were proud, too. They were doing the thing in style, with fourteen dogs. They had seen other sleds depart over the Pass for Dawson, or come in from Dawson, but never had they seen a sled with so many as fourteen dogs. In the nature of Arctic travel there was a reason why fourteen dogs should not drag one sled, and that was that one sled could not carry the food for fourteen dogs. But Charles and Hal did not know this. They had worked the trip out with a pencil, so much to a dog, so many dogs, so many days, Q.E.D. Mercedes looked over their shoulders and nodded comprehensively, it was all so very simple. |

**LO: To be able to identify how writers describe characters to create specific impressions**

In booklet one, we worked on **beginning** our story, **Through the Window**, using interesting adjectives, our five senses, similes and metaphors to describe the setting we could see through a window in our house.

In this booklet, we will work on the **build up** to a **problem** in our story to create suspense.

You may have begun your story with a sentence like this:

**‘Through my misty window, I can see a tiny cat running as fast as the wind through the long grass.’**

We are now going to learn to describe a character who enters our garden and encounters a problem, but first, we will look at how other writers describe characters to make them interesting.

**Task 1 (Green) Read the character descriptions below then identify the adjectives used to make them interesting:**

From **Holes** by Louis Sachar

1. They were dripping with sweat, and their faces were so dirty that it took Stanley a moment to notice that one kid was white and the other black. (p. 17)
2. Madame Zeroni had dark skin and a very wide mouth. When she looked at you, her eyes seemed to expand, and you felt like she was looking right through you. (p. 29)

From **I Know Why the Caged Bird Sings** by Maya Angel

1. Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let along snag her skin. She didn’t encourage familiarity. She wore gloves too. (p. 78)

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| **Title and Page of Book**  | **Adjectives Used** |
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**Task 2 (Amber) Read the character descriptions below then identify the adjectives and similes used to make them interesting:**

From **The Poisonwood Bible** by Barbara Kingsolver

1. Mama Bekwa Tataba stood watching us—a little jet-black woman. Her elbows stuck out like wings, and a huge white enameled tub occupied the space above her head, somewhat miraculously holding steady while her head moved in quick jerks to the right and left. (p. 38)
2. We wore our best dresses on the outside to make a good impression. Rachel wore her green linen Easter suit she was so vain of, and her long whitish hair pulled off her forehead with a wide pink elastic hairband…. Sitting next to me on the plane, she kept batting her whiterabbit eyelashes and adjusting her bright pink hairband, trying to get me to notice she had secretly painted her fingernails bubble-gum pink to match. (p. 15)

 From **The Adventures of Huckleberry Finn** by Mark Twain

1. He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn’t no color in his face, where his face showed; it was white; not like another man’s white, but a white to make a body sick, a white to make a body’s flesh crawl – a tree-toad white, a fish-belly white. As for his clothes – just rags, that was all. He had one ankle resting on t’other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor – an old black slouch with the top caved in, like a lid. (p. 11)

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| --- | --- | --- |
| **Title of Book** | **Adjectives Used** | **Similes Used** |
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**What impressions do you have of each character?**

**Write a sentence about what their appearance suggests about their personality?**

**1.---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**2.---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**3.---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Task 3 (Red) Read the character descriptions below then identify the adjectives, similes and metaphors used to make them interesting.**

From **The Black Cauldron** by Lloyd Alexander

1. A bellow of laughter resounded beyond the chamber, and in another moment a giant, redheaded warrior rolled in at the side of Adaon. He towered above all in the chamber and his beard flamed around a face so scarred with old wounds it was impossible to tell where one began and another ended. His nose had been battered to his cheekbones; his heavy forehead was nearly lost in a fierce tangle of eyebrows; and his neck seemed as thick as Taran’s waist. (p. 25)

From **Look Homeward, Angel** by Thomas Wolfe

1. My brother Ben’s face, thought Eugene, is like a piece of slightly yellow ivory; his high white head is knotted fiercely by his old man’s scowl; his mouth is like a knife, his smile the flicker of light across a blade. His face is like a blade, and a knife, and a flicker of light: it is delicate and fierce, and scowls beautifully forever, and when he fastens his hard white fingers and his scowling eyes upon a thing he wants to fix, he sniffs with sharp and private concentration through his long, pointed nose…his hair shines like that of a young boy—it is crinkled and crisp as lettuce. (p. 135)

From **I Know Why the Caged Bird Sings** by Maya Angelou

3. Where I was big, elbowy and grating, he was small, graceful and smooth. …he was lauded for his velvet-black skin. His hair fell down in black curls, and my head was covered with black steel wool. And yet he loved me. (p. 17)

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Book**  | **Adjectives Used** | **Similes Used** | **Metaphors used** |
|  |  |  |  |
| **Impression of character. What does their appearance suggest about their personality? Write a paragraph below:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Book**  | **Adjectives Used** | **Similes Used** | **Metaphors used** |
|  |  |  |  |
| **Impression of character. What does their appearance suggest about their personality? Write a paragraph below:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Book**  | **Adjectives Used** | **Similes Used** | **Metaphors used** |
|  |  |  |  |
| **Impression of character. What does their appearance suggest about their personality? Write a paragraph below:** |
|  |

**LO: To be able to describe a character to use in the build up to a problem in our story**

Booklet One - story **beginning** example:

**‘Through my misty window, I can see a tiny cat running as fast as the wind through the long grass.’**

Use the story beginning that you wrote in booklet one (or write a new one) then describe a character who enters your garden and encounters a problem. Use the following sentence to help you get started:

**Suddenly, a scary stranger appeared …**

**Task 1 (Green): Finish the sentence by describing what the character looks like. Remember to use the techniques from booklet one e.g. adjectives. If you wish, use the words in the table below (adjectives and verbs) to help you:**

|  |  |  |
| --- | --- | --- |
| CruelEvilWickedSlySinisterCreeping | WrinkledPaleStraight-hairedFrizzy-hairedHunchedLong-nosed | OldGreasyDirtySneakyDodgingHiding |

**Suddenly, a scary stranger appeared -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Task 2 (Amber): Finish the sentence by describing what the character looks like. Remember to use the techniques from booklet one e.g. adjectives, similes and metaphors. If you wish, use the words in the table below (adjectives and verbs) to help you:**

|  |  |  |
| --- | --- | --- |
| blood-curdlingcrawlingcreepydemonicdesperatedrippingear-splittingempty franticstainedvicious | ghastlyghostly glaringglowinggreasygrimhair-raisinghoodedslowspine-chilling | hunchedlimpmotionlesspalepointedraggedsaggingshiveringvileunearthly |

**Suddenly, a scary stranger appeared -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Task 3 (Red): Finish the sentence by describing what the character looks like. Remember to use the techniques from booklet one e.g. adjectives, similes and metaphors. Think carefully about the sort of impression you want to create for your reader. Your stranger is *scary*.**

**If you wish, use the words in the table below (adjectives and verbs) to help you:**

|  |  |  |
| --- | --- | --- |
| elongatedspectraltransfixedhollowunkempt | gnarledskeletalsallowscowlingancient | unnerving tornfurtivewizzenedbedraggled |

**Suddenly, a scary stranger appeared -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

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**LO: To be able to identify interesting verbs to describe the actions of the stranger in our story**

We have described a scary stranger that suddenly enters our garden. You may have written something like this:

**Suddenly, a scary stranger entered my garden. He was tall, with long, greasy hair the colour of ravens. His back had a hump like a camel but he moved around as quietly as a mouse sneaking silently between the shed and the patio. He wore filthy, stained clothes…**

We now need to describe **what he does** in our garden and how this creates a **problem**. To do this effectively, we need to use interesting verbs.

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| **Verb – a doing/ action word****e.g. enter, move, sneak** |

**Task 1 (Green): Read the sentences and circle the verb in each of them.**

1. Daniel ran in the race.
2. Lilly danced for her exam.
3. Jessica read her favourite books.
4. The rabbit hopped away quickly when the car came past.
5. The sun shone brightly.
6. Guinea pigs eat fresh vegetables.
7. Fish swim in deep and shallow waters.

**Now choose three of the sentences above and rewrite them changing the verbs to make them more exciting e.g.** Daniel sprinted in the race.

1. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
2. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
3. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Task 2 (Amber): Read the sentences and circle the verb in each of them.**

1. John hurried to school.
2. Lucy crashed down on the sofa.
3. Jessica urged her friend to buy the present.
4. The tiger sprinted away into the distance.
5. The packet crumpled beneath his strong fingers.
6. Girls screech loudly.
7. Ducks waddle slowly on land.

**Now choose five of the sentences above and rewrite them changing the verbs to make them more exciting e.g.**

1. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
2. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
3. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
4. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
5. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| coerced | flopped | hastened | Spirited away | shriek |

**Task 1 (Red): Read the sentences and fill in the missing verb with a very interesting one of your own.**

1. Janet …………………………………… to work in her high-heeled shoes.
2. Lola……………………………………………..to her friend to come quickly.
3. John ………………………………………… message on some scrap paper.
4. The lion………………………………………………………its prey ravenously.
5. George ………………………………………………..while watching the dog.
6. Delia ………………………………………………….to catch the bus in time.

**Now write five of your own using interesting adjectives and exciting verbs.**

1. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
2. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
3. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
4. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
5. **-**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**LO: To be able to create a problem in our story using interesting verbs**

We now need to describe **what our stranger does** in our garden and how this creates a **problem**. We began to describe him using words like this:

**Suddenly, a scary stranger entered my garden. He was tall…**

**Task 1 (All) Answer the following questions to help you plan for this part of your story:**

1. **What does he do that becomes a problem for us? Does he:**
2. Steal something?
3. Bury something?
4. Frighten someone?
5. Make a signal to someone else?
6. Hide?
7. Transform into something/ someone else?
8. Damage something?
9. A mix of several of the things above?
10. Do something that is not in this list?

Write your answer below

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1. **How does he perform the action of the last question?**
2. Quickly while looking around anxiously?
3. Slowly and throughly?
4. Carelessly?
5. Magically?
6. Sneakily with a sly look on his face?
7. Angrily with aggressive movements.
8. In an irritated manner?
9. A mix of several of the things above?
10. In a manner that is not on this list?

Write your answer below

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1. **How does his action cause a problem for you? What is the problem?**
2. It frightens you so that you can’t sleep that night?
3. It makes you worry for someone else’s safety?
4. You don’t know who to turn to for help?
5. You are uncertain whether you should go into the garden and face him or not?
6. You see someone else get involved and you have to save them?
7. You can’t see exactly what he is doing and don’t know what to do?
8. A mix of several of the things above?
9. Something that is not on this list?

**Task 1 (Green) Using your planning, write the next part of your story – the problem.**

1. Start with your beginning (where you describe the setting of your story from booklet 1)
2. then write your build up (where you describe a stranger suddenly entering the garden

c) then write about the **problem** they create.

|  |
| --- |
| **Remember to include:*** **Interesting adjectives**
* **Exciting verbs**
* **Check you have used a capital letter at the start of each sentence**
* **A full stop, question mark or exclamation mark at the end of each sentence**
* **Evaluate and edit your work by checking that you have the above when you are finished**
 |

**BeginningThrough my window, I could see** ----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Build UpSuddenly, a scary stranger appeared who looked like**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**ProblemAnxiously, I watched as he began to**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Task 2 (Amber) Using your planning, write the next part of your story – the problem.**

1. Start with your beginning (where you describe the setting of your story from booklet 1)
2. then write your build up (where you describe a stranger suddenly entering the garden

c) then write about the problem they create.

|  |
| --- |
| **Remember to include:*** **Interesting adjectives**
* **Exciting verbs**
* **At least one simile**
* **At least one metaphor**
* **A capital letter at the start of each sentence**
* **A full stop, question mark or exclamation mark at the end of each sentence**
* **Evaluate and edit your work by checking that you have the above when you are finished**
 |

**BeginningThrough my window, I could see** ----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Build UpSuddenly, a scary stranger appeared who looked like**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**ProblemAnxiously, I watched as he began to**-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Task 3 (Red) Using your planning, write the next part of your story – the problem.**

1. Start with your beginning (where you describe the setting of your story from booklet 1)
2. then write your build up (where you describe a stranger suddenly entering the garden

c) then write about the **problem** they create.

|  |
| --- |
| **Remember to include:*** **Interesting adjectives**
* **Exciting verbs**
* **Several similes**
* **Several metaphors**
* **A capital letter at the start of each sentence**
* **A full stop, question mark or exclamation mark at the end of each sentence**
* **Check difficult spellings in the dictionary**
* **Evaluate and edit your work by checking that you have the above when you are finished**
 |

**Beginning** -------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Build up**--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Problem** -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------