

# Word Class – 5 minute challenge

Which word class does each target word belong to?

Noun?  
Adjective?  
Verb?  
Adverb?

Target Word	Decide if the target word is being used as a noun or a verb.	Word Class
answer	I will definitely <b>answer</b> a question next time.	
blame	You will get the <b>blame</b> for breaking the window.	
comb	Put the <b>comb</b> into the glass beaker.	
display	The <b>display</b> on the television was excellent.	
escape	We must <b>escape</b> from the loud music venue	
frame	I knocked a nail into the wall to hang a <b>frame</b> .	
guide	I followed our <b>guide</b> around the science museum.	
highlight	<b>Highlight</b> the verbs in the sentences you read.	
itch	I raised my arm over my shoulder to scratch the <b>itch</b> .	
joke	Don't <b>joke</b> , I am being serious.	
kick	I needed to <b>kick</b> the beanbag to my friend.	
laugh	Your <b>laugh</b> is extremely frustrating to hear.	
match	I couldn't wait to watch the tennis <b>match</b> .	
notice	I pushed the drawing pin into the cork <b>notice</b> board.	
offer	The <b>offer</b> was too good not to take advantage of.	
point	She raised her hand and made an excellent <b>point</b> .	
record	We loved to listen to dad's favourite <b>record</b> .	
smile	Once I was young boy, all I though I had to do was smile.	

# Answers

Which word class does each target word belong to?

Noun?  
Adjective?  
Verb?  
Adverb?

## Vocabulary Ninja

### Noun Vs. Verb



**NINJA TIP:**

Nouns might have a determiner or adjective before it. Whereas verbs might be preceded by a pronoun or to.

Target Word	Decide if the target word is being used as a noun or a verb.	Word Class
answer	I will definitely <b>answer</b> a question next time.	verb
blame	You will get the <b>blame</b> for breaking the window.	noun
comb	Put the <b>comb</b> into the glass beaker.	noun
display	The <b>display</b> on the television was excellent.	noun
escape	We must <b>escape</b> from the loud music venue	verb
frame	I knocked a nail into the wall to hang a <b>frame</b> .	noun
guide	I followed our <b>guide</b> around the science museum.	noun
highlight	<b>Highlight</b> the verbs in the sentences you read.	verb
itch	I raised my arm over my shoulder to scratch the <b>itch</b> .	noun
joke	Don't <b>joke</b> , I am being serious.	verb
kick	I needed to <b>kick</b> the beanbag to my friend.	verb
laugh	Your <b>laugh</b> is extremely frustrating to hear.	noun
match	I couldn't wait to watch the tennis <b>match</b> .	noun
notice	I pushed the drawing pin into the cork <b>notice</b> board.	noun
offer	The <b>offer</b> was too good not to take advantage of.	noun
point	She raised her hand and made an excellent <b>point</b> .	noun
record	We loved to listen to dad's favourite <b>record</b> .	noun
smile	Once I was young, all I though I had to do was smile.	verb

## Activity: short-burst writing

Now we have seen the model and looked at some of the tools, I want you to have a go at two paragraphs of suspense writing.

Try to use a few tools like empty words, show-not tell, threatening noises and rhetorical questions.

Do this as a short burst of writing without doing too much planning or thinking. Try and let the writing flow and tell the story of someone in a dark scary place.

**15-20 minutes max** for this task, then read it back through and see if it is working.

Thursday 28<sup>th</sup> January 2021

WALT practice suspense writing

S2S: I can use

- empty words
- show not tell
- threatening noises

# Activity: short-burst writing



You can choose a picture as a stimulus for your writing or an image of your own choosing.



Please do not write about the predictable – ghosts, monsters, aliens etc as your stories next week, will not be based on these things.



# Reflection



Thursday 28<sup>th</sup> January 2021

WALT practice suspense writing

S2S: I can use

- empty words
- show not tell
- threatening noises

How would you describe what you have learnt  
this lesson?