



Year 6

Home Learning Pack -

**ENGLISH**

***Week 5***

**February 2021**

**YEAR 6 – ENGLISH – WEEK 5 – LESSON 1 TO 5: A Guide and instructions (please read before each lesson)**

This is your fifth weekly pack for English and there are five lessons to complete over five days. Please do not do more than this and **make sure you give yourself a break**. This will also help the teachers to check and see your work. Try to keep up with the learning as much as possible and try your best, we know it is a little different and just ask yourself → ‘What would my teacher tell me to do now?’.

- Everything you need is in this pack and labelled so you know what lesson to complete and what sheet to use.
- There are **YouTube** videos for most lessons on the Mount Pleasant Junior School channel – search carefully for the video title that is described for each lesson. (Please be patient as not all videos will be uploaded at the same time)
- There are also **YouTube** videos of each chapter being read and another called ‘Year 6 CTE picture book version’ which is a simpler version of the book.
- I can email you the PowerPoint slides (if they are not already in the pack) if you cannot access the videos but please let me know.
- Make sure you have copies of the book or chapter – email if you do not and these can be sent!
- Please send any work or questions to [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk) and we will respond as soon as we can.
- Remember you do not need to send everything – just the main pieces of writing. However, we are always happy to see work 😊

Below is a guide for each lesson:

**LESSON 1:**

*YouTube video: Year 6 English CTE Week 5 – Lesson 1*

- Look at the Learning Question and think about what sort of thing may help Floella to overcome her current situation.
- **READING CHAPTER 10** – you can either listen to Miss Verdi read the chapter on YouTube (Year 6 CTE Ch 9) or read the copy in your books. Think about how Floella is feeling now and how her expectations have not been met.
- Think about expectation vs reality and answer the three questions in your pack.
- **ACTIVITY 1**– Using chapter 10, answer the questions referring to the text.
- Continue to watch the video or go through the slides as Miss Verdi explains the writing outcome for this week:

- You will be writing a letter to Floella or one her siblings that would be sent before they joined their English school. Your letter will help them feel a sense of belonging.
- Take notes as Miss Verdi goes through the features or annotate on your print out.
- **ACTIVITY 2** – Using the example letter and checklist in your pack – try and find the different features of a letter.
- **Go through the answers yourself** to check if you found everything.
- There is another annotated example with the Year 6 grammar and spelling expectations – can you pick something you want to include this week?

## **LESSON 2:**

*YouTube video: Year 6 English CTE Week 5 – Lesson 2*

- Look at the Learning Question – What is a semi-colon? What is the difference between a colon and semi-colon? What does the punctuation mark look like?
- **Watch the video** – Miss Verdi will explain how a semi-colon is used.
- If you cannot watch, all the information is in your pack (just read it really carefully and if you're stuck – email us)
- **Your challenge** is to include at least one semi-colon in your letters this week.
- You may want to pause the video as she goes through some examples so you can have a go.
- **ACTIVITY 1** – Have a go at the different tasks using semi-colons (there are different levels for you to try).
- **Mark** your work and let your teacher know how you did.

## **LESSON 3:**

*YouTube video: Year 6 English CTE Week 5 – Lesson 3*

- Look at the Learning Question and remind yourself of what we are writing about (look back at lesson 1)
- You will be writing a letter to Floella or one her siblings that would be sent before they joined their English school. Your letter will help them feel a sense of belonging.
- Today is all about planning your letter.
- Watch the video as Miss Verdi goes through each stage of the planning process.
- If you do not have access to the video then think about what you want to include in your letter and how you will show Floella that you understand her situation but also make her feel like she belongs in England.

- **ACTIVITY 1** – To help you plan, complete the table in your packs. What is Floella missing from Trinidad? What are the positives she can focus on?
- Look at Miss Verd’s example for planning.
- You can plan anyway you like so if you do not want to use the frame you do not have to.
- **ACTIVITY 2** - plan what you will write in the letter (remember to include information about Floella’s life in Trinidad)
- **Look at Miss Verdi’s wish list** – Can you include some of this in your plan?
- **Do not forget** – *there are useful posters, word banks and tips at the back of this pack (use them to help you).*

## **LESSON 4 & 5:**

*YouTube video: Year 6 English CTE Week 5 – Lesson 4 and 5*

- Remind yourself of the LQ.
- This will take you **at least two lessons** as you will need to draft, send and wait for feedback then complete a final draft.
- Remember You will be writing a letter to Floella or one her siblings that would be sent before they joined their English school. Your letter will help them feel a sense of belonging.
- **WATCH** the video on YouTube – Miss Verdi will show you how to turn your plan into paragraphs.
- **Look at the model letter** that is in your pack to get some ideas.
- **ACTIVITY (LESSON 4)** – write your first draft of you letter – don’t forget to check for silly mistakes!
- **Use** the checklist to double check your writing.
- **SEND** your first draft to your teacher (take a photo and email to [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk) . If this is a problem, let us know.
- After you have received feedback, write your final draft.
- **Before you send us work** – complete the reflection at the end of this pack by answering the questions.
- When you are ready (remember you have at least 2 days for this) send your final letter **and** reflection to us [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk) . We look forward to seeing how your writing is improving!

# **Week 5, Lesson 1**

## **– ENGLISH**

After reading chapter 10, answer the following questions:

1. What do you think Floella was expecting?

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2. What disappointed her? Why did it disappoint her?

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3. Were there any positives?

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Read through the example letter and see if you can find the features by using the checklist (after the letter)!

## Letter Writing: Informal Example Text

32 Windsor Gardens  
Notting Hill  
London  
W11 1MB  
United Kingdom

1st August, 2015

Dearest Great-Aunt Lucy,

I'm writing to you from my own bedroom in my new home, here in London. I've been adopted by a marvellous family who are called The Browns (whose generosity to bears seems limitless) and I want to tell you all about them and my adventures.

Since you moved into the Home for Retired Bears in Lima so many weeks ago, my life has been extraordinary! Having stowed away aboard a lifeboat on a gigantic container ship, I finally made it to England – just as you said I should. Although it was an extremely long journey, luckily I had just enough of your delicious marmalade to keep me going. On arrival in the port, I climbed on a train and ended up at a huge, bustling railway station where I thought I might find some friends. Unfortunately, I was there for hours before someone spoke to me even though I raised my hat and said, "Good morning," most politely every time anyone passed. In addition, I made sure the label you wrote – the one with 'please look after this bear' – could be seen but everyone ignored me.

Thankfully, just as I was about to give up hope, an especially kind couple – The Browns – saw me and decided that they would take me home and look after me. Can you believe that? Since no one can pronounce my name in Peruvian bear language, they even gave me a new name. I am now called Paddington! Mr Brown explained that it is a very distinguished name for a bear.

When we flagged down a taxi, the driver said I couldn't get in because I was a bear; I gave him one of my special hard stares and he soon changed his tune – ha ha! At the Browns' home, I was introduced to Mrs Bird (who is their housekeeper: she looks after them all) and their two children – Judy and Jonathan. My room is located in the attic; it has an incredible view of the city.

Mrs Brown insisted that I needed a coat to keep me warm so she's bought me a beautiful blue duffle coat with a red lining. I'm enclosing a picture of myself in it, looking very smart. As you can see, it goes a treat with Great-Uncle's hat. Oh, talking of which, I've discovered a brilliant way for any bear to ensure that he's always full of energy: Mrs Bird makes me a marmalade sandwich each morning, which I keep in my hat for emergencies!

Even though I've only been here a couple of weeks, I've made lots of friends already. The best is Mr Gruber – he's an antique dealer in Portobello Road. Whenever we visit his shop, he's always got fascinating artefacts to show us. On the other hand, there are less-friendly neighbours around. Mr Curry (the grumpiest man alive) lives a few doors away and he's ALWAYS complaining about something or other. Do you know what he said to Mr Brown last week? 'Bears make the street look scruffy: you'll reduce our house prices.' What a cheek!

Anyway, Mrs Brown has just shouted up that we're off for a trip to the Natural History Museum so I've got to get going now. So exciting: apparently there's a blue whale skeleton there... Write soon and let me know how you are. What are your friends at the Home for Retired Bears like?

Lots of love and marmalade,

Paddington

p.s. Even though it's pretty yummy, Mrs Bird's marmalade isn't a patch on yours!

Use this checklist to find the features in the letter above. Once you have found them put a tick (✓). Write around the letter to show where you have found the feature! **Try not to look at the answers until after!**

the sender's address?	
the date?	
an appropriate greeting?	
an introduction?	
paragraphs around a theme?	
first person form?	
vocabulary that shows a chatty, informal style?	
places where the writer addresses the recipient directly?	
a conclusion?	
a complimentary close?	
the sender's name or signature at the end?	

**ANSWERS**

# Letter Writing: Informal Example Text

## Annotated Genre Features

<sup>1</sup> sender's address	32 Windsor Gardens Notting Hill London W11 1MB United Kingdom <sup>1</sup>
<sup>2</sup> date	1st August, 2015 <sup>2</sup>
<sup>3</sup> appropriate greeting	Dearest Great-Aunt Lucy <sup>3</sup> ,
<sup>4</sup> introduction	I'm writing to you from my own bedroom in my new home, here in London. I've been adopted by a marvellous family who are called The Browns (whose generosity to bears seems limitless) and I want to tell you all about them and my adventures. <span style="float: right;">4</span>
<sup>5</sup> paragraphs around a theme	Since you moved <sup>6</sup> into the Home for Retired Bears in Lima so many weeks ago, my <sup>6</sup> life has been extraordinary! Having stowed away aboard a lifeboat on a gigantic container ship, I <sup>6</sup> finally made it to England – just as you said I should <sup>6</sup> . Although it was an extremely long journey, luckily I had just enough of your delicious marmalade <sup>8</sup> to keep me <sup>6</sup> going. On arrival in the port, I climbed on a train and ended up at a huge, bustling railway station where I thought I might find some friends. Unfortunately, I was there for hours before someone spoke to me even though I raised my <sup>6</sup> hat and said, "Good morning," most politely every time anyone passed. In addition, I made sure the label you wrote <sup>8</sup> – the one with 'please look after this bear' – could be seen but everyone ignored me. <span style="float: right;">5</span>
<sup>6</sup> first person	
<sup>7</sup> chatty, informal style	
<sup>8</sup> addresses the recipient directly	
<sup>9</sup> conclusion	Thankfully, just as I <sup>6</sup> was about to give up hope, an especially kind couple – The Browns – saw me and decided that they would take me home and look after me. Can you believe that? <sup>7</sup> Since no one can pronounce my name in Peruvian bear language, they even gave me <sup>6</sup> a new name. I am now called Paddington! Mr Brown explained that is a very distinguished name for a bear. <span style="float: right;">5</span>
<sup>10</sup> complimentary close	
<sup>11</sup> finishes with the sender's name or signature	When we <sup>6</sup> flagged down a taxi, the driver said I couldn't get in because I was a bear; I gave him one of my special hard stares and he soon changed his tune – ha ha! <sup>7</sup> At the Browns' home, I <sup>6</sup> was introduced to Mrs Bird (who is their housekeeper: she looks after them all) and their two children – Judy and Jonathan. My <sup>6</sup> room is located in the attic; it has an incredible view of the city. <span style="float: right;">5</span>
	Mrs Brown insisted that I needed a coat to keep me warm so she's bought me a beautiful blue duffle coat with a red lining. I'm enclosing a picture of myself <sup>6</sup> in it, looking very smart. As you can see, it goes a treat <sup>7</sup> with Great-Uncle's hat. Oh, talking of which <sup>7</sup> , I've discovered a brilliant way for any bear to ensure that he's always full of energy: Mrs Bird makes me <sup>6</sup> a marmalade sandwich each morning, which I keep in my <sup>6</sup> hat for emergencies! <span style="float: right;">5</span>
	Even though I <sup>6</sup> ve only been here a couple of weeks, I've made lots of friends already. The best is Mr Gruber – he's an antique dealer – in Portobello Road. Whenever we <sup>6</sup> visit his shop, he's always got fascinating artefacts to show us <sup>6</sup> . On the other hand, there are less-friendly neighbours around. Mr Curry (the grumpiest man alive <sup>7</sup> ) lives a few doors away and he's ALWAYS complaining about something or other. Do you know what he said to Mr Brown last week? 'Bears make the street look scruffy: you'll reduce our <sup>6</sup> house prices.' What a cheek! <sup>7</sup> <span style="float: right;">5</span>

<sup>1</sup>sender's address

<sup>2</sup>date

<sup>3</sup>appropriate greeting

<sup>4</sup>introduction

<sup>5</sup>paragraphs around a theme

<sup>6</sup>first person

<sup>7</sup>chatty, informal style

<sup>8</sup>addresses the recipient directly

<sup>9</sup>conclusion

<sup>10</sup>complimentary close

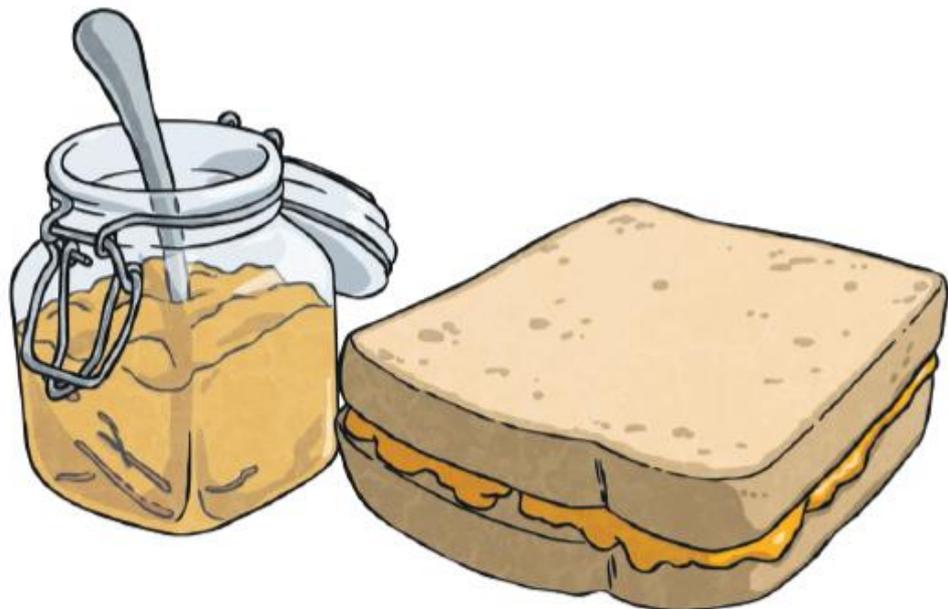
<sup>11</sup>finishes with the sender's name or signature

Anyway, Mrs Brown has just shouted up that we're<sup>6</sup> off for a trip to the Natural History Museum so I've got to get going now<sup>7</sup>. So exciting: apparently there's a blue whale skeleton there... Write soon<sup>8</sup> and let me<sup>6</sup> know how you are. What are your friends at the Home for Retired Bears like?

Lots of love and marmalade,<sup>10</sup>

Paddington<sup>11</sup>

p.s. even though it's pretty yummy<sup>7</sup>, Mrs Bird's marmalade isn't a patch on yours!<sup>8</sup>



**THIS IS AN ANNOTATED EXAMPLE OF THE LETTER WITH THE GRAMMAR AND SPELLING EXPECTATIONS OF YEAR 6 – You may find this useful later.**

## Letter Writing: Informal Example Text

### Annotated Grammar, Punctuation and Spelling Features

<p>All text: a full range of accurate spelling, punctuation and grammar conventions taught in previous years are demonstrated throughout the text</p>	<p>32 Windsor Gardens Notting Hill London W11 1MB United Kingdom</p>	<p><sup>9</sup>preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)</p>
<p><sup>2</sup>vocabulary and sentence structure that matches the informality of the text</p>	<p>1st August, 2015</p> <p>Dearest <b>Great-Aunt</b><sup>17</sup> Lucy,</p>	<p><sup>10</sup>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)</p>
<p><sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis</p>	<p>I'm writing to you <b>from my own bedroom</b><sup>9</sup> <b>in my new home</b><sup>9,13</sup> <b>here in London</b><sup>10</sup>. I've <b>been adopted by</b><sup>4</sup> a <b>marvellous</b><sup>18</sup> family <b>who are called The Browns</b><sup>8</sup> (<sup>15</sup><b>whose</b><sup>8</sup> <b>generosity to bears seems limitless</b><sup>8</sup>)<sup>15</sup> and I want to tell you all <b>about them</b><sup>9</sup> and my <b>adventures</b>.</p>	<p><sup>11</sup>expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)</p>
<p><sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)</p>	<p><b>Since you moved</b><sup>3/10</sup> <b>into the Home for Retired Bears in Lima</b><sup>9</sup> <b>so many weeks ago</b><sup>3</sup>, my life has been extraordinary! Having stowed away <b>aboard a lifeboat</b><sup>9</sup> <b>on</b><sup>9</sup> <b>a gigantic container ship</b><sup>11</sup>, I <b>finally</b><sup>10</sup> made it <b>to England</b><sup>9</sup> –<sup>16</sup> just as you said I <b>should</b><sup>5</sup>. <b>Although</b><sup>3</sup> it was an <b>extremely</b><sup>10</sup> long journey, <b>luckily</b><sup>10</sup> I had just enough of your <b>delicious marmalade to keep me going</b><sup>11</sup>. <b>On arrival</b><sup>9</sup> in the port, I climbed on a train and ended up <b>at a</b><sup>9</sup> <b>huge, bustling railway station</b><sup>11</sup>, <b>where I thought I</b><sup>8</sup> <b>might find some friends</b><sup>5</sup>. <b>Unfortunately</b><sup>10</sup>, I was <b>there for hours</b><sup>3</sup> before someone spoke to me even though I raised my hat and said, "<b>Good morning</b>,"<sup>12</sup> most <b>politely</b><sup>10</sup> <b>every time</b><sup>10</sup> anyone passed. <b>In addition</b><sup>3</sup>, I made sure the label you wrote –<sup>16</sup> the one with <b>'please look after this bear'</b><sup>12</sup>– <b>could</b><sup>5</sup> <b>be seen</b><sup>4</sup> but everyone ignored me.</p>	<p><sup>12</sup>inverted commas</p>
<p><sup>5</sup>modal verbs (e.g. can, could, should, would, etc.)</p>	<p>Thankfully, just as I was about to give up hope, an <b>especially</b><sup>18</sup> kind couple –<sup>15</sup> The <b>Browns</b> –<sup>15</sup> saw me and decided that they <b>would</b><sup>5</sup> take me home and look after me. <b>Can you believe that?</b><sup>2</sup> Since no one <b>can</b><sup>5</sup> pronounce my name <b>in Peruvian bear</b><sup>9</sup> <b>language</b><sup>18</sup>, they even gave me a new name. <b>I am now called Paddington!</b><sup>17</sup> Mr Brown explained <b>that is a very distinguished name</b><sup>8</sup> <b>for a bear</b><sup>9</sup>.</p>	<p><sup>13</sup>commas for clarity</p>
<p><sup>6</sup>multi-clause sentences</p>	<p><b>When</b><sup>10</sup> we <b>flagged down a taxi</b><sup>2</sup>, the driver said I <b>couldn't</b><sup>5</sup> get in <b>because</b><sup>2</sup> I was a bear;<sup>16</sup> I gave him one of my <b>special hard stares</b><sup>11</sup> and he <b>soon</b><sup>10</sup> changed his tune – <b>ha ha!</b><sup>3</sup> <b>At the</b><sup>10</sup> <b>Browns' home</b><sup>14</sup>, I was <b>introduced to</b><sup>4</sup> Mrs Bird (<sup>15</sup>who is their housekeeper: <sup>16</sup>she looks after them all)<sup>15</sup> and their two children –<sup>16</sup> Judy and Jonathan. My room is located <b>in the attic</b><sup>9</sup>;<sup>16</sup> it has <b>an incredible view</b><sup>11</sup> <b>of the city</b><sup>9</sup>.</p>	<p><sup>14</sup>apostrophes for possession</p>
<p><sup>7</sup>single clause sentence for effect - short and snappy sentence</p>	<p>Mrs Brown insisted that I needed a coat to keep me warm <b>so</b><sup>3</sup> she's bought me a <b>beautiful blue duffle coat with a red lining</b><sup>11</sup>. I'm enclosing a picture of myself in it, looking very smart. As you <b>can</b><sup>5</sup> see, it <b>goes a treat</b><sup>2</sup> with <b>Great-Uncle</b><sup>17</sup>'s<sup>14</sup> hat. <b>Oh, talking of which</b><sup>2</sup>, I've discovered a brilliant way for any bear to ensure that he's always full of energy:<sup>16</sup> Mrs Bird makes me a marmalade sandwich <b>each morning</b><sup>10</sup>, <b>which I keep</b><sup>8</sup> <b>in my hat for emergencies!</b><sup>9</sup></p>	<p><sup>15</sup>brackets, dashes and commas for parenthesis</p>
<p><sup>8</sup>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)</p>	<p><b>Even though</b><sup>3</sup> I've only been here a couple of weeks, I've made lots of friends <b>already</b><sup>1</sup>. The best is Mr Gruber –<sup>15</sup> he's an antique dealer –<sup>15</sup> in Portobello Road. <b>Whenever</b><sup>10</sup> we visit his shop, he's always got fascinating artefacts to show us. <b>On the other hand</b><sup>3</sup>, there are <b>less-friendly</b><sup>17</sup> <b>neighbours</b><sup>18</sup> <b>around</b><sup>9</sup>. Mr Curry (<sup>15</sup>the <b>grumpiest</b><sup>2</sup> man alive)<sup>15</sup> lives a few doors away and <b>he's ALWAYS complaining about something or other</b><sup>2</sup>. Do you know what he said to Mr Brown last week? <sup>12</sup>Bears make the street look scruffy: <sup>16</sup>you'll reduce our house prices.<sup>12</sup> <b>What a check!</b><sup>17</sup></p>	<p><sup>16</sup>semicolons, dashes and colons to separate clauses</p>
		<p><sup>17</sup>hyphens to avoid ambiguity</p>
		<p><sup>18</sup>Y5/Y6 statutory spelling words</p>

All text: a full range of accurate spelling, punctuation and grammar conventions taught in previous years are demonstrated throughout the text

<sup>2</sup>vocabulary and sentence structure that matches the informality of the text

<sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

<sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

<sup>5</sup>modal verbs (e.g. can, could, should, would, etc.)

<sup>6</sup>multi-clause sentences

<sup>7</sup>single clause sentence for effect - short and snappy sentence

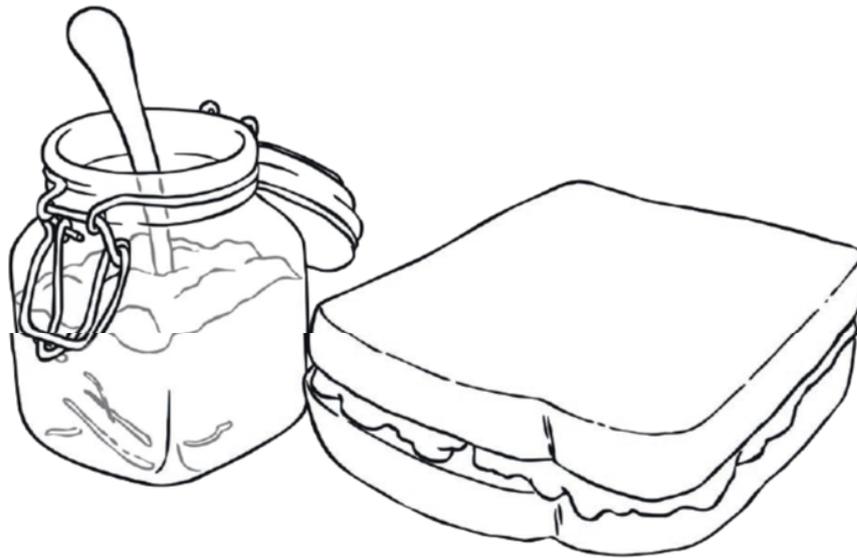
<sup>8</sup>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

**Anyway**<sup>3</sup>, Mrs Brown has just shouted up that we're off for a trip **to the Natural History Museum**<sup>9</sup> so I've got to get going now. **So exciting**<sup>2</sup>: **apparently**<sup>10</sup> there's a **blue whale skeleton**<sup>11</sup> **there...**<sup>3</sup> Write soon and let me know how you are. What are your friends **at the Home for Retired Bears**<sup>9</sup> like?

Lots of love and marmalade,

Paddington

p.s.<sup>2</sup> even though it's pretty yummy, Mrs Bird's marmalade isn't a patch on yours!



<sup>9</sup>preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc)

<sup>10</sup>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

<sup>11</sup>expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

<sup>12</sup>inverted commas

<sup>13</sup>commas for clarity

<sup>14</sup>apostrophes for possession

<sup>15</sup>brackets, dashes and commas for parenthesis

<sup>16</sup>semicolons, dashes and colons to separate clauses

<sup>17</sup>hyphens to avoid ambiguity

<sup>18</sup> Y5/Y6 statutory spelling words

# **Week 5, Lesson 2**

## **– ENGLISH**

## Getting Started

# Semi-colons

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

1. Circle the conjunction in each sentence below.

1. I am starving so I can't wait until dinner.

2. Sam was desperately tired and he wanted to go home to bed.

3. It was pouring outside so I needed to bring my umbrella to school today.

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

5. My team are at the top of the league so I expect we will win our match today.

2. Choose two of the sentences above and rewrite them by replacing the conjunction with a semi-colon.

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3. Draw lines to match the two related clauses that have been separated by a semi-colon.

It was getting very late;

The snow started to fall;

Larkin did not like getting up early;

Yan loved dark chocolate;

Claude went to a trampoline party;

he was more of a night-owl.

he ate it every day.

Timothy decided to go to bed.

his friend had invited him and two friends.

the sky was as white as a sheet.

### Making Headway

Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.

---

2. Sam was desperately tired and he wanted to go home to bed.

---

3. It was pouring outside so I needed to bring my umbrella to school today.

---

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

---

5. My team are at the top of the league so I expect we will win our match today.

---

Write a second related clause after the semi-colon in the sentences below:

6. It was getting very late; \_\_\_\_\_

---

7. Holly looked outside and saw that it was snowing; \_\_\_\_\_

---

8. Larkin did not like getting up in the mornings; \_\_\_\_\_

---

9. Yan loved dark chocolate; \_\_\_\_\_

---

10. The birds were singing sweetly; \_\_\_\_\_

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### Aiming High

Write a second related clause after the semi-colon in the sentences below:

1. It was getting dark; \_\_\_\_\_  
\_\_\_\_\_
2. Henry was extremely excited; \_\_\_\_\_  
\_\_\_\_\_
3. Laura was going to the shops with her mum; \_\_\_\_\_  
\_\_\_\_\_

Write a clause to go before the semi-colon.

4. \_\_\_\_\_; the teacher kept them in at lunchtime.
5. \_\_\_\_\_; the food and service were supposed to be excellent.
6. \_\_\_\_\_; he drank two large glasses of water.

Write three of your own sentences to show that you understand how to use semi-colons.

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_

**CHALLENGE: Can you write sentences using a semi-colon that you could use in your letter to Floella?**

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## ANSWERS

### GETTING STARTED

1. Circle the conjunction in each sentence below.

1. I am starving **so** I can't wait until dinner.
2. Sam was desperately tired **and** he wanted to go home to bed.
3. It was pouring outside **so** I needed to bring my umbrella to school today.
4. Fiona went to meet her friend at the airport **because** she hadn't seen her for ages.
5. My team are at the top of the league **so** I expect we will win our match today.

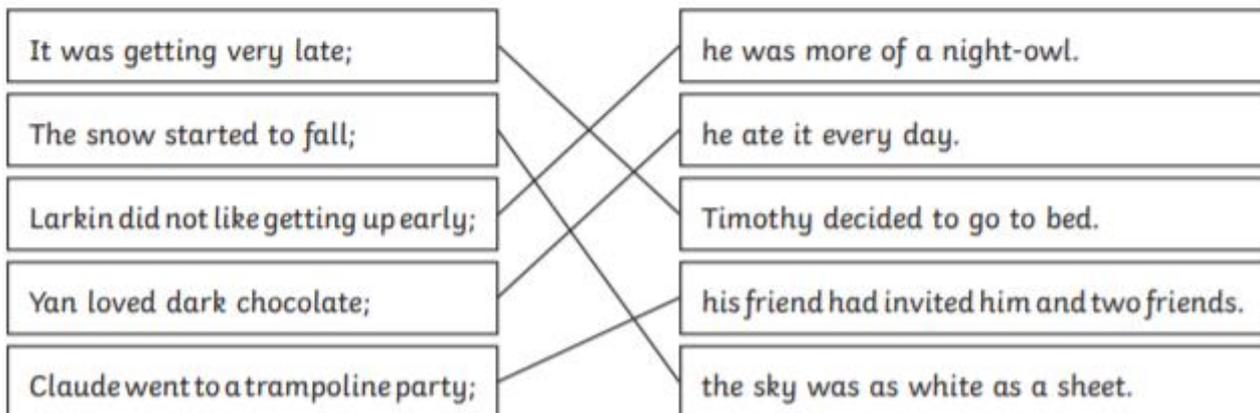
2. Choose two of the sentences above and rewrite them by replacing the conjunction with a semi-colon.

**Accept pupil's responses, e.g.**

**Sam was desperately tired; he wanted to go home to bed.**

**My team are at the top of the league; I expect we will win our match today.**

3. Draw lines to match the two related clauses that have been separated by a semi-colon.



Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.  
**I am starving; I can't wait until dinner.**
2. Sam was desperately tired and he wanted to go home to bed.  
**Sam was desperately tired; he wanted to go home to bed.**
3. It was pouring outside so I needed to bring my umbrella to school today.  
**It was pouring outside; I needed to bring my umbrella to school today.**
4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.  
**Fiona went to meet her friend at the airport; she hadn't seen her for ages.**
5. My team are at the top of the league so I expect we will win our match today.  
**My team are at the top of the league; I expect we will win our match today.**

Check questions 6 to 10 with your teacher by emailing [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk)

AIMING HIGH

All answers will be different. If you want to check, email your teacher.

# **Week 5, Lesson 3**

## **– ENGLISH**

**WEEK 5 – LESSON 3 – ACTIVITY 1**

Look back the previous chapters and also think about what the positives would be for Floella (you can add some of your own ideas here).

Complete the table below before planning your letter – it will help you think of ideas.

<b>What is Floella struggling with or missing?</b>	<b>What are the positives in coming to England?</b>

## Planning sheet

### Introduction

**Opening:** *Introduce yourself. Why are you writing?*

### Main Body

**Paragraph 1** *Show you understand Floella's situation. What will you mention? Empathise.*

**Paragraph 2** *What is Floella missing in Trinidad? Look back at previous chapters. How will you make her feel better?*

**Paragraph 3** *What are the positives for Floella? Describe what England has to offer and what you will do.*

## Conclusion

**Ending:** *How will you end your letter?*

## WORD BANK

**What word or phrases will you include?**

**Examples:**

*I am saddened to hear about your situation...*

*I cannot wait...*

*My understanding is that....*

*It must be very difficult...*

*With my help, you....*

## Any other details?

**Is there any other details you want to include?**

# Week 5

## Lesson 4 and 5

# ENGLISH

Please spend time over the next two days drafting. It's important to send your teacher your first draft so you can receive feedback.

Miss Verdi  
Mount Pleasant Junior School  
Southampton  
SO14 0WZ

Tuesday 9<sup>th</sup> February 2021

Dear Floella,

I'm Miss Verdi and currently attend the school you will be joining. Sadly, I have heard about the difficult situation you find yourself in after travelling to England from Trinidad; it could not have been easy. I am writing to firstly welcome you to our country but to also offer some advice and information about this country. Unfortunately, your first impressions are not what you hoped for but after reading this letter I hope you can look forward to your future here.

Firstly, I simply cannot imagine what it must have been like to leave your home country to come and live in another – you must be so brave! Since we were told about your arrival in school, I have tried to learn so much about Trinidad! Beautiful blue beaches, golden sands and foods I have never seen before (let alone eaten) – I'm incredibly jealous! You must have had the shock of your life when you arrived on our small island with nothing but cold and rain. However, I'm told you're part of the British Empire and they way you learn is just like us. Is it true? If so, you will feel at home here even if the weather is pitiful! Ok so we don't exactly have the 'paradise' feel I get from looking at your home country but surely it's worth it to be with your family again? At this moment in time, you're probably feeling a bit strange and confused which I totally understand but I do promise it will get better soon.

Although you're emotions are mixed at the moment, I'm most certain that once you come to school and see the *real* England, you'll want to stay here as much as you wanted to stay in Trinidad. If I were you, I'd miss all the lovely things you are used to too, especially the houses you live in over there; they're truly amazing! You may have sun and sea but have you ever experienced snow? It's quite rare here but when you dive in that ice cold blanket it's worth the wait of a lifetime. Our school (because it does belong to you now too) is great and you'll find Mr Jones hilarious; he jokes all the time and let's up play games. If I am not mistaken, your school can be quite strict. It's not like here; we're kind of like a family. See? It's not all bad Floella. You're going to have unbelievable fun here and I hope I can live up to your expectations.

Still not convinced? Just think of all the positives in your life right now. You're with your family again after what felt like a life time, you all get to catch up in a cosy little room and you get to have some amazing food again - I wish I could (my mum always burns things). With a little positivity and determination, you will make this experience even better. England is your home now and things for you will improve day by day. Before long, you would have made new friends, got used to the cold and you never know – you could even meet Her Majesty the Queen!

Please do not worry, I understand how you must be feeling but I am here to welcome you because you belong with us. I'm extremely excited to meet you and share stories. I have so many questions to ask and even got us British sweets (your life will change once you taste them).

Remember: you're with your family and England is your home.

Yours Sincerely,

Miss Verdi







**Checklists – use these to tick (✓) whether you have done them!**

**Have you included the features of an informal letter?**

the sender's address?	
the date?	
an appropriate greeting?	
an introduction?	
paragraphs around a theme?	
first person form?	
vocabulary that shows a chatty, informal style?	
places where the writer addresses the recipient directly?	
a conclusion?	
a complimentary close?	
the sender's name or signature at the end?	

**Have you met the teacher's wish list?**

Used paragraphs to organise content?	
Used semi-colons to show relationship between clauses?	
Included a rhetorical question?	
Used different sentence constructions?	
Tried different sentence starters?	
Tried to include humour, empathy and positivity?	

**WAIT!**

- Have you checked for spellings and punctuation?
  - Does it make sense?
- Are you pleased with your presentation?

Once you're happy email your first draft to your teacher [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk)







**Before you send us your final drafts please ask yourself these questions and complete the reflection below.**

**Have you...**

- Used the teacher’s feedback?
- Is your letter positive?
- Have you included Year 6 grammar? (look back at the example in lesson 1)
- Met the wish list?
- Put in your best effort?
- Had one final check?

What went well with your letter?



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What are your targets for next time?

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Once you’re ready and have a final draft please send it and your reflection to:  
[year6@mpjs.org.uk](mailto:year6@mpjs.org.uk)

**POSTERS, WORD BANKS AND HELPFUL REMINDERS:** USE THESE TO SUPPORT YOUR LEARNING THIS WEEK. THESE ARE TO HELP YOU AND NOT AN ACTIVITY.

## Writing a Letter

There are some special rules you should follow when writing a letter.  
Here is an example of how to write a letter.

The diagram shows a letter on a set of blue horizontal lines. A vertical red line is drawn on the left side. The text of the letter is as follows:

99 Toytown Avenue,  
Arklow,  
Co. Wicklow,  
W45321  
IRELAND

8<sup>th</sup> June 2017

Dear John and Amy,

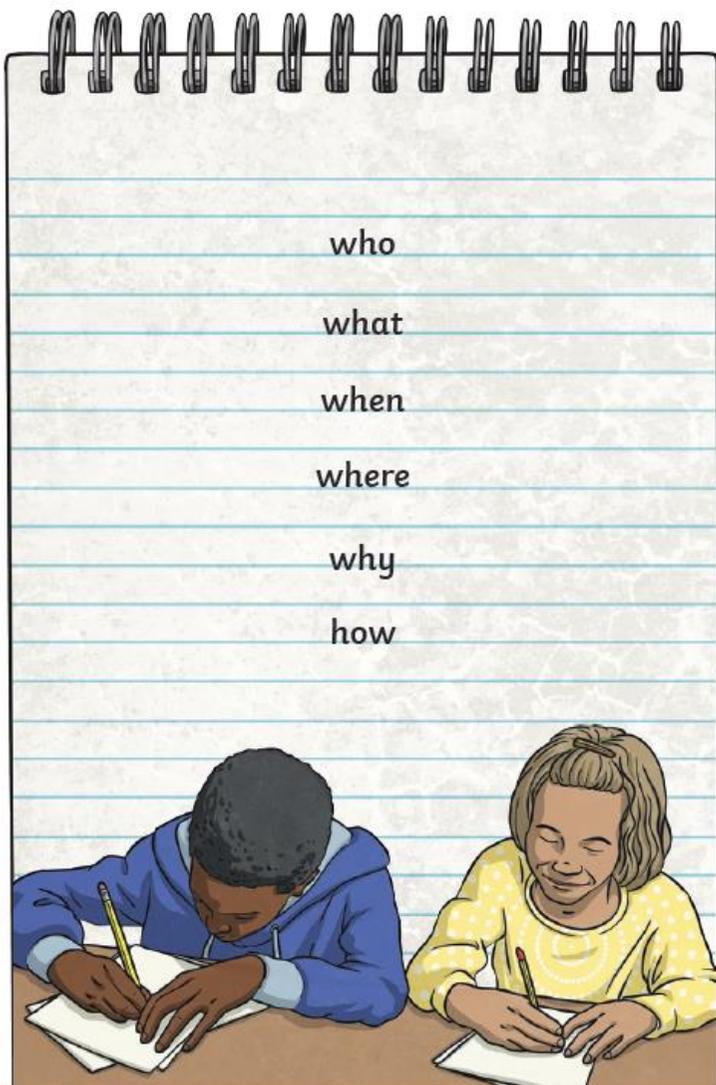
I hope you are well. I am writing to say thank you for the lovely gift you sent me for my birthday. The coat is beautiful and I am wearing it a lot. Please come to visit again soon.

Love from,  
Susie

Callouts with colored boxes and lines pointing to specific parts of the letter:

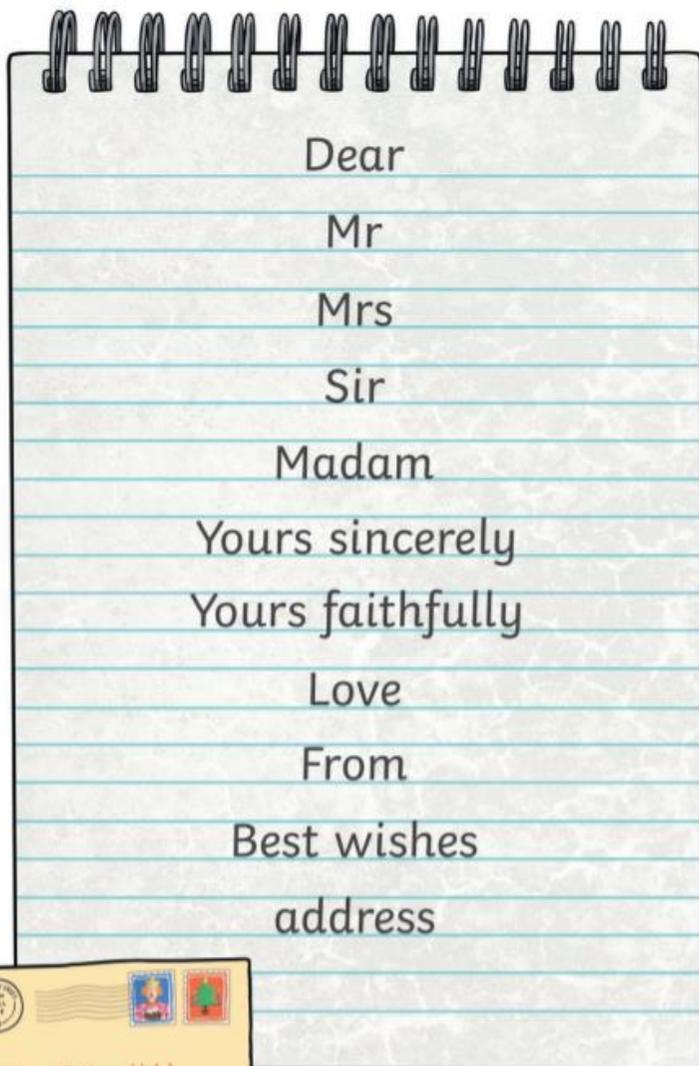
- Date** (pink box) points to the date line.
- Address of the sender** (orange box) points to the sender's address.
- Dear \_\_\_\_\_, (the person/people you are sending the letter to)** (purple box) points to the salutation.
- Your message** (green box) points to the main body of the letter.
- Say goodbye** (green box) points to the sign-off.

# Letter Writing: Informal



which	appreciate	please	for
that	correspond	can you...	because
whose	determined	don't forget...	as
whom	especially	I can't wait...	after
tell	marvellous	all the best	before
invite	recommend	best wishes	once
explain	dear	love from	as soon as
ask	dearest	p.s.	while
apologise	I hope...	when	whilst
advise	thank you	since	afterwards

# Letter Writing Word Mat



writing	invite	reply	complain
inform	because	when	if
that	look forward to	as	since
during	discuss	finally	answer
notify	advise	therefore	however
firstly			



## Formal letter checklist

the sender's address?
the address of the recipient?
the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname) If you know the recipient?
an introduction?
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?
details organised into paragraphs?
a conclusion saying what needs to happen next?
'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter?
your name at the end?

## Informal letter checklist

the sender's address?
the date?
an appropriate greeting?
an introduction?
paragraphs around a theme?
first person form?
vocabulary that shows a chatty, informal style?
places where the writer addresses the recipient directly?
a conclusion?
a complimentary close?
the sender's name or signature at the end?

# Semicolons

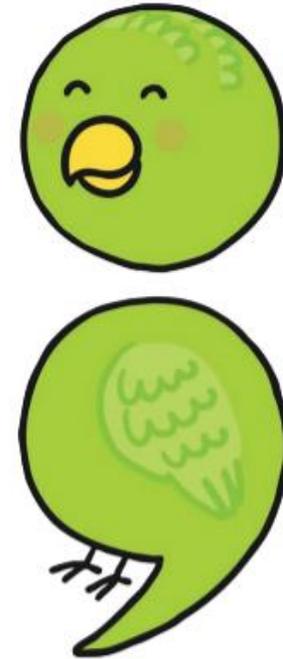
Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.



I have a big test tomorrow;  
I can't go out tonight.



I've just had a big meal;  
however, I am hungry again!



**Banish Boring Words! Use these word banks to find *alternative* ways of saying things! They have lots of good examples but be careful....make sure the word you choose makes sense in your own writing!**

## Transitions

 *Boring:* So, dogs make the perfect family pet.  
*Interesting:* Without a doubt, dogs make the perfect family pet.

<b>For the Beginning</b>			
A bad	At the beginning	Initially	One important
A good	Before	In the beginning	The first
An important	Early on	In the first place	To begin
As soon as	First	It started when	To start
At first	First of all	One	Yesterday

<b>For the Middle</b>			
A better	Another important	Furthermore	Next
Accordingly	A second	However	Second
Additionally	At the same time	In addition	Secondly
After	A worse	In fact	Shortly thereafter
After that	Before long	In the meantime	Soon after
Afterward	Besides	Later	Suddenly
All at once	During	Later on	Then
All of a sudden	Equally important	Likewise	The next
Along with	Following this	Meanwhile	The second
Also	For example	More importantly	When
Another	For instance	Moreover	While

<b>For the End</b>			
Accordingly	For this reason	Later on	Therefore
A final	Furthermore	Moreover	The worst
After	Hence	Most importantly	Thus
After that	In brief	Obviously	To conclude
All at once	In conclusion	Of course	To summarize
All in all	In fact	On the whole	To sum up
All of a sudden	In other words	Shortly thereafter	To this end
As a result	In short	Since	Ultimately
At last	In summary	Soon after	Undeniably
At the end	In the end	The best	Undoubtedly
Clearly	Last	The final	When
Consequently	Last of all	The last	With this in mind
Eventually	Lastly	The most important	Without a doubt
Finally	Later	Then	Without question

## -ly Adverbs

 *Boring:* He backed away from the growling dog.  
*Interesting:* Slowly and carefully, he backed away from the growling dog.

<p><b>angrily</b> bitterly coldly furiously indignantly sharply</p> <p><b>apparently</b> allegedly evidently incidentally seemingly</p> <p><b>beautifully</b> alluringly charmingly daintily delicately elegantly enchantingly exquisitely glamorously gracefully majestically radiantly stunningly</p> <p><b>bravely</b> adventurously audaciously boldly courageously daringly fearlessly gallantly heroically valiantly</p>	<p><b>calmly</b> harmoniously peacefully placidly serenely soothingly tranquilly</p> <p><b>carefully</b> attentively cautiously conscientiously gingerly mindfully prudently vigilantly warily watchfully</p> <p><b>casually</b> aimlessly informally nonchalantly offhandedly unceremoniously</p> <p><b>certainly</b> clearly naturally obviously surely undeniably undoubtedly unmistakably unquestionably</p>	<p><b>clumsily</b> absentmindedly accidentally awkwardly carelessly ungracefully</p> <p><b>continually</b> ceaselessly constantly continuously endlessly eternally incessantly perpetually persistently relentlessly</p> <p><b>creatively</b> artistically cleverly imaginatively</p> <p><b>cruelly</b> brutally malevolently maliciously ruthlessly savagely viciously wickedly</p> <p><b>dramatically</b> charismatically emotionally melodramatically suspensefully theatrically</p>	<p><b>easily</b> coolly effortlessly freely simply skillfully smoothly</p> <p><b>enthusiastically</b> ardently eagerly energetically excitedly passionately zealously</p> <p><b>fearfully</b> alarmedly apprehensively cowardly frantically tremblingly</p> <p><b>finally</b> conclusively decisively eventually lastly ultimately</p> <p><b>gently</b> delicately faintly meekly mildly softly sweetly tenderly</p>	<p><b>happily</b> cheerfully contentedly ecstatically joyfully merrily</p> <p><b>hesitantly</b> dubiously falteringly haltingly indecisively irresolutely reluctantly skeptically tentatively uncertainly</p> <p><b>honestly</b> admittedly frankly genuinely sincerely truly truthfully veraciously</p> <p><b>humorously</b> amusingly comically jokingly playfully</p> <p><b>initially</b> firstly originally primarily</p>
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# -ly Adverbs

## intelligently

brilliantly  
cleverly  
ingeniously

## kindly

affectionately  
compassionately  
fondly  
graciously  
lovingly  
sweetly

## loudly

boisterously  
clamorously  
deafeningly  
noisily  
piercingly  
riotously  
shrilly  
thunderously  
uproariously

## luckily

auspiciously  
favorably  
fortunately  
happily  
opportunistically  
prosperously

## nervously

anxiously  
apprehensively  
restlessly  
shakily  
skittishly  
worriedly

## occasionally

irregularly  
periodically  
sporadically

## politely

affably  
cordially  
courteously  
graciously  
respectfully  
tactfully

## powerfully

forcefully  
intensely  
mightily  
strongly  
vigorously  
violently

## pridefully

arrogantly  
boastfully  
egotistically  
haughtily  
pompously  
smugly

## purposely

consciously  
deliberately  
intentionally  
knowingly  
voluntarily  
willfully

## quickly

briskly  
busily  
hastily  
hurriedly  
impatiently  
speedily  
swiftly

## quietly

breathlessly  
gently  
inconspicuously  
noiselessly  
silently

## regularly

commonly  
faithfully  
frequently  
generally  
habitually  
invariably  
normally  
ordinarily  
periodically  
repeatedly  
steadily  
systematically  
tirelessly  
typically  
unchangingly  
usually

## rudely

churlishly  
disrespectfully  
harshly  
impertinently  
impolitely  
impudently  
inconsiderately  
insolently

## sadly

cheerlessly  
dejectedly  
despondently  
dismally  
dolefully  
mournfully  
sorrowfully

tragically  
unfortunately  
unhappily  
wistfully

## shyly

bashfully  
humbly  
modestly  
sheepishly  
skittishly  
timidly

## slowly

casually  
eventually  
gradually  
hesitantly  
lazily  
patiently  
sluggishly

## sneakily

cunningly  
deviously  
secretly  
slyly  
stealthily  
surreptitiously  
suspiciously

## strangely

magically  
miraculously  
mysteriously  
oddly  
supernaturally

## stupidly

foolishly  
indolently  
mindlessly  
moronically  
obnoxiously

## suddenly

abruptly  
immediately  
instantly  
startlingly  
unexpectedly

## surprisingly

actually  
amazingly  
astonishingly  
incredibly  
interestingly  
ironically  
remarkably  
shockingly  
unbelievably  
unknowingly  
unpredictably

## tiredly

exhaustedly  
drowsily  
sleepily  
weakly  
wearily

## wildly

ferociously  
fiercely  
passionately  
recklessly  
roughly  
viciously

## wisely

discerningly  
judiciously  
perceptively  
prudently  
sagaciously

# Sight



*Boring:* The cave was dark.  
*Interesting:* A shadowy gloom settled in the pitch-black cave.

## To See

admire	gaze	mark	peer	spot
examine	glance	note	perceive	spy
eye	glare	notice	recognize	stare
eyeball	glimpse	observe	review	survey
focus	glower	ogle	scan	view
gape	goggle	peek	search	watch
gawk	inspect	peep	sight	witness

## A Sight

appearance	hallucination	impression	reflection	view
display	illusion	mirage	scene	vision
exhibition	image	picture	spectacle	vista

## Clear

apparent	crystalline	lucid	transparent	unobscured
cloudless	distinct	translucent	unclouded	visible

## Light

alight	illuminated	lit	moonlit	sunny
fluorescent	incandescent	lucent	phosphorescent	sunshiny
golden	lighted	luminous	starry	well-lit

## Dark

black	inky	nebulous	pitch-dark	sooty
blackish	lightless	obscure	pitchy	sunless
blackness	muddy	pitch-black	somber	unlit

# Sight

## Bright

ablaze	beaming	brilliant	glaring	radiant
aglow	blazing	flaming	glowing	vivid

## Dim

bleary	dusky	fuzzy	murky	shadowy
blurred	faded	gloomy	opaque	shady
cloudy	faint	gray	overcast	tarnished
dreary	foggy	lackluster	pale	unclear

## Shiny

burnished	glassy	glistening	polished	shining
crystal	gleaming	glittering	satiny	silvery
dazzling	glimmering	glossy	sheeny	sparkling
flickering	glinting	jeweled	shimmering	twinkling

## Dull

ashen	drab	hazy	mousy	opaque
cloudy	dreary	indistinct	muddy	plain
colorless	dusky	lackluster	murky	subdued
dead	faded	low	muted	toned-down
dismal	flat	matte	obscure	unlit

# Touch



*Boring:* The blanket felt soft.  
*Interesting:* I snuggled up in the cozy, satin blanket.

## To Touch

brush	frisk	hug	poke	sting
caress	grab	itch	rub	strike
cuddle	grasp	nudge	scratch	stroke
dab	graze	pat	smooth	tag
embrace	handle	paw	snuggle	tap
feel	hit	pinch	squeeze	tickle

## Hot

baking	feverish	lukewarm	searing	sweltering
blazing	fiery	ovenlike	sizzling	tepid
blistering	flaming	roasting	steamy	tropical
boiling	flushed	scalding	summery	torrid
burning	humid	scorching	sweaty	warm

## Cold

arctic	chilly	frigid	numbing	snowy
biting	cool	frosty	piercing	stinging
bitter	crisp	frozen	polar	tingling
bleak	cutting	glacial	shivering	trembling
brisk	freezing	icy	shuddering	wintery

## Dry

arid	bare	droughty	powdery	stale
baked	barren	dusty	sapped	thirsty
bald	dehydrated	parched	shriveled	torrid

## Wet

damp	drizzling	muggy	slushy	soggy
dank	foggy	pouring	snowy	sopping
dewy	humid	rainy	soaked	steamy
drenched	misty	showery	soaking	teary
dripping	moist	slippery	sodden	watery

## Sticky

clammy	gluey	gummy	pasty	syrupy
gloppy	goeey	gunky	sweaty	tacky

# Emotions / Feelings



*ZZZZ Boring:* The singer on the stage was scared.

*Interesting:* Trembling in terror, the panic-stricken singer stood frozen on stage.

<p><b>afraid</b>                  aghast                  alarmed                  apprehensive                  blanched                  cowardly                  cowed                  daunted                  disheartened                  dismayed                  distressed                  faint-hearted                  fearful                  frightened                  frozen                  horrified                  intimidated                  panicked                  panicky                  panic-stricken                  petrified                  rattled                  scared                  shaken                  shocked                  spooked                  startled                  stunned                  terrified                  terror-stricken                  trembling</p>	<p><b>angry</b>                  boiling                  cross                  enraged                  fiery                  fuming                  furious                  heated                  incensed                  indignant                  inflamed                  infuriated                  irate                  maddened                  outraged                  provoked                  rabid                  raging                  riled                  vexed                  wrathful</p> <p><b>annoyed</b>                  agitated                  bothered                  crabby                  cranky                  disgruntled                  displeased                  dissatisfied                  frustrated                  grouchy                  grumpy</p>	<p>ill-tempered                  irritable                  irritated                  moody                  peeved                  peevish                  petulant                  sulky                  sullen                  temperamental                  vexed</p> <p><b>ashamed</b>                  apologetic                  contrite                  disappointed                  mournful                  penitent                  regretful                  remorseful                  repentant                  rueful                  sorrowful                  sorry</p> <p><b>calm</b>                  harmonious                  mellow                  peaceful                  placid                  quiescent                  quiet                  relaxed</p>	<p>reposeful                  restful                  serene                  soothing                  still                  stormless                  tranquil                  undisturbed                  unruffled                  waveless                  windless</p> <p><b>confused</b>                  abashed                  addled                  baffled                  befuddled                  bewildered                  confounded                  dazed                  disconcerted                  disoriented                  distracted                  dizzy                  flummoxed                  flustered                  muddled                  mystified                  perplexed                  puzzled                  stumped                  unglued</p>	<p><b>disappointed</b>                  disconcerted                  discontented                  discouraged                  disenchanting                  disgruntled                  disheartened                  disillusioned                  dissatisfied                  downhearted                  embittered                  frustrated                  resentful                  saddened                  thwarted                  ungratified                  unsatisfied                  vanquished</p> <p><b>embarrassed</b>                  abashed                  ashamed                  chagrined                  disconcerted                  disgraced                  humbled                  humiliated                  mortified                  shamed</p> <p><b>excited</b>                  agitated                  animated</p>
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# Emotions / Feelings

<p>aroused                  awakened                  charged                  delighted                  eager                  emotional                  enthusiastic                  feverish                  hyper                  hysterical                  jumpy                  lively                  passionate                  stirred                  thrilled                  wild</p> <p><b>happy</b>                  blessed                  blissful                  blithe                  cheerful                  cheery                  chipper                  chirpy                  content                  contented                  convivial                  delighted                  ecstatic                  elated                  exultant                  gleeful                  gratified                  jolly                  joyful</p>	<p>joyous                  jubilant                  lighthearted                  merry                  mirthful                  overjoyed                  peppy                  perky                  playful                  pleasant                  pleased                  sunny                  thrilled                  upbeat</p> <p><b>lonely</b>                  disconsolate                  forlorn                  forsaken                  isolated                  lonesome                  reclusive                  rejected                  secluded                  solitary                  unsocial                  withdrawn</p> <p><b>nervous</b>                  anxious                  apprehensive                  concerned                  distressed                  flustered                  high-strung                  jittery</p>	<p>jumpy                  nervy                  restless                  skittish                  tense                  uneasy                  uptight                  worried</p> <p><b>proud</b>                  contented                  dignified                  gratified                  honored                  pleased                  satisfied</p> <p><b>sad</b>                  bereaved                  brokenhearted                  crestfallen                  crushed                  dejected                  depressed                  despairing                  despondent                  devastated                  disconsolate                  dismal                  doleful                  downcast                  forlorn                  gloomy                  glum                  grief-stricken                  grieved</p>	<p>heartbroken                  heartsick                  heartsore                  heavy-hearted                  inconsolable                  languishing                  low-spirited                  lugubrious                  melancholy                  miserable                  morose                  mournful                  somber                  sorrowful                  troubled                  weeping                  wistful</p> <p><b>shy</b>                  bashful                  cautious                  coy                  demure                  humble                  introverted                  meek                  modest                  mousy                  quiet                  rabbit                  reserved                  reticent                  self-conscious                  sheepish                  skittish                  timid                  unassertive</p>	<p><b>surprised</b>                  agape                  aghast                  amazed                  astonished                  astounded                  awe-struck                  dumbfounded                  dumbstruck                  flabbergasted                  floored                  overwhelmed                  shocked                  speechless                  staggered                  startled                  stunned                  thrown                  thunderstruck</p> <p><b>upset</b>                  agitated                  bothered                  disconcerted                  dismayed                  disquieted                  distraught                  distressed                  disturbed                  stressed                  troubled                  unglued                  unsettled                  worried</p>
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# Interesting / Boring

 *Boring:* The book was boring.  
*Interesting:* The dull, monotonous book left me feeling uninspired.

## Interesting

absorbing  
 alluring  
 amusing  
 appealing  
 arresting  
 captivating  
 charismatic  
 compelling  
 curious  
 delightful  
 enchanting  
 engaging  
 engrossing  
 entertaining  
 enthralling  
 entrancing  
 exceptional  
 exciting  
 exotic  
 fascinating  
 gripping  
 impressive  
 intriguing  
 provocative  
 refreshing  
 riveting  
 spellbinding  
 stimulating  
 stirring  
 striking  
 thought-provoking  
 unusual

## Boring

colorless  
 commonplace  
 dead  
 drab  
 dreary  
 drudging  
 dull  
 flat  
 ho-hum  
 humdrum  
 insipid  
 interminable  
 lackluster  
 lifeless  
 monotone  
 monotonous  
 platitudinous  
 repetitious  
 routine  
 spiritless  
 stale  
 stereotypical  
 stodgy  
 tedious  
 tiresome  
 trite  
 unanimated  
 unexciting  
 uninspired  
 uninteresting  
 vapid  
 wearisome

# Compare / Contrast

 *Boring:* Tennis is played on a court, and baseball is played on a field.  
*Interesting:* Tennis is played on a court, whereas baseball is played on a field.

## Comparing Words

alike  
 at first glance  
 besides  
 both  
 by comparison  
 comparable  
 compare  
 compared to  
 in common  
 in comparison to  
 in the same manner  
 in the same way  
 just as  
 like  
 likewise  
 on the one hand  
 resemble  
 resemblance  
 share  
 similarities  
 similarity  
 similarly  
 similar to  
 the same  
 the same as

## Contrasting Words

although  
 at first glance  
 but  
 by contrast  
 contrast  
 conversely  
 despite  
 differ  
 differences  
 different  
 different from  
 even though  
 however  
 in contrast  
 instead  
 on the contrary  
 on the other hand  
 opposite  
 unlike  
 variations  
 varied  
 vary  
 whereas  
 while  
 yet