**DO NOW:**

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| Crept Clip Art - Scooby-doo - Free Transparent PNG Clipart Images ... | Instead of ‘walk’, I could write\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Scooby and Shaggy… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Challenge:** It is important to think about the verbs we use in our writing because \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**PRACTISE 1:** Describe how these characters might enter a classroom.

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| E.T. the extra-terrestrial - ET - Steven Spielberg - Character ... | **What verbs do you associate with ET?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| The Wolverine (2013) - IMDb | **Fill in the blanks:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Wolverine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ open the door and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the classroom. |
| Doctor Who show boss teases 'relentless' Cybermen twist as New ... | **Write your own sentence using verbs to describe The Cybermen:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**EXAMPLE 2:** Think about how the writer uses verbs to create more detail in this description.

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| A few blank windows **stared** down on them in silence from the husks of the giant buildings. Any glass had long since **shattered**, any wood had **rotted**, and nothing remained but metal frames, mortar, and stone **crumbling** in the grip of invading vegetation. Looking down at the black, empty doorways, Tally’s skin crawled with the thought of descending to peer into one. |

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| The two friends slid between the ruined buildings, riding high and silent as if not to disturb the ghosts of the dead city. Below them the streets were full of burned-out cars **squeezed** together between the **looming** walls. Whatever had **destroyed** this city, the people had tried to escape it. Tally remembered from her last school trip to the ruins that their cars couldn’t hover. They just rolled along on rubber wheels. The Rusties had been stuck down in these streets like a horde of rats **trapped** in a **burning** maze. |

**Answer these questions in full sentences:**

What method is used in the first sentence of this extract: “A few blank windows **stared** down”? *[i.e. simile, metaphor, personification]*

The words **“rotted”** and **“crumbling”** suggest that the city…

The words **“shattered”** and **“destroyed”** suggest that…

What does the phrase “rats trapped in a burning maze” make you imagine about what might have happened to the people in the city? **Challenge:** What are the connotations of the word “rat”?

Why might the “squeezed together” cars and the “looming walls” make the city seem dangerous?

**Challenge:** What does the verb **“crawled”** suggest about how Tally is feeling? How does this description add to the atmosphere of the setting?

**PRACTISE 2:** How can we use strong verbs to add detail to our description?

Watch the documentary carefully and note down any verbs you can think of to describe the sights and sounds of Pandora. Link: <https://www.youtube.com/watch?v=GBGDmin_38E>

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**You MUST include strong verbs as part of your description.**

**You SHOULD try to vary how and where you use verbs *[i.e. use a verb at the start of a sentence].***

**You COULD use verbs that are connected to create a specific tone or mood for your description.**

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| **Word Bank:** Gleam, illuminate, bathe, cascade, glide, defy, levitate, bristle, rustle, crackle, whisper, sigh, looming, babbling, groan, rush, captivate, dance, paint, stretch, point, stand |

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**PLENARY:** How did you get on today?

Tell me how confident you are feeling about the tasks you have completed this lesson.

I don’t get it… I can do this!

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| I know what verbs are and can identify them in an extract. |  |  |  |  |
| I know what a ‘strong’ verb is and I understand how I can improve my writing by replacing a ‘weak’ verb with a strong one. |  |  |  |  |
| I can use verbs in my own writing to introduce a character and show their personality. |  |  |  |  |
| I can use verbs in my descriptive writing to add extra detail and paint a vivid picture. |  |  |  |  |