



Year 6 Maths and English Home Learning |



Summer Term

W.C. 8.6.20

English Answers

Monday

Mild

Apostrophes for Contraction and Possession

Answers

Possession	Contraction	Longer Form
Jenny's	isn't	is not
Leo's	I'm	I am
Grandma's	doesn't	does not
	we're	we are

Challenge:

"Well, don't tell Grandma that, for goodness' sake," said Mum. "You'll hurt her feelings."

Medium

Apostrophes for Contraction and Possession

Answers

Possession	Contraction	Longer Form
Jenny's	It's	It is
goodness'	isn't	is not
Leo's	I'm	I am
Grandma's	doesn't	does not
	don't	do not
	You'll	You will
	we're	we are

Challenge:

1. "Please [don't] tell me that I have to listen to any more of your 'music'," Mara moaned.
2. "[You're] welcome, Cole." She smiled in the least friendly way possible.
3. "[I've] got to practise, you know."

Spicy

Apostrophes for Contraction and Possession

Answers

" **It's** a bit like a journey to another world, **isn't** it?" said Cole, craning over his sister, Mara, to catch a glimpse of Grandma **Jenny's** house through the trees. " **It's** like a window through time..."

" **I'm** trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.

Cole ignored his brother. "I mean, Grandma **Jenny's** house must be a hundred years old at least. **It's** so crumbly."

"Nearly three hundred," Mum corrected.

"She **doesn't** have a proper TV, either – just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! **It's** like she lives in a museum."

"Well, **don't** tell Grandma that, for **goodness'** sake," said Mum. " **You'll** hurt her feelings."

*

Cole told Grandma Jenny about his friend, Leo, and his birthday party at the trampoline centre that had ended with a trip to A&E and **Leo's** arm in plaster.

"Cole," said Mum, " **we're** dying of thirst out here." She brought in another armload of empty boxes from the car, her face beaded with sweat. "Stop talking **Grandma's** ear off. Could you get us something to drink, please?"

Jenny's	You'll	goodness'	isn't	Leo's	Grandma's
	You will		is not		
we're	It's	don't	doesn't	I'm	
we are	It is	do not	does not	I am	

Extension

Example - A rats's tail is long and curly however a hamsters tail is short and straight.

Tuesday

Starter

4 Which one of these sentences is punctuated correctly?

- ☐ a) 'Matilda' by Roald Dahl which is my favourite book is about a little girl the same age as me.
- ☒ b) 'Matilda' by Roald Dahl, which is my favourite book, is about a little girl the same age as me.
- ☐ c) 'Matilda' by Roald Dahl, which is my favourite book is about a little girl, the same age as me.
- ☐ d) 'Matilda,' by Roald Dahl which is my favourite book, is about a little girl the same age as me.
- ☐ e) 'Matilda' by Roald Dahl which is my favourite book ,is about a little girl ,the same age, as me.

5 Which one of these sentences is punctuated correctly?

- ☐ a) The sea as blue as a sailor's trousers stretched out in front of me.
- ☐ b) The sea as blue as a sailor's trousers, stretched out in front of me.
- ☒ c) The sea, as blue as a sailor's trousers, stretched out in front of me.
- ☐ d) The sea as blue as a sailor's trousers stretched, out in front of me.
- ☐ e) The sea as blue as, a sailor's trousers stretched out ,in front of me.

Mild

Sorting Commas in Sentences

Check the commas in each sentence and then put the letter of the sentence in the right column in the table.

- | | | | |
|---|---|---|--|
| A | Generally, the children in Mrs Gibson's class handed their homework in on time. | G | The black car which, was parked outside the neighbour's house, had never been cleaned. |
| B | Carefully I glued the separate parts of my model boat, together. | H | The judge, who had eaten pizza for lunch, started to feel unwell in court. |
| C | My family, who my friends think are strange are the best people I know. | I | Amelia tasted the delicious hot, meat pies that her mother had just baked. |
| D | Before decorating, Adele ordered wallpaper, paint and fabric. | J | The blackbird pulled the fat, juicy worm from the ground. |
| E | The postman, who always turns up late, delivered the letters on time today. | K | Unfortunately, Taj had forgotten his homework for the fourth week in a row. |
| F | Excitedly, Eddie picked up his brand, new shiny car. | L | Suddenly a huge, meteor came hurtling to Earth. |

Correct	Not Correct
A D E H J K	B C F G I L

Medium

Sorting Commas in Sentences

Check the commas in each sentence and then put the letter of the sentence in the right column in the table.

- | | | | |
|---|---|---|--|
| A | Clean up that dirty, disgusting mess, Ben, if you want to keep your job here. | G | Gently, the young girl, who was about the age of six or seven, with long brown hair and piercing blue eyes, lifted the lid of the toy box and looked inside. |
| B | The old church hall, which hadn't been used in, years was in a bad state of repair, with paint peeling off the walls and a draft blowing through several smashed windows. | H | The new hospital, which stands proudly at the top of Genesis Hill, next to the magistrates court, was declared open this morning by the mayor. |
| C | The dog squeezed through the tiny hole in the fence, struggling to get away. | I | You must sit here with us now George then you may play, but only after you have eaten your dinner. |
| D | After a moment, Jemima reached out for the gnarled, twisted branch, in the hope that it would bring her some answers. | J | Just then, a giant butterfly flew through the open door and headed straight for a terrified, pale Sophie as she scrambled frantically, to get away. |
| E | Thoughtfully, Amanda placed the flowers carefully, one by one into the antique glass vase that she had found in the cupboard, hoping to please her mother. | K | Danyal, a long standing member of the flower committee, had recently given notice to leave due to disagreements with other members of the committee. |
| F | Usually, Mrs Hussain caught the bus at three minutes past four, but on this occasion she needed to be in town early, so she caught the bus twenty minutes earlier. | L | Grandad dug two large holes in the garden, for the fence, one was bigger than the other. |

Correct	Not Correct
A C D F H K	B E G I J L

Commas To Clarify Meaning

Learning Outcome: To use the comma correctly in writing to avoid ambiguity and confusion.

You will be put in detention for not doing your homework.



Task: Rewrite the sentence adding commas to change the meaning.

The pupil said the teacher was to be put in detention for not doing his homework.

The pupil, said the teacher, was to be put in detention for not doing his homework.

How did adding the commas change the meaning?

In the first sentence the pupil was telling the teacher that the teacher would be put in detention for not doing homework. Adding the comma changed the meaning to the student, would be put in detention for not doing his homework.

Task: Rewrite the sentence adding a comma to change the meaning.

Help a burglar.



Help, a burglar.

1 Tick the sentences with meanings which could be changed with the addition of a comma.

- a) She found a mouse, trap and cheese all in the bucket as planned.
- b) David had said, he didn't care.
- c) The weather was horrible all day so they stayed in.
- d) He asked for money, and Lego for his birthday.
- e) Don't, risk it Grandma.

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2 How do commas affect the meaning of these sentences? Explain briefly for each pair.

- a) As the sun shone orange, people looked desperately for shade.
As the sun shone, orange people looked desperately for shade.

In the first sentence, the sun is orange. In the second sentence it is the people that are orange.

- b) When he saw the pirate ship on the horizon, the captain sounded the alarm.
When he saw the pirate ship, on the horizon the captain sounded the alarm.

In the first sentence, the captain sees the pirate ship on the horizon. In the second sentence, the captain is on the horizon himself.

3 Add or remove commas to give these sentences the required meaning.

- a) Writing, clearly, isn't easy.

Can you add or remove commas in this sentence to make it mean 'writing so everyone can understand isn't easy'?

Writing clearly isn't easy.

- b) Jess likes baking cats and doing ballet.

Can you add commas in that sentence so it shows that Jess has three hobbies.

Jess likes baking, cats and doing ballet.

- c) Debbie's heroes are her parents, Spiderman, and Catwoman.

Can you add or remove commas so that the sentence suggests that Debbie's parents are Spiderman and Catwoman.

Debbie's heroes are her parents, Spiderman and Catwoman.

Wednesday

Mild

The Differences between Direct and Indirect Speech

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
William asked if he could have a turn on the slide.	Indirect
"It's my turn next," Shiya shouted.	Direct
Dad said that the children should stop arguing.	Indirect
Kylie mentioned that the swings were free.	Indirect
"I love the park," squealed Emir.	Direct
Mum told the children that it was time to go home.	Indirect

Add any missing punctuation to the sentences containing direct speech.

1. "I want sweets!" shouted the little girl.
2. As I was walking away, my friend called, "Don't forget your bag!"
3. "Please can you help me with my maths work?" asked Reuben quietly.

Change the direct speech in the sentences to indirect speech.

1. "We must work together!" declared Alexander.
Alexander declared that we must work together.
2. "If we are late, we might miss the show," stated my sister anxiously.
My sister anxiously stated that if we were late, we might miss the show.
3. "My mum said, "Don't worry, there is plenty of time to get there."
My mum said not to worry because there was plenty of time to get there.

Medium

The Differences between Direct and Indirect Speech

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide as his sister played in the sandpit.	Indirect
"It's my turn next," Shiya shouted as she pushed roughly past William.	Direct
Dad called out that the children should stop arguing and just enjoy playing together.	Indirect
Kylie mentioned that the swings were free so maybe they should go on them instead of arguing about the slide.	Indirect
"I love the park," squealed Emir as he toddled towards the swings happily.	Direct

Add any missing punctuation to the sentences containing direct speech.

1. As the little girl ran into the shop, she was shouting "I want sweets!"
Also accept a full stop after "I want sweets."
2. "Don't forget your bag!" my friend called as I was walking away from the park.
Also accept a comma after "Don't forget your bag,"
3. "Please can you help me with my maths work?" asked Reuben quietly. "I'm finding it quite tricky."
4. "Will we ever get there?" whined the young child during the long car journey. "I'm hungry." **Also accept an exclamation mark after "I'm hungry!"**

Rewrite the sentences. Change the direct speech to indirect speech, and the indirect speech to direct speech.

1. My sister anxiously stated that if we were late, we might miss the show.
"If we are late, we might miss the show," stated my sister anxiously.
2. My mum reassured her not to worry because there was plenty of time to get there.
My mum reassuringly replied, "Don't worry, there is plenty of time to get there."

3. "Can we have ice creams, mum?" pleaded Sophia as soon as she heard the ice cream van coming.

As soon as she heard the ice cream van coming, Sophia pleaded with her mum for ice creams.

4. "I will gently check Fudge's ears," the vet said when we took my poorly dog to see her.

When we took my poorly dog to the vet, she said that she would check Fudge's ears gently.

5. The head teacher commented that the children looked smart as they filed into the hall.

"You all look very smart," commented the head teacher proudly as the children filed into the hall.

Some answers may vary so accept any that are correctly punctuated.

Thursday
Grammar challenge
Mild

Year 6 Summer Term 2 SPaG Mat

①

Section 1

Can you rewrite this active sentence as a passive sentence?

This girl was climbing the rope.

Accept a passive sentence with the verb 'to be' + a past participle (with or without the agent, i.e. 'by the girl'), e.g. The rope was being climbed [by the girl].



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Cathy stared into the bakery window and gazed at the delicious cakes.

Section 4

Mr Whoops has accidentally jumbled up an adjective that he used to describe his latest clumsy accident. Can you help him to unjumble it?

DWKWAAR AWKWARD



Section 5

Tick the word that is a noun made by adding a suffix to the word 'excite'.

excited

excitable

excitement

Section 6

Add a semicolon to this sentence to mark the two independent clauses:

The train rushed past the station platform; no passengers wanted to get on.



1-2. (W5:1. Sp 6:11) The suffixes <u>ate</u> , <u>ify</u> , <u>en</u> , <u>ise</u> or <u>ize</u> , can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).					
<u>pollen</u>	<u>ate</u>	<u>en</u>	<u>class</u>	<u>ise</u>	<u>ify</u>
3. (W5:2. Sp 5:14) Silent 'b' often follows 'm' (lamb, thumb) and can come before 't' (debt, doubt).			4. (W5:2. Sp 5:15) Silent 'k' is always followed by 'n' and 'kn' is always followed by a vowel (knife, knock).		
<u>sheep</u>	<u>lamb</u>	<u>knife</u>	<u>fork</u>		
5-6. (W5:3. Sp 5:19) Homophones are words that sound the same but have different meanings and different spellings.					
I had (<u>cereal</u> / serial) for breakfast.			Have you (<u>heard</u> / herd) the news?		
7. (W5:4) Check the definition with that in the dictionary available.					
<u>predator</u>	Any carnivorous animal.				
8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.					
<u>frightful</u>	4	<u>fantastic</u>	2	<u>dangerous</u>	1
				<u>fragment</u>	3
10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.					
<u>furthermore</u>	<u>however</u>	<u>afterwards</u>	<u>as well as</u>	<u>suddenly</u>	
12-13. (W5:12) Using a wider range of sentence openers, propositional phrases and fronted adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.					
<u>First of all...</u>	<u>Once we arrived...</u>	<u>Most would agree...</u>	<u>Later that day...</u>		
14-15. (W5:15) A verb tense tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.					
I (<u>send</u> / <u>sent</u>) you a text last night.			Please (<u>send</u> / <u>sent</u>) me one back.		
16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.					
He <u>and</u> his friends (<u>is</u> / <u>are</u>) at the fair.			Mum <u>or</u> dad (<u>is</u> / <u>are</u>) there.		
18-19. (W5:18) Verbs in the perfect form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.					
He <u>has</u> (<u>did</u> / <u>done</u>) his homework.			He (<u>did</u> / <u>done</u>) his homework last night.		
20-21. (W5:19) Expanded noun phrases add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.					
There was (<u>absolutely</u>) no need (<u>what so ever</u>) to kill the (<u>huge</u>) giant.					
22. (W5:20) Modal verbs indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.					
He swims really well. He (<u>can</u> / <u>should</u> / <u>must</u>) practice a lot.					
23. (W5:21) A relative clause adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.					
The injured policeman, <u>who was bleeding badly</u> , staggered to the van.					
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.					
While I was eating, the cat scratched the door.					
25. (W5:23) Parenthesis is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.					

Medium

Year 6 Summer Term 2 SPaG Mat

①

Section 1

Can you write a passive sentence about the picture?

Accept any passive sentence with the verb 'to be' + a past participle (with or without the agent, i.e. 'by the girl'), e.g. The rope was being climbed [by the girl].



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

Section 5

Add a suffix to the word 'excite' to create a noun:

excitement

Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform _____.

Accept any sentence with a semicolon and another added independent clause relating to the first, e.g. The train rushed past the station platform; no passengers wanted to get on.



Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The school council **discussed** their ideas for the new playground equipment.

Not being a lover of vegetables, Aaron looked at the sprouts on his plate with **disgust**.

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR

SRIASTUODS

AWKWARD

DISASTROUS



1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ful' means 'full of'. Note it only has one 'l'.					
delight	ly	ous	<u>ful</u>	al	
2. (W6:2, Sp 6:2) Homophones are words that sound the same but have different meanings and spellings. If dictionary used (W6:4).					
I made £24 (prophet / <u>profit</u>) at the car-boot sale.					
3. (W6:1,3, Sp 6:9) Recognising prefixes The prefix 'multi' means 'many' or 'much'. (W6:4) Using a dictionary.			4. (W6:1,3, Sp 3:9) Recognising prefixes. The prefix 'mis' means 'wrong' or 'the opposite of'. (W6:4). Using a dictionary.		
dis	pre	<u>multi</u>	tele	<u>mis</u>	anti
5. (W6:4) Check the definition with that in the dictionary available.					
parallelogram	A quadrilateral whose opposite sides are parallel and equal in length.				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
giant	huge, massive	enormous, colossal		gigantic, oversized	
8-9. (W6:12) For note taking and précisizing we only need the essential words. Most adjectives and adverbs can be omitted.					
The small, black dog noisily barked at the tall man.					
10-11. (W6:13) Connectives and sentence openers help extend and link sentences and build cohesion between and across paragraphs.					
suddenly	initially	<u>obviously</u>	<u>undoubtedly</u>	secretly	
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The object is acted upon by the subject. i.e. The striker (subject) kicked (verb) the football (object). A direct object is usually a noun, pro noun or noun phrase.		
He and his friends (is / <u>are</u>) at the fair.			The girl threw the <u>stone</u> into the river.		
14. (W6:18,24) Formal language is used for official, legal or professional writing such as job applications and letters of complaint. Informal writing is more like how we speak and is used for letters to friends, emails etc.					
Conversation is prohibited.		No talking (Talking is not allowed etc)			
15-16. (W6:19) A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.					
The candle was <u>blown</u> out by the wind.			active	<u>passive</u>	
17-18. (W6:20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.					
a hot-water bottle			a ten-year-old boy		
19. (W6:21) A semicolon links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.			20. (W6:21) A dash shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
My brother loves dogs; I like cats.			There's only one sport – football!		
21-22. (W6:21) Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.					
Henry was so hungry he ate the lot: chips, pizza, hot dog and nuggets.					
23. (W6:23) An ellipsis is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.					
Well, the thing is ... it was me.					
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.					
brave	<u>courageous</u>	chicken	<u>bold</u>	cowardly	

Spicy

Year 6 Summer Term 2 SPaG Mat

1

Section 1

Can you write a passive sentence about the picture?

Accept any active sentence where the girl is performing the action, e.g. The girl was climbing the rope.

Accept any passive sentence with the verb 'to be' + a past participle (with or without the agent, i.e. 'by the girl'), e.g. The rope was being climbed [by the girl].

Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Lisa sneakily added an extra item onto her Christmas wish list because she desperately wanted an additional present.

Section 5

Add a suffix to the word 'excite' to create a noun:

excitement

Now use the noun in your own sentence:

Accept any sensible sentence with the noun 'excitement', e.g. There was much excitement about the school's talent show final.

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

Footballers do hours of **practice** each day.

You need to **practise** playing the piano to get better at it.

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. All the letters from the two words are muddled together- can you help him to unjumble them?



SDDRKWAAWSRIASTUO
AWKWARD DISASTROUS

Section 6

Write a sentence about the picture with a semicolon used to mark two independent clauses.

Accept any sentence with a semicolon used to separate two independent clause relating to the picture, e.g. The train rushed past the station platform; no passengers wanted to get on.

1&2. A determiner specifies a noun as known or unknown and it goes before any modifiers (eg. adjectives or other nouns.) Some examples of determiners are articles (eg. the, a or an); demonstratives (eg. this, those); possessives (eg. my, your) or quantifiers (eg. some, every)				
The team in yellow scored first.		A bus turned up on time.		
3&4. Articles are the most common form of determiner. The article can be known or unknown. The away team, specifies the team as known. An away team, specifies the team as unknown.				
Known or unknown		Known or unknown		
5. Auxiliary verbs are be, have, do and any modal verbs. Modal verbs are used to change the meaning of other verbs. The main modal verbs are will, would, can, could, may, might, shall, must and ought. They have no suffixes.		6. They are completing the match (are used in the progressive). Have you finished the match? (Have is used to make a question, and the perfect)		
Have you completed your story?		Progressive or perfect?		
7&8. A verb's subject complement adds more information about its subject. The object complement does the same for its object.				
He is <u>our</u> coach.		Pulling funny faces makes me <u>giggle</u> .		
9. A conjunction is a cohesive device which is often used to make relations between words clear.				
We are going to the match <u>before</u> we go for a meal.				
10. Many words in English have their origins in French or Latin and Greek. The word democracy comes from the Greek, for example. Demos (people) kratia (power). A word's etymology is its history.				
chronology	etymology	morphology	sociology	trilogy
11. Every sentence contains a verb in either the past or present tense. These are called finite verbs and can stand on their own.		12. Infinitive verbs cannot stand on their own and are therefore linked to another verb in the sentence.		
Peter <u>does</u> his homework every night.		I will <u>do</u> them soon.		
13. Homonyms are two words that look exactly the same when written and sound exactly the same when spoken.				
Eg. I <u>left</u> the shop and turned <u>left</u> down the road.				
14. When we add a suffix, such as -ed to talk, this change in morphology creates an inflection (bending) of the basic word.				
The dog barked <u>very</u> loudly.				
15 & 16. In contrast, adding -er to talk produces a completely different word, talker, which is part of the same word family. Word families are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. Eg. at, hat, cat...				
Cats is an inflection of cat. <u>True</u> or false?		Went is in the same word family as go. <u>True</u> or <u>False</u> ? (it's an inflection)		
17. An intransitive verb does not require an object in a sentence to complete its meaning. A transitive verb must be an action verb plus there must be an object to receive that action.				
We all <u>chucked</u> .		Transitive or <u>intransitive</u> .		
18. A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning.				
The word cat has three phonemes				
19. A possessive can be a noun followed by an apostrophe, with or without an (s). To form the possessive, add apostrophe + s to the noun. If the noun is plural, or already ends in s, just add an apostrophe after the s.				
The football team went straight into the boys' changing room.				
20. Verbs in the present tense are commonly used to talk about the present or the future. The past , to express the idea that an action started and finished at a specific time in the past.				
Past or <u>present</u>				

Friday

Reading lesson

Reading comprehension

Mild

NASA and SpaceX Prepare for Mission

Answers

1. 'This mission, though, will be particularly significant.'
Tick the word that is closest in meaning to 'significant'.
 - ☐ exciting
 - ☒ **important**
 - ☐ interesting
 - ☐ unusual
2. What was the main difference between Demo 1 and Demo 2?
Accept any answer which refers to this part of the story: Last year, they launched Demo 1, a spacecraft without a crew, to check their spacecraft was safe to use. This mission, Demo 2, will have astronauts on board.
3. 'They want to be able to launch commercial flights into space in the future.'
This suggests that...
 - ☐ Only astronauts will travel in space in the future.
 - ☒ **People may be able to buy tickets to travel into space.**
 - ☐ There are no plans for people to go into space after this mission.
 - ☐ Space travel for ordinary people will be impossible.
4. Find and copy two reasons why the Artemis program could be an important moment in history.
It will be the first time that a woman will walk on the Moon and people will go to Mars for the first time.
5. Do you think space travel will be more common in the future? Explain your answer.
Accept any answer which refers to the story, e.g. I think space travel will be more common in the future as businesses are investigating how it could work.
6. Explain what the story is about in 15 words or fewer.
Accept any reasonable summary that is 15 words or fewer, e.g. NASA and SpaceX are working together to send two astronauts into space.

Medium

Moon Landing News Report

Answers

1. When did the astronauts walk on the moon? Tick **one**.

- ☐ 18th July 1969
☐ 19th July 1969
☒ **20th July 1969**
☐ 21st July 1969

2. Number the boxes to show the order that these important things happened during the mission to the moon.

2	The Eagle landed on the Moon's surface.
1	Saturn V reached the Moon's orbit.
4	Buzz Aldrin stepped onto the Moon.
5	Neil and Buzz returned to Saturn V.
3	Neil Armstrong stepped onto the Moon.

3. Find and copy one word from the first page which tells you that the astronauts were ordered to rest.

enforced

4. Fill in the missing words from this sentence:

Gravity is less powerful on the **Moon** than on Earth so the astronauts found it **easy** to jump like kangaroos and leap like gazelles.

5. Give **three** things the astronauts did on the Moon.

Accept any three of the following: struggled to sleep; waited within the lunar module; walked on the Moon; explored the Moon; collected samples of Moon dust and rock, moved up to 90 metres from the lunar module; planted the American flag; jumped like kangaroos and leapt like gazelles; unveiled a metal plaque; fixed a broken ignition switch.

6. Why do you think that the astronauts left a plaque on the Moon?

Pupils' own responses, such as: I think that the astronauts left a plaque on the moon so that they could leave a memento of their visit which any future astronauts (or aliens) would be able to see.

7. **The pair's ingenuity meant that this issue was resolved quickly...**

In your own words, explain what is meant by **ingenuity**.

Pupils' own responses, such as: I think that ingenuity means being clever or inventive.

8. Which of the three astronauts was the most important during the mission?

Explain your answer.

Pupils' own responses, such as: I think that Michael Collins was the most important because he had to ensure that the rocket safely orbited the Moon so that Neil and Buzz could return after their time on the Moon.

9. Why do you think the astronauts will be remembered forever?

Pupils' own responses, such as: I think that the astronauts will be remembered forever because they completed a complicated and daring task never undertaken before. They will always be remembered as the first men on the Moon.

Answers

1. How many people watched the Moon landing on television? Tick **one**.
 - ☐ nearly 6 million
 - ☐ nearly 60 million
 - ☒ **nearly 600 million**
 - ☐ nearly 6000 million
2. ...**their composure and resilience meant that Neil and Buzz completed every task without panic.**
What do **composure** and **resilience** mean? Tick **one**.
 - ☐ ideas and perseverance
 - ☐ dedication and courage
 - ☒ **calmness and strength**
 - ☐ happiness and determination
3. Find and copy **two** words from the text that mean the same as **obligatory**.
Accept any two of the following: enforced; imposed; compulsory.
4. What were each of the astronauts' job titles?
 - **Mission Commander Neil Armstrong**
 - **Lunar Module Pilot Edwin (Buzz) Aldrin**
 - **Command Module Pilot Michael Collins**
5. Find and copy **three** words from the text that mean the same as **brave**.
Accept any three of the following: intrepid; courageous; valiant; heroic.
6. Why do you think that the lunar module was nicknamed The Eagle?
Pupils' own responses, such as: I think that the module was nicknamed this because eagles fly high and are also seen in folklore to carry people to heaven.

7. Why did an audible sigh of relief come back from NASA when The Eagle landed?

Pupils' own responses, such as: I think this happened because the mission was not going smoothly so NASA were relieved when The Eagle landed safely on the Moon's surface.

8. Why is the flag described as **proud**?

Pupils' own responses, such as: I think that the flag is described as proud because it is a reflection of how the astronauts, NASA, America and the world were feeling to have sent people to walk on the Moon.

9. Why were Neil and Buzz unable to sleep before their Moon walk but able to sleep after?

Pupils' own responses, such as: Before their walk, Neil and Buzz would have been too excited to sleep. However, after their walk, they were probably exhausted due to the amount of exciting tasks they had completed.

10. How do you know that the mission was complicated?

Give two reasons to support your answer.

Pupils' own responses, such as: I know that the mission was complicated because NASA enforced rest periods to allow the astronauts time to relax between difficult parts of the mission. I also know that it was complicated because, despite a lot of training, the astronauts could still not be fully prepared for the demanding tasks they faced.