



W.C. 1st June 2020

English ANSWERS

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Monday

There are a variety of answers for today's work. Check with an adult at home for feedback.

Tuesday

| Semicolons: where should they go?

Have a go!

1. The rabbit had been sadly neglected it was in an awful state.
2. John opened the drawer it was empty.
3. The wedding invitations have all been sent out two hundred guests are expected.
4. Tom was very clever and worked hard he deserved to pass all his Sats.
5. Sally's birthday is in November John's is in September.

Wednesday

Mild

1. as
2. before
3. because

4.before

Medium

Variety of answers

Spicy

Variety of answers

Thursday

Mild

1. Before I go to bed,
2. Suddenly,
3. At the park,
4. Every playtime,
5. Gently,
6. At last,

Medium/Spicy

A variety of answers

Friday

Mild

1. (W4:1, Sp.4:1) Prefixes can be added to root words to change their meaning (<u>is</u> appear-disappear)			2. (W4:1, Sp.4:18) Suffixes can be added to verbs to form a noun (<u>is</u> count – counter) and to change the tense (<u>is</u> walk-walked-walking)		
<u>non</u>	<u>pre</u>	<u>super</u>	<u>dream</u>	<u>ing</u>	<u>er</u>
3-4. (W4:2, Sp.4:19,20) Homophones are words that sound the same but have different meanings and different spellings.					
The dog jumped over the (<u>style</u> / <u>stile</u>).			The (<u>toad</u> / <u>towed</u>) leapt into the pond.		
5. (W4:1,3, Sp.4:9) 'cian' is added when root words end in 'e' or 'ce'. It is often used in occupations (optician, politician)			6. (W4:1,3, Sp.4:10) 'sion' words have a 'sh' sound and are often used on root words ending in 'ss' or 'mit' (admit-admission)		
<u>magishun</u>	<u>magician</u>	<u>magition</u>	<u>mission</u>	<u>mishun</u>	<u>mition</u>
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
<u>phase</u>	1	<u>phrase</u>	2	<u>pride</u>	4
				<u>play</u>	3
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
<u>walk</u>	<u>amble</u>	<u>stroll</u>	<u>plod</u>	<u>follow</u>	
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A noun is a person, place or thing (cat, river, table)					
<u>The old, red</u> (<u>bus</u>) came slowly down <u>the</u> <u>street</u> .					
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.					
<u>later</u>	<u>of course</u>	<u>earlier</u>	<u>undoubtedly</u>	<u>unless</u>	
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
As (<u>David</u> / <u>he</u>) leant against the wall, (<u>he</u> / <u>David</u>) took a sip of (<u>David's</u> / <u>his</u>) cool drink.					
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.					
<u>Suddenly,</u>	<u>Out of nowhere,</u>	<u>Nevertheless,</u>	<u>In truth,</u>		
18-19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form (have/has + the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.					
You shouldn't have (<u>tore</u> / <u>tor</u>) the book.			"Tell Mum I have (<u>took</u> / <u>taken</u>) the key."		
20-21. (W4:17,21) A comma is used after a fronted adverbial. It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
<u>The next morning,</u> Bill got up early, had breakfast and walked to the shop for his paper.					
22-23. (W4:22, Sp.4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).					
The boy's toy was broken.			Both boys' toys got broken.		
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.					
"Would you like some cake?" asked Amy.			"It's good," she said. "It's homemade."		

Medium/spicy

1-2. (W3:1. Sp 6:11) The suffixes ate, ify, en, ise, or ise, 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).

deaf	<u>en</u>	<u>ify</u>	category	ate	<u>ise</u>
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3. (W3:2. Sp 5:16) Silent 'k' is always followed by 'n' and the 'kn' is always followed by a vowel (knock, knight)

4. (W3:2. Sp 5:17) Silent 'n' always follows 'm'. There are not many of these words (autumn, solemn)

<u>knee</u>	hand	<u>autumn</u>	winter
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5-6. (W3:3. Sp 4:19) Homophones are words that sound the same but have different meanings and different spellings.

Look how much you've (groan / grown). My throat feels (horse / hoarse).

7. (W3:4) Check the definition with that in the dictionary available.

curio	an object that is a curiosity
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8-9. (W3:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

struck	3	study	4	string	2	stall	1
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10-11. (W3:11) Using a wider range of connectives can help build cohesion within and across paragraphs.

<u>however</u>	<u>including</u>	<u>whereas</u>	<u>but</u>	<u>previously</u>
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12-13. (W3:12) 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>In a flash,</u>	<u>Many agree,</u>	<u>All of a sudden,</u>	<u>For this reason,</u>
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14-15. (W3:15) 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.

The horse (<u>run</u> / <u>ran</u>) towards the gate.	I love to see him (<u>ran</u> / <u>run</u>).
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16-17. (W3:16) 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.

Sarah or Simon (<u>walk</u> / <u>walks</u>) the dog.	Everyone in the class (<u>has</u> / <u>have</u>) a ticket.
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18-19. (W3:18) 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.

She (<u>stolen</u> / <u>stole</u>) the boy's bike.	The boy's bike was (<u>stole</u> / <u>stolen</u>).
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20-21. (W3:19) 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.

The sailor pulled (with all his might/as hard as he could) on the (dirty/filthy) rope.
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22. (W3:20) 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.

The cat looks hungry. I (<u>can</u> / <u>would</u> / <u>shall</u>) feed him.
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23. (W3:21) 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.