



W.C. 11th May 2020

English ANSWERS

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

This week's English Home Learning activities link to our theme of 'Our World.'

Monday

Writing a formal report

Starter – *Here are a few examples of what you could have written, I'm sure you have plenty of other ideas.*



1. Whose hands do we see in this picture? Why do you think this is?
I think the hands belong to the children or younger generation of this Our World. This is because it is our responsibility to look after, protect and care for the planet for future generations.
2. If you held the world in your hands like this all day, what would need to make sure it stayed safe?
If I was to hold the world in my hands all day I would need to protect by holding it close to my heart and body, to avoid anything happening to it.
3. Do you think there are beings out there in the universe who could hold the planet in their hands?
I think that there is not one single being who could hold the planet safely in their hands, therefore I think it would take a large group of beings to hold the planet and protect it successfully.

4. Who is the person presenting the world to? How would they respond to this?

I think the person holding the world is presenting it to us! We need to respond openly and accept the challenge to protect and hold the world in all of our hands with great care.

Mild

Using the key, in the example above can you identify these features in this formal report. Are there any features the text does not contain?

Key

1. Include a title which tells my reader what my report is about.
2. Write an introduction giving the reader some brief information about the topic.
3. Use organisational devices to structure my text e.g. sub-headings, bullet points.
4. Use a formal tone.
5. Use technical or topic language.
6. End with a summary.

1. The title is 'Earth Day 2020'. This tells me what the report will be about.
2. The introduction is the first paragraph of the report:

Earth Day happens every year on April 22nd. This year, Earth Day is all about taking action. People are thinking about different ways in which they can help look after our environment. A big clean-up of towns and the countryside is taking place. Many people all around the world are taking part. It is hoped that this will encourage others to help take care of the planet in lots of different ways. Even just one small change can make a difference.

3. The organisational devices this report has used are:
 - Subheadings → Our Plastic Problem, Green Fingers, Eat Less Meat
 - Questions followed by bullet points answers

Why don't you try one of these ideas?

- Take the same plastic bag to the supermarket every time you go
- Use a reusable water bottle for your drinks
- Recycle plastic packets found at home, like shampoo and milk bottles.

- Pictures to add to the factual information given



4. This report has used a formal tone, as it has used technical and formal language (talking to an audience, unlike how you would talk to your friends or family), examples of this are: *taking action, encourage others, recycle, reusable, warming gases, wildlife, environment, meat-free.*

Medium and Spicy

There are no answers for this task but make sure you have included:

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

In addition to sending in photos of your Report Writing!

Tuesday

Writing a powerful speech

Mild

Make sure you included:

The opening

Start with an opening that hooks your audience. Get their attention and prepare them to focus on the words that will follow. For example, you could use:

- **A powerful image** - 'Imagine a huge clock - the slow, steady tick filling this room. Counting away the seconds and minutes we have left to act.'
- **Humour** - 'You can take my advice ... I'm not using it!'
- **A shocking or surprising fact** - 'Did you know that a million species have already vanished from our world?'

Think carefully about how you want your audience to feel. Humour may work well for some topics or audiences but might not with others.



A speech could open with a powerful image

Medium and Spicy

Make sure you included:

Keep listeners engaged

Here are just a few language techniques which can be used to keep listeners engaged during a speech and make points memorable.

Repetition - try repeating a key word or phrase to reinforce a point.

For example, 'We have seen what we need to do. Now we need to do it and do it together.'

Quote an expert or use a statistic - these details can make your speech more convincing and give authority to your arguments.

For example, '70 per cent of young people say being online helps them understand what's happening in the world.'

Alliteration - repeating a sound in your speech could give your point more impact.

For example, repeating an 's' sound, 'This situation should send shock waves across our society.'



Using well-chosen statistics can grab the listeners' attention

The ending

It could be useful to include phrases directed at the audience that highlight you're ending the speech:

- 'I hope these ideas I've shared today will fill your thoughts on the way home.'
- 'Thank you all for listening today.'
- 'My final message to you is ...'

Or you may want to finish your speech with a powerful image, question or memorable idea:

- 'You hold our fragile future in your hands - don't break it.'
- 'Do we really have any other choice?'
- 'When it's all said and done, will you have said more than you have done?'

Remember

An effective speech takes careful planning. Even the most powerful politicians who seem to be speaking spontaneously may have spent time preparing what to say. What you say, the order in which you say it, and the techniques you use to get your points across will all add impact to your speech.

Focus on **what you want the audience to know** and **how you want them to feel** at the end of the speech.

There are no specific answers today, please write and record any of your powerful speeches and send in via our email.

Wednesday

Structuring a debate argument

Starter- *Here are a few examples of what you could have written, I'm sure you have plenty of other ideas.*



1. Who is controlling the scissors?

I believe that we are in control of the scissors, as we are responsible for how 'Our World' changes and is shaped.

2. Why do you think the World is being re-shaped?

I think the World is being re-shaped because of how we are treating it, everything has a consequence and this may affect 'Our World'.

3. If you could change the World what would you change?

If I could change the World, I would reflect on what has happened recently and make sure that everyone acts responsibly and with great compassion to all beings as well as 'Our World'.

4. What would you keep the same?

I would keep the beautiful gift that we have been given, along with the beautiful and different landscapes.

Mild

1. The opening paragraph introduce the argument

2. What is the argument for? Give evidence.

The argument for is that children should do homework as it 'continues their learning at home' as well as allowing them to understand school work better.

3. What is the argument against? Give evidence.

The argument against this is that children need time to relax, to be away from school and exercise in order to lead healthy lifestyles.

4. It includes formal and technical language

5. It is written in third person (except the final paragraph)

6. The final paragraph is written in third person

Should Homework Be Banned?

Anyone who has ever been to school knows what it is like to be sent home with piles of homework. For years, teachers have been setting extra maths, spellings and other assignments to be completed outside of regular lesson times. But with the increasing pressures of modern day life, there is a growing call for homework to be banned. Here are some of the arguments for and against.

Many people see homework as an important part of school life; almost like an extension of the lesson. If the teacher cannot fit everything that is needed to be taught into the lesson, then being able to set homework is essential. This way, pupils can continue the learning at home, which in turn helps their understanding and knowledge of the subject. In fact, recent research shows a positive link between the amount children do for homework and their achievement levels.

On the other hand, aren't children entitled to a break from learning? After spending all day at school, a few hours 'downtime' spent watching television, playing computer games or exercising outside is essential for a healthy, fun-loving child. In fact, the government's own health guidelines recommend people aged between 5-18 should exercise for at least 60 minutes a day. Where are children going to fit that in if they are busy doing homework every evening?

While there are a lot of people that understand that argument, the fact remains that children go to school to be educated and many parents welcome the chance to support their child's education at home. Practising spelling or helping their child read gives parents the opportunity to play a part in their child's learning. It also gives them a clearer understanding of how their child is progressing. Similarly, a lot of children enjoy doing homework with their parents. Why introduce a blanket ban if some children and parents actually enjoy it?

The flip side of the argument is that many parents feel overwhelmed with the amount of homework their child brings home. With so many after school activities and clubs on offer, they feel there isn't enough time to fit everything in. Furthermore, due to ever-increasing government expectations, parents sometimes feel unable to help their child as the work is too hard or on a subject matter they are not familiar with.

In conclusion, there are many strong arguments for and against banning homework from schools. If it helps a child's education, then surely homework is a good thing. Then again, time away from studying to play is

also incredibly important to a **child's wellbeing**. On balance, I don't believe homework should be banned because it really is an important part of learning. However, I also believe there should still be time in the day for fun! Therefore, perhaps schools should come up with **a compromise**: keep homework, but don't set so much!

Medium and Spicy

There are no answers for these tasks, however make sure you have included each feature on the checklist. Then be sure to send in a photo of your argument or a recording of your debate!

Should Climate Change be down to children to fix?

The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	

Thursday

Writing a recount

Be sure to check the answers to the practise questions on Bitesize.

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>sub</u>	<u>inter</u>	<u>anti</u>	<u>play</u>	<u>er</u>	<u>ing</u>
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.					
I (<u>mite</u> / <u>might</u>) not be home for tea.			She put the (<u>dye</u> / <u>die</u>) on her hair.		
5. (W4:1, Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt with an 'i' (serious, obvious)			6. (W4:1, Sp 4:10) Many 'sion' words are formed from verbs which end 'd' or 'de' (divide-division, conclude-conclusion)		
<u>hideous</u>	<u>hideous</u>	<u>hideous</u>	<u>conclusion</u>	<u>conclushun</u>	<u>conclution</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>drink</u>	3	<u>drown</u>	4	<u>drain</u>	1
					2
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
<u>shout</u>	<u>cross</u>	<u>yell</u>	<u>holler</u>	<u>bellow</u>	
10-11. (W4:17, 19) An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously). A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill).					
<u>Slowly</u> , <u>the old</u> , <u>frail man</u> sat down.					
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>tragically</u>	<u>despite</u>	<u>afterwards</u>	<u>eventually</u>	<u>yet</u>	
14-15. (W4:16) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
As (<u>he</u> / <u>James</u>) turned over the pages of the book, it began to dawn on (<u>James</u> / <u>him</u>) that (<u>he</u> / <u>James</u>) had heard this story before.					
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>Inevitably</u> ,	<u>Secondly</u> ,	<u>Therefore</u> ,	<u>Last year</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 could (<u>have</u> / <u>of</u>) gone on the bus.			I have (<u>eaten</u> / <u>ate</u>) all my apple.		
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>Later that day</u> , Sammy went to visit her friend in hospital.					
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 car's engine roared.			The cars' engines roared.		
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.					
"I like your car," smiled Danny.			"Thanks," said Mark. "It's new."		

Medium and Spicy

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).							
crystal	ize	en	horror	en	ify		
3. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (echo, chorus).				4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (school, chemist)			
echo	sound		school		shop		
5-6. (W5:3) Homophones are words that sound the same but have different meanings and different spellings.							
Can you (<u>alter</u> / altar) my dress?				I put the rubbish down the (<u>shoot</u> / <u>chute</u>).			
7. (W5:4) Check the definition with that in the dictionary available.							
customary	according to custom; usual						
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.							
friend	4	frank	3	flinch	1	frame	2
10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.							
nevertheless	luckily	including	in contrast		unexpectedly		
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.							
In contrast,	Before long,		Because,		Firstly,		
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 just (<u>saw</u> / seen) a squirrel in the tree.				Did you (<u>saw</u> / <u>see</u>) it?			
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.							
There (<u>is</u> / are) some butter left.				But there (<u>is</u> / are) no eggs.			
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>took</u> / taken) the boys ice-skating.				He has (<u>took</u> / <u>taken</u>) the boys ice-skating.			
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.							
The <u>small</u> child returned the crab to <u>the deep, cool, rock pool</u> .							
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.							
For my birthday, I (<u>can</u> / would / <u>might</u>) be getting a bicycle.							
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 small boy, <u>whose bike had been stolen</u> , was crying loudly.							
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.							
When the lightning struck, the tree caught fire.							
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.							
I passed my test – I cheated – but I passed.							

Friday

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

Reading lesson: *Percy Jackson and the Lightning Thief*

Check your answers on Bitesize.

Spellings - *How did you get on?*

fossil fuel
petroleum
timber
coal
fishing
minerals
renewable
resources
management
conservation