



W.C. 15th June 2020

English ANSWERS

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

This week's English Home Learning activities focus on Poetry and being 'unique and special'.

Monday

Analysing and performing poems

Starter - On the prowl - for questions 1-3 these will be your own opinion.



4. The word prowl means to move about stealthily or to hunt for prey. Therefore, this suggests that, as predators, the tigers are hunting for their next meal.

Tyger by William Blake

Mild

Tyger Tyger By William Blake **Answers**

1. What do you think the poem is about?
Option c – The poet is asking who has created an animal as beautiful and fearsome as a tiger.
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.
3. When and where might this animal be found?
The poet writes that the animal can be located 'in the forests of the night'.
4. Write down two examples of alliteration from the poem.
Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'
5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...
Option C – a blacksmith
6. Is this a modern poem? Explain your answer.
Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

Medium

1. What do you think the poem is about?

The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.

3. When and where might this animal be found?

The poet writes that the animal can be located 'in the forests of the night'.

4. Write down four examples of alliteration from the poem.

Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'

5. What might 'sinews' be? Explain your reasoning.

Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

Option C – a blacksmith

Explain your reasoning.

An example of reasoning could be – 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'

7. Who is 'he' in verse 5?

Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.

8. Is this a modern poem? Explain your answer.

Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

Spicy

1. What do you think the poem is about?

The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.

3. When and where might this animal be found?

The poet writes that the animal can be located 'in the forests of the night'.

4. Write down five examples of alliteration from the poem.

Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'

5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.

Pupil's own answers.

6. What might 'sinews' be? Explain your reasoning.

Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

Option C – a blacksmith

Explain your reasoning.

An example of reasoning could be– 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'

8. Who is 'he' in verse 5?

Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

Pupil's own answers, which could relate to it being an old spelling of the word.

10. Is this a modern poem? Explain your answer.

Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

Tuesday

Imagery and figurative language

Mild

There are answers for the Mild task today. But be sure to send over your senses poem.

Medium

- 1. The poem is describing how a everyday things, such as a rose or a loaf od bread looks different to a tiny fly.*
- 2. The poet uses the simile 'like a featherbed' to describe what the fly might see and feel.*
- 3. Another simile in the first stanza is 'like a spear' which describes the rose's thorns.*
- 4. The poet has used 'smallest grain of a mustard-seed' to describe the size and scale to the fly.*

Spicy

- 1. This poem describes how a city changes and appears across a week.*
- 2. A simile that the poet used is 'the wind, like a cat, snoozed in the nooks of roofs.'*
- 3. There is a large amount of personifciation in this poem, here are some of the examples that the poets uses:*
 - The city breathing*
 - Stations' singing mouths*
 - The city laughing*
 - Takeaways got the giggles*
 - Cinemas split their sides*
 - Living rooms completely creased themselves*
 - The city dancing*
 - Shadows were cheek to cheek with brickwalls*
 - Trains wiggled their hips*
 - The trees... put on a show for an audience of windows!*
 - The city starving*

- Snaking Avenue smacker her lips, and swallowed seven roundabouts
- Fat office blocks stuffed... gloated over the empty car parks
- The city crying
- The city sleeping
- Roads night-dreamed
- Street lamps quietly boasted

Wednesday

Nonsense Poems

Mild, Medium and Spicy

There are specific answers today, but be sure to send in your nonsense poems to us via our Year Group email.

Thursday

Writing a narrative poem

There are specific answers for writing your own narrative poem, but be sure to send them to us via our Year Group email.

Mild

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (is appear-disappear)			2. (W4:1, Sp 4:6) Suffixes can be added to verbs to form a noun (is count – counter) and to change the tense (is walk-walked-walking)				
auto	dis	inter	count	ing	er		
3-4. (W4:2, Sp 4:19) Homophones are words that sound the same but have different meanings and different spellings.							
The grass was (<u>mown</u> / moan) on Sunday.			Do not play near the (<u>rowed</u> / <u>road</u>).				
5. (W4:1.3, Sp 4:7) Suffixes can be added to many root words. They are most commonly added to nouns and adjectives.			6. (W4:1.3, Sp 3:5, 4:9) If the root verb ends in 't', the suffix 'ion' forms 'tion' (invent-invention)				
<u>poisonus</u>	<u>poisonous</u>	<u>poisonos</u>	<u>acshun</u>	<u>acsion</u>	<u>action</u>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
shed	2	shake	1	shine	3	shop	4
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.							
throw	chuck	launch	write	hurl			
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car or tiny, brown mouse). A noun is a person, place or thing (cat, river, table)							
He put the <u>pretty, pink</u> flowers in the <u>vase</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.							
also	eventually	in addition	fortunately	for example			
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.							
(Dan / He) took (Dan's / his) lunch and (Dan / he) left the house.							
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.							
Meanwhile,	As a result,	Alternatively,	As evening fell,				
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							
She has (<u>gone</u> / went) to the shops.				He has (<u>took</u> / <u>taken</u>) the keys with him.			
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.							
After tea, will you please finish your homework?							
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 dog's tail wagged.				The dogs' tails wagged.			
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/or comma.							
"Are these your pens?" asked Jo.				"Can I borrow one?" he continued.			

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).					
deep	ate	en	modern	ate	ize
3. (W5:2. Sp 5:14) Silent 'b' often follows 'm' (climb, thumb) and can come before 't' in some words (debt, doubt).			4. (W5:2. Sp 5:14) Silent 'c' often follows 's' and 'sc' is often followed by 'e' or 'i' (science, scissors, scent).		
climb	slip	science	maths		
5-6. (W5:3. Sp 5:19, 5:19) Homophones are words that sound the same but have different meanings and different spellings.					
Can I offer you some (<u>advice</u> / advise)?			My computer is a clever (<u>device</u> / devise).		
7. (W5:4) Check the definition with that in the dictionary available.					
dialogue	1. Words spoken by characters in a play, film or story. 2. A conversation.				
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.					
false	3	fail	1	fall	2
					frail
					4
10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.					
as a result	also	in a flash	unless	including	
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.					
Most importantly,	After a while,	Obviously,	Before long,		
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>went</u> / go) swimming last night.			I will (<u>go</u> / went) with you next time.		
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.					
Laura and her friends (<u>is</u> / <u>are</u>) in town.			Max or Dan (<u>is</u> / <u>are</u>) in town with them.		
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 has (<u>gone</u> / went) to the park.			He (<u>went</u> / gone) to the park 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.					
He was (absolutely/completely) terrified of the (tiny/weeny/small) spider.					
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.					
My mum says you (<u>can</u> / would / must) probably come for tea on Wednesday.					
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.					
A boy, <u>whose sister is in my class</u> , fell off the swing at the park last night.					
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.					
To Laura, Billy was the best friend in the world.					
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.					
He rode his bike (<u>a Rayleigh XT</u>) all the way to the woods.					

Friday

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

Reading lesson: The Parent Agency

by David Baddiel

Check your answers on Bitesize.

Martin Luther King Comprehension Answers

Mild

1. Where was Martin Luther King Jr. born?
Atlanta, Georgia.
2. Find and copy one word which means the same as **separation based on race**.
segregation
3. Give three examples of how African-Americans were treated differently from white people.
Accept any three of the following: There were separate areas for African-Americans and white people on public transport, parks, restaurants and in public toilets; Up until the 1960s, African-Americans in some states of the US could not vote in elections; African-Americans were not allowed to go to school with white children; In certain parts of the USA, African-American children weren't allowed to go to school at all; African-Americans had to give up their seats for white people on public transport.
4. Why do you think that Martin Luther King Jr. believed it best to carry out non-violent demonstrations?
Pupils' own responses, such as: I think Martin Luther King Jr. believed that they wouldn't be listened to if they protested with violence. He wanted to show how the African-American community was willing to get along with the white community.
5. Which definition best fits the word **assassinate**? Tick one.
 - ☐ to attend a funeral
 - ☐ to protest
 - ☐ to be a president
 - ☒ **to kill an important person for religious or political beliefs**
6. Where did the march in Washington DC travel to? Tick one.
 - ☐ The White House
 - ☒ **The Lincoln Memorial**
 - ☐ The Empire State Building
 - ☐ The US government
7. Martin Luther King Jr.'s funeral was well attended. Why do you think this was the case?
Pupils' own responses, such as: I think his funeral was well attended because his words and actions had a positive effect on people's lives and they wanted to pay their respects for what he had done to help them; I think his funeral was so well attended because he had inspired so many people to stand up for what they believe in.

Medium and Spicy

1. What profession was Martin Luther King Jr.'s father? Tick **one**.

- ☐ teacher
- ☒ **pastor**
- ☐ politician
- ☐ bus driver

2. What were the aims of the African-American civil rights movement?

The civil rights movement wanted to ensure all Americans had the same rights, regardless of their race.

3. **Find and copy one** word that means **separation based on race**.
segregation

4. Why was Rosa Parks arrested? Tick **one**.

- ☐ for bombing Martin Luther King Jr.'s house
- ☐ for violence in the streets
- ☐ for going to a school for white children
- ☒ **for refusing to give up her seat on a bus for a white man**

5. How many people attended the Washington DC protests in 1963?
250,000 people

6. Why do you think the protestors chose to travel towards the Lincoln Memorial during the Washington DC march? Use evidence from the text to support your answer.

Pupil's own response, such as: Protestors chose to travel towards the Lincoln Memorial as Abraham Lincoln was the president who abolished slavery in America. His memorial reminds people how much has changed in the civil rights of African-Americans in America.

7. What was Martin Luther King Jr.'s dream? Use evidence from the text to support your answer.

Pupil's own response, such as: 'I think Martin Luther King Jr.'s 'I Have a Dream' speech means that he is hoping for a future where children are friends and love each other like family, no matter what the colour of their skin is.'

8. Why do you think Martin Luther King Jr. believed it would be best to carry out non-violent demonstrations? Explain your answer.

Pupil's own response, such as: I think Martin Luther King Jr. believed that they wouldn't be listened to if they protested with violence. He wanted to show how the African-American community was willing to get along with the white community.

9. What do you think Martin Luther King Jr. meant when he said that he hoped his children "...will not be judged by the colour of their skin but by the content of their character."

Pupil's own response, such as: I think Martin Luther King Jr. meant that he didn't want his children to be judged by the way they look and their race but by the way they behave as human beings, their personality and their achievements.

Spellings - *How did you get on?*

axes
axis
vertices
vertex
fungi
fungus
radii
radius
cacti
cactus