



W.C. 13th July 2020

English ANSWERS

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

Monday

Reading and using a text

Mild

1. Each year, how many girls were offered to the Minotaur? Tick one.

- ☐ three
- ☒ **seven**
- ☐ five
- ☐ one

2. Number the events from 1-4 to show the order that they occurred.

- 3** Theseus and Ariadne asked Daedalus for help.
- 4** Theseus defeated the Minotaur.
- 2** Theseus and the children set sail for Crete.
- 1** Aegeus begged Theseus not to go.

3. Look at the paragraph beginning **Before Aegeus could even...**

Find and copy one word which means the same as **beat**.

defeat

4. Who gave Theseus the ball of string?

Daedalus gave Theseus the ball of string.

5. Add in the missing words to complete the sentence.

On the way back from Crete, Theseus forgot to change his **black**-coloured sails to **white**-coloured sails.

6. Imagine that you are Theseus about to fight the Minotaur.

Describe how you feel.

Pupils' own responses, such as: I am terrified because this beast is so vicious that it has to be locked away inside a huge maze. I hope that I am successful and that the string works. If it doesn't, I could be trapped here forever.

7. What do you think happened when Theseus arrived home? Explain your answer.

Pupils' own responses, such as: I think that Theseus would have gone straight to his father who would be surprised to discover that Theseus had been successful. This is because he forgot to change the sails from black to white.

8. Describe King Minos's character using the text to help you.

Pupils' own responses, such as: King Minos is unfair because in the text it says Ariadne '...wanted to escape from her father and his unfair laws.' He is also not a very nice person because it says that he enjoyed attacking Athens.

Medium and Spicy

1. Which word best describes Theseus's journey to Crete? Tick one.

- ☐ rough
- ☒ **gentle**
- ☐ unsettled
- ☐ rocky

2. Number the events from 1-4 to show the order that they occurred.

- 1** Minos began attacking the city of Athens.
- 3** Theseus promised to take Ariadne away from Crete.
- 4** Theseus set sail for Athens.
- 2** Aegeus struck a deal with Minos.

3. Look at the paragraph beginning **Aegeus was shocked**.

Find and copy one word or phrase which shows that Aegeus had given up.

Aegeus had to admit defeat.

4. Why did Ariadne help Theseus?

Ariadne helped Theseus because she wanted him to take her away from Crete.

5. Name one way in which Theseus was better than the Minotaur.

Accept either Theseus was quicker than the Minotaur or Theseus was smarter than the Minotaur.

6. Summarise Theseus's plan using 20 words or fewer.

Pupils' own responses, such as: Theseus planned on replacing one of the seven boys so that he could go to Crete and defeat the Minotaur.

7. Compare the characters of Theseus and Aegeus.

How are the two different?

Pupils' own responses, such as: Theseus is brave but Aegeus is a coward. I think this because Aegeus chose to make a deal with King Minos that put children in danger whereas Theseus chose to put his own life in danger to save those children.

8. ...**forgetting all about the promise that he had made to his father.**

Why do you think that the author has chosen to end the story like this? Explain your answer.

Pupils' own responses, such as: I think that the author has chosen to end the story like this to make you wonder what happened next. This is because Theseus had promised that he would display white sails if he had been successful but he forgot about this and sailed with black sails instead.

9. Do you think that Theseus was right to go and slay the Minotaur? Explain your answer fully.

Pupils' own responses, such as: I think that Theseus was right to slay the Minotaur because it stopped defenceless children from getting hurt. It wasn't fair for the kings to make a deal like that and Theseus stopped it from happening any more.

Tuesday

Investigating legends

Vocabulary Focus

1. The definition of 'ethereal' is delicate and light in a way that seems to be otherworldly.
2. Envelope means to wrap up, cover or surround completely.
3. The word 'inhabited' tells me that the outlaws lived in the forest.
4. The compound word 'outlaw' means outside of the law - someone who has broken the law, especially one who has escaped.
5. The word 'trudging' tells that they are walking slowly because they are tired.
6. The word 'lurking' means that someone is 'lying in wait'

Thursday

Writing a myth

Be sure to send over your comparisons from Wednesday's work, as well as your own myths!

Answers for the Grammar Hammer are below.

Mild

1. (W4:1, Sp 4:3) 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)		
sub	anti	pre	train	ing	er
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.					
They played on the sea (<u>sure</u> / <u>shore</u>).			He slipped off the bottom (<u>stare</u> / <u>stair</u>).		
5-6. (W4:1,3, Sp 4:11) In some words, 'ck' is used to make the 'k' sound (choir, echo) There are not many of these words.					
scool	skool	school	ecko	echo	eko
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
frame	3	fright	4	flinch	2
face		1			
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
angry	displeased	annoyed	tired	cross	
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (<u>under</u> the car, <u>on</u> Sunday, <u>by</u> train.)					
A beautiful butterfly landed <u>on</u> the green leaf.					
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.					
including	furthermore	therefore	so that	out of nowhere	
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
(<u>Molly</u> / She) climbed into bed, (<u>she</u> / Molly) picked up (Molly's / <u>her</u>) book and started reading.					
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.					
Finally,	All of a sudden,	After all,	Fortunately,		
18-19. (W4:14,20) Past progressive form (was/were + verb+ 'ing'). Present perfect form (<u>have</u> / 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.					
It had (<u>began</u> / <u>begun</u>) to rain.			His trousers (<u>tore</u> / torn) at the seam.		
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.					
Panting for breath, the tired dog lay down in the shade.					
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 dogs' tails were wagging.			The dog's tail was wagging.		
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.					
"Look at that!" exclaimed Tim,			"What is it?" asked Rory,		

Medium and Spicy

1-2. (W5:1. Sp 6:11) The suffixes ate, <u>ify</u> , en, <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).					
symbol	<u>ize</u>	ate	solid	<u>ify</u>	en
3. (W5:2. Sp 5:16) Silent 'k' is always followed by an 'n' and the 'kn' is always followed by a vowel (knot, knee, knock)			4. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and the 'gn' is always followed by a vowel (gnaw, gnarl)		
<u>knot</u>	tie		<u>gnash</u>	teeth	
5-6. (W5:3) Homophones are words that sound the same but have different meanings and different spellings.					
Would you like a (<u>peace</u> / <u>piece</u>) of cake?			You are sitting in Sarah's (<u>plac</u> e / <u>place</u>).		
7. (W5:4) Check the definition with that in the dictionary available.					
<u>freight</u>	Goods transported as cargo.				
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.					
group	3	grow	4	great	2
				glimpse	1
10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.					
<u>overall</u>	before long		<u>on the whole</u>		although
				plus	
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.					
As a result,		<u>Probably,</u>		Afterwards,	
				<u>It is likely,</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 have (<u>spent</u> / spend) lots of money.			I usually try not to (<u>spent</u> / <u>spend</u>) much.		
16-17. (W5:16) When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.					
My class (<u>has</u> / have) a lot of homework.			We (<u>has</u> / <u>have</u>) to hand it in tomorrow.		
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.					
I (<u>knew</u> / known) the answer all along.			I had always (<u>know</u> / <u>known</u>) the answer.		
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>excited</u> child cut into his <u>delicious looking birthday cake</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.					
When the cake is ready, it (<u>will</u> / can / would) be delicious.					
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.					
My sister, <u>who I live with</u> , is training to be a mechanic.					
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.					
When she is eating, my cat always purrs.					
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.					
The Royal Society for the Protection of Birds (<u>RSPB</u>) is a nature charity.					

Friday

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Reading lesson

Check your answers on Bitesize and be sure to send in your letters or poster so that your new teacher can read them over the Summer Holidays!

Spellings - How did you get on?

1.achieve	11.amateur	21.ancient	31.apparent	41.available	51.average
2.awkward	12.bargain	22.bruise	32.category	42.cemetery	52.competition
3.conscience	13.conscious	23.convenience	33.desperate	43.determined	53.develop
4.dictionary	14.disastrous	24.environment	34.equipped	44.equipment	54.especially
5.excellent	15.explanation	25.familiar	35.foreign	45.forty	55.frequently
6.government	16.hindrance	26.interfere	36.interrupt	46.language	56.marvellous
7.mischievous	17.muscle	27.necessary	37.neighbour	47.nuisance	57.opportunity
8.physical	18.privilege	28.profession	38.pronunciation	48.recognise	58.relevant
9.restaurant	19.rhyme	29.rhythm	39.shoulder	49.signature	59.sincere
10.sincerely	20.soldier	30.sufficient	40.temperature	50.variety	60.vegetable