



W.C. 8th June 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 'Space.'

Monday

Direct and Indirect Speech

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

1. Can you describe what it might feel like to be walking on the moon?

Overcome, amazed and transfixed by the landscape that unfolds before me, I amble around aimlessly. I stare in awe at the exquisite blue marble, which we call Earth, hanging effortlessly in inky black depths of the universe.

2. It is extremely expensive to send a man/woman into space. It is even more expensive and dangerous to send people to the moon: it hasn't been attempted for many years. Do you think it is important that we try to understand more about space and the moon?

Despite the expense of sending somebody into space, I believe that it is very important to send people to the moon and into space. By doing so we are able to explore and understand how our planet and the Moon came to be, as well as finding out more about other neighbouring planets and Solar Systems and how these may affect us, here on Earth.

Mild

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

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide.	Indirect
"It's my turn next," Shiya shouted as she pushed past William.	Direct
"Stop pushing in. You always do that!" Jacob called angrily.	Direct
Dad said 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.	Indirect
"I love the park," squealed Emir as he toddled towards the swings.	Direct

Add any missing punctuation to the sentences containing direct speech.

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

Change the indirect speech in the sentences to direct speech.

1. Alexander declared that we should all work together.
"We should all work together!" declared Alexander.
2. 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.
3. 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."

Make sure you have followed the rules for direct and indirect speech. Send in some photos of your direct speech work via our email or Purple Mash.



Spicy

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.

Make sure you have followed the rules of direct and indirect speech in your paragraphs. Be sure to send photos of your work to us via our email or Purple Mash.



Tuesday

Fact or opinion

Mild

Write F next to each statement (or the number) below if you think it's a FACT and O next to the statement if you think it's an OPINION.

1. F Margaret Thatcher was the first female Prime Minister of the UK.
2. O Red cars are better than blue ones.
3. O Drums are easier to learn than the guitar.
4. F Football needs two teams.
5. O Pepperoni pizza tastes good.
6. F Koala bears are found in Australia.
7. O All teenagers like to talk on the phone.
8. O Science is my favourite subject.
9. F JK Rowling wrote the Harry Potter series of novels.
10. F My dad is an airplane pilot, what's yours?
11. F Red grape juice will usually stain a white shirt.
12. F Wearing a hat will keep you warmer in the winter than not wearing one.
13. F My little brother is younger than me.
14. O French toast is a better breakfast than pancakes.
15. O Learning to ride a skateboard is easy.

SpaceX successfully launches world's most powerful rocket and sends a car into space

Nick Whigham, February 7, 2018 7:11PM news.com.au

SPACE

Reading level: Red

It's not every day we get to watch a billionaire* use a giant rocket to shoot his expensive electric car into orbit, but that's exactly what happened yesterday.

Space technology company SpaceX successfully launched its monster rocket — the Falcon Heavy — on a historic test flight.

It passed with flying colours as it shot into the sky at Cape Canaveral in Florida in the US.

SpaceX founder Elon Musk was nervous ahead of the launch as the rocket is the most powerful on Earth and even he thought it could explode into a ball of flames.

"I would consider it a win if it just clears the pad and doesn't blow the pad to smithereens," the 46-year-old space visionary* and wealthy businessman said on the eve of the \$114 million launch.

He needn't have worried.

The takeoff was clean as huge applause rang out from the thousands of people crammed onto surrounding beaches, bridges and roads to watch.

1. Identify and write down (or underline in one colour) the facts
2. Identify and write down (or underline in one colour) all of the opinions
3. Write down any sentences that you are unsure of if they're fact or opinion
4. Write a sentence explaining why the newspaper report has used fact and opinion in this newspaper article.

Reporters use facts in articles to give a message and inform the reader accurately. However, they use opinions too - for entertainment purposes, either to hook the reader in or to persuade them to their way of thinking.

Medium and Spicy

A **fact** is a true statement.
An **opinion** is what someone thinks.

Look down the list and decide which of these sentences are facts (F) or opinions (O).

1. January is the first month in the year.
2. Madrid is the capital of Spain.
3. Football is the best sport.
4. It is 19°C today.
5. Sammy's hair looks better when it is long.
6. I am really good at running.
7. I am shivering.

These sentences have been scattered and blown in the wind.
Sort them into facts (F) and opinions (O).

Some of these are tricky so you may have to discuss them as a class at the end!

We live in Britain.

The Police will investigate the crime.

I am late.

The Queen is old.

Ice cream is delicious.

Everyone loves babies.

He was shouting and screaming as he left the house.

The currency in the USA is dollars.

There are 5 main religions in the world.

Newspaper Report

Please send over a photo of your newspaper report via our email or Purple Mash.

Wednesday

Relative Clauses

Starter- 'Voices from the Stars' - Sentence Challenges.

A **determiner** specifies a **noun** as known or unknown - comes before the noun.

Can you identify the determiner(s) in the sentence below?

The humans at the base had been waiting for a signal from the stars for many years



Sick sentences!

These sentences are 'sick' and need help! Can you edit and improve them.

Humans are interesting things. They often live in houses. They often live in towns or cities. Many humans enjoy doing hobbies in their spare time.

Humans are interesting things - they often live in houses, which are usually located in towns or cities. In addition to this, many humans enjoy doing hobbies in their spare time - how peculiar!

Mild

1 Read the sentence and decide if it has a relative clause (Yes) or doesn't have one (No).

	Yes	No
a) He's the boy who drew the picture.	☒	☐
b) Here's the picture which won the competition	☒	☐
c) He's really good at drawing.	☐	☒
d) This is the drawing that I did.	☒	☐
e) The drawing competition was at the end of the month.	☐	☒
f) Loch Ness is in the north of Scotland.	☐	☒
g) This the shelf where I keep my books.	☒	☐
h) The park looks lovely in spring, when all the flowers are blooming.	☒	☐

	True	False
a) Tuesday was the day when the new swimming pool opened.	☒	☐
b) A silly boy jumped into the pool which was full of people.	☒	☐
c) The lifeguard was standing at the end of the pool, where he saw everything.	☐	☒
d) Tod was the boy who jumped into the pool.	☒	☐
e) Tod splashed the children who shouted at him.	☒	☐
f) The lifeguard scolded the boy whose actions were very dangerous.	☐	☒

Here are some examples that you could have written for the following activity.

1. Granny, who was wearing her floral dress, to us to our favourite café.
2. On Friday we are going ice-skating where Mum used to skate.
3. Blackpool, where you can eat delicious rock from, is on the northwest coast of England.
4. Richard and Fiona have bought a new car that is fluroecsent pink!
5. Dad's computer, which he adores, is broken.
6. Paddington is a busy train station, when it is rush hour, in London.

Medium

Read these sentences.



Find the relative clause and underline the relative pronoun.

Decide if the sentence would work if the relative pronoun was missed out.
If so, cross it out.

1. There's the lady whom I told you about.
2. Sunny, who was running late, ran as fast as he could for the bus.
3. There's the bus that we need to catch.
4. We found shop where Mum had left her purse.
5. Where's the present that we bought for Sacha?
6. Find the book that needs to go back to the library.
7. Terry thanked Mrs Parker when she returned his football.
8. That's the film that I want you to take me to.
9. Dad dropped Daisy off at the pool where the gala was taking place.
10. That's the set that I want for my birthday.

1. That boy who was on the news.
2. The table that is falling apart.
3. Yesterday I was fast asleep when I was rudely awoken.
4. My neighbour has put up a fence which blocks any sunlight reaching my garden.
5. I am going to visit the games shop when my friend has finished her lunch.
, when the rain stopped,
6. Yesterday _____ we went to the skateboard park.
, where the teacher's hide precious items,
7. In a room at the end of the corridor _____ I found a dusty chest.
, which were in tatters,
8. Mum put Paul's shoes _____ in the bin.
, where we get our groceries
9. The shop _____ is shut.
10. It was nearly 1 p.m. when we woke up for breakfast!



Please send in your sentences using relative clauses.

Spicy

4a. Make sure you clean up when the Queen visits for tea.

The little girl, who's only 6, is always smiling.

5a. The gentleman, whose keys we found, gave us a reward.

6a. Yes, it still makes sense because the relative clause is non-essential information or is non-restrictive.

4b. The boy, whose dad was a teacher, loved school.

I want to see the school where my dad went as a child.

5b. Various answers, for example:

After 90 minutes, when the referee blows the whistle, the game will finish.

The game will finish in 90 minutes, when the referee blows the whistle.'



Please send in your paragraphs using relative clauses.

Thursday

Features of Writing

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

Mild

1. (W4:1, Sp 4:4) Prefixes can be added to root words to change their meaning (<u>is</u> appear-disappear)			2. (W4:1) 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>in</u>	<u>pre</u>	<u>re</u>	<u>support</u>	<u>ing</u>	<u>er</u>		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
Please can I have (<u>moor</u> / <u>more</u>) juice?			I should have (<u>worn</u> / <u>warn</u>) my shorts.				
5-6. (W4:1,3, Sp 4:13) In most words 'sc' makes the sound 'sk' (discard, scope)							
<u>disgard</u>	<u>diskard</u>	<u>discard</u>	<u>sgope</u>	<u>scope</u>	<u>skope</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>steep</u>	2	<u>stem</u>	3	<u>string</u>	4	<u>shield</u>	1

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<u>old</u>	<u>mature</u>	<u>elderly</u>	<u>cold</u>	<u>ancient</u>
10-11. (W4:17, 19) A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationship between ideas. 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).				
The timid hedgehog uncurred, <u>even though</u> it was frightened.				

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>moreover</u>	<u>unusually</u>	<u>fortunately</u>	<u>including</u>	<u>terrifyingly</u>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
<u>(The butterfly / It)</u> opened <u>(her / its)</u> wings and <u>(she / it)</u> flew away.				
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>Unfortunately,</u>	<u>The next day,</u>	<u>Overall,</u>	<u>Following that,</u>	
18-19. (W4:14,20) Past progressive form (was/were + verb + <u>ing</u>) Present perfect form (<u>have/has</u> + 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.				
He had <u>(undone / undid)</u> the lock.		Billy <u>(give / gave)</u> his dad the letter.		

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>When you've done that,</u> will you get changed, come outside and help me please?	
22-23. (W4:22, S4:15, 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 zebra's back was stripy.	The zebras' backs were stripy.
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.	
"Are you going to the shop?" asked Kye.	"Yes," replied Jo. "Do you want something?"

Medium and Spicy

1-2. (W5:1. 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).

intense	en	ify	advert	en	ise
----------------	-----------	------------	---------------	-----------	------------

3. (W5:2. Sp 5:18) Silent 'w' is often followed by 'r' and the 'w' is always followed by a vowel (wrist, wreck)

wrist	hand	chorus	song
--------------	-------------	---------------	-------------

5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

Join the back of the (<u>cue</u> / <u>queue</u>).	The queen enjoyed a long (<u>rain</u> / <u>reign</u>).
---	--

7. (W5:4) Check the definition with that in the dictionary available.

ensign	A military or naval flag.
---------------	---------------------------

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.

exit	4	exist	3	exile	2	excuse	1
-------------	----------	--------------	----------	--------------	----------	---------------	----------

10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.

to conclude	suddenly	as a result	compared with	in a flash
--------------------	-----------------	--------------------	----------------------	-------------------

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.

Unfortunately,	Later,	Perhaps,	Secondly,
-----------------------	---------------	-----------------	------------------

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.

The wasp (<u>stung</u> / sting) me.	I hate wasps when they (<u>sting</u> / stung).
--------------------------------------	---

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.

The noise of the fans (<u>is</u> / are) deafening.	There (<u>is</u> / are) no broken pens in the pot.
---	---

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.

The bird (<u>flew</u> / flown) away in the winter.	The bird had (<u>flew</u> / flown) away.
---	---

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.

She (began to/started to) write on the (blank/clean/new) sheet of paper.
--

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 our holiday, we (<u>would</u> / <u>may</u> / can) be going to France.
--

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.

If you want, <u>when I've finished on it</u> , you can have a turn on my computer.
--

24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

Every time we eat, my gran makes us sit at the table.

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 whole family – with the exception of Joe – went to the beach for a picnic.
--

Friday

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

Reading lesson: *The Wolves of Willoughby Chase*

by Joan Aiken

Check your answers on Bitesize.

Spellings - How did you get on?

planets
orbiting
star
galaxy
gravitational
meteor
asteroid
eclipse
comet
meteorite