



W.C. 22<sup>nd</sup> June 2020

## English ANSWERS

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

### Thursday

#### Mild

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear)			2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walked-walking)				
sub	anti	<u>pre</u>	train	<u>ing</u>	er		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
They played on the sea ( sure / <u>shore</u> ).			He slipped off the bottom ( stare / <u>stair</u> ).				
5-6. (W4:1,3, Sp 4:11) In some words, 'ch' is used to make the 'k' sound (choir, echo) There are not many of these words.							
scool	skool	<u>school</u>	ecko	<u>echo</u>	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	<u>displeased</u>	<u>annoyed</u>	tired	<u>cross</u>			
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 ( under the car, on Sunday, by train.)							
<u>A</u> 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	<u>therefore</u>	<u>so that</u>	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.							
<u>Finally,</u>	All of a sudden,	<u>After all,</u>	Fortunately,				

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.

It had ( began / begun ) to rain.

His trousers ( tore / 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, ify, en, ise, or ize 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

en

ify

category

ate

ise

3. (W5:2. Sp 5:16) Silent 'k' is always followed by 'n' and the 'kn' is always followed by a vowel (knock, knight)

4. (W5:2. Sp 5:17) Silent 'n' always follows 'm'. There are not many of these words (autumn, solemn)

knee

hand

autumn

winter

5-6. (W5:3. 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. (W5:4) Check the definition with that in the dictionary available.

curio

an object that is a curiosity

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.

struck

3

study

4

string

2

stall

1

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

however

including

whereas

but

previously

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 a flash,

Many agree,

All of a sudden,

For this reason,

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 horse ( run / ran ) towards the gate.

I love to see him ( ran / run ).

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.

Sarah or Simon ( walk / walks ) the dog.

Everyone in the class ( has / have ) a ticket.

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.

She ( stolen / stole ) the boy's bike.

The boy's bike was ( stole / stolen ).

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.

She (stolen / stole) the boy's bike.

The boy's bike was (stole / stolen).

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 sailor pulled (with all his might/as hard as he could) on the (dirty/filthy) rope.

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.

The cat looks hungry. I (can / would / shall) feed him.

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 trousers, which made him look like a clown, were too short.

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

After the football match, the players did a lap of honour.

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.

Mrs Little, my teacher, loves to play football with us.