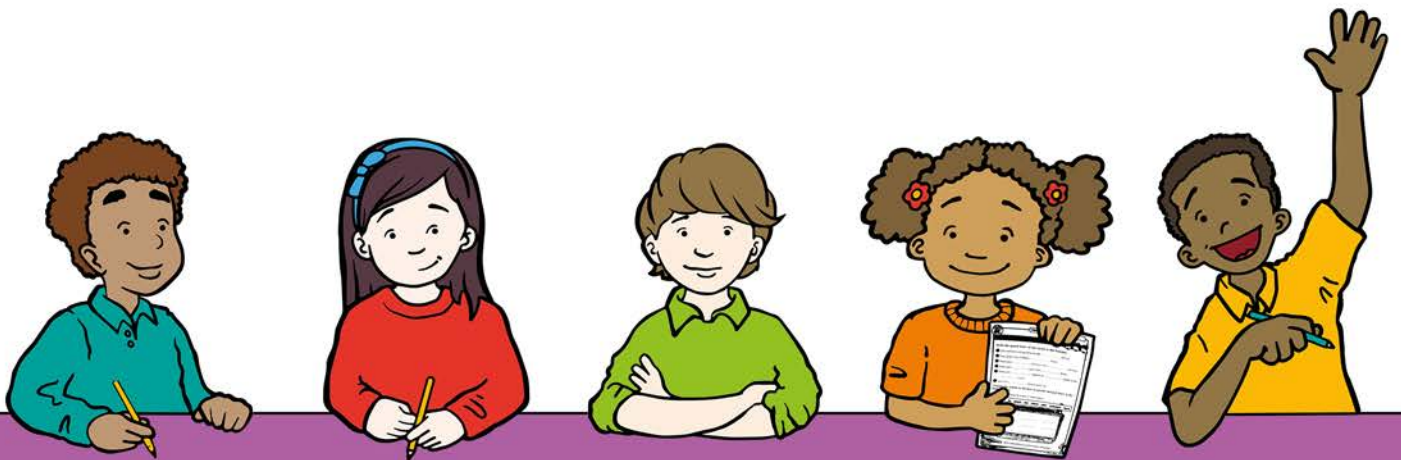


Year 5

Learning Activity Booklet

For Maths & English



ANSWERS

SECTION A

1	$382 + 406$	2	$3612 + 2174$	3	$4528 + 231$
	788		5786		4759

SECTION B

1	$471 + 2308$	2	$3821 + 4175$	3	$4435 + 3821$
	2779		7996		8256
4	$7642 + 3052$	5	$8741 + 1068$	6	$3846 + 2234$
	10,694		9809		6080

SECTION C

1	$3826 + 4715$	2	$3762 + 4454$	3	$3807 + 4548$
	8541		8216		8355
4	$3216 + 4898$	5	$5764 + 3876$	6	$6789 + 4387$
	8114		9640		11,176

SECTION A

1	$806 - 302$	2	$6967 - 2423$	3	$8876 - 2432$
	504		4544		6444

SECTION B

1	$876 - 428$	2	$655 - 473$	3	$4869 - 678$
	448		182		4191
4	$5887 - 1793$	5	$8936 - 2492$	6	$9786 - 6247$
	4094		6444		3539

SECTION C

1	$8621 - 2384$	2	$7056 - 4328$	3	$9705 - 6913$
	6237		2728		2792
4	$9456 - 6389$	5	$7042 - 2877$	6	$6308 - 2489$
	3067		4165		3819

SECTION A

1	233×3	2	212×4	3	6438×1
	699		848		6438

SECTION B

1	203×4	2	253×3	3	1016×5
	812		759		5080
4	1723×3	5	1712×4	6	5117×8
	5169		6848		40,936

SECTION C

1	8107×7	2	4081×5	3	1703×6
	56,749		20,405		10,218
4	1384×6	5	1289×8	6	8482×9
	8304		10,312		76,338

SECTION A

1	$63 \div 3$	2	$89 \div 1$	3	$864 \div 2$
	21		89		432

SECTION B

1	$95 \div 5$	2	$86 \div 4$	3	$95 \div 8$
	19		21 r2		11 r7
4	$2 \overline{) 806}$	5	$4 \overline{) 632}$	6	$4 \overline{) 763}$
	403		158		190 r3

SECTION C

1	$7 \overline{) 966}$	2	$6 \overline{) 936}$	3	$8 \overline{) 584}$
	138		156		73
4	$4 \overline{) 737}$	5	$5 \overline{) 847}$	6	$9 \overline{) 643}$
	184 r1		169 r2		71 r4

SECTION A

1 $\frac{1}{5} + \frac{1}{5}$	2 $\frac{1}{4} + \frac{2}{4}$	3 $\frac{2}{7} + \frac{3}{7}$
$\frac{2}{5}$	$\frac{3}{4}$	$\frac{5}{7}$

SECTION B - Write answers as whole or mixed numbers, as appropriate

1 $\frac{1}{3} + \frac{2}{3}$	2 $\frac{4}{5} + \frac{2}{5}$
1	$1\frac{1}{5}$
3 $\frac{2}{7} + \frac{6}{7}$	4 $\frac{3}{4} + \frac{2}{4}$
$1\frac{1}{7}$	$1\frac{1}{4}$
5 $1\frac{1}{3} + 5\frac{1}{3}$	6 $3\frac{3}{5} + 2\frac{1}{5}$
$6\frac{2}{3}$	$5\frac{4}{5}$

SECTION C - Write answers in lowest terms and as whole or mixed numbers, as appropriate

1 $\frac{3}{8} + \frac{3}{8}$	2 $4\frac{1}{4} + 2\frac{1}{4}$
$\frac{3}{4}$	$6\frac{1}{2}$
3 $\frac{4}{7} + \frac{2}{7} + \frac{5}{7}$	4 $1\frac{7}{10} + 2\frac{4}{10}$
$1\frac{4}{7}$	$4\frac{1}{10}$
5 $\frac{5}{9} + \frac{7}{9}$	6 $3\frac{5}{12} + 1\frac{11}{12}$
$1\frac{1}{3}$	$5\frac{1}{3}$

SECTION A

1 $\frac{4}{5} - \frac{1}{5}$	2 $\frac{3}{4} - \frac{2}{4}$	3 $\frac{4}{7} - \frac{2}{7}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{2}{7}$

SECTION B - Write answers as whole or mixed numbers, as appropriate

1 $6 - \frac{1}{3}$	2 $3\frac{4}{5} - \frac{2}{5}$
$5\frac{2}{3}$	$3\frac{2}{5}$
3 $8\frac{5}{7} - \frac{3}{7}$	4 $5\frac{3}{4} - 2\frac{2}{4}$
$8\frac{2}{7}$	$3\frac{1}{4}$
5 $9\frac{5}{9} - 4\frac{4}{9}$	6 $2\frac{2}{9} - 1\frac{4}{9}$
$5\frac{1}{9}$	$\frac{7}{9}$

SECTION C - Write answers in lowest terms and as whole or mixed numbers, as appropriate

1 $\frac{5}{8} - \frac{3}{8}$	2 $2\frac{9}{10} - \frac{7}{10}$
$\frac{1}{4}$	$2\frac{1}{5}$
3 $7\frac{7}{10} - 3\frac{3}{10}$	4 $5\frac{2}{7} - 2\frac{4}{7}$
$4\frac{2}{5}$	$2\frac{5}{7}$
5 $3\frac{3}{8} - 1\frac{7}{8}$	
$1\frac{1}{2}$	

SECTION A

1 $\frac{1}{2}$ of 30	2 $\frac{1}{4}$ of 24
15	6

SECTION B

1 $\frac{1}{7}$ of 63	2 $\frac{1}{11}$ of 22
9	2
3 $\frac{1}{6}$ of 66	4 $\frac{1}{9}$ of 999
11	111
5 $\frac{1}{2}$ of 768	6 $\frac{1}{10}$ of 450
384	45

SECTION C

1 $\frac{2}{3}$ of 15	2 $\frac{3}{10}$ of 40
10	12
3 $\frac{5}{6}$ of 54	4 $\frac{3}{8}$ of 72
45	27
5 $\frac{2}{5}$ of 385	6 $\frac{4}{9}$ of 189
154	84

SECTION A

1 $5.6 + 0.2$	2 $0.1 + 0.9$	3 $8.4 + 1.3$
5.8	1.0	9.7

SECTION B

1 $3.27 + 2.73$	2 $15 + 3.68$	3 $3.15 + 2.78$
6	18.68	5.93
4 $67.8 + 1.57$	5 $20.56 + 64.44$	6 $38.27 + 23.1$
69.37	85	61.37

SECTION C

1 $43.67 + 8.5$	2 $387.6 + 28.58$	3 $596.36 + 32.64$
52.17	416.18	629
4 $74.85 + 68.063$	5 $28.386 + 489.9$	6 $167.5 + 4.849$
142.913	518.286	172.349

SECTION A

1 100% of 460	2 1% of 300	3 50% of 36
460	3	18

SECTION B

1 10% of 360	2 50% of 248	3 25% of 288
36	124	72
4 1% of 3000	5 25% of 3844	6 50% of 5632
30	961	2816

SECTION C - Write your answers as decimal fractions, as appropriate

1 50% of 463	2 60% of 504	3 5% of 2800
231.5	302.4	140
4 1% of 46,130	5 25% x 386	6 30% of 5420
461.3	96.5	1626

SECTION A

1 50% of 260	2 100% of 6473	3 1% of 900
130	6473	9

SECTION B

1 50% of 462	2 10% of 420	3 25% of 284
231	42	71
4 25% of 3448	5 1% of 5000	6 50% of 3476
862	50	1738

SECTION C - Write your answers as decimal fractions, as appropriate

1 90% of 170	2 50% of 587	3 5% of 6800
153	293.5	340
4 1% of 50,487	5 75% of 8428	6 25% x 438
504.87	6321	109.5

Identify factors, factor pairs and common factors

1 For each of the following, tick the numbers which are factors of the circled number.

a

b

c

d

2 For each of the following write down all the factor pairs, except 1 and the number. Example 12 → 2 & 6, 3 & 4

- a 24 → 8 & 3, 6 & 4, 2 & 12
- b 40 → 4 & 10, 5 & 8, 2 & 20
- c 54 → 2 & 27, 9 & 6, 3 & 18



3 a Write numbers in each section of the sorting diagram. An example is shown.

	Factor of 36 (not 1)		Not a factor of 36	
Factor of 20	2	4	5	10
Not a factor of 20	3	6	7	8

b Write down all the common factors (except 1) of 60 and 84.

- 2, 3, 4, 6, 12

Multiply and divide whole numbers and decimals by 10, 100 and 1000

1 Complete the table below, by multiplying each number by 10, 100 or 1000. Some examples are shown.

	63	7	0.4	684	1.06
×10	630	70	4	6840	10.6
×100	6300	700	40	68400	106
×1000	63000	7000	400	684000	1060

2 Now put the numbers through the 10s, 100s or 1000s division machines.

Recognise mixed numbers and improper fractions and convert from one form to the other

1 Look at the shaded parts of the shapes and then complete the mixed and improper fractions.

a and = $\frac{5}{4}$ = $1\frac{1}{4}$

b $1\frac{2}{6}$ = and = $\frac{8}{6}$

c and and = $\frac{9}{4}$ = $2\frac{1}{4}$

2 Match the mixed numbers and improper fractions, by joining the matching pairs with a line. One has been done for you.

$\frac{9}{5}$ $\frac{4}{3}$ $\frac{12}{5}$ $\frac{5}{4}$ $\frac{10}{3}$
 $1\frac{1}{3}$ $1\frac{1}{4}$ $3\frac{1}{3}$ $1\frac{4}{5}$ $2\frac{2}{5}$

Convert between different units of metric measure

1 Complete the table below to show the conversion of units of length. Some are done for you.

mm	4,000,000	2000	14,000
cm	400,000	200	1400
m	4000	2	14
km	4	0.002	0.014

2 Complete the following.

a $2000\text{ ml} = 2\text{ l}$ c $4\text{ }255\text{ l} = 4255\text{ ml}$
 b $6\text{ l} = 6000\text{ ml}$ d $3500\text{ ml} = 3.5\text{ l}$

3 How many grams are shown on the scales below?

a b c d

4 a How many kilograms are equivalent to 3400 g? 3.4 kg

b How many kilograms are equivalent to 343 g? 0.343 kg

Draw angles

1 For each of the following, use your protractor to draw the angles, as indicated in the \bigcirc , from point A.

EXAMPLE

a 40° c 105°
 b 80° d 190°

angles drawn accurately

2 Now try these.

a 63° c 117°
 b 49° d 201°

angles drawn accurately

Identify, describe and represent the position of a shape following reflection

1 For each of the following, draw the reflection of the shape across the mirror line.

a c
 b d

2 For the following, write the new co-ordinates for points A and B

a
 b

After reflection
 A is at (5 , 5)
 B is at (5 , 2)

After reflection
 A is at (4 , 1)
 B is at (6 , 2)

Complete, read and interpret information presented in tables

1 The table below shows the scores of some friends in the game Zap Ball.

	Game 1	Game 2	Game 3	Game 4	Game 5	Total
Jon	7	7	6	10	7	37
Meera	9	8	9	5	9	40
Eva	6	7	8	7	6	34
Tariq	9	8	9	9	8	43
William	7	6	8	8	9	38

- a Complete the table by filling in the empty boxes.
- b Who had the highest score for an individual game? Jon
- c Who had the lowest score for an individual game? Meera
- d What was Jon's mode score? 7
- e Find the mean average score for each player.

Jon 7.4 Meera 8 Eva 6.8
 Tariq 8.6 William 7.6



f Each game was out of 10. Complete the table below.

	Eva Game 1	Tariq Game 5	William Overall
Percentage score	60 %	80 %	76 %

Further mastery – number and place value

1 Answer the following questions about the number **one million**.

- a How many digits are there? 7
- b What is the digit in the **millions** place? 1
- c What is the digit in the **hundreds** place? 0
- d How many **thousands** are there in **1 million**? 1000
- e What number is **300** more than **1 million**? 1,000,300
- f What number is **26,000** more than **1 million**? 1,026,000



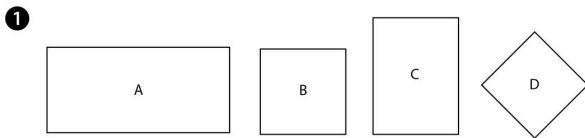
2 Write the smallest and the greatest **6-digit** whole number you can make using the digits **4, 8, 2, 0, 1, 7**.

smallest 102,478
 greatest 874,210

3 **52,342** people attended a football match.

- a Football programmes come in boxes of **1000** in each box. How many boxes would have been opened if each person bought one programme each? 53
- b The stadium had **100** seats in each row. How many rows were fully occupied? 523
- c How many people attended to the nearest **ten thousand**? 50,000
- d A stadium computer counted the people in **tens**. How many **tens** did it count? 5234

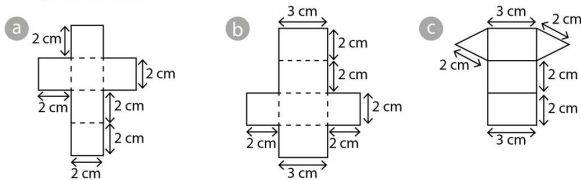
Further mastery – geometry



Examine the shapes above. Which of them are regular quadrilaterals? Explain your answer by referring to the properties of regular quadrilaterals.

B, D All sides and angles are equal.

2 Write the name of the shape which can be made with each of the following nets. (not actual sizes)



cube **cuboid** **triangular prism**

3 Which (and how many) **2-D** shapes make up the faces in the **3-D** shapes in question 2?

- a **6 squares**
- b **4 rectangles and 2 squares**
- c **3 rectangles and 2 equilateral triangles**

4 Draw the following shapes on the grid below.

- a An irregular hexagon.
- b A triangle which does not have any lines of symmetry.
- c A quadrilateral with 4 lines of symmetry.
- d A parallelogram with 2 lines of symmetry.



all shapes above drawn correctly



e What is another name for shape D? **rectangle**

5 Now write co-ordinates for each vertex of the shapes in 4 b and d.

- b **co-ordinates identified correctly**
- d

OUR HOBBIES

Jamila and Sanjeev like different things. Here they are talking about their hobbies.



Hi. My name is Jamila. I'm very interested in anything to do with geography. All sorts of information easily stays in my memory. The names of capital cities, mountain ranges – I love all that stuff. I'd be very reluctant to stop my studies. In fact, when I'm older I hope to find a solution to some of the world's environmental problems.

- 1 Which word or phrase tells you how much Jamila likes her chosen hobby? very interested
- 2 Which word tells you she likes to study different countries? geography
- 3 Which word tells you she has no difficulty in remembering facts about different countries? memory
- 4 Which word suggests she would be unwilling to give up her hobby? reluctant
- 5 Which word tells you she would like to sort out problems in the world? solution

My name is Sanjeev and my friends think I'm a bit eccentric. That's because I get up at dawn with my binoculars to do some bird-watching. It's so peaceful then. No traffic, just birdsong. Getting up at four-thirty may sound mad, but try it once in the summer holidays and you'll realise the experience is irresistible.



- 6 Which word tells you Sanjeev's friends think he's unusual? eccentric
- 7 What does he use to get a better view of the birds? binoculars
- 8 Which word tells you it's quiet at that time in the morning? peaceful
- 9 Which word means he can't give it up? irresistible

WORD SWAPPING

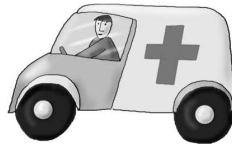
Read these sentences and think of a word or phrase that means the same, or is similar, to the one in **bold**. One has already been done for you.



- 1 I ran as fast as I could from the **venomous** snake. poisonous
- 2 I was very **thankful** when my lost cat was returned. grateful
- 3 The food I had at the new restaurant was **delicious**. tasty
- 4 The headteacher told off the boy for being **impolite**. rude
- 5 The reckless driver **disregarded** the No Entry sign. ignored
- 6 Even with a map, I was **uncertain** which way to go. unsure
- 7 Who replaced Henry VIII as **monarch** when he died? ruler
- 8 Is it as hard to **descend** a mountain as it is going up? climb / go down
- 9 I had the **misfortune** of having my car keys stolen. bad luck
- 10 The twins were **quarrelling** over who owned the ball. arguing
- 11 The children **suspended** decorations from the ceiling. hung
- 12 The superhero could **transform** herself into a tiger. change
- 13 The parents were asked to **donate** money to charity. give
- 14 Gardeners **prune** roses to encourage growth. cut
- 15 I was happy to **exchange** my old pen for a new one. swap

MISSING WORDS

Complete these sentences, using the context to help you choose the correct word from the list. In each sentence, particular key words or phrase will give you a clue. Underline the words or phrases that help you make the right choice.



- 1 In a medical emergency, I'd call an ambulance.
- 2 I need to buy some replacement batteries for my torch that's stopped working.
- 3 My socks must be very absorbent, because they soak up lots of water.
- 4 Because I love science and I'm very confident I'll pass the exam.
- 5 A reduction in the cost of cinema tickets resulted in more people going.
- 6 An examination of the rugby player's injured leg showed that no bones were broken.
- 7 There seems to be confusion over who the pencil case belongs to, as Jan and Rula both have the same design.
- 8 Finally, I've gathered together all the equipment I'll need for my camping holiday.
- 9 Trout are very cunning, so it takes a lot of patience to sit on the riverbank all day, hoping to catch one.
- 10 My dog was very reluctant to try the cheaper dogfood I bought.

examination confident reluctant confusion replacement
 emergency absorbent reduction patience equipment

HENRY VIII

Here is some information about King Henry VIII. He was a big man and didn't like people disagreeing with him. Read about his life and the order in which various events took place.



Personal Profile: Henry Tudor	
Dates	Born in 1491 and died in 1547.
Family	When Henry was 5 years old, he and his mother, Elizabeth of York, had to flee from rebels in London to the safety of the Tower of London. His father was Henry VII and the first monarch of the House of Tudor. He died in 1509. His older brother, Arthur, would have been crowned king, but he died in 1502.
Coronation	Crowned king in 1509.
Character	Henry was a skilful horseman and archer. He enjoyed jousting, music, dancing and having feasts at Hampton Court. Making him cross risked having your head chopped off. (See 'Wives' below.)
Important actions	In 1534, he made himself Head of the Church of England. One of his warships, the Mary Rose, sank in 1545. (It was lifted off the seabed in 1982 and can be visited in Portsmouth.)
Wives	Catherine of Aragon: married in 1509 – divorced in 1533. Anne Boleyn: married in 1533 – beheaded in 1536. Jane Seymour: married in 1536 – died in 1537. Anne of Cleves: married in 1540 – divorced in 1540. Catherine Howard: married in 1540 – beheaded in 1542. Catherine Parr: married in 1543 – outlived Henry VIII, dying about 18 months after him.

Now use Henry VIII's personal profile to number the following facts in the correct order.

- 6 Catherine of Aragon is divorced
- 12 The Mary Rose sinks
- 1 Henry VIII is born
- 11 He marries Catherine Parr
- 4 Henry VII dies
- 7 Anne Boleyn is beheaded
- 5 Henry is crowned king
- 2 Henry and his mother flee to the Tower of London
- 13 Henry VIII dies
- 8 Henry marries Jane Seymour
- 14 The Mary Rose is lifted off the seabed
- 3 Henry's brother, Arthur, dies
- 9 Henry divorces Anne of Cleves
- 10 Catherine Howard is beheaded

OUR SCIENCE LESSONS

Class 5 have been doing a number of experiments and research on different science topics. Here, the children are making some statements about the human body. Draw lines to link what they say with one of the details on the right.



Exercise makes your heart beat faster and stay healthy.

Muscles are attached to bones and shorten to make them move.



One job your skeleton does is to enable you to move.

Your heart is well protected by your ribcage.



Being a vertebrate means you have a backbone.

If you run fast, your pulse rate will increase.



Pulse rate measures how fast the heart is beating.

It's very important to make sure you do regular exercise.



Muscles need a supply of oxygen to function.

Many other animals, called invertebrates, have an external shell.



The skeleton protects the organs inside your body.

Oxygen is carried in the blood from the lungs to the muscles.

FIRST WOMAN IN SPACE

Read this short biography of how Valentina Tereshkova came to be the first woman in space, then answer the questions that follow.

Valentina Tereshkova was born in 1937 in a small village in central Russia, where her father was a tractor driver and her mother worked in a textile factory.

She started school in 1945 at the age of eight and left in 1953 to do textile work like her mother. During her teenage years, however, she became very interested in skydiving. She trained at the local flying club and, when she was 22 years-old, she did her first parachute jump. This experience would lead eventually to a place in the history books.

Her enthusiasm for skydiving brought her to the attention of the country's Space Programme. Russia had already put the first man into space in 1961, when Yuri Gagarin orbited the Earth. The government was very eager to achieve another Russian 'first' in what was known as the *space race* against the USA.

In fact, a Russian newspaper at the time reported that Tereshkova had 'dreamt of going into space' as soon as she heard about Gagarin's space mission.

Her dream and her skydiving abilities made her a likely candidate for the intensive training necessary to become an astronaut. Her training included weightless flights at high altitudes, isolation tests and spacecraft engineering. Skill in handling a parachute was an essential part of re-entry. Whoever was chosen would have to be ejected from the space capsule at 20,000 feet and land safely. She was selected in February 1962.

On the morning of 16th June 1963, Tereshkova was bussed to the launch pad. After routine communication and life support checks, she was sealed inside the rocket, Vostok 6. There followed a two-hour countdown and a successful launch.

She completed 48 orbits of the Earth in 71 hours – more time in space than all the American astronauts combined.

Back on Earth she was highly honoured, not only in her own country, where she received the Hero of the Soviet Union medal, but also around the world.

She never went into space again, but perhaps her spirit of adventure did not leave her. In 2013, she said she'd be happy to go on a one-way trip to Mars.



Now use evidence from the text to answer the following questions.

- 1 Do you think Valentina's parents expected her to grow up to be a famous astronaut? Why do you think this?
Since her father was a tractor driver and her mother a textile worker in a small village it is unlikely that they'd imagine she could be an astronaut.
- 2 Why were her skydiving skills so important?
As an astronaut, she would need skydiving skills on re-entry. She would be ejected from the space capsule at 20,000 feet and have to land safely.
- 3 How do we know that Yuri Gagarin's space flight was a factor in Tereshkova's desire to be part of the Space Programme?
She dreamt of going into space after Gagarin's orbit of the Earth.
- 4 During her training for space travel, she had to have 'isolation tests'. Why do you think this would be part of the training?
In space, she would have to cope with being completely on her own and be able to carry out all sorts of complicated tasks by herself.
- 5 Re-entry involved being 'ejected at 20,000 feet'. What does ejected mean?
thrown / propelled out
- 6 It might be fair to say that, at this point in history, Russia was winning the space race against the USA. Give two reasons why it is fair to say this.
In 1961, the Russian, Yuri Gagarin, was the first man in space.
In 1963, Valentina Tereshkova was the first woman in space.
- 7 From what is said in the text, how do we know she became world-famous?
She was highly honoured around the world.
- 8 Did she ever lose her spirit of adventure? How do you know?
In 2013, she said she'd be happy to go on a one-way trip to Mars.

LOCAL NEWS REPORT

Here is a report in a local newspaper. Think about the features you expect in a news item and answer the questions.

CATWOMAN CAUSES CHAOS



Known locally as the Catwoman, 89-year-old Kitty Parker of Albee Avenue, received a visit today from PC D. Zaster, following a complaint from neighbours.

Kitty, a kindly woman and a frequent sight at the Church bingo sessions, is the proud owner of thirty-nine cats. For many years, she has been giving a home to any stray cat that turns up on her doorstep. This generosity of spirit isn't normally a problem for her neighbours, except when there is a full moon.

"Once a month," stated Evan Knowes, who lives opposite Mrs Parker, "the cats all line up along the garden wall and wail their heads off. I've had enough. I have to get up early to go to work and this is unacceptable."

Another neighbour, who didn't want to give her name, told our reporter that the caterwauling had put her dog off its biscuits. She said that when the howling starts up, Squiffy her Pekinese

goes flying into its basket as if it were catapulted there.

A spokesman from the RSPCA confirmed that an officer from their organisation had recently inspected the house and was reassured to find that all the cats were well looked after and in good health. The RSPCA spokeswoman was not prepared to say how tunelessly they sang.

Mrs Parker told us that she never hears them, possibly because she is a little deaf and doesn't always hear the numbers being called at bingo. She also insisted that, despite a number of claims on social media, at no time has she joined her cats in singing the chorus.

PC Zaster pointed out that the cat-calling falls into a very minor category of public nuisance. No further actions will be taken against Mrs Parker. He has also assured local residents that everything is now under control. Once a month, when the moon is full, he will stand guard by the cat flap to prevent a repeat of this incident.

Breaking news

Late last night, we heard from Kitty Parker that several of her cats have had kittens. This brings the total number of her feline companions to ninety-six. Anyone who might like to own a kitten should contact her in Albee Avenue.

- How does the 1st paragraph answer the following questions?
Who? 89 year-old Kitty Parker known as the Catwoman
What has happened? Neighbours have complained about the noisy cats.
Where? Albee Avenue
- What does the article tell us about Kitty Parker?
she is old/generous/kindly animal-lover/attends bingo at the church regularly/a little deaf
- Describe the incident that neighbours have complained about.
When the moon is full, the cats line up along the garden wall and wail their heads off.
- Four other people are mentioned in this report. Who are they?
PC D Zaster, Evan Knowes, a nameless neighbour, RSPCA officer
- Write down an example of direct speech.
"Once a month the cats all line up along the garden wall and wail their heads off. I've had enough. I have to get up early to go to work and this is unacceptable.
- Write down an example of indirect speech.
The caterwauling had put her dog off its biscuits. When the howling starts up, Squiffy her Pekinese goes flying into its basket as if it were catapulted there.
- The newspaper article has two concluding statements. What are they?
Once a month, PC Zaster will stand by the cat flap and prevent the cats going out.
If you would like one of the new kittens, contact Kitty in Albee Avenue.

Punctuate sentences using speech marks

Miss Canning led Amber into her room and indicated that she should sit down. She then went to her filing cabinet where she removed some official looking papers. She thumbed through them and tutted to herself several times before finally speaking.

The dialogue below has some punctuation missing, including speech marks. Write each sentence underneath inserting the appropriate punctuation. (The speech in the first few sentences has been written in italics to help you.)

- i have your school report here, dripping,* she said
"I have your school report here, Dripping," she said.
- there has been a sharp decline in your grades this term,* she added
"There has been a sharp decline in your grades this term," she added.
- you appear to have Ds or below in every subject,* she said
"You appear to have Ds or below in every subject," she said.
- i like studying the history of magic with mr broom,* amber replied
"I like studying the history of magic with Mr Broom," Amber replied.
- dear mr broom sees the good in everyone,* miss canning sighed wearily
"Dear Mr Broom sees the good in everyone," Miss Canning sighed wearily.
- he gave me a B+,* amber said proudly
"He gave me a B+," Amber said proudly.
- is there any other subject that you are good at?* miss canning asked
"Is there any other subject that you are good at?" Miss Canning asked.
- no not really,* amber admitted
"No, not really," Amber admitted.
- go back to your classroom and concentrate on your lessons,* miss canning instructed
"Go back to your classroom and concentrate on your lessons," Miss Canning instructed.
- this is your last chance,* miss canning warned her
"This is your last chance," Miss Canning warned her.
- and don't forget to clean up those dirty scuff marks you made down the corridor,* she said.
"And don't forget to clean up those dirty scuff marks you made down the corridor," she said.

Using a colon to introduce a list or add further detail

Colons can be used to introduce a list, or to provide further information and details.

Add colons to the sentences below. (The second part of the sentence is written in italics to help you.)

- Amber went to sit on the back bench with a group of girls: *Evie, Astrid, Alexa and Isadora.*
- Miss Finch strode to the front of the class stroking her favourite object: *a cane.*
- She had many alarming traits: *a bad temper, an evil laugh and a fondness for physical punishments.*
- Miss Finch showed the girls three objects: *a pencil, a book and a chair.*
- Miss Finch wanted her pupils to do just one thing: *make the objects disappear!*
- Amber had one overwhelming feeling: *panic.*
- She had to make a choice: *run away or stay and face the consequences.*



Using the sentences above as examples, complete the sentences below with your own list or further information.

- Amber went to sit on the back bench with a group of girls:
- Miss Finch strode to the front of the class stroking her favourite object:
- She had many alarming traits:
- Miss Finch showed the girls three objects:
- Miss Finch wanted her pupils to do just one thing:
- Amber had one overwhelming feeling:
- She had to make a choice:

any appropriate sentences correctly punctuated

Using coordinating conjunctions

Coordinating conjunctions link words or phrases together as an equal pair.

The most common coordinating conjunction and the first one you learn is **and**.
Other popular coordinating conjunctions are:

but, or, yet (and) so

The first letters make the mnemonic **boys**.



Place the most appropriate coordinating conjunctions from the brackets in the space provided.

- Mr Broom called for Amber the following day, **and** enrolled her into her new school. (*and / so*)
- She had never been to an ordinary primary school before, **so** she was feeling rather nervous. (*but / so*)
- The headmistress, Miss Maple, was very sweet, **and** made Amber feel at home. (*yet / and*)
- Miss Maple hadn't been in the post for long, **yet** she was going to leave at the end of the term. (*so / yet*)
- A new headteacher was starting after the holiday, **so** Miss Maple had to leave. (*but / so*)
- Amber asked why she had to go, **but** Miss Maple refused to say. (*and / but*)
- Everybody was kind to Amber, **yet** she never really felt part of the school. (*yet / so*)
- The children would play with her, **but** she struggled to make any close friends. (*or / but*)
- She finally made friends with a boy called Aubrey Jones, **or** AJ as he liked to be called. (*and / or*)
- He could be a really good friend, **or** he could be a complete pain in the backside! (*so / or*)

Using the passive voice

The **active** and **passive** voice are two ways of giving the same information.

The cat scratched the boy. This sentence uses the active voice. The cat does the action.

The boy was scratched by the cat. This sentence uses the passive voice. The boy had the action done to him.

Write whether each sentence is active or passive.

- The cat spoke to AJ. **active**
- AJ was spoken to by the cat. **passive**
- The tools were put away by the children. **passive**
- The children put away the tools. **active**
- The children left the door open. **active**
- The door had been left open by the children. **passive**



Rewrite these active sentences using the passive voice.

- They washed their hands with soap.**
Their hands **were washed with soap.**
- Miss Vile was teaching the class.**
The class **was being taught by Miss Vile.**
- All the children liked Miss Philips.**
Miss Philips **was liked by all the children.**
- Miss Vile inspected all their books.**
Their books **were inspected by Miss Vile.**

Using the perfect tense to mark relationships of time and cause

The present perfect (with **have** or **has**) is often used to talk about things in the past that have happened recently.

"I have been busy throughout the half-term holiday," said Miss Vile.

The past perfect (with **had**) is often used to show that something happened before another past action.
When Amber had seen her last, she was wearing different clothes.

Or that something happened before a specific time in the past.

"I had been poorly before the half-term holiday," said Mrs Rose.

Write the past perfect form of the verbs in the boxes to complete the sentences.

paint work change erect replace make
clap see leave teach call finish

- When Amber arrived at school, lots of things **had changed**
- Miss Vile **had made** lots of alterations to the school over the half-term.
- She **had painted** the windows black, so the children could not see out.
- She **had erected** a high fence, so that nobody could see in.
- She **had replaced** all the staff since she took over as headteacher.
- Some of the teachers **had worked** at St Augustine's for years before being dismissed.
- Miss Vile introduced the new deputy head after she **had finished** her speech.
- AJ gave Miss Dawn some flowers after the children **had clapped**
- Amber realised that she **had seen** Miss Dawn at her other school.
- When she had seen her before she **had called** herself a different name.
- Her name was Miss Wand and she **had taught** at Spellcaster Academy.
- She **had left** Spellcaster because she was a witch who practised black magic.



Using apostrophes correctly

Apostrophes confuse people all the time. There are just two ways of using them.

First, to show something belongs to somebody.

Amber's thoughts The apostrophe is used to show the thoughts belong to Amber.

Second, to join two words together.

She's wicked. The apostrophe is used to show there are letters missing: she is wicked.

Don't use apostrophes for plurals.

Add any missing apostrophes to the sentences below. (Hint: don't add an apostrophe every time you see an s.)

- Under the new leadership the rules were very strict.
- Children's bags were searched every day.
- Children weren't allowed to speak.
- They mustn't laugh or smile in class.
- They couldn't go out to play.
- They'd only be allowed to march in single file around the playground.
- The children's teachers were very severe.
- Miss Dawn's temper was legendary.
- Her punishments were brutal.
- She put the children's hands in buckets of ice water.
- She made them do sit-ups in the rain.
- She attached wooden pegs to their eyelids.
- Sometimes she put her pupils' hands under the chair legs and then sat on the chair.



Building cohesion within paragraphs using adverbs and conjunctions

Adverbs and conjunctions can be used to link ideas within a paragraph.

Decide which of the suggested words or phrases would link the sentences well.

- Again, In addition, Firstly, As a consequence**
As a consequence of the day's events, Amber's head was simply buzzing with thoughts.
- Regardless, Then, However, Needless to say**
Needless to say, she was very excited about the magic she had performed earlier.
- Secondly, Furthermore, So, After a while**
Furthermore, she was also very worried about what Miss Vile was planning to do.
- Therefore, Besides, So that, As a result**
So that she could practise her magic, she went up to her bedroom.
- Nevertheless, Even though, However, Of course**
However, she was not successful with her attempts at making herself invisible.
- Because of this, As a result, Therefore, Instead**
As a result of her failed attempts, she decided to give up.
- Finally, Still, In addition, Despite this**
Despite this, she still made plans to return to school that evening.
- Overall, After all, On the one hand, Clearly**
Clearly, it was going to be a perilous task.
- Nevertheless, Although, Moreover, Also**
Nevertheless, she was determined to eavesdrop on the staff meeting.

Using the subjunctive form

Certain verbs and expressions require the subjunctive form. This is basically the same as the infinitive form. **To eat, to drink, to read, to write** are all infinitives.

They never end in **s, es, ed or ing** like other verbs.

An infinitive will almost always start with **to**. Subjunctives are like infinitives without **to**.

They are used after certain verbs or expressions, often with the word **that** following them.

Miss Vile advised the witch that she listen to her carefully.

The third person (**she**) would normally require that the verb **listen** end in **s**. However, **advised** is one of those words that is followed by the subjunctive form, so there is **no s** on the end of **listen**.

Choose the subjunctive form of the verb in the brackets to complete the sentences.

- Miss Vile advised the witch that she **listen** carefully. (*listen / listens*)
- She suggested that the witch **desist** from her practical jokes. (*desists / desist*)
- She requested that somebody **go** for an aerosol to get rid of the smell. (*goes / go*)
- She demanded that everyone **make** a note of what she was saying. (*make / makes*)
- She insisted that Mrs Rump never **return** to the kitchen. (*returns / return*)
- She proposed that Miss Dawn **remove** the cook. (*removes / remove*)
- It was necessary that Miss Vile **put** Plan R into operation. (*put / puts*)
- It was vital that each child **take** a dose of Potion X. (*takes / take*)



Complete these sentences that Miss Vile told the staff about her plans.

- I command that **sentence completed appropriately**
- It is essential that **sentence completed appropriately**

Converting nouns and adjectives to verbs using suffixes

Nouns and adjectives can be changed into verbs by adding the suffixes **ate, ise, en** and **ify**.

terminal becomes **terminate**
special becomes **specialise**
fast becomes **fasten**
test becomes **testify**

The usual spelling rules for adding suffixes apply for most words. There are some exceptions to the rules; some words change their spelling slightly.

Choose the correct use of the suffix from the words in the brackets to convert the noun or adjective.

- It **saddened** (sad) Mr Broom to have to tell Amber what had happened to her mother.
- He reluctantly **clarified** (clear) the facts for her.
- Esmeralda Evil had **terminated** (terminal) her mother's life.
- Now she was **terrorising** (terror) the children at school.
- The thought **horrified** (horror) Amber.
- Mr Broom **summarised** (summary) the evidence so far.
- Mr Crumb **realised** (real) that Vile was an anagram for Evil.
- Mr Broom **apologised** (apology) for his attitude towards Mr Crumb.
- He didn't want to **frighten** (fright) the others.
- However, Esmeralda Evil **specialised** (special) in diabolical practices.
- He hoped they weren't **mistaken** (mistake) about her identity.
- He told them to **fasten** (fast) their seatbelts as they boarded his broomstick!



Using prefixes to change the meaning of verbs

A **prefix** is a letter or group of letters placed before a word to form a new word.

The most frequently used ones are:

re- meaning **back or again** as in **revisit**.

dis- which **reverses the meaning of the verb** as in **disappear**.

over- meaning **too much** as in **overwork**.

un- which **reverses the meaning of the word** as in **untie**.

mis- meaning **badly or wrongly** as in **misbehave**.

de- meaning **to do the opposite of** as in **declutter**.

trans- meaning **across or change** as in **transform**.



Place an appropriate prefix before the verb.

- Mr Broom **transformed** himself into a mouse so that he would not be seen.
- But Lucifer caught him and he **disappeared** inside the cat's mouth.
- Amber and Mr Crumb waited expectantly for Mr Broom to **reappear**.
- But Mr Broom had **overreached** himself – he had become a cat snack!
- They **disliked** Lucifer intensely for what he had done to Mr Broom.
- Amber was completely **demoralised** by what she had just witnessed.
- She sadly realised she would never be **reunited** with her old friend and teacher.
- Back in the field, they had to **reconsider** their next move.
- If word got out, the whole situation could easily be **mis-handled**.
- Amber decided she should **revisit** Spellcaster and explain the situation to them.
- Mr Crumb thought Miss Canning might **misunderstand** their intentions.
- Amber **disagreed** with Mr Crumb – they desperately needed assistance.
- Mr Crumb **unlocked** the combination lock to the broomstick.
- They **re-mounted** the broom and soared into the night sky.
- They were both **unaware** that Lucifer was watching them from a distance.

The wrong homophones or near homophones have been used in the following sentences. Write the correct word for each sentence.



- We had to walk father to school because of the roadworks. **farther**
- To do the shading, I need a pencil with a softer led. **lead**
- I'm looking forward to my desert of apple pie and cream. **dessert**
- He past the ball back to the goalkeeper. **passed**
- I thought conkers had been band in schools. **banned**
- I'm going to play Barren Hardup in the school panto. **Baron**
- There's one serious floor to your plan. **flaw**
- The gingerbread man lost a current eye. **currant**
- We had to walk through a heard of cows to cross the field. **herd**
- The bridle dress was pink rather than the traditional white. **bridal**
- You must have nerves of steal to go bungee jumping. **steel**
- Don't fall fowl of poor internet security. **foul**
- We're not aloud in the school library during lunchtime. **allowed**
- The new television cereal attracted five million viewers. **serial**
- The squad for the football match has been posted on the bulletin bored. **board**
- When something like that happens, it makes you paws for thought. **pause**

Match the dictionary definition to the correct homophone or near homophone.



father/farther led/lead desert/dessert past/passed
band/banned baron/barren flaw/floor currant/current

- Officially, not allowed to do something **banned**
- A waterless desolate area of land **desert**
- A small dried fruit **currant**
- Moved beyond something in a specified direction **passed**
- A type of metal **lead**
- An adverb to describe a greater distance **farther**
- A member of the British nobility **baron**
- A mark or a blemish **flaw**
- The sweet course to finish a meal **dessert**
- Describes land without any vegetation **barren**
- A flat, thin loop of material **band**
- The past tense of lead **led**
- A flow of water, air or electricity **current**
- The time before the moment you are speaking of **past**
- The surface on which you walk **floor**
- A man with children **father**