

Name: .....

# HOME LEARNING

for year 6

English



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**In this task, you will:**

- retrieve information from the text
- draw inferences
- understand the difference between information retrieval and inference.

Read the text below and answer the questions. If you're anxious about your comprehension skills, try questions 1-5. If you're feeling confident, do questions 1-9. If you're raring to go, try the challenge too!

'I can't wait for this year to be over,' grumbled Finn. 'It's nothing but hard work and tests.'

'That's not true!' replied Martha. 'What about camp, the production, sports day? And the trips we'll get to go on? And I really like Mr Baskar. I bet he'll make it fun!'

'Yeah right,' retorted Finn. "'Cos it's easy to make fronted adverbials fun.'

'You're so negative!' sighed Martha. 'You need to have a positive attitude and a growth mindset! That's what Mr Baskar says.'

'Easy for him to say; he doesn't have to sit the tests! I like being the oldest kids in school though!'

'Exactly! Think about all the good things and remember this is all stuff we did last year. We're just practising now - ready for the big move up!'

1. What does Finn think the year will be full of?

.....

2. Name three things Martha is looking forward to.

I. ....

II. ....

III. ....

3. Who might Mr Baskar be?

.....

4. Which year do you think these children are in? Why?

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5. What do you think 'the big move up' might be?

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6. How would you describe Finn's attitude to the year ahead? How does it differ from Martha's?

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7. Who do you relate to? (Whose feelings are the most similar to your own?) Why?

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8. Which of these questions require you to retrieve (find) information from the text?

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9. Which of them ask you to draw inferences? (Make judgements by considering characters' thoughts, feelings and motives.)

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**Challenge:**

Write one question which requires the reader to retrieve information from the text.

**Question:**

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**Answer:**

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Now write a question which requires the reader to make inferences.

**Question:**

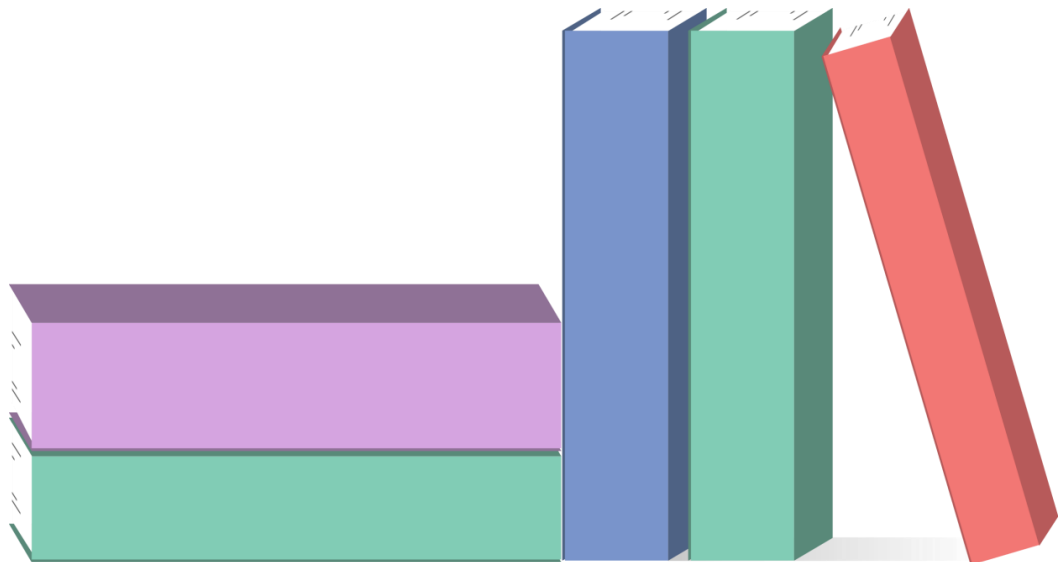
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**Answer:**

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**In this task, you will:**

- retrieve information from non-fiction
- distinguish between fact and opinion
- explain and discuss what you have read and provide justification for your views.

Read the text below and answer the questions. If you're anxious about your comprehension skills, try questions 1-6. If you're feeling confident, do questions 1-9. If you're raring to go, try the challenge too!

Would you spend hours watching someone playing video games?

If you have a young person in your house it's unlikely that you're unaware of the latest gaming phenomenon - *Fortnite*.

Published by Epic Games with over 125 million players, Fortnite is a single or multi-player survival game set on modern-day Earth. Thanks to a sudden worldwide storm, most of the world's population has been wiped out and those people remaining face attack from zombie-like creatures. Players work together on missions to collect resources and build fortifications, weapons and traps to defend themselves against the uprising.

Whilst the popularity of such a game may not be surprising, what could be considered surprising is the popularity of watching gamers in action via online streaming platforms such as Twitch. Emmett Shear, co-founder of Twitch, compares watching gamers to watching sports stars or chefs on TV: 'You're enjoying watching someone who's really great at it with some entertainment at the same time.'

Twitch is a free service, but many choose to subscribe to other platforms to watch the top gamers like Ninja, who makes millions streaming his live Fortnite action. 'The people who make the most money surprisingly aren't necessarily the best gamers, they're often the ones who are most entertaining,' explains Shear. 'Ninja is a prime example ... very high energy, very entertaining to watch.'

Whether you're keen to watch or, like me, it sounds about as interesting to you as watching paint dry, it looks as though Fortnite and its live streamers are here to stay. At least until the next gaming phenomenon sweeps the world.

1. Who publishes *Fortnite*?

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2. When and where is *Fortnite* set?

.....

3. What is the aim of the game?

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4. What is Twitch?

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5. What does Emmett Shear compare watching gamers to doing?

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6. Which gamers make the most money?

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7. What do you think the writer of this article thinks of watching gamers? What makes you think this?

.....

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.....



8. Would you say this article is mostly based on fact or opinion?

.....

9. Find three facts from the article which haven't featured as answers to the questions.

I. ....

II. ....

III. ....

Now find an example of an opinion:

.....

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### Challenge:

As the title asks, would you spend hours watching someone playing video games? Why or why not? Write a paragraph (or more) giving your opinion.

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**In this task, you will:**

- recommend a book to your peers, giving reasons for your choices
- make comparisons within and across books
- evaluate how authors use language and what impact that has.

Even if you're not an avid reader of fiction, you'll have read several stories or had them read to you. This is your chance to review one of those books.

Make sure you complete the main questions. If you're ready for more, do the challenge too

**Book title:** .....

**Author:** .....

**Genre (e.g. legend, modern thriller, modern comedy):** .....

**Describe the plot (without giving away the ending!):**

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**What did you like about the book?**

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**What would you have changed?**

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**Did the book remind you of another you have read? What were the similarities and differences?**

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**Would you recommend this book? If so, who would you recommend it to and why? If not, why not?**

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**Challenge:**

What literary effects did the author use? (e.g. figurative language such as similes and metaphors, alliteration, personification)

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What impact did these have on you as a reader?

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See if you can find a review about your chosen book by someone else. Do you agree with it? Why, why not?

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**In this task, you will:**

- choose a poem to perform
- evaluate how poets and performers use language and intonation and what impact that has on the audience.

As a well-known actor, you have been asked to choose and perform a poem on the Royal Variety Show. Use this sheet to make notes on your poem and your performance.

If this sort of task is challenging for you, choose a short and simple poem. If you're a real performer, challenge yourself!

**Poem:** .....

**Written by:** .....

**Genre (e.g. traditional, contemporary, limerick, haiku):** .....

**What is the mood of the poem? What tone will you need to use? (funny, serious, upbeat etc.)**

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**What literary effects does the poet use? (e.g. rhyme, alliteration, similes and metaphors) Can you give examples?**

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Are there any parts of the poem you will need to focus on? Why?

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Why did you choose this poem to perform?

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Use this space to write any further notes about your performance. Remember, you'll be performing to the Royal family!

**In this task, you will:**

- retrieve information and draw inferences from the text
- check understanding, explore new words and identify how language affects meaning.

Below is an excerpt from a radio broadcast Winston Churchill made to Britain in 1941. Read it carefully and answer the questions.

If you're anxious about your comprehension skills, do questions 1-8. If you're confident about comprehension, try questions 9 and 10 too. And if you're raring to go, try the challenge!

'The British nation is stirred and moved as it never has been at any time in its long and famous history, and they mean to conquer or to die. What a triumph the life of these battered cities is over the worst that fire and bomb can do!

The terrible experiences and emotions of the battlefield are now shared by the entire population. Old men, little children, the crippled, the veterans of former wars, aged women, the hard-pressed citizen, the sturdy workman with his hammer in the shipyard, the members of every kind of ARP service, are proud to feel that they stand in the line together with our fighting men. This, indeed, is a grand, heroic period of our history, and the light of glory shines upon all.'

Winston Churchill, broadcast 27 April 1941

1. Which 'grand, heroic period of our history' do you think Churchill is talking about?

.....

2. Who is 'stirred and moved'?

.....

3. What does 'conquer' mean?

.....

4. What two things does Churchill say the life of battered cities triumphs over?

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5. What are 'now shared by the entire population'?

.....

6. Name three groups of people mentioned in this speech.

.....

.....

7. Who do these people 'stand in line with'?

.....

8. What does Churchill mean by this? Is he referring to an actual line of people?

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9. Write down some examples of the powerful language Churchill uses.

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10. What do you think Churchill is trying to achieve with this speech? Does he manage it, in your opinion?

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**Challenge:**

Summarise the extract in your own words.

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### In this task, you will:

- identify and read books for a range of purposes and that are structured in different ways.

Over years 5 and 6, you should have been trying to read a variety of books. Use this chart to record an example of each of the different genres you have read and to note down the differences. Challenge yourself to read at least one of each by the end of the year, and to answer the questions at the end.

Genre	Title	Author	Notes on structure and features
Narrative fiction: contemporary			
Narrative fiction: myths/legends/ traditional stories			
Narrative fiction: stories from other cultures			

Non-fiction			
Poetry			
Biography			
Play			
Reference book			

Do you have a favourite genre? Which? .....

What is it that appeals to you about this genre? .....

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Do you have a least favourite genre? Which? .....

What is it that you dislike about this genre? .....

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**In this task, you will:**

- retrieve information and draw inferences from the text, justifying answers with evidence
- identify figurative language
- make predictions.

The following passages are taken from *A Little Princess* by Frances Hodgson Burnett. Read them carefully and answer the questions. If you're anxious about your comprehension skills, read both passages and answer questions 1-8. If you're feeling confident, do questions 1-10. If you're raring to go, try the challenge too!

*'They bought, indeed, a great many more things than Sara needed; but Captain Crewe was a rash, innocent young man, and wanted his little girl to have everything she admired and everything he admired himself, so between them they collected a wardrobe much too grand for a child of seven. There were velvet dresses trimmed with costly furs, and lace dresses, and embroidered ones, and hats with great, soft ostrich feathers, and ermine coats and muffs, and boxes of tiny gloves and handkerchiefs and silk stockings in such abundant supplies that the polite young women behind the counters whispered to each other that the odd little girl with the big, solemn eyes must be at least some foreign princess' (p.10)*

1. How is Captain Crewe related to Sara? How do you know?

.....  
 .....

2. Name three fabrics featured in the passage.

.....

3. What do you think the author means by the word 'wardrobe' here?

.....

4. What impression do you get of Captain Crewe? Why?

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5. What impression do you get of Sara? Why?

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Now you're feeling confident, read this passage and answer the questions.

*'It was not until long afterward that she realized that her bed had been so hard that she turned over and over in it to find a place to rest, that the darkness seemed more intense than any she had ever known, and that the wind howled over the roof like something which wailed aloud. Then there was something worse. This was certain scufflings and scratches and squeakings in the walls and behind the skirting boards.'*  
(pp. 107-108)

6. What do you think might be behind the walls and skirting boards?

.....

7. What impression do you get of the room Sara finds herself in? What gives you this impression?

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8. '*... the darkness seemed more intense than any she had ever known*' Can you rewrite this sentence using a simile or a metaphor?

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9. Can you find an example in the passage of onomatopoeia?

.....

10. Can you find a simile?

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### Challenge:

How do your impressions of Sara and her circumstances change between the first and second passages? What might have happened to bring about this change in circumstances?

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In this task, you will:

- identify different types of figurative language
- consider the impact of figurative language on the reader.

If this sounds challenging, you should aim to complete activities 1-3. If your confidence is increasing, try 4 and 5 too, and if you're a figurative language fanatic, do activities 1-5 and then try the challenge!

**Activity 1:** Firstly, let's decide which of these two definitions describes **literal language** and which describes **figurative language**. Write your answer in the correct box.

This type of language is a feature of fiction and poetry. It is used to suggest and imply and to create images in readers' minds.	
This type of language more usually appears in non-fiction. It is plain and clear and communicates exactly what is meant.	

**Activity 2:** Below are some definitions of types of figurative language. Can you match the correct name with the correct definition? Use colouring pencils to colour the boxes to match.

hyperbole	Compares two things using 'as' or 'like'
metaphor	When something (e.g. an animal or object) is given human characteristics
simile	When a word's sound mimics its meaning
onomatopoeia	Exaggeration to emphasise a point
alliteration	Describes something as if it were something else. Does not use 'as' or 'like'
personification	Repetition of the same first sound in different words in a sentence



**Activity 3:** Now you're going to match each of these figurative language types to an example. Use coloured pencils, as before.

**hyperbole**

Peter Piper picked a peck of pickled pepper.

**metaphor**

My brother and I fight like cat and dog.

**simile**

The sun smiled on her.

**onomatopoeia**

My teacher's a dragon.

**alliteration**

I've asked you a million times!

**personification**

Achoo!

**Activity 4:** Now write your own examples. Remember, you want to create images in the mind of your reader.

**hyperbole**

**metaphor**

**simile**

**onomatopoeia**

**alliteration**

**personification**

**Activity 5:** This passage contains several examples of figurative language. Use the same colours you have used above to underline each example you find.

*The snow was a white blanket, covering everything and muffling all sound. Noah was as cold as ice as he trudged through the field, watching the snowflakes dance in the wind around him. A million thoughts ran through his head; could he continue caring for cousin Caroline?*

### Challenge:

Continue the passage above, using at least one example of each type of figurative language. Underline each one in the colours you have used previously.

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**In this task, you will:**

- check your understanding
- retrieve information and draw inferences, justifying your answers.

Read the text below and answer the questions. If you're anxious about your reading and comprehension skills, do the drawing task. If you're feeling confident, do questions 1-5 too. And if you're raring to go, try the challenge as well!

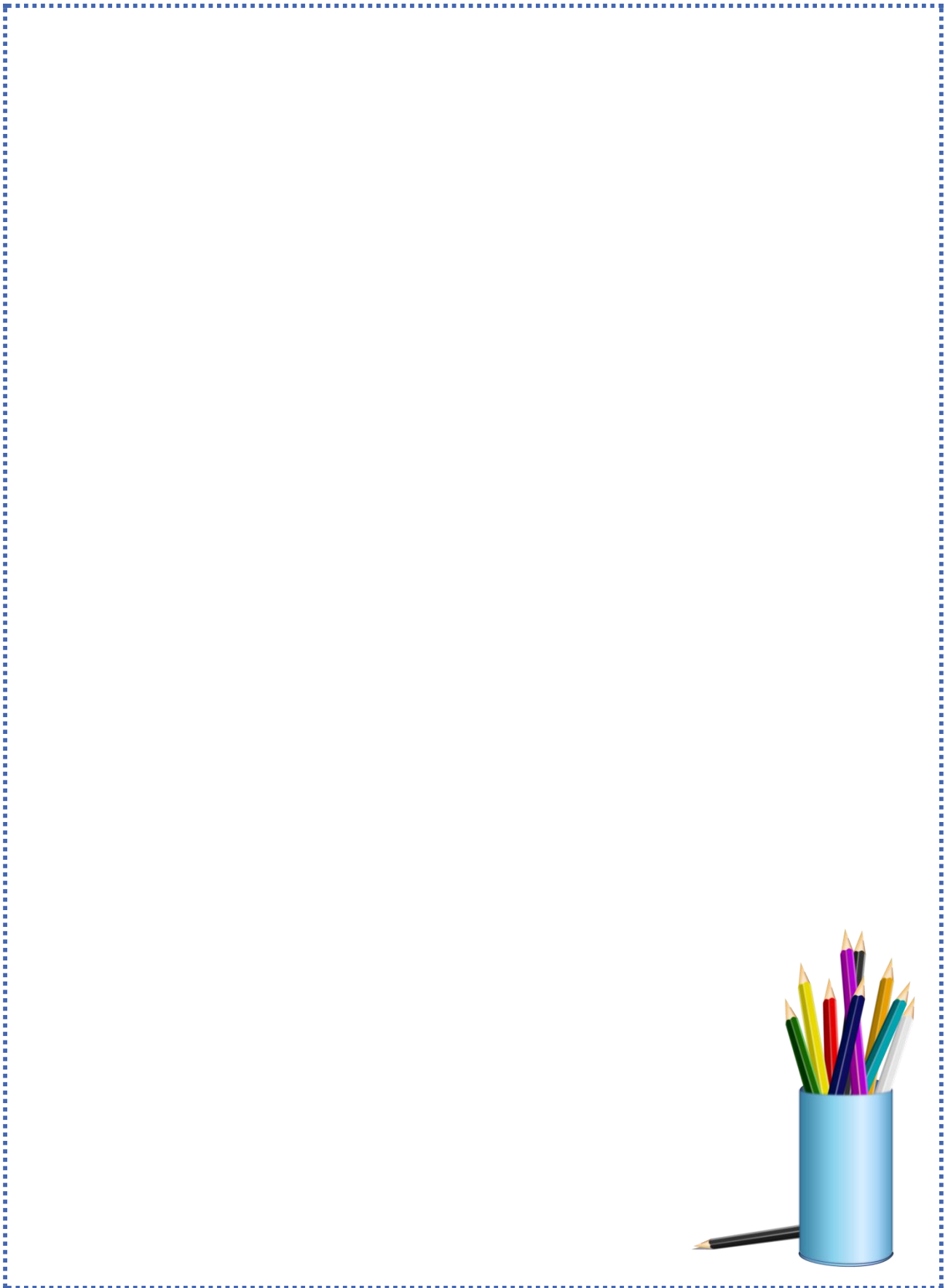
*They were enormous - even the babies were as big as elephants. They had slate-coloured skin which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad powerful tails and their huge three-toed hind-feet while they used their small five-fingered front-feet to pull down the branches upon which they browsed. They looked like giant kangaroos, twenty feet in length, except that their skins were like black crocodiles.*

*One of the parents was having trouble reaching a bunch of foliage which grew upon a considerable-sized tree. It resolved the difficulty by putting its forelegs round the huge trunk and tearing it down as if it had been a sapling. I thought the action showed not only the great development of its muscles but also the limited development of its brain, for the great weight came crashing down on top of it and it uttered a series of shrill yelps which showed that, big as it was, there was a limit to what it could endure.*

Adapted from *The Lost World* by Arthur Conan Doyle



Read the extract carefully and draw a picture of how you imagine these creatures to look.



Answer the questions below:

1. Which simile helps us to picture the creatures' size?

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.....

2. Describe the creatures' skin.

.....

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3. Why does the creature pull down the tree?

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4. What does this action prove to the narrator?

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.....

.....

5. What shows the narrator that these creatures were not invincible?

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**Challenge:**

What impression do you get of the narrator? Do you imagine them to be male or female? A child or an adult? What gives you this impression?

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What could the narrator have been doing which led him or her to find these creatures?

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In this task, you will:

- predict what might happen from details stated and implied.

Using the information you have to make predictions is an important skill. Look at the images below. For each one, write down what you think might have happened or what might happen next.

You should try this task for all five images. If you are really confident, complete the challenge too.



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**Challenge:**

Choose one of the images and write a narrative from the point of view of one of the people or animals in it. Include details of who or what they are, what has happened to lead them there, how they are feeling and what happens next.

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In this task, you will:

- check your understanding
- draw inferences, justifying your decisions.

### The last day of term

That's it, the end - the year is done  
 Time to relax and have some fun!  
 No comprehension, no GPS,  
 No more homework, no more tests.  
 No early starts, no rushing, no stress  
 No 'Tuck your shirt in!' or 'You look a mess!'  
 No soggy pasta, no grey peas  
 Just a long summer to do as I please.  
 I love my job, I honestly do  
 But I deserve a holiday as much as you!



1. Who is the poem's narrator?

.....

2. Did this surprise you? Why?

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3. Is there anything in the poem that the narrator won't miss but you will?

.....

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4. Do you agree with the point of the poem? Why or why not?

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**In this task, you will:**

- proofread for spelling and punctuation errors, paying particular attention to ensuring tenses are correct and subjects and verbs agree.

This newspaper article really isn't ready to publish. Read the extract carefully and underline or highlight all the errors. If you're a little anxious about your proofreading skills, try the first extract. If you're confident, do the second. If you're keen for a challenge, rewrite one of the extracts with all your corrections. Hint: extract 1 contains 20 errors. Extract 2 contains 30.

**Extract 1:**

Wood you spend ours watching some-one playing video games

If you has a young person in your house its unlikely that your unaware of the latest gaming phenomenon - Fortnite.

published by Epic Games and with over 125 million players, Fortnite will be a single or multi-player survivle game set on modern-day earth Thanks to a sudden worldwide storm, most of the worlds population has been wipe out and those people remaining face attack from zombie-like creatures. Players worked together on mishuns to collect resources and build fortifications weapons and traps to defending themselves against the uprising

**Your corrected version:**

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**Extract 2:**

Would you spend ours watching some-one playing video games

If you has a young person in your house its unlikely that your unaware of the latest gaming phenomenon - Fortnite.

published by Epic Games and with over 125 million players, Fortnite will be a single or multi-player survival game set on modern-day earth. Thanks to a sudden worldwide storm most of the worlds population has been wiped out and those people remaining face attack from zombie-like creatures. Players worked together on missions to collect resorces and build fortificacions weapons and traps to defending themselves against the uprising

Whilst the popularness of such a game may not be surprising, what could be considered surprising is the popularity of watching gamers in action via online streaming platforms such as Twitch. emmett shear co-founder of Twitch compares watching gamers to watching sports stars or chefs on TV: 'You're enjoying watching someone whose really great at it with some entertainment at the same time.

Twitch is a free service, but many chooses to subscribe to other platforms to watch the top gamers like Ninja, who makes millions streaming his live Fortnite action. 'The people who makes the most money surprisingly aren't necessarily the best gamers, their often the ones who are most entertaining,' explains Shear. 'Ninja is a prime example....very high energy, very entertaining to watch.'

Weather you're keen to watch or, like me, it sounds about as interesting to you as watching paint dry, it looks as though Fortnite and it's live streamers are here to stay. At least until the next gaming phenomenon sweeps the world.

**Your corrected version:**

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### In this task, you will:

- assess the effectiveness of someone else’s writing
- propose changes to enhance effects and clarify meaning.

#### My story

One day, Jack was playing on his Xbox when he got sucked into the game. He didn’t know what to do. He looked around and saw a tunnel. A demon began chasing him as he ran towards the tunnel. Luckily, he was fast and got into the tunnel before he was caught. He ran down the tunnel and it brought him back home. The end.

What feedback would you give the writer of this story? Consider the questions below:

1. Was the main character well-developed?
2. Did the writer set the scene well?
3. Was there a good plot?
4. Was the problem interesting or exciting?
5. Was the resolution imaginative?
6. Did the ending explain everything?
7. Was the vocabulary interesting and varied?
8. Did the story have a clear structure?

Write a paragraph giving two (or more) things you liked about the story and suggesting four (or more) things they could do to improve it, with examples. If you’re really up for a challenge, you could rewrite the story on the next page.

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In this task, you will:

- describe a character
- select appropriate grammar and vocabulary to enhance meaning.

Choose one of the images below. What kind of person might this be? It's your job to write a character profile or 'back story'. Try to make your description as interesting as possible; you may return to him or her in future tasks.



Consider the person's appearance, age, what they might do for a living and what they might do in their free time. To create a really interesting profile, you should also consider their character (personality) - there are some words below to help you.

lonely	friendly	selfish	self-centred
sociable	adventurous	shy	withdrawn
bitter	spiteful	rebellious	careless
thoughtful	caring	anxious	funny

Ready for a challenge? Include details of what might have happened to this character to make them the way they are.

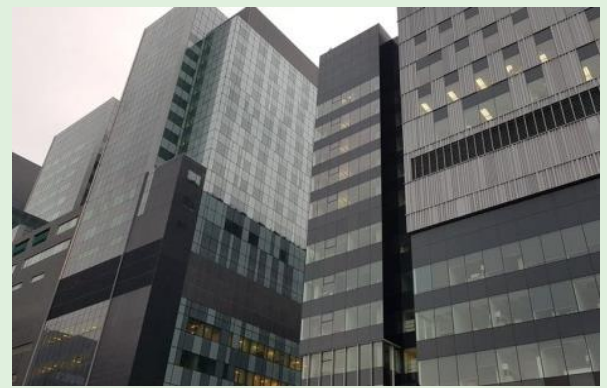
This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.



In this task, you will:

- describe a setting
- select appropriate grammar and vocabulary to enhance meaning.

Choose one of the images below. What kind of place is this? Your task is to describe the setting in as much detail as possible. Try to make your description as interesting as you can; you may return to it in future tasks.



Resource 4 – describing settings

Consider how the setting looks, feels (its atmosphere) and even smells. Where might it be in the world? What year might it be? If you find this kind of writing a challenge, here are some words to get you started. If you're raring to go, challenge yourself to use a thesaurus to come up with some alternative adjectives.

lonely	noisy	eerie	busy	old
desolate	peaceful	vast	crowded	modern

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### In this task, you will:

- plot a narrative, noting and developing ideas, characters and settings.

Remember the work you did on characters and settings? Now's your chance to plot their story.

These are just your notes, so you don't need to write in full sentences. However, if a really great sentence, adverb, connective, adjective or clause occurs to you whilst you're making your notes, jot it down in the space provided - you may want to use it later.

Your story will feature the character you described in Resource 3 and the setting you described in Resource 4. As you know, all good stories have an opening, a problem, a resolution and an ending.

### Your opening:

*Where and when is the story set? What is the atmosphere like? Who is your main character? What are they doing? How are they feeling?*



**The problem:**

*This is where you advance the action! What problem does your character encounter? Consider their feelings and any changes in atmosphere.*

**The resolution:**

*How does your character overcome the problem? How do they feel as they do so?*

**The ending:**

*Now's the time to describe what happens to your character at the end of the story and tie up any loose ends. Or you might choose to leave your reader hanging ...*



**In this task, you will:**

- write a narrative, selecting appropriate grammar and vocabulary to enhance meaning
- use a wide range of words and phrases to connect your paragraphs
- use dialogue to convey your character and advance the action.

You've worked hard to develop ideas for a character, setting and plot for your story. Now you're going to write it!

Things to include to really interest your reader:

- varied vocabulary (no 'said' or 'nice')
- a range of connectives and conjunctions
- dialogue (speech)
- a mixture of simple, compound and complex sentences
- a really catchy title!



Handwriting practice area with 20 rows of dotted lines for writing.

Handwriting practice area with 20 rows of dotted lines for writing. A green dashed border surrounds the area. A pencil icon is located in the bottom right corner of the writing area.

In this task, you will:

- write a narrative, selecting appropriate grammar and vocabulary to enhance meaning
- use a wide range of words and phrases to connect your paragraphs
- use dialogue to convey your character and advance the action.

Look at the image below. Your photographer has just presented you with this photo and you're tasked with writing a short report for the paper.

Remember to answer the questions: who? what? where? when? and to include a headline, sub-headings and at least one quote. You may also challenge yourself to write a witty caption for the photo!



Caption: .....

[illegible]

**In this task, you will:**

- identify the audience for and purpose of a piece of writing
- select appropriate grammar and vocabulary to enhance meaning
- use a wide range of words and phrases to connect your paragraphs
- assess the effectiveness of your own writing.

‘Giving kids whatever they ask for is disastrous parenting. There’s no sense of something earned. I’m sorry, but when you’re 12, you don’t need a new cell phone every few months just because a new one comes out.’

**Ewan McGregor**



Do you agree or disagree with Ewan McGregor’s statement? Your task is to write a letter to Ewan giving your point of view.

Remember, the most persuasive texts begin with an opinion and include logical connectives to link supporting arguments. They also include emotive language, like strong verbs and adjectives. And if you can include facts and quotes too, then you really will be a powerful persuader!

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## In this task, you will:

- identify the audience for and purpose of a piece of writing, selecting the appropriate form
- select appropriate grammar and vocabulary to change or enhance meaning.

Have a look at these messages and consider their audience (who they are written to) and purpose (why they have been written). Then write each one in a more appropriate style. Try to do them all, but there's a challenge at the end for those who are really confident!

Dear Mia,

I am very much looking forward to going swimming with you this afternoon. I do hope you remember to bring your inflatable unicorn.

Can I suggest we meet outside the pool at 3pm? I hope that is convenient for you.

Yours,  
Jess

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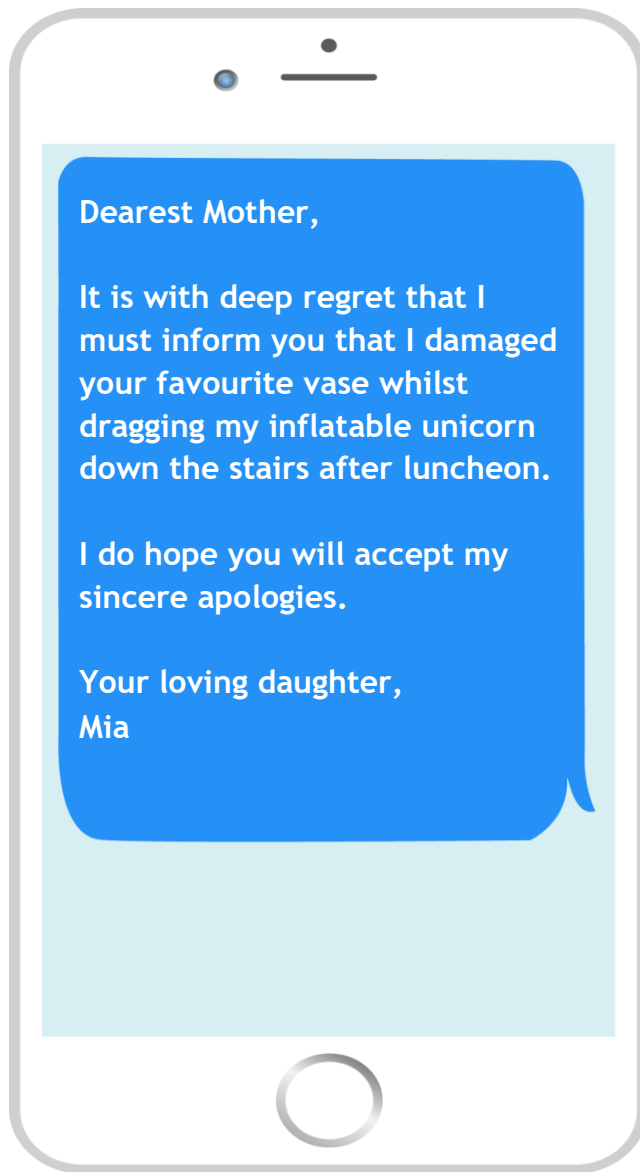
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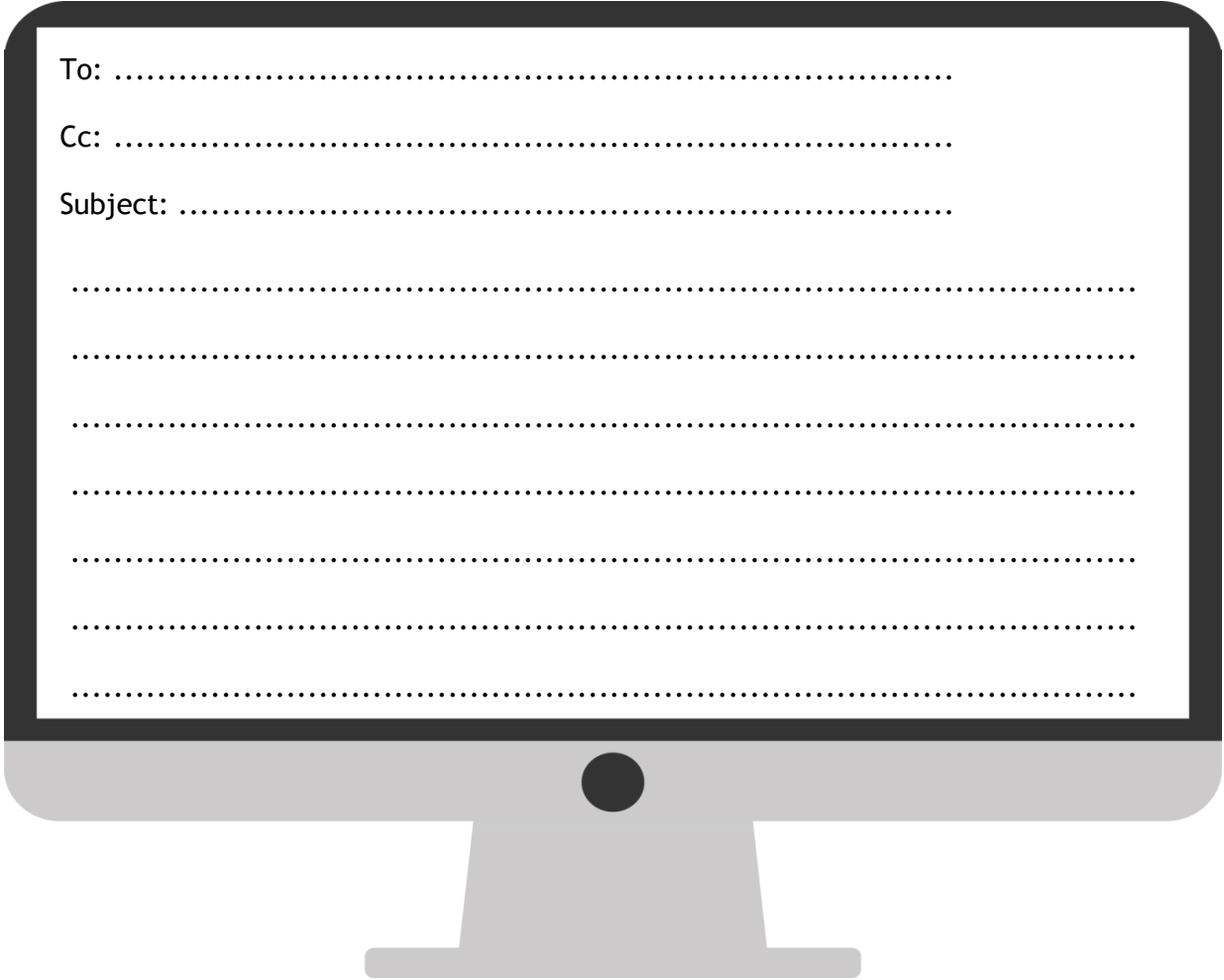
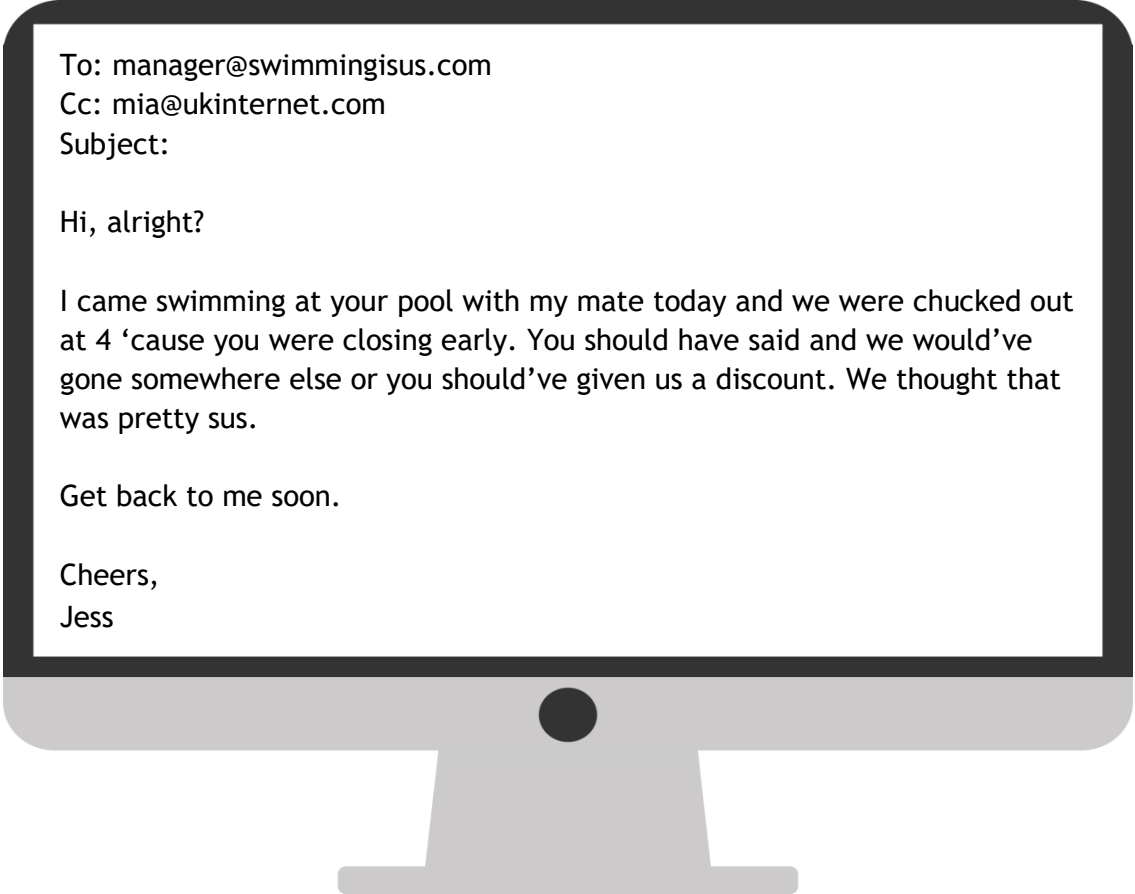
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**Challenge:**

Now it's your turn. Choose your audience and purpose and write a message in an inappropriate form. You might choose to write a message asking for funding for a good cause, fan mail to your sporting or music hero or a thank you letter to Grandma. The choice is yours!

A large, light gray rectangular area representing a sheet of paper. It features 18 horizontal dotted lines for writing, spaced evenly down the page. The top right corner of the paper is folded over, creating a triangular shadow effect.

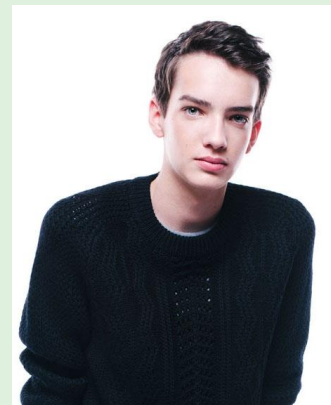
### In this task, you will:

- précis a long passage
- use a variety of organisational and presentational devices to structure text.

This passage, about a rising Hollywood star, is full of detail. Your task is to summarise the passage into a few sentences to make it easier and quicker to read.

Remember, the best summaries include devices such as headings and bullet points. Challenge yourself to use at least one of these and to summarise the text in no more than five sentences.

Kodi Smit-McPhee is an Australian actor who is tipped to become a big name in Hollywood. He was born on 13<sup>th</sup> June 1996 in Adelaide, South Australia. His mother is Sonja Smit and his father, Andy McPhee, is a professional wrestler. Kodi's sister, Sianoa, with whom he lives in Los Angeles, is an actress.



Kodi began acting at a young age and won a Young Actor award in 2007 for his role in the film *Romulus, My father*. He also received a Best Actor nomination for the same film. Two years later, Kodi received a Critic's Choice Best Actor nomination for *The Road* alongside a nomination for Best International Actor. More nominations followed, and in 2013 Kodi appeared at the prestigious Cannes Film Festival for the world premiere of *The Congress*.

The young Australian then turned his hand to animated films, starring in *ParaNorman*, in which he voiced the lead role of Norman. The film was nominated for Best Animated Feature at the 2013 Oscars and also received a nomination for Best Animated Film at the BAFTAs that same year.

Numerous film and TV roles followed but Kodi's biggest break came in 2014 when he co-starred in *Dawn of the Planet of the Apes* alongside Andy Serkis and Gary Oldman. Two years later, he appeared as the character 'Nightcrawler' in another Hollywood blockbuster *X-Men: Apocalypse*, a role which had previously been played by Scottish actor and Hollywood star Alan Cumming.

With the release of *X-Men: Dark Phoenix* in 2019, in which Smit-McPhee reprises his role as 'Nightcrawler' and his lead role in the fantasy film *Tunnels*, Kodi Smit-McPhee is set to be a huge star.



**In this task, you will:**

- identify the audience for and purpose of a piece of writing, selecting the appropriate form
- select appropriate grammar and vocabulary to change or enhance meaning.

Now you're nearing the end of year 6, you may want to reflect on your year and give some advice to the children in year 5 for their move into year 6.

Think about what you would have liked to know at that point. Do you have any warnings? Words of support? Tips to make things easier? Your task is to write either a letter, a leaflet or a list for year 5. It can be serious or light-hearted or a mixture of both, but it must be helpful!

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**In this task, you will:**

- identify the audience for and purpose of a piece of writing, selecting the appropriate form
- select appropriate grammar and vocabulary to change or enhance meaning.

It's the end of a busy and important year and time for your school report - but this time, you're going to put yourself in your teacher's place and write your own!

Consider your attitude, your behaviour, your work, your friendships and your contribution to the class or school. There is also a section for you to write about your English work. Be honest!

Write your report in the third person, as your teacher would write about you.

**Annual report for:** .....

**Personal qualities / contribution to school life**

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[illegible]

**In this task, you will:**

- identify words containing prefixes and suffixes
- use prefixes and suffixes correctly.

Oh dear. This pupil hasn't understood how to use different prefixes or suffixes! Can you help? If prefixes and suffixes are a bit of a struggle for you too, stick to the first activity. If you're pretty confident, then go straight to the second one. And if you're raring to go, try the challenge too!

**Activity 1: underline the mistakes.**

*We've just moved house and I was worried I would be inhappy but I'm not - I love it! I thought the kids at my new school might be imfriendly but they're really nice and I have got over my shyment. The walk to school is easy - it's impossible to get lost. I thought I could ride my bike there but mum unagreed and I'm a bit misappointed. Hopably, she'll change her mind.*

*The people next door have got two dogs and one of them keeps running into our driveway and tipping over the decycling bins. I heard dad tell mum that he'd turn the hose on the dog next time. Mum said she'd unconnect the hose. I thought dad's idea was quite funny (but it doesn't show much kindity!).*

**Now write the correct versions below:**

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**Now write two sentences of your own, one containing a prefix and one containing a suffix.**

.....

.....

**Activity 2: Underline the mistakes.**

*We've just moved house and my new room is very spaci~~ant~~ - there's loads of room for my stuff! The garden's great; it's got artificious grass so I can play as much sport on it as I like and it's unpossible to ruin. I can walk to school too, which my mum says will give me confidency and make me more independable. I thought I could ride my bike there but mum unagreed. Hopably she'll change her mind.*

*The people next door have got two dogs and one of them is really disobedious. It keeps running into our driveway and it makes dad pretty imhappy as it tips over all the decycling. I heard dad tell mum that the owner was unresponsible and that he'd turn the hose on the dog next time. Mum tried to unencourage him and said she'd unconnect the hose. I thought dad's idea was quite funny but a bit umkind. My dad can be a bit untolerant!*

**Now write the correct versions below:**

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
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**Challenge:**

Write another paragraph for the story above. The paragraph must contain at least two prefixes and two suffixes.

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**In this task, you will:**

- distinguish between homophones
- proofread for spelling errors.

This pupil has had a homophone horror! Can you help? First, decide which of the sentences are correct by placing a tick or a cross in the column next to it. Then use the third column to correct any homophones that are wrong.

If you find homophones difficult, stick to the first set of sentences. If you're feeling confident, do set two as well. And if you're raring to go, try the challenge.

**Set 1:**

A heard of wildebeest crossed ahead of the jeep.		
Smoking is not aloud.		
The weather may affect our plans.		
The substance was almost as heavy as led.		
He was a considerate guessed.		
She guest at the answer.		
The desert was delicious.		
The woman smiled as she walked passed me.		
The woman smiled as she passed me.		
The cake sale made a great prophet.		

**Set 2:**

He paid her a lovely complement.		
The descent was easy.		
The traffic remained stationery.		
The horse strained at its bridal.		
He agreed with the government's main principals.		
The mountain was high; the assent would be difficult.		
The couple entered the church and stood at the alter.		
Ireland is often referred to as The Emerald Aisle.		
There was a draft coming from under the door.		
The stationary cupboard was full of new pens and paper.		

**Challenge:**

Write three sentences containing homophones of your own.

1. ....  
.....
2. ....  
.....
3. ....

**In this task, you will:**

- use a dictionary to check meanings
- use a thesaurus
- recognise vocabulary and sentence structures that are appropriate for formal writing.

This (very formal!) note has been left on a car windscreen. Read it carefully and answer the questions below. If you're anxious about this task, try questions 1-8. If you're confident do questions 1-11 and if you're raring to go, do the challenge too!

*To whom it may concern,*

*Imagine my astonishment when I found your automobile parked across my driveway this morning, thereby obstructing my exit as I attempted to leave my abode.*

*Were I of a more belligerent nature, I would have been minded to call the local constabulary and have your vehicle forcibly removed. As it is, I decided merely to write you this short missive in an attempt to remind you that it is unacceptable to park as inconsiderately as this, and to appeal to you most strongly to park in the designated places in future.*

*Yours faithfully,*

*A.N. Noyed - resident*

1. Can you suggest a synonym for the word 'astonishment'?

.....

2. What is an 'automobile'?

.....



3. Can you find a synonym for 'obstructing'?

.....

4. What does the writer mean by the word 'abode'?

.....

5. Can you find an alternative word for 'inconsiderate'?

.....

6. What is the 'local constabulary'?

.....

7. Can you suggest a synonym for 'missive'?

.....

8. How would you describe the mood of the writer of this note?

.....

9. Can you find an example of where the writer has used the subjunctive tense?

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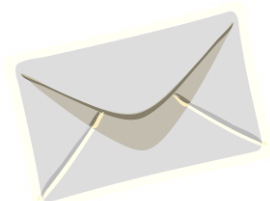
10. What does the writer mean by 'belligerent'?

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11. Can you identify two more examples of formal vocabulary or structures in the note?

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**Challenge:**

Rewrite the note in a less formal way. (But don't be rude!)

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**In this task, you will:**

- use the correct punctuation for direct speech
- select appropriate grammar and vocabulary for the situation.

Look at the image of the two people below. What could they be talking about?

Your task is to write a dialogue to go with this picture. You will need to consider: the nature of the people's relationship and whether the conversation is formal or informal. Don't forget to use the correct punctuation!



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**In this task, you will:**

- use brackets, dashes or commas to indicate parenthesis.

Brackets, dashes and commas are used to separate additional information from the main part of the sentence. Rewrite the sentences below, using brackets, dashes or commas to separate the extra information. In some cases, there is more than one correct answer!

If you're anxious about parenthesis, stick to questions 1-9. If you're confident, complete them all.

1. Miss Smythe a rather serious teacher gave a rare smile.

.....

2. She bought a sandwich the last in the shop.

.....

3. Winston Churchill 1874-1965 was a politician.

.....

4. The paper all 30 sheets of it got soaked in the rain.

.....

5. I went to Paris last month it rained.

.....

6. The children lost interest the sweets had gone.

.....

7. The mother duck with her ducklings in tow returned to the pond.

.....

8. The teachers were tired it was the end of a busy term.

.....

9. Zainebe loved football she was a striker and her team was top of the league.

.....

.....

10. Tom had won three of the races the sack race, the obstacle and the sprint.

.....

.....

11. If you want a piece of fruit a banana, an apple or a pear you can get it from the bowl.

.....

.....

12. Tom had lost one of the races the egg and spoon but he didn't mind.

.....

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13. The quote she was looking for was at the beginning of the rather boring book p.9.

.....

.....

14. Lionel Messi an Argentinian footballer is widely regarded as one of the best.

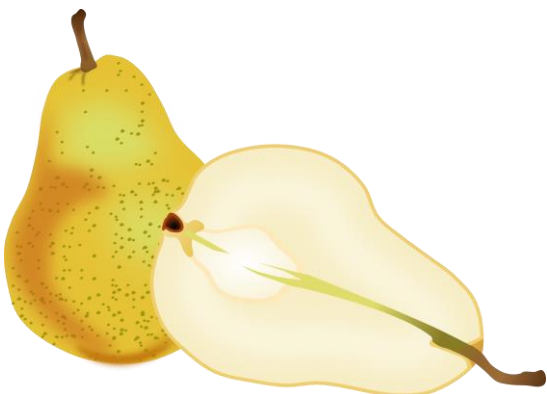
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15. There are many different games consoles I have a PS4 and my friend has an Xbox but they're all good.

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### In this task, you will:

- identify and correct spelling errors from the year 5/6 word list
- use a dictionary to check spellings or meanings.

This pupil hasn't done very well in their latest spelling test! Can you mark it by putting a tick or cross in the second column and correct those which are wrong in the third? Use a dictionary to help.

Spelling	✓ or X	Correction
according		
attached		
avaylable		
avarage		
akward		
category		
comitee		
communiccate		
conscience		
definate		
dictionnary		
embarrass		
enviroment		
familier		

fourty		
goverment		
identity		
langauge		
necessary		
parliment		
proffession		
queue		
reccommend		
rythm		
shoulder		

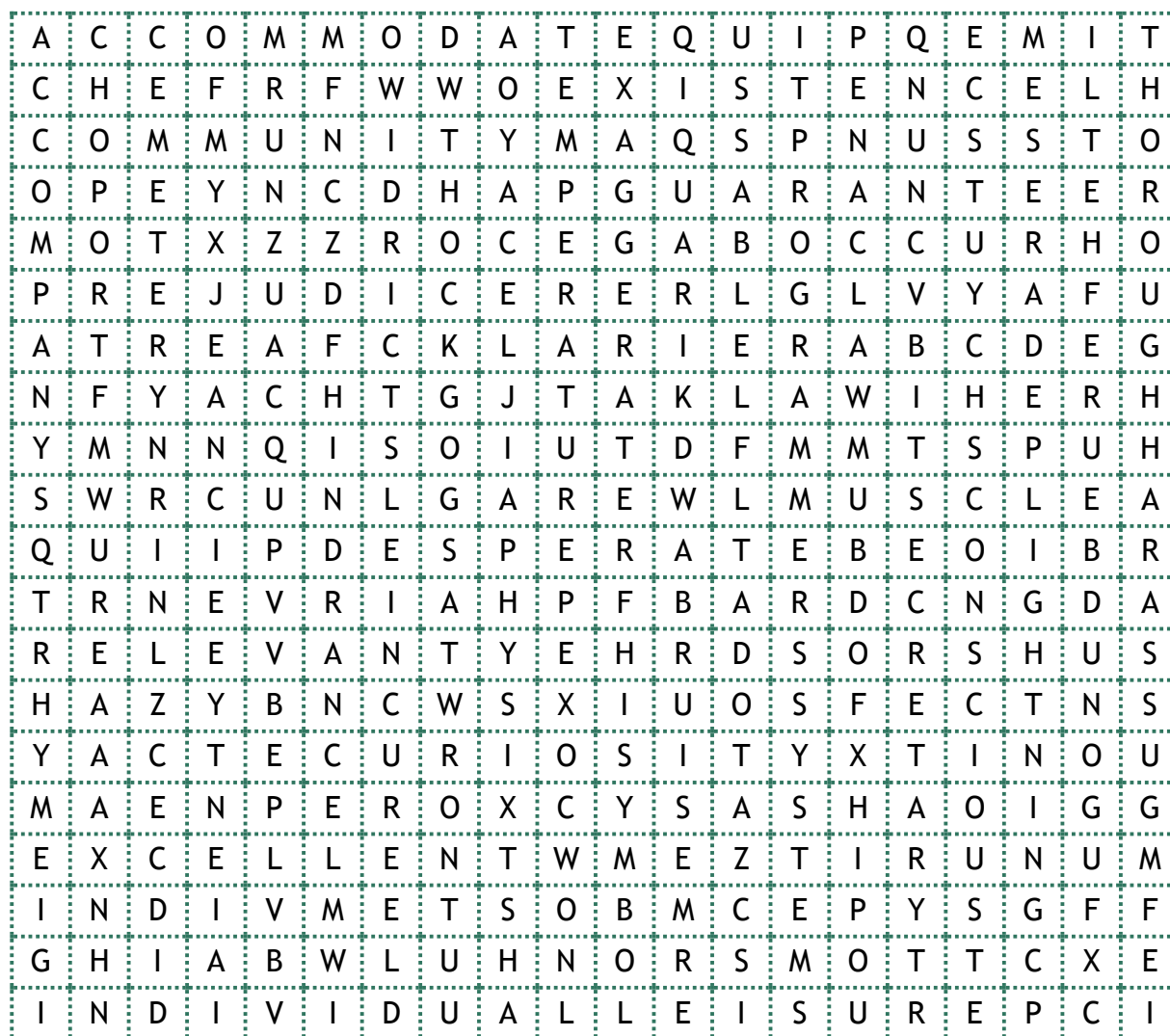
If you're up for a challenge, choose five words you find more difficult and write some sentences which include them.

1. ....  
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2. ....  
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3. ....  
.....
4. ....  
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5. ....  
.....

## In this task, you will:

- identify spellings from the year 5/6 word list
- use a thesaurus.

There are 30 words from the year 5/6 word list hidden in the wordsearch below. Do your best to find as many as you can. Aim for a minimum of 15.



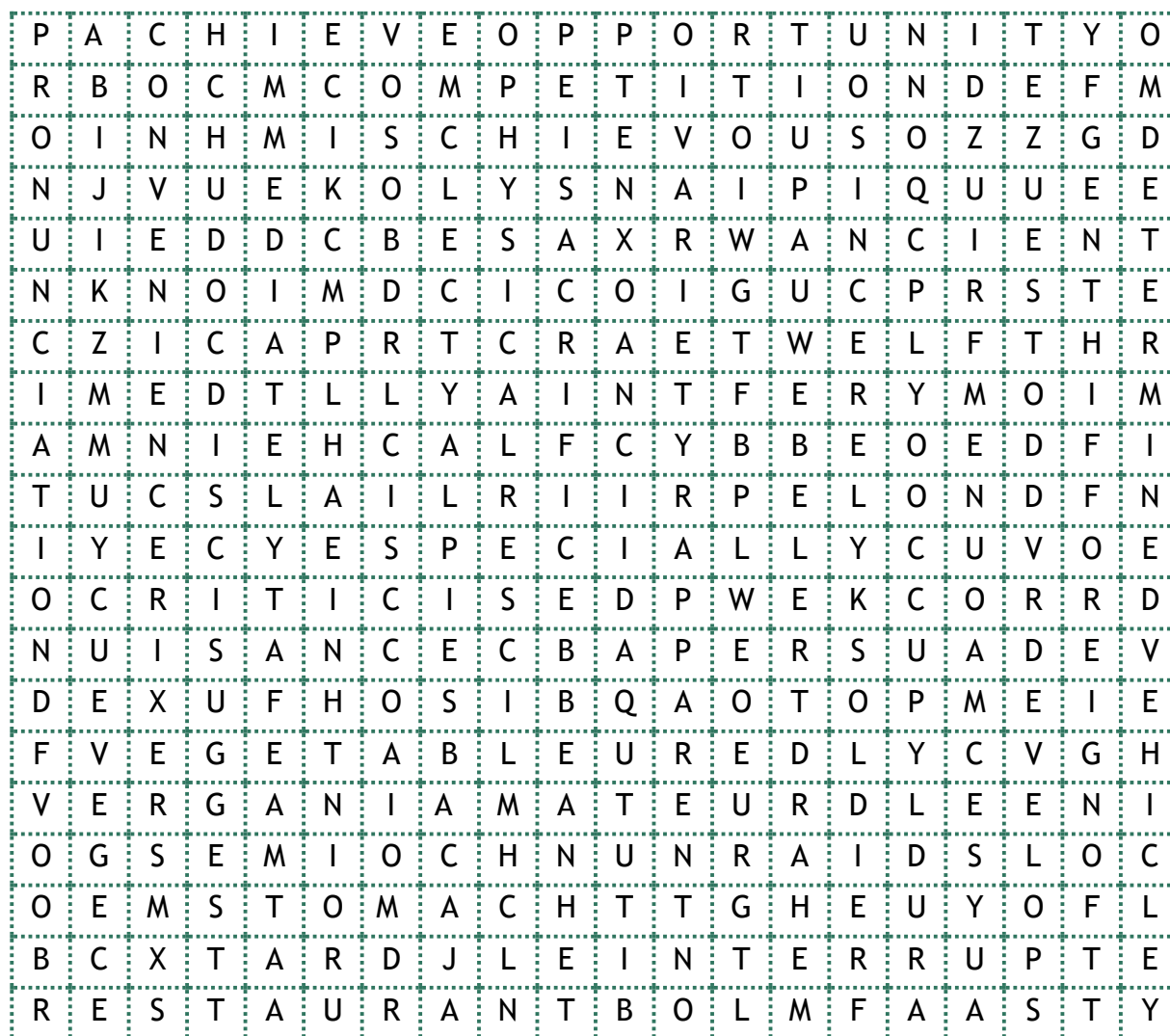
If you're up for a challenge, choose four of the hidden words and use a thesaurus to look up a synonym for each.

1. .... synonym .....
2. .... synonym .....
3. .... synonym .....
4. .... synonym .....

## In this task, you will:

- identify spellings from the year 5/6 word list
- use a thesaurus.

There are another 30 words from the year 5/6 word list hidden in the wordsearch below. Do your best to find as many as you can. Aim for a minimum of 15.



If you're up for a challenge, choose four of the hidden words and use a thesaurus to look up a synonym for each.

1. .... synonym .....
2. .... synonym .....
3. .... synonym .....
4. .... synonym .....



### In this task, you will:

- identify spellings from the year 5/6 word list
- use the correct word class.

This pupil has struggled with sentences! In some, one of the words has been spelled incorrectly and in some, the wrong word form has been used.

Rewrite the sentences with the correct spelling and/or word class. If you find these tasks tricky, try questions 1-8. If you're confident, complete them all. And if you love a spelling challenge, try the task at the end too!

1. That top was a bargin!

.....

2. That match was disasterous!

.....

3. Her explain wasn't good enough.

.....

4. The children were frequently naughty.

.....

5. The year 6 play was marvlous!

.....

6. Our naibours are really nice.

.....

7. I didn't reconize you!

.....

8. This form needs your mum or dad's sign.

.....

9. I thought she had an aggression manner.

.....

10. He didn't appreciate the gift.

.....

11. There wasn't sufficiently food at the party.

.....

12. The answer didn't correspond to the question.

.....

13. That new film is the subject of controversial.

.....

14. I had the privilege of meeting my hero.

.....

15. He just had to interfere.

.....

### Challenge:

1. solemn

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2. preferred

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3. changeable

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4. inconceivably

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**In this task, you will:**

- distinguish between the passive and active voice
- use the passive voice correctly.

This task is divided into four sections. If you find the passive voice challenging, complete the first set of sentences and the table. If you're confident, do the next set of sentences as well. And, as always, there's a challenge for those who want it!

1. The vet stroked the cat.

.....

2. Freddie opened the door.

.....

3. The dog chased the sheep.

.....

4. The teacher was shouting at the class.

.....

.....

5. The chairperson presented the trophy to the winner.

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Decide whether these sentences are written in the active voice or the passive voice.

Sentence	Active or passive?
The leaves were blown around in the wind.	
A goal was scored by the opposition.	
The sun melted the ice cream.	
Lucy was given a sandwich by her mum.	
My dad gave my friend a lift home.	

Now rewrite those sentences in the opposite voice (so if you thought the sentence was in the active voice, write it in the passive voice and vice versa).

1. ....
2. ....
3. ....
4. ....  
.....
5. ....  
.....

Your challenge is to make up five sentences of your own, written in the passive voice.

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
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**In this task, you will:**

- identify and use relative clauses
- use commas to clarify meaning.

This task is divided into three activities. If you find relative clauses challenging, complete the first two. If you're confident, do the first three. And if you're up for a challenge, do the last activity too!

**Activity 1: Underline the relative clause in each sentence.**

1. That's the girl who has moved in next door.
2. I won't stand in the queue which is the longest.
3. I'd like to work with a partner who is really clever.
4. He's the man whose dog chases our cat.
5. There's the campsite which we'll be staying on.
6. That's the hotel where we were all ill.
7. She wanted to listen to the track which was first on the album.
8. All the children came who were invited.



**Activity 2: Put the commas in the correct places to indicate the relative clause.**

1. Our neighbour who broke his arm last year always waves when he sees me.
2. The cheetah which is the fastest land mammal easily outran the ostrich.
3. Neil Armstrong who was an American astronaut was the first man to stand on the moon.
4. My mum who works for a mobile phone company was promoted last week.
5. That YouTuber who makes millions each year is only 19.
6. The hotel which everyone was complaining about was right on the beach.
7. Fraser whose mum had won the parents' race on sports day was very proud.
8. Sophia who had scored the winning goal celebrated with her team.



**Activity 3:** Use coloured pencils to match up the different parts of these five sentences, which each contain a relative clause.

The zebra	who is a keen gamer	has a very large cathedral.
I told my friend	which I was wearing yesterday	has distinctive black and white stripes.
That red top	which is a small city	that she really should get herself a watch.
My brother Lewis	which is a member of the horse family	is my favourite.
Wells	who is late for everything	spends a lot of time on his Xbox.

**Activity 4:** Complete these sentences with a relative clause of your own. Don't forget the correct punctuation!

1. Joe .....  
was always the first to get to school.
2. The great white .....  
always hunts alone.
3. Jackson .....  
usually did badly in his spelling tests.
4. This task .....  
is all about relative clauses.
5. The children .....  
enjoyed World Book day.
6. Amelia's brother .....  
could be quite irritating.
7. The assembly .....  
was all about friendship.
8. The new hoody .....  
had shrunk in the wash.

**In this task, you will:**

- use colons and semi-colons in lists
- punctuate bullet points consistently.

If you find punctuating lists tricky, try questions 1-4. If you're confident do question 5 too, and if you're really keen, try the challenge, as well.

- 1. This list is very confusing! Can you write it out using colons and commas in the right places?**

For my birthday, I asked for a laptop a mobile phone some trainers an MP3 player a rucksack a book a pencil case and some sweets.

.....

.....

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- 2. Now try this one, using colons and semi-colons in the right places.**

What I actually received was some trainers from my mum and dad a rucksack and pencil case from my grandma a book from my friend and sweets from my sister.

.....

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- 3. You can also use bullet points for a list, but it's important to punctuate correctly. Can you punctuate this list?**

Bullet points help to

- organise your writing
- highlight key information
- keep your writing concise



## 4. What about this list?

There are rules about using bullet points in lists

- A bullet pointed list is introduced with a colon
- You should use similar types of words to start each bullet point
- Only the last point has a full stop *unless* each bullet point is a full sentence



## 5. Rewrite the first list (in question 1) as a sentence with bullet points.

For my birthday .....

- |         |         |
|---------|---------|
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |

**Challenge:**

Write a short paragraph about an activity you enjoy. It could be about reading, playing sport whatever you like, but it must include a bulleted list!

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**In this task, you will:**

- use modal verbs to show degrees of possibility
- use adverbs to show degrees of possibility.

You should try to do activities 1-3 but if you're confident, you should also do activity 4. And, as always, if you're raring to go, try the challenge!

**Activity 1:** These modal verbs indicate how likely something is to happen. Sort them into two groups: those which indicate something is certain to happen and those which indicate something is possibly going to happen.

might	may	can	shall	would
ought to	must	will	should	could

**Certain****Possible**

**Activity 2:** Adverbs are another way of indicating how likely something is to happen. Can you sort these adverbs into the correct boxes?

perhaps	possibly	certainly	maybe
surely	definitely	probably	

**Certain****Possible**

**Activity 3:** Time to get thinking about things you will and won't, should, shouldn't, could and couldn't do! Write five statements in each of the boxes. There is an example of each to help.

I will ...	I won't ...
ask for some new trainers.	wear my baby sister's shoes.

I should ...	I shouldn't ...
help my parents more.	throw food at the walls.

I can ...	I can't ...
ride a bike.	fly a plane.

**Activity 4:** Now choose a statement from each of the six boxes in task 3 and use one of the adverbs and one of the modal verbs to indicate how likely it is to happen. Here is an example:

Perhaps I should help my parents more.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

### Challenge:

Rewrite the passage below to indicate it is certain to happen.

*Perhaps, when I get older, I will be an astronaut. I could fly to the moon. I should probably work a bit harder at school as I might need to know a lot about science. It's possibly going to be hard but it might be worth it. Maybe I'll be the first person to get to Mars!*

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### In this task, you will:

- use commas and hyphens to avoid ambiguity.

The position of a comma or a hyphen can totally change the meaning of a sentence. Have a look at the sentences below and draw a picture to represent the different meanings. If you think you're ready, try the second activity too. And if you're a comma connoisseur, try the challenge!

The panda eats, shoots and leaves.	The panda eats shoots and leaves.
Beach closed: man eating shark	Beach closed: man-eating shark.
Can we eat Mum?	Can we eat, Mum?

Add, remove or move commas or hyphens to change the meaning of these sentences:

1. The poacher followed the lion holding a gun.
2. Famous actress is inspired by cooking her dog and her family.
3. Most of the time travellers were concerned about their luggage.
4. Beware - cows please close the gate.
5. Slow children crossing
6. Learn to cut and paste kids!
7. Caution hot children need supervision.
8. Packed with taste less sugar!
9. Look before you throw people below.
10. No - more violence!

### Challenge:

Write three of your own ambiguous sentences. (It's harder than you think!)

1. ....
2. ....
3. ....



**In this task, you will:**

- use the perfect forms of verbs.

The **present perfect tense** is used to talk about something that has happened in the past and is still happening or might happen again.

*I have lost my homework.*

The **past perfect tense** is used to describe something that happened before something else.

*We had already got to school when I realised.*

The **future perfect tense** is used to describe what will have happened by a certain point.

*I will have found my homework by tomorrow.*

Complete activities 1 and 2 below. If you find those straightforward, try activity 3.

**Activity 1:** Label these sentences ‘present perfect’, ‘past perfect’ or ‘future perfect’.

I have learned how to use the perfect tense.	.....
The teacher had revised the perfect tense before the lesson.	.....
The children had laughed when they found out.	.....
By the end of the lesson, the children will have covered a lot.	.....
I have enjoyed learning grammar.	.....
The teacher had started the lesson when the fire alarm went off.	.....
I will have rehearsed for hours by the time I perform.	.....
I have not found the answer.	.....

**Activity 2:** Underline the perfect forms in these paragraphs.

1. I love animals. I had decided to be a vet by the time I started school.
2. I have lost my homework. Apparently, our teacher had told us very clearly that we should put it in our bags straight away but I hadn't listened.
3. I am confident I will have scored three goals by the end of the match.
4. Sam had whinged when she was told she was to come off the iPad. She had hoped to finish the game first.
5. We had forgotten to call Grandma on her birthday. It had been a very busy day and then it was too late to call.
6. Tariq was a great sportsman and had wanted to be a footballer for years.
7. It will have been a long day by the time we get home.
8. They had eaten all the sweets by the time the film started.

**Activity 3:** Complete the paragraph below, ensuring all the verb forms are in the present tense.

Mrs Williams began packing last night because she will soon be leaving on a trip that she .....dreaming of for years. She ..... teaching at Lernalot Primary School for 22 years and all this time she ..... planning her trip. She .....decided she deserves a holiday. .

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## In this task, you will:

- identify and use expanded noun phrases
- use semi-colons, colons or dashes to mark boundaries between independent clauses.

An expanded noun phrase is a group of words which gives you more information about the noun. Independent clauses can stand alone and are separated by semi-colons, colons or dashes.

Complete activities 1 and 2. If you are filled with confidence, try activity 3 too.

**Activity 1:** Look at this set of images. Without using an expanded noun phrase, it would be very difficult to identify a particular person from these four pictures. ‘Do you see the woman?’ would not be helpful. However, ‘Do you see the woman wearing a hat and pink cardigan?’ gives us enough information to identify her.

Write six questions or statements which include expanded noun phrases to describe people in these images.



1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....
6. ....  
.....

**Activity 2:** Now let's add independent clauses to our expanded noun phrases. Use a semi-colon, a colon or a dash to separate these independent clauses.

1. There's a woman in a white hat on the steps she bought that hat last week.
2. It was raining earlier the monk with the bag wasn't there.
3. I know the smiling man in the t-shirt and hat I saw him last week.
4. There's a man in a black coat taking a photo of the cathedral he's my uncle.
5. The monk in glasses is handing something out the man in the grey shirt looks pleased.
6. The woman in the black top and scarf looks interested I wonder what she is looking at.

**Activity 3:** Your turn! Write six sentences containing two independent clauses and an expanded noun phrase. You may use the images to help or choose your own ideas.

1. ....  
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2. ....  
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3. ....  
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4. ....  
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5. ....  
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6. ....  
.....  
.....

Teacher's section

# HOME LEARNING

for year 6

English



## Teaching notes and curriculum mapping

This resource aims to provide year 6 teachers with a photocopiable, independent home learning task for English for every week of the school year.

The resource is divided into two sections - a teacher's section (including teaching notes, curriculum mapping, answers where appropriate and a tick list to enable teachers to track which tasks they have set and when) and a pupil's section which contains units for reading, writing composition and transcription and GPS.

Each unit comprises a set of photocopiable tasks. Each task is mapped to one or more of the requirements of the National Curriculum for English years 5 and 6 and is intended to consolidate the learning that has been done in class.

Tasks are differentiated where appropriate and pupils are encouraged to choose their own level. For most tasks, there is a suggestion for those who may find the topic difficult, a suggestion for those who are confident and a challenge for those who are raring to go!

We hope you enjoy using this resource. If you have any questions, please get in touch: email [support@teachitprimary.co.uk](mailto:support@teachitprimary.co.uk) or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members - you can do this by adding a comment on the [Home learning for year 6 - English](#) page on Teachit Primary (please log in to access this!).

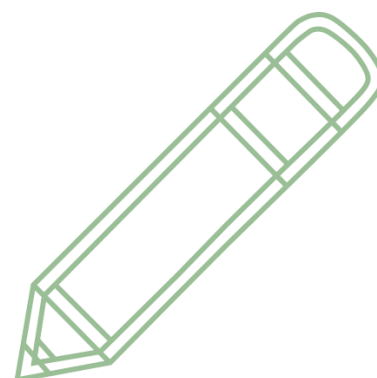
## Teacher's tick list

Keep track of what you have set and when.

Reading resources	Date set	
Resource 1 - comprehension		
Resource 2 - comprehension		
Resource 3 - book review		
Resource 4 - poetry performance		
Resource 5 - comprehension		
Resource 6 - different genres		
Resource 7 - comprehension		
Resource 8 - figurative language		
Resource 9 - comprehension		
Resource 10 - predictions		
Resource 11 - a bit of fun!		

Writing composition resources	Date set	
Resource 1 - proofreading		
Resource 2 - assessing a piece of writing		
Resource 3 - describing settings		
Resource 4 - describing characters		
Resource 5 - the plot		
Resource 6 - the big write		
Resource 7 - a newspaper report		
Resource 8 - persuasive writing		
Resource 9 - formal or informal		
Resource 10 - a précis		
Resource 11 - advice for year 5		
Resource 12 - your school report		

GPS resources	Date set	
Resource 1 - prefixes and suffixes		
Resource 2 - homophones		
Resource 3 - using a dictionary and thesaurus		
Resource 4 - a conversation		
Resource 5 - parenthesis		
Resource 6 - spelling (1)		
Resource 7 - spelling (2)		
Resource 8 - spelling (3)		
Resource 9 - spelling (4)		
Resource 10 - passive verbs		
Resource 11 - relative clauses		
Resource 12 - lists		
Resource 13 - modal verbs		
Resource 14 - avoiding ambiguity		
Resource 15 - the perfect tense		
Resource 16 - expanded noun phrases and independent clauses		



**Resource 1 - comprehension**

1. What does Finn think the year will be full of?  
*Hard work and tests.*
2. Name three things Martha is looking forward to.  
*Children can choose from: camp, the production, sports day, trips or being taught by Mr Baskar.*
3. Who might Mr Baskar be?  
*Their teacher. You might also accept their TA.*
4. Which year do you think these children are in? Why?  
*Year 6 because Finn mentions being the 'oldest kids in school'. You may also accept camp as a reason, depending on whether this is a year 6 activity in your own school.*
5. What do you think 'the big move up' might be?  
*Moving up to secondary school.*
6. How would you describe Finn's attitude to the year ahead? How does it differ from Martha's?  
*Finn is very negative and lacks enthusiasm. He is dreading it. Martha is much more positive and doesn't see it as a tough challenge.*
7. Who do you relate to? (Whose feelings are the most similar to your own?) Why?  
*Answers will vary.*
8. Which of these questions require you to retrieve (find) information from the text?  
*1, 2 and 3 (although question 3 requires some inference skills too).*
9. Which of them ask you to draw inferences? (Make judgements by considering characters' thoughts, feelings and motives.)  
*4, 5, 6 and 7.*

**Challenge:**

*Answers will vary.*



**Resource 2 - comprehension answers**

1. Who publishes *Fortnite*?  
***Epic Games.***
2. When and where is *Fortnite* set?  
***On modern-day Earth.***
3. What is the aim of the game?  
***Players work together on missions to collect resources and build fortifications, weapons and traps to defend themselves against a zombie uprising.***
4. What is Twitch?  
***An online streaming platform.***
5. What does Emmett Shear compare watching gamers to doing?  
***To watching sports stars or chefs on TV.***
6. Which gamers make the most money?  
***The gamers who are the most entertaining. (Not necessarily the best gamers.)***
7. What do you think the writer of this article thinks of watching gamers? What makes you think this?  
***The writer thinks it's boring as (s)he compares it to watching paint dry.***
8. Would you say this article is mostly based on fact or opinion?  
***Mostly fact.***
9. Find three facts from the article which haven't featured as answers to the questions.  
**Answers may include the following:**
  - ***Fortnite is played by over 125 million people.***
  - ***It's a single or multi-player survival game.***
  - ***Emmett Shear is the co-founder of Twitch.***
  - ***Twitch is a free service.***
  - ***Many people subscribe to other platforms to watch gamers.***
  - ***Ninja is a successful gamer who makes millions from streaming as he plays.***  
**Now find an example of an opinion:**
  - ***Watching gamers sounds as about as interesting as watching paint dry.***
  - ***It looks as though Fortnite is here to stay.***

## Reading: resource 5 - comprehension answers

1. Which 'grand, heroic period of our history' do you think Churchill is talking about?  
***World War Two or The Blitz.***
2. Who is 'stirred and moved'?  
***The British nation.***
3. What does 'conquer' mean?  
***Answers might include: defeat, win, have victory over, triumph over.***
4. What two things does Churchill say the life of battered cities triumphs over?  
***Fire and bomb.***
5. What are 'now shared by the entire population'?  
***The terrible experiences and emotions of the battlefield.***
6. Name three groups of people mentioned in this speech.  
***Answers should include: old men, little children, the crippled, the veterans of former wars, aged women, the hard-pressed citizen, the sturdy workman with his hammer in the shipyard, the members of every kind of ARP service.***
7. Who do these people 'stand in line with'?  
***Fighting men.***
8. What does Churchill mean by this? Is he referring to an actual line of people?  
***Answers will vary but should include reference to these groups of people understanding and supporting the men in battle as they are sharing a similar experience.***
9. Write down some examples of the powerful language Churchill uses.  
***Answers should include: stirred and moved, conquer or die, triumph, terrible, battered, proud, grand and heroic.***  
***Reference may also be made to the way Churchill address the 'nation' and the 'entire population'.***
10. What do you think Churchill is trying to achieve with this speech? Does he manage it, in your opinion?  
***Answers will vary, but should include references to motivating and inspiring people, boosting morale and encouraging them to stand together and not be defeated.***

**Reading: resource 7 - comprehension answers**

1. How is Captain Crewe related to Sara? How do you know?  
***Captain Crewe is Sara's father. The writer refers to her as 'his little girl'.***
2. Name three fabrics featured in the passage.  
***Any three of: velvet, fur, lace, ermine, silk.***
3. What do you think the author means by the word 'wardrobe' here?  
***Clothes or outfits.***
4. What impression do you get of Captain Crewe? Why?  
***Answers will vary but should include references to his wealth, to his spoiling his daughter, to the words 'rash' and 'innocent' and to the fact he is described as a young man. Children might also describe him as kind or generous.***
5. What impression do you get of Sara? Why?  
***Answers will vary but might include references to her being spoiled, rich and/or lucky. Children should also make reference to the description of her being 'odd' with 'solemn eyes' and the fact that she is seven years old.***
6. What do you think might be behind the walls and skirting boards?  
***Rats and mice.***
7. What impression do you get of the room Sara finds herself in? What gives you this impression?  
***Answers will vary but should include references to the room being dark and in a poor state. Reference should be made to the rats and mice.***
8. 'the darkness seemed more intense than any she had ever known' Can you rewrite this sentence using a simile or a metaphor?  
***Answers will vary.***
9. Can you find an example in the passage of onomatopoeia?  
***'Scufflings' or 'squeakings'.***
10. Can you find a simile?  
***'the wind howled over the roof like something which wailed aloud'.***

## Reading: resource 8 - figurative language answers

## Activity 1:

This type of language is a feature of fiction and poetry. It is used to suggest and imply and to create images in readers' minds.	<b>figurative</b>
This type of language more usually appears in non-fiction. It is plain and clear and communicates exactly what is meant.	<b>literal</b>

## Activity 2:

<b>hyperbole</b>	Exaggeration to emphasise a point
<b>metaphor</b>	Describes something as if it were something else. Does not use 'as' or 'like'
<b>simile</b>	Compares two things using 'as' or 'like'
<b>onomatopoeia</b>	When a word's sound mimics its meaning
<b>alliteration</b>	Repetition of the same first sound in different words in a sentence
<b>personification</b>	When something (e.g. an animal or object) is given human characteristics

## Activity 3:

<b>hyperbole</b>	I've asked you a million times!
<b>metaphor</b>	My teacher's a dragon.
<b>simile</b>	My brother and I fight like cat and dog.
<b>onomatopoeia</b>	Achoo!
<b>alliteration</b>	Peter Piper picked a peck of pickled pepper.
<b>personification</b>	The sun smiled on her.

Activity 4: Pupils will have a variety of answers.

Activity 5:

*The snow was a white blanket (metaphor), covering everything and muffling (onomatopoeia) all sound. Noah was as cold as ice (simile) as he trudged (onomatopoeia) through the field, watching the snowflakes dance in the wind (personification) around him. A million (hyperbole) thoughts ran (personification) through his head; could he continue caring for cousin Caroline? (alliteration)*

## Reading: resource 9 - comprehension answers

1. Which simile helps us to picture the creatures' size?  
**'as big as elephants'.**
2. Describe the creatures' skin.  
**Answers should include: slate-coloured, scaled, shimmering, like black crocodiles.**
3. Why does the creature pull down the tree?  
**To reach a particular bunch of foliage.**
4. What does this action prove to the narrator? Why?  
**That it is very strong (or that it has very well-developed muscles) but not very intelligent (or that its brain muscles are not very well-developed), as the tree comes crashing down on top of it.**
5. What shows the narrator that these creatures were not invincible?  
**When the tree crashes down on top of it, the creature yelps, showing it is in pain.**

**Challenge:**

**Answers will vary but may make reference to the fact that the narrator speaks eloquently, suggesting an adult. They don't appear to be frightened and are quite critical of the creatures, suggesting they may be an explorer or a scientist.**

**What could the narrator have been doing which led him or her to find these creatures?**

**Answers will vary.**

## Writing composition: resource 1 - proofreading answers

## Errors in extract one:

**Wood** you spend **ours** watching **some-one** playing video **games**

If you **has** a young person in your **house its** unlikely that **your** unaware of the latest gaming phenomenon - Fortnite.

**p**ublished by Epic Games and with over 125 million players, Fortnite **will be** a single or multi-player **survive** game set on modern-day **earth Thanks** to a sudden worldwide storm, most of the **worlds** population has been **wipe** out and those people remaining face attack from zombie-like creatures. Players **worked** together on **mishuns** to collect resources and build **fortifications weapons** and traps to **defending** themselves against the **uprising**

## Corrected version of extract one:

**Would you spend hours watching someone playing video games?**

If you have a young person in your house, it's unlikely that you're unaware of the latest gaming phenomenon - Fortnite.

Published by Epic Games and with over 125 million players, Fortnite is a single or multi-player survival game set on modern-day Earth. Thanks to a sudden worldwide storm, most of the world's population has been wiped out and those people remaining face attack from zombie-like creatures. Players work together on missions to collect resources and build fortifications, weapons and traps to defend themselves against the uprising.

## Errors in extract two:

**Wood** you spend **ours** watching **some-one** playing video **games**

If you **has** a young person in your **house its** unlikely that **your** unaware of the latest gaming phenomenon - Fortnite.

**p**ublished by Epic Games and with over 125 million players, Fortnite **will be** a single or multi-player survival game set on modern-day **earth**. Thanks to a sudden worldwide **storm most** of the **worlds** population has been wiped out and those people remaining face attack from zombie-like creatures. Players **worked** together on missions to collect **resorces** and build **fortificacions weapons** and traps to **defending** themselves against the **uprising**

Whilst the **popularness** of such a game may not be surprising, what could be considered surprising is the popularity of watching gamers in action via online

streaming platforms such as Twitch. emmett shear co-founder of Twitch compares watching gamers to watching sports stars or chefs on TV: ‘You’re enjoying watching someone whose really great at it with some entertainment at the same time. Twitch is a free service, but many chooses to subscribe to other platforms to watch the top gamers like Ninja, who makes millions streaming his live Fortnite action. ‘The people who makes the most money surprisingly aren’t necessarily the best gamers, their often the ones who are most entertaining,’ explains Shear. ‘Ninja is a prime example ... very high energy, very entertaining to watch.’ Weather you’re keen to watch or, like me, it sounds about as interesting to you as watching paint dry, it looks as though Fortnite and it’s live streamers are here to stay. At least until the next gaming phenomenon sweeps the world.

### Corrected version of extract two:

Would you spend hours watching someone playing video games?  
If you have a young person in your house, it’s unlikely that you’re unaware of the latest gaming phenomenon - Fortnite.

Published by Epic Games and with over 125 million players, Fortnite is a single or multi-player survival game set on modern-day Earth. Thanks to a sudden worldwide storm, most of the world’s population has been wiped out and those people remaining face attack from zombie-like creatures. Players work together on missions to collect resources and build fortifications, weapons and traps to defend themselves against the uprising.

Whilst the popularity of such a game may not be surprising, what could be considered surprising is the popularity of watching gamers in action via online streaming platforms such as Twitch. Emmett Shear, co-founder of Twitch, compares watching gamers to watching sports stars or chefs on TV: ‘You’re enjoying watching someone who’s really great at it with some entertainment at the same time.’

Twitch is a free service, but many choose to subscribe to other platforms to watch the top gamers like Ninja, who makes millions streaming his live Fortnite action. ‘The people who make the most money surprisingly aren’t necessarily the best gamers, they’re often the ones who are most entertaining,’ explains Shear. ‘Ninja is a prime example ... very high energy, very entertaining to watch.’

Whether you’re keen to watch or, like me, it sounds about as interesting to you as watching paint dry, it looks as though Fortnite and its live streamers are here to stay. At least until the next gaming phenomenon sweeps the world.



## GPS: resource 1 - prefixes and suffixes answers

**Activity 1:** underline the mistakes.

We've just moved house and I was worried I would be inhappy but I'm not - I love it! I thought the kids at my new school might be imfriendly but they're really nice and I have got over my shyment. The walk to school is easy - it's unpossible to get lost. I thought I could ride my bike there but mum unagreed and I'm a bit misappointed. Hopably, she'll change her mind.

The people next door have got two dogs and one of them keeps running into our driveway and tipping over the decycling bins. I heard dad tell mum that he'd turn the hose on the dog next time. Mum said she'd unconnect the hose. I thought dad's idea was quite funny (but it doesn't show much kindity!).

unhappy	unfriendly
shyness	impossible
disagreed	disappointed
hopefully	recycling
disconnect	kindness

**Activity 2 answers:**

We've just moved house and my new room is very spaciant - there's loads of room for my stuff! The garden's great; it's got artificialous grass so I can play as much sport on it as I like and it's unpossible to ruin. I can walk to school too, which my mum says will give me confidency and make me more independable. I thought I could ride my bike there but mum unagreed. Hopably she'll change her mind.

The people next door have got two dogs and one of them is really disobedious. It keeps running into our driveway and it makes dad pretty imhappy as it tips over all the decycling. I heard dad tell mum that the owner was unresponsible and that he'd turn the hose on the dog next time. Mum tried to unencourage him and said she'd unconnect the hose. I thought dad's idea was quite funny but a bit umkind. My dad can be a bit untolerant!

spacious	artificial	impossible
confidence	independent	disagreed
hopefully	disobedient	unhappy
recycling	irresponsible	discourage
disconnect	unkind	intolerant

## GPS: resource 2 - homophones answers

## Set 1:

A heard of wildebeest crossed ahead of the jeep.	x	herd
Smoking is not aloud.	x	allowed
The weather may affect our plans.	✓	
The substance was almost as heavy as led.	x	lead
He was a considerate guessed.	x	guest
She guest at the answer.	x	guessed
The desert was delicious.	x	dessert
The woman smiled as she walked passed me.	x	past
The woman smiled as she passed me.	✓	
The cake sale made a great prophet.	x	profit

## Set 2:

He paid her a lovely complement.	x	compliment
The descent was easy.	✓	
The traffic remained stationery.	x	stationary
The horse strained at its bridal.	x	bridle
He agreed with the government's main principals.	x	principles
The mountain was high; the assent would be difficult.	x	ascent
The couple entered the church and stood at the altar.	x	altar
Ireland is often referred to as The Emerald Aisle.	x	isle
There was a draft coming from under the door.	x	draught
The stationary cupboard was full of new pens and paper.	x	stationery

**GPS: resource 3 - using a dictionary and thesaurus answers**

1. Can you suggest a synonym for the word 'astonishment'?  
*Suggestions may include: surprise, shock, amazement.*
2. What is an 'automobile'?  
*A car.*
3. Can you find a synonym for 'obstructing'?  
*Suggestions may include: blocking, impeding.*
4. What does the writer mean by the word 'abode'?  
*Home/residence/the place the writer lives.*
5. Can you find an alternative word for 'inconsiderate'?  
*Suggestions may include: selfish, thoughtless, insensitive, unthinking, uncaring.*
6. What is the 'local constabulary'?  
*The local police force.*
7. Can you suggest a synonym for 'missive'?  
*Note/message.*
8. How would you describe the mood of the writer of this note?  
*There is a variety of answers to this question, but they make include words such as upset, aggrieved, indignant, haughty, offended.*
9. Can you find an example of where the writer has used the subjunctive tense?  
*'Were I of a more bellicose nature,'.*
10. What does the writer mean by 'belligerent'?  
*Suggestions may include: aggressive, hot-tempered, hostile.*
11. Can you identify two more examples of formal vocabulary or structures in the note?  
*Examples may include: to whom it may concern; thereby; merely; yours faithfully.*

## GPS: resource 5 - parenthesis answers

1. *Miss Smythe, a rather serious teacher, gave a rare smile* OR  
*Miss Smythe - a rather serious teacher - gave a rare smile* OR  
*Miss Smythe (a rather serious teacher) gave a rare smile.*
2. *She bought a sandwich - the last in the shop.*
3. *Winston Churchill (1874-1965) was a politician.*
4. *The paper, all 30 sheets of it, got soaked in the rain* OR  
*The paper - all 30 sheets of it - got soaked in the rain* OR  
*The paper (all 30 sheets of it) got soaked in the rain.*
5. *I went to Paris last month - it rained.*
6. *The children lost interest - the sweets had gone.*
7. *The mother duck, with her ducklings in tow, returned to the pond* OR  
*The mother duck - with her ducklings in tow - returned to the pond* OR  
*The mother duck (with her ducklings in tow) returned to the pond.*
8. *The teachers were tired - it was the end of a busy term.*
9. *Zaineb loved football, she was a striker, and her team was top of the league* OR  
*Zaineb loved football - she was a striker - and her team was top of the league* OR  
*Zaineb loved football (she was a striker) and her team was top of the league.*
10. *Tom had won three of the races - the sack race, the obstacle and the sprint.*
11. *If you want a piece of fruit - a banana, an apple or a pear - you can get it from the bowl* OR  
*If you want a piece of fruit (a banana, an apple or a pear) you can get it from the bowl.*
12. *Tom had lost one of the races - the egg and spoon - but he didn't mind* OR  
*Tom had lost one of the races (the egg and spoon) but he didn't mind.*
13. *The quote she was looking for was at the beginning of the - rather boring - book (p.9)* OR  
*The quote she was looking for was at the beginning of the (rather boring) book (p.9).*

14. *Lionel Messi, an Argentinian footballer, is widely regarded as one of the best* OR  
*Lionel Messi - an Argentinian footballer - is widely regarded as one of the best* OR  
*Lionel Messi (an Argentinian footballer) is widely regarded as one of the best.*
15. *There are many different games consoles - I have a PS4 and my friend has an Xbox - but they're all good* OR  
*There are many different games consoles (I have a PS4 and my friend has an Xbox) but they're all good .*

## GPS: resource 6 - spelling (1) answers

Spelling	Tick or cross?	Correction
acording	x	according
attached	✓	
avaylable	x	available
avarage	x	average
akward	x	awkward
category	✓	
comitee	x	committee
communiccate	x	communicate
conscience	✓	
definate	x	definite
dictionnary	x	dictionary
embarass	x	embarrass
enviroment	x	environment
familier	x	familiar
fourty	x	forty
goverment	x	government
identity	✓	
langauge	x	language
necessary	✓	
parliment	x	parliament
proffession	x	profession
queue	✓	
reccommend	x	recommend
rythm	x	rhythm
shoulder	✓	

## GPS: resource 7 - spelling (2) answers

A	C	C	O	M	M	O	D	A	T	E	Q	U	I	P					T
C		E							E	X	I	S	T	E	N	C	E		H
C	O	M	M	U	N	I	T	Y	M	A			P						O
O		E							P	G		A	R	A	N	T	E		R
M		T							E	G			O	C	C	U	R		O
P	R	E	J	U	D	I	C	E	R	E			G						U
A		R							A	R			R						G
N		Y	A	C	H	T			T	A			A						H
Y					I				U	T			M						H
					N				R	E			M	U	S	C	L		A
					D	E	S	P	E	R	A	T	E		E	O	I		R
					R						B				C	N	G		A
R	E	L	E	V	A	N	T				R				R	S	H		S
H					N						U		S		E	C	T		S
Y					C	U	R	I	O	S	I	T	Y		T	I	N		
M					E					Y	S		S		A	O	I		
E	X	C	E	L	L	E	N	T		M	E		T		R	U	N		
										B			E		Y	S	G		
										O			M						
I	N	D	I	V	I	D	U	A	L	L	E	I	S	U	R	E			

Words across:	Words down:
accommodate	accompany
equip	rhyme
existence	cemetery
community	hindrance
guarantee	temperature
occur	exaggerate
prejudice	symbol
yacht	bruise
muscle	programme
desperate	system
relevant	secretary
curiosity	conscious
excellent	lightning
individual	thorough
leisure	harass

## GPS: resource 8 - spelling (3) answers

P	A	C	H	I	E	V	E	O	P	P	O	R	T	U	N	I	T	Y	
R		O		M	C	O	M	P	E	T	I	T	I	O	N				
O		N		M	I	S	C	H	I	E	V	O	U	S					D
N		V		E				Y	S		A			I					E
U		E		D				S	A		R		A	N	C	I	E	N	T
N		N		I				I	C		I			C					E
C		I		A				C	R		E	T	W	E	L	F	T	H	R
I		E		T				A	I		T			R					M
A		N		E				L	F		Y			E					I
T		C		L				I						L	O				F
I		E		Y	E	S	P	E	C	I	A	L	L	Y	C				O
O	C	R	I	T	I	C	I	S	E		P				C				R
N	U	I	S	A	N	C	E				P	E	R	S	U	A	D	E	V
			U								A			O	P		E	I	E
	V	E	G	E	T	A	B	L	E		R			L	Y		V	G	H
			G				A	M	A	T	E	U	R	D			E	N	I
			E								N			I			L		C
			S	T	O	M	A	C	H		T			E			O		L
			T								I	N	T	E	R	R	U	P	T
R	E	S	T	A	U	R	A	N	T										

Words across:	Words down:
achieve	pronunciation
opportunity	convenience
competition	suggest
mischievous	immediately
ancient	physical
twelfth	sacrifice
especially	variety
criticise	apparent
nuisance	sincerely
persuade	soldier
vegetable	occupy
amateur	develop
stomach	foreign
interrupt	determined
restaurant	vehicle



**GPS: resource 9 - spelling (4) answers**

1. That top was a bargain!
2. That match was disastrous!
3. Her explanation wasn't good enough.
4. The children were frequently naughty.
5. The year 6 play was marvellous!
6. Our neighbours are really nice.
7. I didn't recognise you!
8. This form needs your mum or dad's signature.
9. I thought she had an aggressive manner.
10. He didn't appreciate the gift.
11. There wasn't sufficient food at the party.
12. The answer didn't correspond to the question.
13. That new film is the subject of controversy.
14. I had the privilege of meeting my hero.
15. He just had to interfere.

**For the challenge, the sentences will vary but the correct spellings are:**

---

1. solemn
2. preferred
3. changeable
4. inconceivably

## GPS: resource 10 - passive verbs answers

1. The vet stroked the cat.  
*The cat was stroked by the vet.*
2. Freddie opened the door.  
*The door was opened by Freddie.*
3. The dog chased the sheep.  
*The sheep were chased by the dog.*
4. The teacher was shouting at the class.  
*The class was shouted at by the teacher.*
5. The chairperson presented the trophy to the winner.  
*The trophy was presented to the winner by the chairperson OR  
The winner was presented the trophy by the chairperson.*

Sentence	Active or passive?
The leaves were blown around in the wind.	Passive
A goal was scored by the opposition.	Passive
The sun melted the ice cream.	Active
Lucy was given a sandwich by her mum.	Passive
My dad gave my friend a lift home.	Active

1. The wind blew the leaves around.
2. The opposition scored a goal.
3. The ice cream was melted by the sun.
4. Lucy's mum gave her a sandwich.
5. My friend was given a lift home by my dad.

## GPS: resource 11 - relative clauses answers

## Activity 1:

1. That's the girl who has moved in next door.
2. I won't stand in the queue which is the longest.
3. I'd like to work with a partner who is really clever.
4. He's the man whose dog chases our cat.
5. There's the campsite which we'll be staying on.
6. That's the hotel where we were all ill.
7. She wanted to listen to the track which was first on the album.
8. All the children came who were invited.

## Activity 2:

1. Our neighbour, who broke his arm last year, always waves when he sees me.
2. The cheetah, which is the fastest land mammal, easily outran the ostrich.
3. Neil Armstrong, who was an American astronaut, was the first man to stand on the moon.
4. My mum, who works for a mobile phone company, was promoted last week.
5. That YouTuber, who makes millions each year, is only 19.
6. The hotel, which everyone was complaining about, was right on the beach.
7. Fraser, whose mum had won the parents' race on sports day, was very proud.
8. Sophia, who had scored the winning goal, celebrated with her team.

**GPS: resource 12 - lists answers**

1. For my birthday, I asked for: a laptop, a mobile phone, some trainers, an MP3 player, a rucksack, a book, a pencil case and some sweets.
2. What I actually received was: some trainers from my mum and dad; a rucksack and pencil case from my grandma; a book from my friend and sweets from my sister.
3. **Bullet points help to:**
  - organise your writing
  - highlight key information
  - keep your writing concise.
4. **There are rules about using bullet points in lists:**
  - A bullet pointed list is introduced with a colon.
  - You should use similar types of words to start each bullet point.
  - Only the last point has a full stop unless each bullet point is a full sentence.
5. **For my birthday, I asked for:**
  - a laptop
  - a mobile phone
  - some trainers
  - an MP3 player
  - a rucksack
  - a book
  - a pencil case
  - some sweets.

## GPS: resource 13 - modal verbs answers

## Activity 1:

Certain	Possible
must can will shall	might may should could would ought to

## Activity 2:

perhaps	possibly	certainly	maybe
surely		definitely	probably

Certain	Possible
definitely certainly	perhaps possibly probably maybe

Activities 3 and 4 will have a variety of answers.

**Challenge:**

Rewrite the passage below to indicate it is certain to happen.

*When I get older, I will be an astronaut. I will fly to the moon. I must (or shall) work a bit harder at school as I will need to know a lot about science. It's definitely (or certainly) going to be hard but it will be worth it. I shall be the first person to get to Mars!*

**GPS: resource 14 - avoiding ambiguity answers**

Add, remove or move commas or hyphens to change the meaning of these sentences:

1. The poacher followed the lion, holding a gun.
2. Famous actress is inspired by cooking, her dog and her family.
3. Most of the time, travellers were concerned about their luggage.
4. Beware, cows - please close the gate.
5. Slow - children crossing.
6. Learn to cut and paste, kids!
7. Caution, hot - children need supervision.
8. Packed with taste - less sugar!
9. Look before you throw - people below.
10. No more violence!

## GPS: resource 15 - the perfect tense answers

## Activity 1:

I have learned how to use the perfect tense.	present perfect
The teacher had revised the perfect tense before the lesson.	past perfect
The children had laughed when they found out.	past perfect
By the end of the lesson, the children will have covered a lot.	future perfect
I have enjoyed learning grammar.	present perfect
The teacher had started the lesson when the fire alarm went off.	past perfect
I will have rehearsed for hours by the time I perform.	future perfect
I have not found the answer.	present perfect

## Activity 2:

1. I love animals. I had decided to be a vet by the time I started school.
2. I have lost my homework. Apparently, our teacher had told us very clearly that we should put it in our bags straight away but I hadn't listened.
3. I am confident I will have scored three goals by the end of the match.
4. Sam had whinged when she was told she was to come off the iPad. She had hoped to finish the game first.
5. We had forgotten to call Grandma on her birthday. It had been a very busy day and then it was too late to call.
6. Tariq was a great sportsman and had wanted to be a footballer for years.
7. It will have been a long day by the time we get home.
8. They had eaten all the sweets by the time the film started.

## Activity 3:

Mrs Williams began packing last night because she will soon be leaving on a trip that she has been dreaming of for years. She has been teaching at Lernalot Primary School for 22 years and all this time she has been planning her trip. She has decided she deserves a holiday.



**GPS: resource 16 - noun phrases / independent clauses answers**

**Activity 2: Pupils may use either a colon or a dash to separate these clauses, as long as the punctuation is in the correct place.**

1. There's a woman in a white hat on the steps; she bought that hat last week.
2. It was raining earlier: the monk with the bag wasn't there.
3. I know the smiling man in the t-shirt and hat - I saw him last week.
4. There's a man in a black coat taking a photo of the cathedral - he's my uncle.
5. The monk in glasses is handing something out; the man in the grey shirt looks pleased.
6. The woman in the black top and scarf looks interested: I wonder what she is looking at.

**Activity 3: Answers will vary.**

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