Dear Parent/ Carer,

I have attached the answers to this week’s weekly activity below. Some of the answers will be down to your own judgement however I have listed my own answers to give you an idea. Answers included are for:

* Maths: Problem Solving and Time (This has been split in coordinates/symmetry and angles groups).
* Literacy: Grammar and Comprehension.

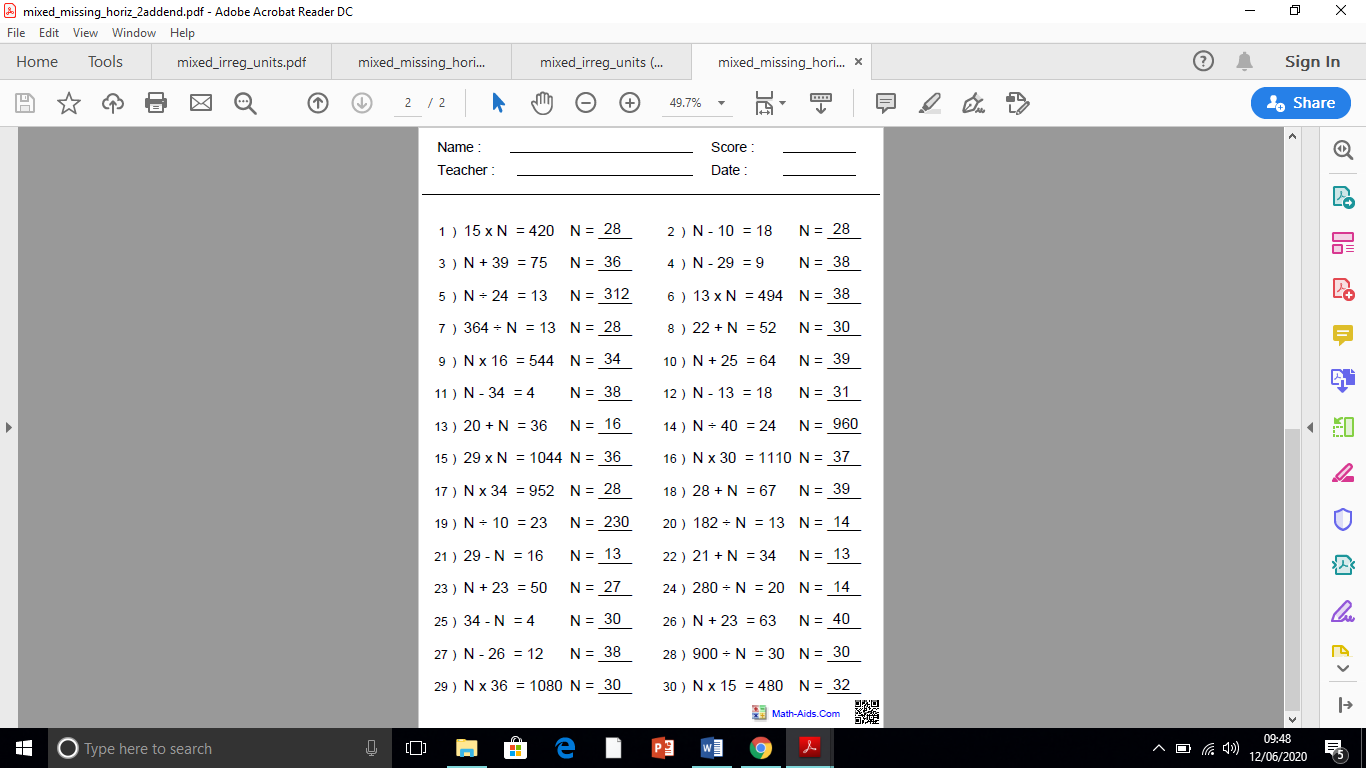
Feel free to email me any questions or to show me any work produced. I hope you are all doing well.

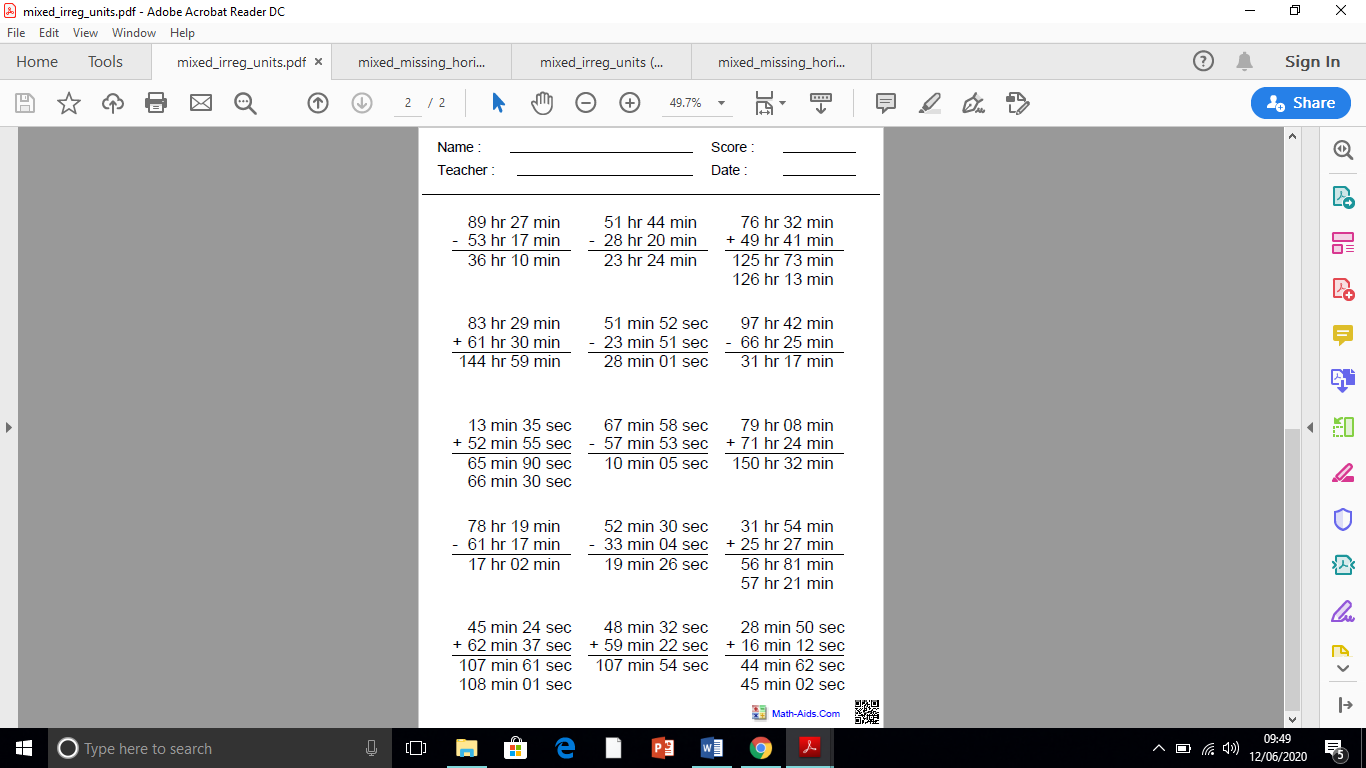
Many Thanks,

Mr Garvey

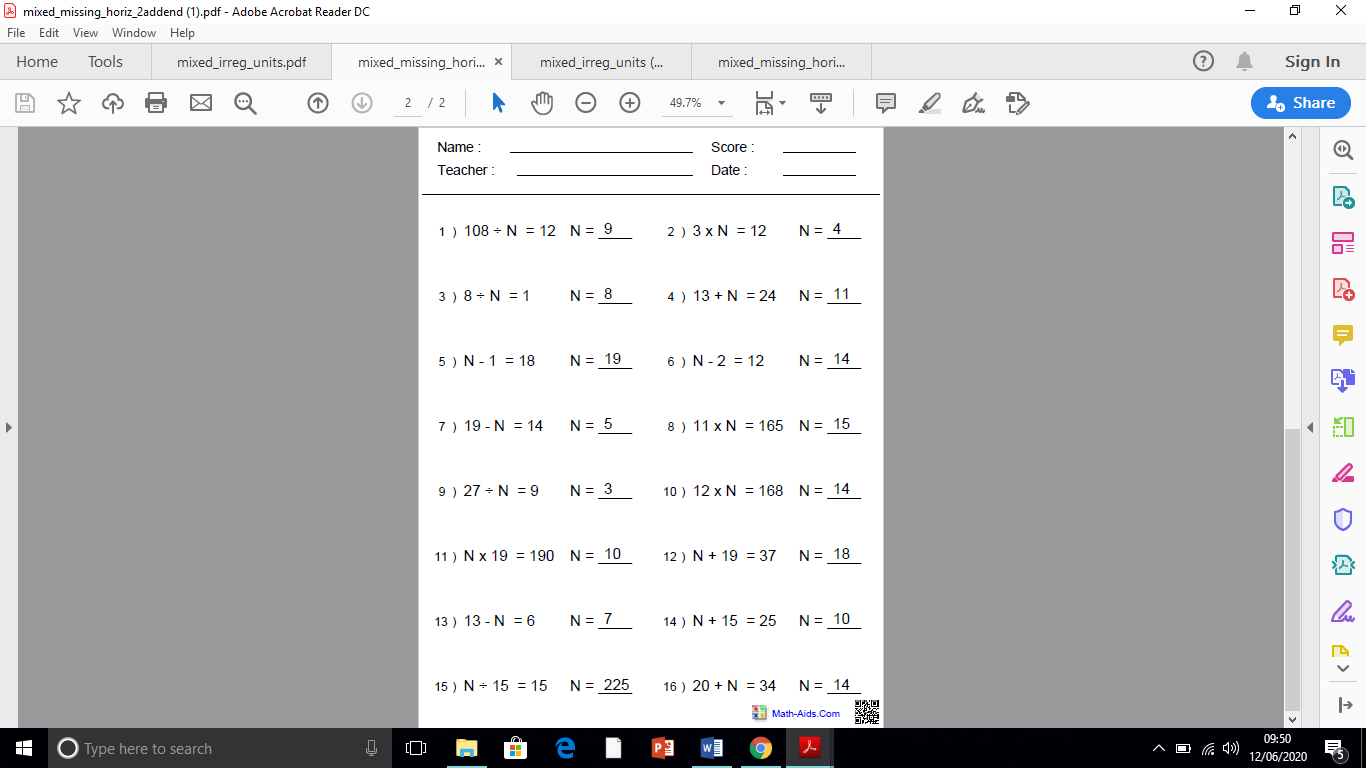
Maths

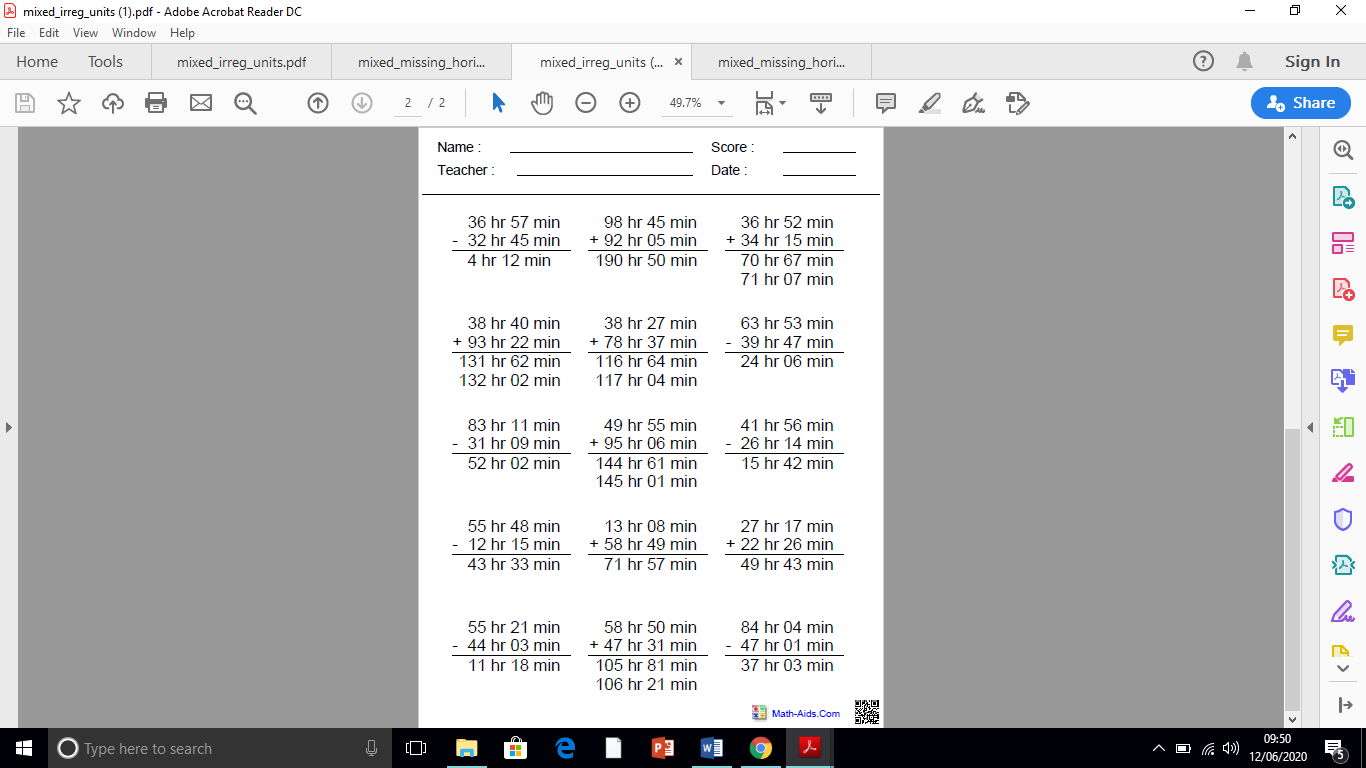
Coordinates and symmetry





Angles





Literacy

Grammar

Unit 9: Verbs

Remember! The subject is what the sentence is about.

When the subject of a sentence does the action, the verb is called an active verb.

*The man bought a ticket.*

“man‟ = subject of the sentence

“bought‟ = what the subject is doing

In this sentence, “bought‟ is an active verb.

When the subject of the sentence has the action done to it, the verb is called a passive verb.

*The ticket was bought by the man.*

“ticket‟ = subject of the sentence

“was bought‟ = what was done to the subject

In this sentence, “was bought‟ is a passive verb.

**Grammar Focus**

Find the subject. Is the subject doing the action, or is the

action being done to the subject?

Find the verb in each of these sentences.

In your book, write whether the verb is active or

passive.

1 The judge banged on the table. - Active

2 A sailor was hit by the rigging. - Passive

3 A few regular customers went into the shop - Active

every day.

4 The monster attacked the town. - Active

5 One of the escalators was stopped by the shop

manager. - Passive

6 The bridge fell into the river. - Active

7 The library was broken into last night. - Passive

8 I have lost my dictionary. - Active

**Grammar Practice**

Find the subject. Change the sentence so that the

action is being done to the subject.

A

Rewrite each of the following sentences, changing the verb from active to passive. The first one has been done for you.

1 *Our teacher read the class a story.*

*A story was read to the class by the teacher.*

2 *The captain won a famous victory.*

*The famous victory was won by the captain.*

3 *We heard thunder in the afternoon.*

*The thunder was heard by them in the afternoon.*

4 *I tidied my room yesterday.*

*My room was tidied yesterday*

Find the subject. Change the sentence so that the

subject is doing the action.

B

Rewrite these sentences, changing the verb from

passive to active. The first one has been done for you.

1 *The new vase was cracked by the boy.*

*The boy cracked the new vase.*

2 *The windows were cleaned this morning by my*

*Dad.*

*My Dad cleaned the windows this morning*

3 *The play was disliked by the audience.*

*The audience disliked the play*

4 *The house was shaded by the trees.*

*The trees cast shade on the house*

5 *Rabbits are shot by some farmers.*

*Farmers shoot rabbits sometimes.*

**Grammar Extension**

A

Write sentences where each of these verbs are

active.

1 *to carry*

*The man carried his shopping*

2 *to lift*

*The boy lifted the heavy box*

3 *to see*

*They saw a rainbow*

4 *to write*

*She wrote a scary story*

5 *to cover*

*They covered the cars windscreen*

6 *to bury*

*I had to bury the treasure*

B

Rewrite the sentences from part A, making the

verbs passive.

1. The shopping was carried by the man
2. The heavy box was lifted by the boy
3. A rainbow was seen by them
4. A scary story was written by her
5. The cars windscreen was covered by them
6. The Treasure was buried by them

Comprehension

Unit 22 – A Visitor in the Night

***Think ahead***

*Read the introduction to the story. Look for clues.*

*What do you think the passage is going to be about?*

*Mary's parents die in India and she is sent to live at her uncle's house in Yorkshire. Mary thinks she is the only child in the house, but one night ...*

Mary had been lying awake, turning from

side to side for about an hour, when

suddenly something made her sit up in

bed and turn her head towards the door listening. She listened and listened.

`It isn't the wind now,' she said in a loud whisper. `That isn't the wind. It is different. It is that crying I heard before.'

The door of her room was ajar and the sound came from down the corridor, a far-off sound of fretful crying. She listened for a few minutes and each minute she became more and more sure. She felt as if she must find out what it was. Perhaps the fact that she was in a rebellious mood made her bold. She put her foot out of the bed and stood on the floor.

`I am going to find out what it is,'

she said. `Everybody is in bed and I don't care about Mrs Medlock - I don't care!'

There was a candle by her bedside and

she took it up and went softly out of the room. The corridor looked very long and dark, but she was too excited to mind that. She thought she remembered the corners she must turn to find the short corridor with the door covered with tapestry - the one Mrs Medlock had come through the day she lost herself. The sound had come up that passage. So she went on with her dim light, almost feeling her way, her heart beating so loud that she fancied she could hear it. The far-off, faint crying went on and led her. Sometimes it stopped for a moment or so and then it began again. Was this the right corner to turn? She stopped and thought. Yes, it was. Down this passage and then to the left, and then turn up two broad steps, and then to the right again. Yes. There was the tapestry door.

She pushed it open very gently and closed it behind her, and she stood in the corridor and could hear the crying quite plainly, though it was not loud. It was on the other side of the wall at her left and a few yards farther on there was a door. She could see a glimmer of light coming from beneath it. The Someone was crying in that room, and it was quite a young Someone.

So she walked to the door and pushed it open, and there she was, standing in the room!

It was a big room, with ancient, handsome furniture in it. There was a low fire glowing faintly on the hearth and a nightlight burning by the side of a carved four-poster bed hung with brocade, and on the bed was lying a boy, crying pitifully.

Mary wondered if she was in a real place or if she had fallen asleep again and was dreaming without knowing it.

The boy had a sharp delicate face, the colour of ivory, and he seemed to have eyes too big for it. He also had a lot of hair which tumbled over his forehead in heavy locks and made his thin face seem even smaller. He looked like a boy who had been ill, but was crying more as if he were tired and cross than as if he were in real pain.

Mary stood near the door with her candle in her hand, holding her breath. Then she crept across the room, and as she drew nearer, the light attracted the boy's attention and he turned his head on his pillow and stared at her, his grey eyes opening so wide that they seemed immense.

`Who are you?' he said at last in a half-frightened whisper. `Are you a ghost?'

From *The Secret Garden* by Frances Hodgson Burnett

***Thinking back***

**Say if these sentences are true (T) or false (F) .**

1 Mary had heard the sound of crying before. T

2 The sound came from the attic. F

3 Mary took a lantern to light the way. F

4 Mary was in a big house with lots of

rooms. T

5 The door of the boy's bedroom had a

mirror on it. F

6 In the bedroom, the boy was sitting in an

armchair, crying. F

7 The boy looked ill. T

***Thinking about it***

1 Why do you think Mary could not sleep? - I think Mary could not sleep because she was lying awake thinking about her parents who had recently died.

2 Who do you think Mrs Medlock was? – I think Mrs Medlock is the house caretaker because the story would state if she was married to Mary’s Uncle.

3 Why did Mary `almost have to feel' her

way down the corridor? – Mary had to almost feel her way down the corridor because the corridor was so dark and dimly lit.

4 What two clues told Mary there was

someone in the room before she even

opened the door? – The two clues that told Mary there was someone in the room before she opened the door where: There was a glimmer of light coming from beneath the door and she could also hear a young person crying.

5 Describe how the boy's bedroom was

furnished. – The bedroom was furnished with ancient, handsome furniture in it. There was also a fire, nightlight and large carved bed. This shows how old and grand the room looked.

6 Describe the boy. – The boy had a sharp delicate face, the colour of ivory, and he seemed to have eyes too big for it. He also had a lot of hair which tumbled over his forehead in heavy locks and made his thin face seem even smaller. He looked like a boy who had been ill, but was crying more as if he were tired and cross than as if he were in real pain. He also had large grey eyes.

7 Was the boy surprised to see Mary?

How can you tell? – I think the boy was surprised to see Mary. I can tell this because he asks her if she was a ghost.

***Thinking it through***

1 Why might Mary have felt very strange

in this house? – Mary might have felt strange in the house because it belonged to her uncle in Yorkshire. She was much use to living in India with her parents before they died.

2 The author manages to create a rather

`creepy' atmosphere. Give some

examples of how she does this. – The author manages to create a rather creepy atmosphere by describing. She uses text like: a far-off sound of fretful crying, The corridor looked very long and dark, she went on with her dim light, almost feeling her way, her heart beating so loud that she fancied she could hear it.

3 How can you tell Mary is excited?

Find a sentence or some words from the

passage that tell you. You can tell Mary is excited because she wants to explore and find the source of the crying. Evidence of this lies when the author states: The corridor looked very long and dark, but she was too excited to mind that

4 How does the author make you feel sorry

for the boy? – The author makes you feel sorry for the boy by using the crying as a plot device and then describing how he looks.

5 Think of five things you would say to

persuade someone who hasn't read the

passage to do so. – I would read this passage because: It has a creepy atmosphere, It is suspenseful, The author describes things in lots of detail, I could visualise the passage, and it is left on a cliff hanger.