

The Lake District

Comprehension

- (a) B
(b) Teacher check. Answers may include:
Introduction, paragraph 1; Physical features, paragraphs 2 and 3; Economy, paragraph 4; Outdoor activities, paragraphs 5 and 6; History, paragraphs 7 and 8; Links with literature, paragraph 9; Conclusion, paragraph 10
(c) Teacher check. Answers may include:
most stunning scenery, majestic, brooding fells, magnificent corner of England, spectacular scenery, its awesome beauty; The author has a high opinion of the beauty of the Lake District.
- Teacher check. Underlined points may include:
evidence of early Roman Britain, often missed by the hordes of tourists, stone-axe 'factory', very hard volcanic rock, used in trading.
Summary: Evidence suggests the Lake District has been inhabited by humans since the Stone Age. Local volcanic rock was quarried to make durable stone axes which were traded. The arrival of the Romans, whose army was stationed in the area, would have helped to develop trade further.
- The stunning location of the Lake District is a mecca for outdoor enthusiasts, those interested in literature and history, and those who simply enjoy its beautiful scenery. It is accessible from many large cities. With so many potential visitors with a range of budgets, the area has developed a vast array of business opportunities, including accommodation and dining, and facilities for accessing the many activities on offer.
- The effect of the foot-and-mouth disease outbreak would have been devastating as the economy relies on visitors having free access to the lakes and fells.

Word knowledge

- The final sentence of paragraph 1 says the Lake District National Park is one of superlatives. In paragraph 2, superlative adjectives are used to describe physical features of the National Park.
- (a) silently surveying the spectacular scenery
(b) Teacher check. Should include language to describe the sense of remoteness from the familiar scenes and sounds at ground level, having a far-reaching bird's-eye-view, and the scenery.
- (a) (i) mention-ed (ii) spoke-s
(iii) travel-ing (iv) wet-est
(b) (i) -ion, suggestion (ii) -ation, alteration
(iii) -ion, radiation (iv) -ation, exploration
- (a) crowds
(b) Teacher check. For example, The squirrel had a hoard of acorns, hidden from the horde of other squirrels.
- Teacher check. For example, He must have heard the row from the football crowd.
- (a) doubtful (b) fort
- (a) ev-i-dence (b) ge-o-log-i-cal
(c) com-pan-ion (d) hos-pi-tal-i-ty
- (a) geology – the study of rocks and the earth beneath our feet
(b) topography – the study of the natural and constructed physical features of a place

Postcards from Provence

Comprehension

- Teacher check.
For example: They all enjoy going to France for their holidays. Kate: I could stay here forever. We come here every year. George: I'm having a great time. Will: Cycling's a great way to explore the area.
- Teacher check.
Kate: Fact – The converted cowshed ... has all the original features.
Opinion – in this lovely corner of France;
George: Fact – Some towns don't allow any cars.
Opinion – old towns ... they're pretty interesting;
Will: Fact – I go for a bike ride early each day.
Opinion – medieval towns ... they are so amazing.
- Will: He enjoys being active but also enjoys relaxing. He is interested in history and cooking.
Kate: Enjoys the slower pace of life while on holiday. Likes to read for relaxation. Would like to own a property in France.
George: Is an active boy who enjoys sport. Also interested in history and cooking. Gets on well with his parents.
- Early morning: Cycling – Will; Bakery run – Kate and George
Mid-morning: Visit to local markets – Will, Kate and George
Early afternoon: Relax at river beach – Will, Kate and George; Play football – George
Late afternoon: Visit old towns – Will, Kate and George
Early evening: Stroll along lanes – Kate; Prepare dinner – Will and George
Late evening: Clear up kitchen – Kate
- It is so warm that people move very slowly or not at all.
- Teacher check

Word knowledge

- collection of cosmopolitan comrades: a group of friends of different nationalities
- traditional French food/French cooking
- enduring
- (a) (i) settle-ed (ii) give-ing
(iii) beach-es (iv) occasion-al-ly
(b) (i) en-courage (ii) re-fresh
- amble, stroll
- Teacher check
- (a) fa-vour-ite (b) de-li-cious
(c) me-di-e-val (d) cob-bled
- Teacher check.
For example, Will: I enjoy a snooze; Kate: inhale the delicious scent of wild lavender; George: Having fun jumping into the water ... is the same in any language!
- (a) informal
(b) The greeting and signing off in all three use informal language. The use of exclamation marks. Language, content and sentence structure are informal.

Nouns

- (a) Teacher check
(b) Teacher check. The proper nouns in need of capitalisation are Dawn, Sandy, Riverville, Dad, Mum, Saturday, Sunday, Wednesday, Dakota's.
- Possible answers include: bush, shot, bosun, hound, bond, stub, bout, bonus, doubt, dust, bust, knot (a collective term for a number of frogs or toads), hunt, host (a collective term for a number of sparrows), sound, snot, snob, snout, tusk, knob, husk (a collective term for a number of hares), bunk, hunk, dusk, stud (collective term for a number of horses), bunt.

Week 1

Verbs

- Teacher check; crept, floated, carried, increased, approached, became, tied, playing, had taken, was, should have remembered, wonder, will read, acted, learnt
- (a) 15
(b) Answers will vary but will include four of the following: crept, floated, carried, increased, approached, became, tied, playing, was, wonder, acted, learnt
(c) had taken, will read
(d) should have remembered
(e) (i) had (ii) will (iii) have
- Teacher check

Narrative

- Teacher check
- Teacher check
- (a) Estelle pretended to watch her grandfather play boules.
She watched and waited for her chance to go, unnoticed to the path.
She played 'throw and catch' with a dog.
She was stopped by the soldier.
(b) Teacher check
- Teacher check
- Answers may include: To tie up the loose end. To show how clever Estelle was and how much danger she faced.

Be healthy! Be happy!

We need to improve our **lifestyles**. The car, TV and fast **foods** are turning us into a nation **of** unhealthy, unfit people. More **people** suffer from diet-related **illnesses** than ever **before** as a result of regularly eating **meals** high in fat and sugar. Young people need to **learn** the importance of eating **healthy** food to prevent medical **problems**. TV, **DVDs** and computer **games** are becoming the most popular **leisure activities** for many young people. **More** time needs to be spent enjoying physical **activities** that **raise** the heart rate and make the body work harder. We are relying **too** much on the car for transport. **There** must be **times** when we can walk instead. If we look after our **bodies** they will work well for us. Let's do it!

- Capital letter
- Comma
- of
- people
- before
- Full stop
- learn
- healthy
- Comma
- leisure
- Capital letter
- raise
- Full stop
- too
- Capital letter
- bodies
- Apostrophe

- (a) Missing punctuation is in **bold type**.
- (a) (i) fast **foods** (ii) medical **problems** (iii) popular **activities**
(iv) physical **activities**
- (a) Spelling errors are in *italic type*.
of, people, before, learn, healthy, leisure, raise, too, bodies
(b) Plural nouns are underlined.
's' – lifestyles, foods, meals, problems, DVDs, games, times
'es' – illnesses
'ies' – activities, bodies
- (a) Possible answers include:
(i) unpopular (ii) work (iii) irregularly, sometimes

The ballad of Ned Kelly

An Irish lad named **Ned Kelly** was born in 1854.
His parents worked from dawn to dusk
But still were very poor.
But still were very poor.
When **Ned** was twelve his father died
And life got even worse.
At sixteen years he went to gaol
For **receiving** a stolen horse.
For **receiving** a stolen horse.
An argument with a policeman
(Fitzpatrick was his name)
Sent **Mrs Kelly** away for three years
And then **Ned** rose to fame.
Then **Ned** rose to fame.
The bush became his second home
And when one day, by chance
He came upon some policemen,
He finally took a stance.
He finally took a stance.
The **Kelly Gang** shot them dead
And robbery became their trade.
No rich man's bank was safe from them
And a legend had been made.
A legend had been made.
June 1880 will be remembered
As **Ned Kelly's** last stand,
Dressed in armour made of steel
With shotgun in his hand.
Shotgun in his hand.
His comrades fell and still he fought
Relentless to the last.
More than twenty-eight bullets **pierced** his skin
And so the die was cast.
So the die was cast.
In **November** 1880, at twenty-eight,
Ned's life came to an end.
A hangman's rope sealed the fate
Of our bushranger legend.
Our bushranger legend.

- Missing punctuation is in **bold type**.
(b) Proper nouns are underlined.
Irish, Ned, Kelly, Ned, Fitzpatrick, Mrs, Kelly, Ned, Ned, Kelly, Gang, June, Ned, Kelly, November, Ned's
- (a) (i) stolen horse
(ii) poor parents or Irish parents
(iii) hangman's rope
(iv) bushranger legend
- (a) Spelling errors are in *italic type*.
(i) receiving
(ii) pierced
(b) * 'i' before 'e' except after 'c', is the spelling rule.

Art thief arrest

Art thief Winston Rose has **finally been arrested** after **having been chased** by the world's police for more than 10 years. The details of **his** amazing **escapes** can be found in **William Green's** book, **Artful dodging**. The infamous criminal has **stolen priceless** paintings from **museums** and art galleries in 12 countries. Rose's method **was to cut** a painting out of **its** frame and replace it with a picture of a red rose. Rose is **known** as an expert at avoiding security alarms, but yesterday he **set one off** as **he entered** the Franklin Gallery in London. 'I think Rose is as **surprised** as we are about the alarm', said a **police** spokesperson yesterday. **He** is now in custody but **is not saying anything** about what he **has done** with all the **stolen** art.'

- Missing punctuation is in **bold type**.
- (a) Verbs are underlined.
Answers will vary, but should include four of the following:
been arrested, having been chased, has stolen, was to cut, was set (off), entered, has done
(b) Pronouns are shaded **grey**.
him – his (line 2), their – its (line 6), she – he (line 8), Him – He (line 10)
- Spelling errors are in *italic type*.
thief, finally, escapes, priceless, museums, known, one, surprised, police, stolen
- (a) One way of correcting the double negative has been underlined in bold.
'...is not saying nothing' should read '...is not saying anything' or '...is saying nothing'.

Classifying angles

- (a) 90° (b) less than 90° (c) less than 90°
(d) more than 90° (e) 90° (f) more than 90°
- Teacher check
- 90° angle
- Teacher check. Possible answers: square and rectangle
- Teacher check
Challenge – Teacher check

Naming and measuring angles

- (a) straight; 180° (b) acute 70°
(c) reflex 240° (d) right 90°
(e) acute 30° (f) obtuse 130°
(g) reflex 270° (h) right 90°
(i) acute 10° (k) obtuse 100°
- (a) 90° angles (right)
(b) 110° (obtuse)
(c) 60° (acute)
(d) 140° (obtuse)
Challenge – Teacher check

Week 1

Place value

- (a) 2135 (b) 43 806 (c) 1 241 651
(d) 826 124 (e) 3 000 000 (f) 1 943 460
(g) 403 862 (h) 2 851 139
- (a) 3 million (b) 9 tens of thousands
(c) 5 hundreds of thousands (d) 7 hundred
(e) 7 ones (f) 2 million (g) 7 thousand
(h) 4 hundreds of thousands (i) 9 tens
(j) 1 tens of thousands.
- (a) 218 675 (b) 632 807 (c) 1 427 956
(d) 1 438 721 (e) 2 792 804 (f) 2 856 407
(g) 3 034 589 (h) 3 465 481 (i) 4 582 399
(j) 5 277 594

Challenge – Teacher check

Expanded notation

- (a) $20\,000 + 3\,000 + 700 + 90 + 9$
(b) $500\,000 + 20\,000 + 80\,000 + 900 + 50 + 1$
(c) $800\,000 + 70\,000 + 2\,000 + 300 + 40 + 8$
(d) $1\,000\,000 + 800\,000 + 60\,000 + 300 + 10 + 7$
(e) $2\,000\,000 + 200\,000 + 40\,000 + 5\,000 + 600 + 80 + 5$
(f) $900\,000 + 80\,000 + 6\,000 + 300 + 40 + 1$
(g) $4\,000\,000 + 200\,000 + 70\,000 + 7\,000 + 800 + 20 + 5$
(h) $3\,000\,000 + 400\,000 + 20\,000 + 9\,000 + 500 + 60 + 2$
- (a) $3 \times 1\,000\,000 + 3 \times 100\,000 + 4 \times 10\,000 + 2 \times 1\,000 + 7 \times 100 + 9 \times 10 + 9 \times 1$
(b) $5 \times 100\,000 + 2 \times 10\,000 + 8 \times 1\,000 + 6 \times 100 + 4 \times 10 + 5 \times 1$
(c) $1 \times 1\,000\,000 + 8 \times 100\,000 + 7 \times 10\,000 + 9 \times 1\,000 + 3 \times 100 + 3 \times 10$
(d) $5 \times 10\,000 + 3 \times 1\,000 + 6 \times 100 + 8 \times 10 + 2 \times 1$
(e) $6 \times 1\,000\,000 + 8 \times 100\,000 + 2 \times 10\,000 + 4 \times 1\,000 + 7 \times 10 + 3 \times 1$
(f) $9 \times 100\,000 + 3 \times 10\,000 + 6 \times 1\,000 + 2 \times 100 + 8 \times 10 + 5 \times 1$
(g) $2 \times 1\,000\,000 + 4 \times 100\,000 + 1 \times 10\,000 + 8 \times 1\,000 + 6 \times 100 + 4 \times 10 + 9 \times 1$
(h) $1 \times 1\,000\,000 + 7 \times 100\,000 + 3 \times 10\,000 + 3 \times 1\,000 + 5 \times 100 + 1 \times 1$
- (a) 859 173 (b) 33 789 (c) 1 467 262
(d) 7 870 933 (e) 975 602

Challenge – 53 682, 528 645, 936 285,
1733 501, 1879 330, 2418 649,
3 342 799, 6 820473

Rounding numbers

- (a) 3530 (b) 86 400 (c) 537 280
(d) 1 423 680 (e) 949 730 (f) 2 573 880
(g) 310 000 (h) 5 803 430 (i) 1 266 490
(j) 674 380 (k) 100 000 (l) 1 000 010
- (a) 728 700 (b) 914 500 (c) 1 647 800
(d) 1860 100 (e) 2 537 600 (f) 753 000
(g) 680 300 (h) 3 451 900 (i) 1 533 700
(j) 2 451 100 (k) 88 000 (l) 3 000 000
- (a) 7000 (b) 821 000 (c) 48 000
(d) 1376 000 (e) 313 000 (f) 869 000
(g) 2 756 000 (h) 3 201 000 (i) 575 000
(j) 1 689 000 (k) 45 000 (l) 108 000
- (a) $1\,352\,687 - 1\,350\,000$ (b) $1\,585\,504 - 1\,590\,000$
(c) $1\,896\,950 - 1\,900\,000$
- (a) $40 + 60 = 100$ (b) $50 + 80 = 130$
(c) $310 + 20 = 330$ (d) $150 + 60 = 210$
(e) $260 + 10 = 270$ (f) $1000 + 100 = 1100$
- (a) $400 + 400 = 800$ (b) $900 + 600 = 1500$
(c) $2200 + 800 = 3000$ (d) $5100 + 6000 = 11\,100$

Challenge – (a) 400 000 (b) 900 000
(c) 1 200 000 (d) 1 2400 000

Units for length

- (a) Hand, ruler, foot, matchstick, string, tape measure, trundle wheel, popstick, cubes, finger, 1 metre ruler.
- (a) mm (b) cm (c) m (d) km
- (a) km (b) mm (c) m (d) cm
- Answers will vary
- (a) cm (b) mm (c) cm

Challenge – Answers will vary

Measuring in millimetres

- 10 mm, 1000 mm
- (a) 31 mm (b) 55 mm (c) 8mm
(d) 52 mm (e) 14 mm (f) 22 mm
(answers may vary slightly due to photocopying)
- (a) 30 (b) 4 (c) 0.7 (d) $\frac{1}{2}$ or 0.5
- Teacher check

Challenge – Teacher check, answers will vary

The skeletal system

- (a) For example, skull–brain, ribs–heart/lungs, backbone–spinal cord.
(b) It lets you stand upright and holds up the body parts.
(c) Muscles joined to the bones, the bones have joints so the skeleton can bend.
1. skull 2. jawbone 3. shoulder blade 4. collar bone 5. ribs 6. humerus
7. backbone 8. pelvis 9. thigh bone 10. kneecap
- (a) movement or motion (b) pairs
(c) involuntary: blinking, breathing, swallowing (others: sneezing, some habitual behaviour can become involuntary).
(d) voluntary: walking, head turning, typing (others: eye movement, blowing nose, eating)

The Structure of the eye



The structure of the ear

- External ear
- Ear canal
- Eardrum
- Middle-ear bones
- Semicircular canals
- Cochlea
- Auditory nerve
- Eustachian tube

Explanation: See background notes.

Background Information

Sound is produced by vibrations in the air. It has pitch (vibration frequency, high/low sounds), intensity (loudness measured in decibels) and timbre (quality and overtones).

The outer ear is shaped to catch soundwaves and direct them into the ear canal. The ear canal is lined with hairs and wax to catch dust particles and protect the eardrum. The sound vibrates the eardrum which transmits the vibrations to three small middle-ear bones (hammer, anvil, stirrup). These

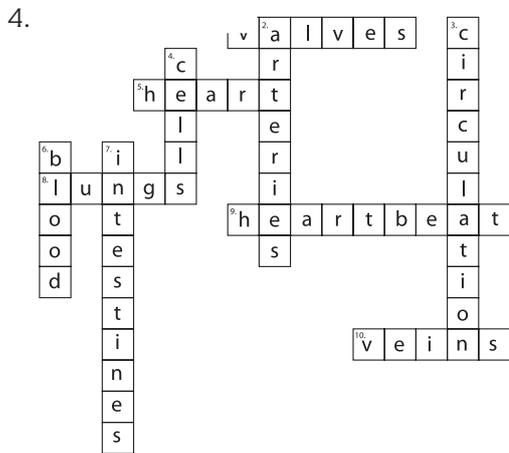
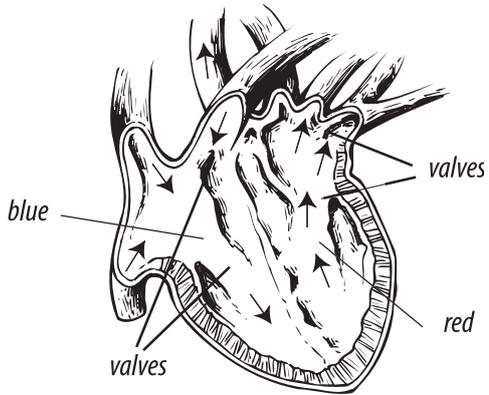
in turn transmit the vibrations to the inner ear, where the cochlea (filled with fluid and hairs) reads the vibrations and transmits the message to the auditory nerve. This nerve sends the message to the part of the brain which analyses what is heard and makes sense of the sound (or not).

A canal called the Eustachian tube connects the middle ear to the back of the nose. It equalises air pressure on both sides of the eardrum, such as when flying.

Week 1

Our circulatory system

- (1) circulation (2) cells (3) oxygen (4) disposed (5) intestines (6) lungs (7) gases (8) pump (9) organ (10) valves
- Artery = Away, or to = small word (same as vein).
-



Week 2

The legacy of the Great Iron Horse

Comprehension

1. Teacher check
2. Teacher check.
3. The network of railway tracks spread very quickly./The trains opened up the colonies.
4. It was a new way to earn money, providing accommodation for travellers from afar: the start of the tourist industry.
5. So the reader can more easily identify the content of each section.
6. (a) Fact (b) Opinion
(c) Opinion (d) Opinion
7. Teacher check.

Word knowledge

1. (a) (i) standard-ise-ed (ii) great-est (iii) noise-ly (iv) in-just-ice-s
(b) bring
2. (a) revolutionary (b) representatives
(c) governed, government (d) industrial
3. reversals
4. the great iron horse; great, rumbling, steaming monsters
5. (a) major influence
(b) further afield
(c) current news
6. (a) factories (b) countries
(c) industries (d) technologies
7. (a) ef-fi-cient (b) fre-quent
(c) de-liv-ered (d) ec-o-nom-ic
8. (a) efficient, 3 (b) economic, 1
(c) efficiently, 4 (d) economy, 2
9. Teacher check

Classified!

Comprehension

1. classification
2. Teacher check, answers may include:
similarity: Each system is used to classify every new 'specimen' (nonfiction or living things) with like examples, in a place where it can be easily found.
difference: In classifying a new specimen, the Linnaean system also gives it a unique name.
3. Teacher check
4. Teacher check
5. The Linnaean system is a wonderful gift from a bygone age.
6. Melvil Dewey: USA, 19th century, librarian, Dewey Decimal Classification System
Carl Linnaeus: Sweden, 18th century, botanist, Linnaean system of classifying all living things
7. Dewey system: Easy to locate nonfiction on library shelves
Linnaean system: Easy to identify new species based on physical characteristics
8. (a) 535 (b) 539
(c) 534 (d) 530

Word knowledge

1. (a) (i) publication (ii) classification (iii) identification (iv) continuation
(b) Teacher check, answers may include: to make them easier to say.
2. (a) libraries (b) shelves
(c) resources (d) subjects
3. rank, rate
4. Chordata: with a spine, Mammalia: a mammal, Carnivora: a meat eater, Felidae: member of the cat family
5. (a) clas-si-fi-ca-tion (b) dic-tion-ar-y
(c) e-quip-ment (d) sim-i-lar-i-ties
6. (a) u-ni-ver-si-ty (b) his-to-ry
(c) char-ac-ter-is-tic (d) phy-si-cal
(e) con-tin-ued (f) min-er-al
7. (a) botany: the study of plants
(b) geology: the study of rocks
(c) zoology: the study of animals
8. (a) The areas of study
(b) Teacher check

Command verbs

1. Many people feel self-conscious when they go to a dance or party because they don't think they can dance. If you are one of these people, the ideas below may help.

Move your body with the rhythm and beat of the music. **Keep** it simple. Just **listen** to the music. **Click** your fingers or **clap** your hands occasionally. **Sway** your body from side to side.

Join in dances such as the macarena, a conga line, 'The Time Warp', or 'YMCA', where the steps are well known and everyone does the same thing. Since you will know what moves to do, you can just enjoy yourself.

Find a friend and **drag** him or her onto the dance floor. **Hold** hands if you like and **do** the same steps that they do. Then you can experiment by making a few changes.

If someone asks you to dance, **say** 'Yes' and **have** a go anyway. **Keep** your partner talking to distract him or her from your dancing. That way you won't have to move very much. If the music is too loud for talking, **sing** along to the music.

When it comes to dancing, **do** fewer movements rather than more. You won't look like you are trying to show off and you won't look silly. **Have** a go and **have** fun!

2. Answers will vary but may include:

- | | |
|------------------|------------|
| (a) Move | (b) Turn |
| (c) Remember | (d) Keep |
| (e) Look | (f) Keep |
| (g) listen | (h) Finish |
| (i) Slice, saute | (j) Stop |

Adjectives

1. (a) Enjoy a **fluffy omelette** filled with **tasty cheese**, served with **crunchy bacon** and a **thick slice** of **toasted Italian bread**. Afterwards, sip on a mug of **frothy, hot chocolate** which is **delicious!**
(b) Teacher check

2. Adjectives from menu: Possible answers:

Quality – fluffy, tasty, crunchy, toasted, frothy, hot, delicious

Size – thick

Origin – Italian

Teacher check other adjectives

Recount

- 1-2. Teacher check
3. (a) Teacher check
(b) Answers will vary but the capture of the monkey is given in great detail.
(c) Answers will include 'propped', 'climbed', 'was seated', 'attached', 'passed', 'manoeuvred', 'was', 'brought', 'slipped', 'handed', 'pushed' and 'released'.
4. The conclusion tells us that he thinks that the creatures are 'sweet'.

Week 2

The 'Titanic' should be left alone

The 'Titanic' was a large, luxurious ship that sank in 1912, taking 1513 people with it. The wreck was found in 1985. Since that time, *thousands* of artefacts have been taken from the 'Titanic'. Some people think this is *wrong*. They say the 'Titanic' is really a *graveyard* and should be left *alone*.

I don't think that just *anyone* should be *allowed* to visit the *shipwreck*. But if *scientists* are careful, I can't see *anything* wrong with *removing* artefacts from the 'Titanic'. People can then go to see them in museums. This is a good way to pay our respects to the people who *died* in the disaster. If the artefacts are left *underwater*, they will *eventually* perish and *no-one* will ever see them. I think that's a shame. The people who died on the 'Titanic' must be *remembered*. Bringing the ship's artefacts to the *surface* is the best way to do this.

1. Missing punctuation is in **bold type**.
2. (a) Verbs are underlined.
will be – was (line 2), will die – died (line 8)
3. (a) Spelling errors are in *italic type*.
thousands, wrong, allowed, scientists, removing, eventually, remembered, surface
4. (a) Answers will vary, but may include the following:
(i) deteriorate, decompose
(ii) calamity, catastrophe
(b) Compound words have been underlined in bold.
alone, anyone, anything, graveyard, shipwreck, underwater, no-one
(c) Teacher check

The marine turtle

The turtle is a reptile, a *cold-blooded* animal that breathes air *through* its lungs. The main feature of the turtle is its hard shell, which can be up to a *metre* in *length*.

There are seven types of marine turtle, most of them living in the warm tropical oceans where they feed on algae and sea grasses.

Turtles spend most of their time in the water but the female crawls on to the beach to lay her *rubbery-shelled* eggs. She digs a hole in the sand and lays as many as two hundred eggs. The eggs are covered with sand for protection from the *sun* and *predators*. After about *eight* weeks, they are ready to hatch.

Most young turtles fail to reach the ocean as the trip across the open sand is a dangerous one. *Young* turtles are easy *prey* for birds and other animals.

1. (a) Missing punctuation is in **bold type**.
(b) Hyphenated words are underlined.
cold-blooded, rubbery-shelled
(c) (i) self-service (ii) mini-mart (iii) half-hearted (iv) sea-dog
2. (a) Answers should include the following:
that, which, where, but, and, as
3. (a) Spelling errors are in *italic type*.
through, metre, length, there, sun, predators, eight, young, prey

Matthew's story

My life: the story of Matthew Marsh

I was born in London in 1967. My family's main *interest* was sport and my parents *actively encouraged* me to play team sports from an *early* age. But I really didn't enjoy playing sport. I *preferred* to play my violin.

When I left school, I found a job as a baker's *assistant* and kept practising my violin. One day, I *heard* that a new music group was looking for a *violinist*. I rang and *nervously* auditioned for the group's lead *singer* the next day. To my delight, I got in.

I *enjoyed* the band's music and spent the next few years *happily* playing electric violin. When the band broke up in 1997, I started to *write* my own pop music. My songs have been *performed* by some of the world's most *famous* singers. I now live in Los Angeles where I *work* in my home studio.

interest
actively
encouraged
early
preferred
assistant
heard
violinist
nervously
singer
enjoyed
happily
write
performed
famous
work

1. Missing punctuation is in **bold type**.
2. (a) Adverbs are underlined.
actively, nervously, happily
(b) Answers should include three of the following:
main, team, early, baker's, new, music, lead, next, few, electric, own, pop, famous, home
3. (a) Spelling errors are in *italic type*.
interest, encouraged, early, preferred, assistant, heard, violinist, singer, enjoyed, write, performed, famous, work

Describing 2-D shapes

1. (a) rectangle, 4, 4 (b) octagon 8, 8
(c) circle, 1, none (d) pentagon, 5, 5
(e) square, 4, 4 (f) parallelogram 4, 4
(g) hexagon, 6, 6 (h) triangle, 3, 3
2. Answers may include – triangle, square, pentagon, rectangle, hexagon, octagon
3. Answers may include – square, rectangle, trapezium, parallelogram

Challenge – Rectangle, triangle

Classifying and comparing 2-D shapes

1. Red – square, rectangle. Blue triangle. Yellow – octagon, pentagon, hexagon. Green – trapezium, parallelogram
2. (a) parallelogram (b) triangle (c) square
(d) hexagon (e) rectangle (f) octagon.
Teacher check drawings.

Challenge – Trapezium

Decimals – tenths

1. (a) 0.8 (b) 0.1 (c) 0.7 (d) 0.5
(e) 0.4 (f) 1.0 (g) 0.2 (h) 0.9
2. Teacher check
3. 0, 0.2, 0.3, 0.4, 0.6, 0.7, 0.8, 0.9

Challenge – 0.4, 0.6

Decimals – hundredths

1. (a) 0.40 (b) 0.23 (c) 0.67
(d) 0.98 (e) 0.08 (f) 0.49
(g) 0.53 (h) 0.13
 2. Teacher check
- Challenge – (a) 0.05 (b) 0.08 (c) 0.13
(d) 0.21 (e) 0.23 (f) 0.30
(g) 0.40 (h) 0.46 (i) 0.49
(j) 0.53 (k) 0.62 (l) 0.67
(m) 0.74 (n) 0.81 (o) 0.96
(p) 0.98

Decimals – thousandths

1. 0.002, 0.015, 0.030, 0.078, 0.091, 0.129, 0.260, 0.465
 2. (a) 0.345 (b) 0.007 (c) 0.084
(d) 0.753 (e) 0.400 (f) 0.052
(g) 0.001 (h) 0.139 (i) 0.378
(j) 0.072 (k) 0.089 (l) 0.165
 3. Teacher check
 4. (a) < (b) < (c) > (d) < (e) < (f) < (g) <
(h) > (i) < (j) < (k) > (l) >
- Challenge – (a) 0.124 (b) 0.508 (c) 1.225
(d) 1.814

Representing decimal numbers

1. (a) 0.4 (b) 0.9 (c) 0.3
(d) 0.8 (e) 0.5 (f) 0.4
 2. (a) 0.42 (b) 0.15 (c) 0.07
(d) 0.68 (e) 0.56 (f) 0.29
 3. (a) 0.05 (b) 0.312 (c) 0.045
(d) 0.658 (e) 0.128 (f) 0.014
 4. Teacher check
 5. (a) 0.682 (b) 0.4111 (c) 0.88
(d) 0.169
- Challenge – 0.003, 0.672, 0.985, 0.09, 0.63, 0.89, 1.983, 2.607, 5.08, 8.994

Week 2

Measuring in centimetres

- 100 cm
- (a) 5 cm (b) 2 cm (c) 4 cm
(d) 3 cm (e) 12 cm (f) 10 cm
- (a) 400 cm (b) 150 cm (c) 700 cm
(d) 380 cm (e) 890 cm (f) 2500 cm
(g) 0.5 m (h) 3 m (i) 7.5 m
(j) 9.2 m (k) 6.1 m (l) 34 m
- Teacher check
- Teacher check
- Answers will vary
Challenge – Teacher check

Line graphs

- (a) Wednesday (b) Saturday
(c) Thursday (d) 13 °C
- (a) 1 p.m. - lunchtime (Teacher check)
(b) 9 a.m. - too early for sausages people had
generally just eaten breakfast (Teacher check)
(c) 20
Challenge – Teacher check

Solar system model

	Diameter	Scaled diameter 5 000 km = 1 cm	Distance from sun	Scaled distance from sun 50 000 000 km = 1 m
Sun	1 400 000 km	280 cm		
Mercury	4 900 km	.98 cm (~1 cm)	60 000 000 km	1.2 m
Venus	12 100 km	2.42 cm	108 000 000 km	2.16 m
Earth	13 000 km	2.6 cm	150 000 000 km	3 m
Mars	6 800 km	1.36 cm	228 000 000 km	4.56 m
Jupiter	134 000 km	26.8 cm	778 000 000 km	15.56 m
Saturn	121 000 km	15 cm	1 425 000 000 km	29.04 m
Uranus	51 000 km	10.2 cm	2 870 000 000 km	57.4 m
Neptune	49 000 km	9.8 cm	4 497 000 000 km	89.94 m

- Teacher check
- Teacher check

The solar system

	Satellites	Surface Temperature	Distance from Sun	Diameter	Atmosphere	Other Information
Sun	9 plus moons	6 000 °C to 20 000 000 °C		1 400 000 km	Huge ball of constantly exploding gas, throwing out heat and light.	Teacher check
Mercury	none	170 °C to 350 °C	60 million km	4 900 km	No atmosphere	Teacher check
Venus	none	500 °C	108 million km	12 100 km	Smog-like clouds made up of carbon dioxide and sulfuric acid.	Teacher check
Earth	one – the moon	-30 °C to 50 °C	150 million km	13 000 km	Nitrogen, oxygen, carbon dioxide and water vapour.	Teacher check
Mars	two	-125 °C to 25 °C	228 million km	6 800 km	Thin and mainly carbon dioxide.	Teacher check
Jupiter	at least 16	-150 °C	778 million km	134 000 km	Methane, ammonium and some water vapour.	Teacher check
Saturn	23 moons	-180 °C	1 425 million km	121 000 km	Dense methane and ammonia.	Teacher check
Uranus	15	-220 °C	2 870 million km	51 000 km	Thick cloudy atmosphere of methane gas.	Teacher check
Neptune	2	-230 °C	4 497 million km	49 000 km	Dense methane gas.	Teacher check

Week 3

Onnivore? Vegetarian? Vegan?

Comprehension

- 1.–2. Teacher check
3. Omnivore: will eat all foods listed
Vegetarian: cottage cheese, broccoli, lentils, baked beans, oatmeal, omelette, dried apricots
Vegan: broccoli, lentils, baked beans, oatmeal, dried apricots
4. (a) Omnivore: Meat is the best source of many essential nutrients and vitamins and their absorption is not affected by foods eaten with it.
Vegetarian: There are no essential nutrients and vitamins that cannot be provided by plants.
Vegan: Veganism is a way to avoid consuming chemicals that are given to animals by meat producers and found in contaminated environments.
- (b) Teacher check
5. An unavoidable and undesirable side-effect of eating too much meat.
6. Teacher check, answers may include: Helps to identify a reasonable balance of consumption of different foods to maintain a healthy diet.

Word knowledge

1. (a) The matter (stuff) from which all living things are made.
(b) against life
2. (a) animal-s (b) provide-ed
(c) health-y (d) grow-th
(e) connect-ive (f) injury-es
3. (a) muscles (b) affect
(c) mussels (d) source
(e) meat
4. protein, iron, fibre, vitamin C
5. (a) sufficient (b) inhibit
(c) discomfort (d) essential
6. (a) sufficient (b) essential
(c) range (d) provide
7. (a) plant – noun: a living thing that grows in the ground
(b) plays – verb: takes part in
(c) iron – noun: an element that is used by the body to make blood
(d) water – noun: a colourless liquid
(e) spills – noun: the accidental emptying (from a container)

Adam's incredible journey

Comprehension

1. (a) It came with the junk mail.
(b) As he held it, he felt a tingling sensation in his hand.
(c) He spent a long time researching places in the world he would like to visit. He then sketched a world map and marked their locations on it.
2. (a) His body rose up and he floated away.
(b) He was carried away in a spiralling vortex (of time travel).
(c) He experienced a sensation similar to travelling in a lift.
3. (a) He cannot be seen.
(b) At the staircase to the moon, a large kangaroo was bounding straight towards him, paying him no attention. At Angkor Wat, he was being buffeted by unseeing tourists.
4. The first and last places are ancient, constructed sites; the second is a natural wonder.
5. (a) Opinion (b) Fact (c) Opinion (d) Fact
6. Teacher check
7. Teacher check

Word knowledge

1. (a) sense-ation (b) un-pleasant
(c) re-call (d) locate-ion
2. (a) collapsible, adjective (b) heavily, adverb
(c) visible, adjective (d) horizontal, adjective
3. (a) tingle-ing (b) interest-ed
(c) reflect-ion-s (d) boy-'s
4. (a) after-noon (b) stair-way
(c) moon-light (d) mud-flats
5. (a) staircase, 2 (b) toenail, 2
(c) marvelled, 1 (d) passport, 2
(e) towards, 1 (f) forward, 1
(g) outburst, 2 (h) another, 2
6. (a) rejected, discarded (b) amazing, incredible
7. (a) reality, illusion (b) tiny, massive

Comparatives and superlatives

1. The Sahara Desert in northern Africa is the **largest** hot desert in the world. The **largest** desert is actually Antarctica—a cold desert with minimal rainfall. It is **larger** in area than the Sahara. It has one of the **harshest** climates on Earth with temperatures ranging from 58 °C in summer to –6 °C in winter. The **most arid** part of the Sahara is in Libya. The **most common** features of the desert are the never-ending sand sheets and sand dunes. The majority of the people living there are nomads who move from place to place looking for **better** living conditions.
2. (a) spicier, spiciest
(b) narrower, narrowest
(c) more annoying, most annoying
(d) more spectacular, most spectacular
(e) clumsier, clumsiest
(f) lovelier, loveliest
(g) friendlier, friendliest
(h) more careless, most careless
(i) more fascinating, most fascinating
3. The blue whale is the **largest** animal to have ever lived on Earth. It is **bigger** than the **largest** dinosaurs. It is also the **loudest** living creature as its call can be heard up to 88 km away! The plankton and krill it eats are **tinier** than the fish sharks eat, even though sharks are **smaller** than the blue whale. **Fewer** blue whales live in the Southern Hemisphere than in the Northern Hemisphere.

Adverbs

1. (a) Teacher check
(b) (i) generously (ii) immediately
(iii) later (iv) traditionally
(v) across (vi) always
2. Teacher check
3. (a) crashed – often
(b) had been safe – certainly
(c) gave up – never
(d) has caused – rarely
(e) happen – occasionally
4. Adverbs will vary but answers should follow this pattern:
- (a) How, A bird/It can fly swiftly .
(b) Where, An aircraft/It could fly overseas .
(c) When, An aircraft/It could fly anytime .
(d) How often, I fly occasionally .

Procedure

1. Teacher check
2. to make baked lemon and ginger snapper
3. Teacher check
4. (a) Teacher check
(b) Answers will vary
(c) If the steps are not followed in the correct order, the procedure will not work.
5. The snapper will be cooked and tasty.

Week 3

The Great Barrier Reef

The **Great Barrier Reef** is the largest coral reef in the **world**. It is nearly two thousand kilometres long and **stretches** along most of the north-eastern coastline of **Australia**.

Although the reef is so large, it **is** actually made of very small coral polyps and algae.

The hard part of the reef is made from the **skeletons** of these small creatures.

Coral polyps **are** not, as they appear, members of the plant family, but are really small **animals** that have poisonous tentacles. These animals feed on **plankton** and when they die **their skeletons** remain.

- Missing punctuation is in **bold type**.
- (a) Verbs are underlined.
stretch – stretches (line 2), are – is (line 3), is – are (line 5)
(b) (i) were (ii) want (iii) is (iv) has
(c) (i) in (ii) along (iii) from
- (a) Spelling errors are in *italic type*.
world, *Although*, skeletons, animals, plankton, their, skeletons
- (a) largest – most extensive, long – in length, large – vast, very small – tiny, hard – solid, poisonous – venomous, feed – feast

Hermes

Hermes was the son of the god **Zeus** and a mountain nymph.

He was a very *special* child who, on his first day of life, found an empty tortoise shell and used it to make the first musical instrument, a lyre.

Hermes was known for his *helpfulness* to humanity. When Perseus was *ordered* by the king to bring him **Medusa's** head as a gift, **Hermes** provided him with a helmet to make him *invisible* and magic sandals so that he could fly swiftly. Perseus was able to complete his mission *successfully*, thanks to the *assistance* **Hermes** had given.

As the patron of *travellers*, it was **Hermes's** job to convey dead **souls** to the underworld.

Hermes was also the messenger of the gods. He carried a special staff and is often depicted wearing a straw hat.

_____ a _____
_____ special _____
_____ an _____
_____ a _____
_____ helpfulness _____
_____ ordered _____
_____ a _____
_____ invisible _____
_____ successfully _____
_____ assistance _____
_____ travellers _____
_____ souls _____
_____ a _____
_____ a _____

- Missing punctuation is in **bold type**.
- (a) A/An words are underlined.
a mountain, an empty, a lyre, a helmet, a special, a straw
(b) (i) an urgent message (ii) a helpful hint
(iii) an original painting (iv) a useful appliance
(v) an honest mistake (vi) a one-hit wonder
(c) (i) by (ii) with
- (a) Spelling errors are in *italic type*.
special, helpfulness, ordered, invisible, successfully, assistance, travellers, souls

School vending machine

I think it's a good idea that our school has *decided* to buy a food vending machine for the students to use. It will raise money for the school, *which* will directly benefit the students.

Also, there *isn't* a canteen or *tuckshop* at the school *so* students can't buy food from anywhere else.

This means that parents must prepare sandwiches or other food for *their* children every day.

In addition, the school board has *promised* that the vending machine will contain only *healthy* food.

Therefore, I can't understand why *some* parents don't want the vending machine. I *hope* it arrives soon.

_____ decided _____
_____ buy _____
_____ students _____
_____ which _____
_____ tuckshop _____
_____ so _____
_____ sandwiches _____
_____ their _____
_____ promised _____
_____ healthy _____
_____ some _____
_____ parents _____
_____ hope _____

- Missing punctuation is in **bold type**.
- (a) canteen **or** tuckshop
sandwiches **or** other food
- (a) buy, which, so, their, some
(b) Spelling errors are in *italic type*.
decided, tuckshop, promised, healthy, hope
(c) Singular nouns are underlined in bold.
students (line 3), sandwiches (line 7), parents (line 12)
- (a) One way of correcting the double negative has been underlined.
'...there isn't no canteen or tuckshop ...' should read '...there isn't a canteen or tuckshop ...'
'...there is no canteen or tuckshop ...'

Triangles

- (a) S (b) I (c) E
(d) I (e) I (f) S
(g) E (h) S
- (a) scalene, 3 cm, 2 cm, 4 cm, 120°, 40°, 20°
(b) equilateral 3 cm sides, 60° angles
(c) isosceles, 1 cm, 3 cm, 3 cm, 75°, 75°, 30°
NB: answers may vary slightly due to photocopying
- Teacher check
Challenge – Answers may vary

Circles

- Teacher check
- (a) 5 cm (b) 2 cm (c) 3.5 cm
- Teacher check
Challenge – Teacher check, answers will vary

Negative numbers

- (a) -12, -13, -16, -17, -19
(b) -2, -3, -6, -7, -9
(c) -10, -25, -35, -40, -50
(d) -56, -52, -48, -42
(e) -20, -26, -30, -32, -36
- (a) -4° (b) -12° (c) -7°
(d) -18° (e) -3° (f) -1°
- Teacher check
Challenge – 18°, -16°, -14°, -12°, -9°, -7°, -4°, -3°, -2°, -1°, 5°, 11°

Number properties

- (a) 3: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
(b) 7: 14, 21, 28, 35, 42, 49, 56, 63, 70, 77
(c) 9: 18, 27, 36, 45, 54, 63, 72, 81, 90, 99
(d) 5: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55
(e) 11: 22, 33, 44, 55, 66, 77, 88, 99, 110, 121
- (a) 3×5 , 5×3 , 1×15 - 1, 3, 5, 15
(b) 2×4 , 1×8 - 1, 2, 4, 8
(c) 5×4 , 2×10 , 20×1 - 1, 2, 4, 5, 10, 20
(d) 3×6 , 9×2 , 18×1 - 1, 2, 3, 6, 9, 18
(e) 6×4 , 8×3 , 12×2 , 24×1 - 1, 2, 3, 4, 6, 8, 12, 24
(f) 8×4 , 16×2 , 32×1 - 1, 2, 4, 8, 16, 32
(g) 6×10 , 20×3 , 30×2 , 60×1 , 5×12 - 1, 2, 3, 5, 6, 10, 12, 20, 30, 60
(h) 10×10 , 20×5 , 25×4 , 50×2 , 100×1 - 1, 2, 4, 5, 10, 20, 25, 50, 100
- (a) $16 \div 4 = 4$ mm (b) $20 \div 5 = 4 \times 2 = 8$
(c) $24 \div 8 = 3 \times 3 = 9$ (d) $26 \div 2 = 13$
(e) $45 \div 9 = 5 \times 3 = 15$ (f) $72 \div 6 = 12$
Challenge – $24 \div 8 = 3 \times 3 = 9$ students ride,
15 students use other transport

Rounding decimals

- (a) 1 (b) 2 (c) 8 (d) 5 (e) 8
(f) 2 (g) 8 (h) 14 (i) 17 (j) 27
(k) 50 (l) 76 (m) 75 (n) 210
(o) 400
- (a) $7 + 4 = 11$, 10.9 (b) $10 + 6 = 16$, 16
(c) $16 + 15 = 31$, 30.2 (d) $42 + 38 = 80$, 80.2
(e) $118 + 98 = 216$, 215.6 (f) $10 - 6 = 4$, 4.1
(g) $29 - 13 = 16$, 15.2 (h) $45 - 27 = 18$, 18.5
(i) $71 - 35 = 36$, 36.4 (j) $100 - 45 = 55$, 55.4
- (a) 3.4 (b) 8.9 (c) 2.3 (d) 1.3 (e) 4.0
(f) 7.3 (g) 9.7 (h) 5.1 (i) 6.1 (j) 10.1
(k) 11.3 (l) 10.0 (m) 15.0 (n) 16.0 (o) 18.6
Challenge – (a) 24.85, 25 (b) 15.98, 16
(c) 127.92, 128 (d) 861.52, 862

Week 3

Measuring perimeter

- (a) 14 cm (b) 16 cm (c) 12 cm (d) 18 cm
- (a) 15 cm (b) 12 cm
(c) 12 cm
- Teacher check
Challenge – Teacher check

Measuring area

- (a) 8 cm² (b) 16 cm² (c) 9 cm²
(d) 16 cm² (e) 19 cm²
- Teacher check
Challenge – Teacher check

Strip graphs

- (a) 10 (b) 8 (c) 4 (d) 4 (e) 2
(f) 2 (g) 1 (h) 31
- (a) 25 (b) 20 (c) 20 (d) 10 (e) 10
(f) 5 (g) 90
- Teacher check
Challenge – Teacher check

Pie graphs

- (a) sleeping (b) eating
(c) (i) $\frac{1}{12}$ (ii) $\frac{1}{3}$ (iii) $\frac{1}{6}$
- Teacher check, answers will vary
- Teacher check graph
(a) adventure (b) short stories
(c) non fiction (d) Answers will vary
Challenge – Teacher check

Conserving our resources

- (Possible answers)
(a) Plates in the bin, take apple cores to their compost heap at home, recycle the glass and the newspaper.
(b) Use the money to buy fencing, signs, plants or small trees.
(c) Make sure she turns the tap off while she is brushing her teeth.
(d) Simon can tell his mum to take the plastic shopping bags to the supermarket to use again; or to buy big calico bags that can be used for shopping over and over.
(e) Nicola, Brad and Sally can car pool.
(f) Mrs Thomson can use the food scraps from her shopping to create compost. This will improve the condition of her soil and she will be able to make things grow in her garden.
- Answers will vary.
- Teacher check

Our resources

- water, forests and minerals
- forests, water, soil and animals
- minerals
- Reduces the amount of rubbish at dumps, recycles soil by making it more fertile, adds nutrients, keeps moisture in the soil, feeds worms and prevents erosion.

Can we fix it?

- (Possible answers)

Development – See 4th point in 'What to Do'.

Mining – Large holes dug into natural environment, roads and houses built to accommodate workers. Damage to wildlife habitats occurs. We need to mine to collect minerals and metals from the ground to make everyday things like window frames, mirrors, coins, cans and computer chips.

Air pollution – Factories and cars contaminate the air with waste gases. People need to be able to get to work, factories need energy to create their products for us to use.

Logging – Trees cleared and sawn up for paper, firewood and furniture. Animals lose their homes. Not enough trees are being replanted to keep up with demand. Trees planted aren't native so don't provide suitable habitat for our native animals.

Farming – clearing of the land, overuse of soil, use of pesticides. Clearing of trees allows water to rise to surface. This evaporates and leaves salt on the surface, preventing crops from growing. Need to farm food to sustain life and export it to contribute to economy.

Week 4

The lost village of Llanwddyn

Comprehension

- present
- (a) The storyline is fiction but the information about Llanwddyn is nonfiction.
(b) Teacher check
- John and Megan Evans are the parents of Alice Evans who married Robert. Cerys and Huw are their children.
- 'I really like this place', sighed Huw wistfully. 'It's so peaceful here.'
- (a) False (b) True (c) True
- (a) Fact (b) Opinion (c) Fact
- (a) The flooding of valleys to create an urban water supply.
(b) Teacher check
(c) Although a decision may be unpopular, the minority's preference may have to give way for the majority's benefit.

Word knowledge

- twitchers
- (a) a special place to visit
(b) times past
(c) stop
(d) dreamlike state
- (a) binocular-s (b) bi-no-cu-lars
- (a) bi - two (b) ocular - eyes
- (a) re-house-ed (b) travel-ing
(c) peace-ful (d) majesty-ic
(e) dread-ed (f) re-built
- (a) the birdlife at the nature reserve
(b) against things that upset the current balance
(c) how life continued as the dam wall got bigger and neared completion
- Teacher check
- (a) a crinkled expression of confusion
(b) Amid endless interruptions and questions

The digestive system

Comprehension

- (a) inside a person's body
(b) to indicate how things move and where they go
- The person to whom the digestive system belongs
- Teacher check
- Teacher check, for example: When a person eats something, different organs in the digestive system act to make the food easier to pass through each stage of the process. When the food is fully digested, the nutrients from it are passed into the bloodstream and the waste is collected. When enough waste has been collected, it passes out of the body.
- Teacher check

Word knowledge

- the digestive system
- (a) duodenum, jejunum, ileum, caecum, rectum
(b) oesophagus, trachea
- mutation
- (a) up
(b) across
(c) down
- (a) It occurs quickly and is churned along the way.
(b) As the muscles of the oesophagus contract and relax, they force the food down to the stomach.
- (a) smaller
(b) Micro is a prefix that means smaller.
- The words super-nutritious, juice and produce all have the 'oo' sound.
- (a) where the road splits in two; an implement used to transfer food from the plate to the mouth
(b) a part of the body that performs a function; a musical instrument
- (a) re-move-ed (b) obvious-ly
(c) break-down (d) mutate-ion

Adverbial phrases and clauses

- (a) above the tall trees – place
(b) at exactly eight o'clock – time
(c) at the last minute – time
(d) like a rocket – manner
(e) on Mondays and Fridays – time
- Teacher check
- (a) as violent turbulence **threw** it around the sky
(b) when the aircraft **lost** height
(c) while the storm **continued**
(d) as he **was thrown** against the trolley
(e) as the attendant **struggled** for balance
(f) without **sustaining** any serious damage
- Teacher check
- (a) well, good (b) quickly, quick
(c) poorly, poor (d) easily, easy
(e) really, real

Pronouns

- (a) they (b) ours (c) Whose
(d) anyone (e) no-one (f) What
(g) it (h) them (i) yourselves
(j) What (k) me (l) What
(m) ours (n) anything (o) What
(p) yours (q) he

PERSONAL PRONOUNS		
Subjective they (a), he (q)	Objective it (g), them (h), me (k)	Emphatic/Reflexive yourselves (i)
Possessive ours (b), ours (m), yours (p)	Indefinite pronouns anyone (d), no-one (e), anything (n)	Interrogative pronouns Whose (c), What (f), What (j), What (e), What (o)

Report

- (a) Problems with plastic
(b) Teacher check
- Teacher check
- (a) (i) high density polyethylene
(ii) liquefied petroleum gas
(b) Answers will vary but should reflect the following:
Paragraph 3 – The number of plastic bags continues to accumulate, as they decompose at a very slow rate.
Paragraph 5 – It describes the effects plastic bags have on marine life.
(c) block, stopping, resulting, threatening
(d) Birds are attracted to the bright colours of some plastics and if they eat them they can choke or be poisoned.
- Plastic bags put in bins will eventually end up in landfill, potentially at large in the environment.

Week 4

Annie the witch

'You're crazy, **Mike!** Old **Annie's** a witch—everyone knows that!'

'Rubbish, **Ian!** My mum and dad say she's just a *lonely* old lady.'

'I'm telling you she's a witch!'

Ian shook his head, his eyes behind the thick lenses opened wide and round. He dropped his voice to a *whisper*.

'And she killed her husband—she served him *poisoned* cookies and milk. Homemade choc-chip cookies. And you want to go there by yourself—you're a nutcase!'

But nothing could shake **Mike**.

'I'm going to weed her garden for her—and she's going to pay me ten dollars. And when I have that ten dollars, I'll have saved *enough* for a new engine for my model aeroplane. And if you're very lucky, I might let you play with it sometimes.'

'Yeah, if you're alive, you mean ...'

1. Missing punctuation is in **bold type**.
(d) Teacher check
(f) you are, Annie is, she is, I am, I will
2. (a) Spelling errors are in *italic type*.
lonely, whisper, poisoned, enough
3. (a) (i) knows – present (ii) shook – past (iii) dropped – past
(iv) am going to weed – future

School concert

Dear diary

Today was the big day! I felt so *nervous* about playing my guitar in front of the *whole* school. There were twenty-two of us from different *classes* waiting offstage to perform, all with *different* instruments. When my name was called, I *slowly* walked on. I had a heart-stopping moment *when* I almost dropped my *guitar*. But once I'd sat down and started playing, I felt much better. I made a few *mistakes* but I managed to keep going, so I *hope* no-one noticed! When I'd finished the audience began to applaud *loudly*. It felt great! I haven't stopped *smiling* yet. I can't wait to play again.

_____ nervous _____
_____ whole _____
_____ classes _____
_____ different _____
_____ slowly _____
_____ when _____
_____ guitar _____
_____ mistakes _____
_____ hope _____
_____ loudly _____
_____ smiling _____

1. Missing punctuation is in **bold type**.
2. (a) Adverbs are underlined.
slowly, loudly
(b) Teacher check
3. Spelling errors are in *italic type*.
(a) classes, mistakes
(b) nervous, whole, different, when, guitar, hope, smiling
4. (a) Teacher check. Answers may include: piano, harp, violin, viola, cello, double bass, banjo, mandolin etc.

Glow-worm grotto

The glow-worm *grotto* in the Te Ana-au caves in the South Island of **New Zealand** is well *worth* visiting. After you walk *carefully* into the caves, you are *asked* to get into a small boat to enter the grotto. **W**hen you get there, it is absolutely *quiet* and pitch-black. The only light you can *see* is from the glow-worms, which *are* dotted above you. They look like tiny blue stars. It feels eerie to be *silently* gliding under them with no other *light* or sound. **Y**ou can't *even* see your own hand in front of your face. **B**y the time you *leave* the grotto, you feel disoriented—it is *difficult* to say which way is up or down!

_____ grotto _____
_____ worth _____
_____ carefully _____
_____ asked _____
_____ quiet _____
_____ see _____
_____ are _____
_____ silently _____
_____ light _____
_____ even _____
_____ leave _____
_____ difficult _____

1. (a) Missing punctuation is in **bold type**.
(b) Answers should include two of the following: glow-worm, Te Ana-au, pitch-black
2. (a) Adverbs are underlined.
carefully, silently
(b) Verbs are underlined in bold.
see (line 6), are (line 7), leave (line 11)
(c) (i) into (ii) from (iii) under
(iv) in (v) above (vi) to
3. (a) Spelling errors are in *italic type*.
grotto, worth, asked, quiet, light, even, difficult

Prisms

1. (a) square prism (b) pentagonal prism
(c) rectangular prism (d) triangular prism
(e) hexagonal prism (f) octagonal prism
2. (a) 6 faces, 12 edges, 8 vertices
(b) 6 faces, 12 edges, 8 vertices
(c) 5 faces, 9 edges, 6 vertices
(d) 7 faces, 15 edges, 10 vertices
(e) 8 faces, 18 edges, 12 vertices
(f) 10 faces, 24 edges, 16 vertices
3. Square and rectangular prism
4. Teacher check
Challenge – Teacher check

Pyramids

1. (a) square pyramid (b) rectangular pyramid
(c) hexagonal pyramid (d) octagonal pyramid
(e) triangular pyramid (f) pentagonal pyramid
2. (a) 4 faces, 6 edges, 4 vertices
(b) 5 faces, 8 edges, 5 vertices
(c) 5 faces, 8 edges, 5 vertices
(d) 6 faces, 10 edges, 6 vertices
(e) 7 faces, 12 edges, 7 vertices
(f) 9 faces, 16 edges, 9 vertices
3. Square and rectangular
4. Teacher check
Challenge – Teacher check

Subtracting decimal numbers

1. (a) 5.5 (b) 6.3 (c) 4.9
(d) 3.6 (e) 12.6 (f) 24.4
(g) 31.4 (h) 30.6 (i) 4.052
(j) 7.238 (k) 3.753 (l) 3.004
2. (a) \$4.49 (b) \$3.77 (c) \$5.52
(d) \$7.88 (e) \$32.48 (f) \$52.95
(g) \$236.34 (h) \$482.71
3. Self-assessment
4. \$57.76
5. \$161.56
6. 2.45 L
7. 88.8 kg
8. \$2547.15
Challenge – \$11 001 change

Addition

1. (a) 30 (b) 33 (c) 32 (d) 32 (e) 37
2. (a) 592 (b) 1274 (c) 1511
(d) 10314 (e) 592 (f) 59 329
(g) 93 473 (h) 911 909 (i) 806 784
(j) 902 518 (k) 773 900 (l) 2 781 530
(m) 4 327 424 (n) 6 999 999 (o) 8 888 888
3. Self-assessment
4. 16 374
5. 21 474
6. 53 791
7. \$617 985
Challenge – 850 836 litres, 149 164 litres short of 1 000 000

Week 4

Subtraction

- (a) 34 (b) 47 (c) 54 (d) 29 (e) 54
(f) 57 (g) 19 (h) 65 (i) 83 (j) 84
(k) 527 (l) 345 (m) 452 (n) 353 (o) 567
 - (a) 363 (b) 509 (c) 244 (d) 450 (e) 1277
(f) 4515 (g) 11 468 (h) 20 437
 - Self-assessment
 - 225
 - 113
 - 749
 - 3001
 - 114 150
 - 5128
- Challenge – 25 372

Millilitres

- 1000 mL, half
 - (a) 3000 mL (b) 250 mL (c) 9000 mL
(d) 6500 mL (e) 7 L (f) 8.75 L or $8\frac{3}{4}$ L
(g) 15 L (h) 25.5 L or $25\frac{1}{2}$ L (i) 9400 mL
 - Teacher check
 - 5, 7, 1, 3, 4, 2, 6
 - Answers will vary
- Challenge – 4.925 L or 4925 mL

Litres

- Answers will vary
 - (a) 4 (b) 4 (c) 25 (d) 10 (e) 3 (f) 20
 - Teacher check
- Challenge – 1, 285 mL or 1.285 L

Venn diagrams

- (a) 6 (b) 4 (c) 5
(d) saved pocket money (e) 15
 - Teacher check
- Challenge – Teacher check, answers will vary

Interpreting data

- (a) 60 (b) Italian (c) German
(d) 14
(e) e.g. Languages learnt by students.
Languages learnt other than English.
 - (a) It may have been closed (b) Tuesday
(c) Friday (d) 405 (e) 67.5
- Challenge – Teacher check

Reflection

- Divide students into small groups of two or three. Each group will need 2 mirrors, a small object to reflect and a large shiny spoon.
 - Have students look at their reflection in the front of the spoon and record what it is like on the sheet. (The concave surface will produce a larger image. The image is also upside-down as the light from the top of the head is reflected from the bottom of the spoon and so on.) Discuss the results.
 - Have students look at their reflection in the back of the spoon and record what it is like on the sheet. (Because of the convex surface, a smaller image will be produced.)
 - Have students view their own reflections in a mirror. What can they see? Move the mirror closer and further away from their face. What happens to the image? (Closer gets larger, further away gets smaller.)
 - As a group have students explore ways to produce the following images using two mirrors and the small object or their faces for reflection. Record their findings on the blackline and draw how the mirrors were positioned to solve the task. Discuss results.
- Safety:** Precautions are necessary when dealing with mirrors as they can break if dropped
- All these effects can be produced by standing the mirrors next to each other and moving the outer edges slightly. Decreasing the angle between the mirrors increases the number of reflections –
 - Mirrors held at 90° give two images
 - Mirrors held at 60° give three images
 - Parallel mirrors give infinite images
 - Mirrors held apart but angled to face each other in opposing corners, act like a periscope

Refraction

- (a) straight pencil–(i) below water line slightly larger (ii) almost twice the size
(b) angled pencil–(i) little change (ii) magnified below water level, broken in two at water level
(c) surface acts like a mirror and pencil looks bent
- Suggested explanations
 - No water in the cup so light travels in a straight line from the cup to your eyes.
 - When water was added to the cup the light rays were bent (refracted) by the water. The angle became great enough to allow light reflected from the coin to travel to your eyes.
- Possible answer. Light travels slower through water than air and changes direction, making objects look bent (refraction).

Pinhole camera

Answers

- The objects appear upside down.
- The image appears closer or further away.
- The light from the bottom of the image is reflected through the hole to the top of the screen and the light reflected from the bottom of the image illuminates the top of the screen making the image look upside down.
- Answers will vary.