

Homework - 6.11.20

Spellings

communicate _____

community _____

committee _____

harass _____

occur _____

occupy _____

Can you find synonyms for these words?

Can you put them into sentences?

English

Reading comprehension

This is an extract taken from chapter two of *Goodnight Mr Tom*.

They carried on down the lane towards a farm. Sammy was already sitting waiting for them, his tail thumping the ground impatiently from side to side. They pushed open the long wooden gate where he sat. It squeaked and jingled on its hinges as they swung it behind them. Tom led Willie round the back of a large, cream-coloured stone house towards a wooden shed. A middle-aged man with corn-coloured hair and the bluest eyes Willie had ever seen was sitting on a stool milking one of a handful of cows. Willie gazed at the gentle way he fingered the udders and at the warm white liquid spurting down into a bucket underneath.

‘Mister,’ he said, tugging at Tom’s coat sleeve. ‘Mister, what’s that?’

Tom was astounded. ‘Ent you never seen a cow?’ but Willie didn’t answer. He was too absorbed in watching the swollen udders decrease in size.

‘I’ll be wantin’ extra milk from now on, Ivor,’ he said. Ivor nodded and glanced at Willie.

‘One of them London lot?’ he asked. Tom grunted. ‘You’d best take a jug with you. Roe’s inside.’

Tom tramped across the yard to the back of the house and up the steps. He carried Sammy in his arms as he had a habit of yapping at cows. Willie stayed to watch the milking.

A fresh-faced brunette woman in her thirties, wearing a flowery apron, opened the back door.

Questions

1. Who is Sammy? How does the author describe him?
2. What words are used to describe the setting?

3. What other verbs for sight could be used instead of 'gazed'?
Find 3 synonyms.
4. Why did Tom feel astounded?
5. Why do you think Tom granted when Ivor asked 'One of them London lot?'
6. What impression does this extract give you of Willie's life back in London?
7. Which word could be replaced with barking to highlight how Sammy felt about the cows?
8. Find the pronoun in the last sentence of the extract.

Grammar – modal verbs

Modal verbs are words like can/could, may/might, will/would, shall/should and must. They are a special type of verb that impact other verbs in a sentence.

Modal verbs can be used to show:

- Possibility (might, should)
- Ability (can, could)
- Obligation (must, have to)
- Give permission (can, may)

For example

- The Sea Monster must go away.
- We should celebrate the work of our healthcare heroes.

Fill in the missing verbs for the following sentences using the modal verbs in full:

could have – should have – would have

- 1) Iswum further if I had not felt so tired.
- 2) I tidied my room today but I forgot.
- 3) We.....played outside but we played inside because it was raining.
- 4) Theytidied up their mess.
- 5) I..... finished my painting sooner had I not spilt the paint.
- 6) Her own jokes were so funny, she laughed out loud.

Explain how the **modal verb** changes the meaning of the second sentence.

- 1) Yusuf and his sister go swimming with their dad.
- 2) Yusuf and his sister might go swimming with their dad.

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

In the sentence below, what is the **bold** modal verb being used to do?

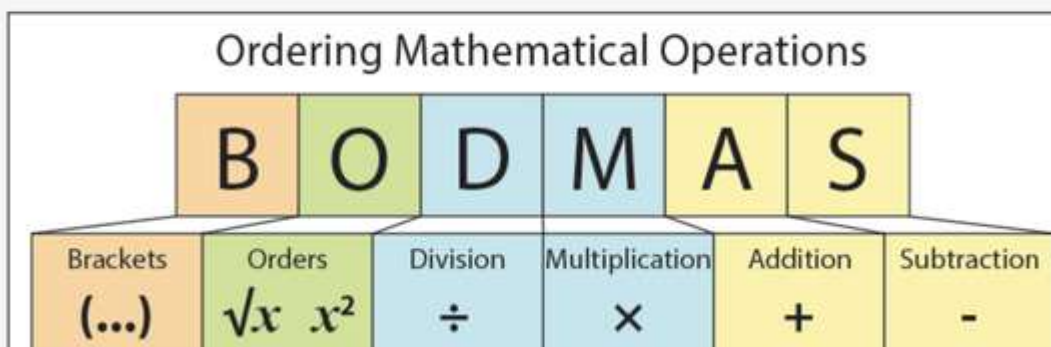
You **shouldn't** drink orange juice after brushing your teeth. It tastes awful.

This sentence uses *shouldn't* to give advice.

Shouldn't is being used here to ask for permission.

Maths - Algebra

Rules of Ordering in Mathematics - BODMAS



Find the correct answers:

- | | | |
|-------------------------|-----------------------|---------------------------|
| 1. $2 + 3 \times 5$ | 2. $5 \times 2 + 6$ | 3. $20 - 2 \times 4$ |
| 4. $30 - 5^2$ | 5. $6 + 3^2 \times 2$ | 6. $4 \times 5 - (6 + 9)$ |
| 7. $28 \div 4 + 3$ | 8. $(17 - 2) \div 3$ | 9. $20 \div (2 + 3)$ |
| 10. $(24 - 6) \div 3$ | 11. $30 - 9 \times 2$ | 12. $(45 - 5) \div 8 + 2$ |
| 13. $20 + 2 \times 3^2$ | 14. $15 \div 3 + 2$ | 15. $5^2 - 2 \times 4$ |

$$x + 2y = 20$$

x and y are whole numbers **less than 10**

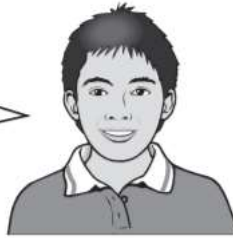
What could x and y be?

$x =$

$y =$

Dev says,

I had £10
I gave some money away.



Which expression shows how much money Dev has left?

a is the amount of money, in pounds, that Dev gave away.

Tick **one**.

$10 + a$

$10 \div a$

$a - 10$

$10 - a$

$a \times 10$

$n = 22$

What is $2n + 9$?

$2q + 4 = 100$

Work out the value of q .

$q =$

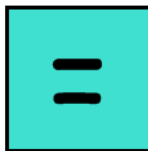
Write the missing number.

$$6 + 2 \times 2 - \square = 6$$

$$a = 5, b = 2, c = 6, d = 9$$

Choose the correct symbol to go in the box, explain your reasoning.

$$a + d \quad \square \quad bc$$



Put a tick (✓) in the correct box for each calculation.

Use a calculator.

The first one has been done for you.

	less than 1000	equal to 1000	more than 1000
$8.9 \times 9.9 \times 11.9$			✓
$(786 - 387) \div 0.41$			
$95.4 + (91 \times 9.95)$			
$12.5 \times (21.1 + 58.9)$			

History – World War 2



Using the internet, research information about the Blitz. Think about these questions:

- What was the Blitz?
- When did it start?
- How many people died during the WW2 Blitz in Britain?
- What type of bombs were dropped?
- What was life like during the Blitz?
- How did people protect themselves from the bombs during an air raid?

Once you have gathered your information, put your notes into a mind map.

