

English

Revision

Pack

-tious and -cious Word Endings

Rewrite these sentences and change the underlined noun into an adjective by adding the suffix -cious or -tious.

1. The bully was very mean and malice.

2. Mum was suspicion that the deal was too good to be true.

3. You need to be caution when you are crossing the road.

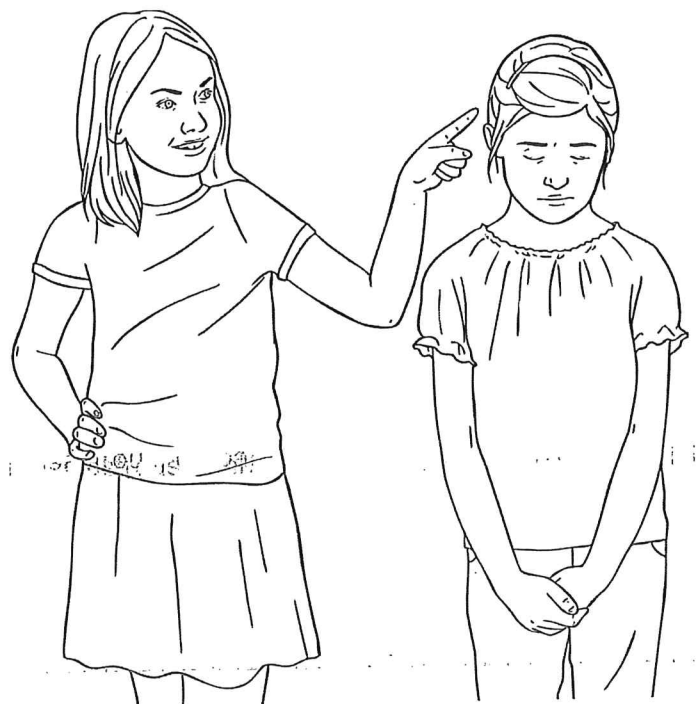
4. The decision about the goal was quite contention.

5. My auntie is very superstition and will not walk under a ladder.

6. Some diseases can be highly infection.

7. Fruit and vegetables are very nutrition.

8. Linda's new flat was quite space.



Words Containing the Letter String '-ough'

Put the words in the correct place according to the sound made by '-ough'.

-ough as /uff/	-ough as /aw/	-ough as /off/	-ough as /oa/	-ough as /ow/	-ough as /oo/

cough	rough	dough	plough	thought
fought	tough	bought	through	

Now use four of the words in sentences of your own:

-ably and -ibly Word Endings

Rewrite these sentences and change the underlined adjective into an adverb by adding -ably or -ibly.

1. Helen was sitting comfortable in her chair.

2. Mum knew that it could possible all go wrong.

3. The weather was horrible overcast.

4. George's new puppy was adorable cute.

5. "I'm terrible sorry for what I've done," confessed Cath.

6. Jake knew that he was incredible lucky to be alive.

7. Ben's new haircut was noticeable different to his usual style.

8. Hassan was understandable late when the bus broke down.

-ent, -ence and -ency Word Endings

Complete the words with the correct ending (-ent, -ence or -ency).

1. A DNA test showed that the suspected robber was actually innoc_____.
2. My teacher said it was very dec_____ of me to offer the last piece of fruit to our visitor.
3. Kayla always appears so confid_____ when she dances on stage.
4. The recent frequ_____ of earth tremors is making my uncle in America nervous.
5. Fred's mum makes frequ_____ trips to France with work.
6. William tried to feign innoc_____ but the mischief in his eyes gave him away.
7. Despite it being obvious that he had taken my place in the queue, Faz didn't have the dec_____ to apologise.
8. I know that the more I practise, the more my confid_____ will grow.

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-cial and -tial Word Endings

Add the correct -cial and -tial words to the sentences using the word bank below to help you.

1. It is _____ that we work hard at school to learn new things.
2. The _____ rain meant that we had to stay in at lunchtime.
3. The beautiful flowers turned out to be _____ much to my surprise.
4. The school files are _____ because they hold important information about each pupil.
5. To stay healthy, it is _____ that we eat fruit and vegetables.
6. Our seats in the theatre were not great because we only had a _____ view of the stage.
7. To make Mother's Day _____, we always make my mum breakfast-in-bed.
8. The headteacher handed my dad an _____-looking piece of paper.

Word Bank

official

special

artificial

crucial

partial

essential

confidential

torrential

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crucial

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Using a Hyphen

Choose the correct hyphenated word to complete these sentences. Use the word bank below to help you.

1. My teenage sister always likes to _____ her clothes with her shoes.
2. The space shuttle is due to _____ the Earth's atmosphere this evening.
3. "Please _____ with your partner," called the instructor at the climbing centre.
4. My mum had to _____ the fire as it kept blowing out.
5. To _____ a book means to write it with someone else.
6. The dentist had to _____ Jasmine's teeth.

Word Bank

re-ignite

re-enter

re-examine

co-operate

co-ordinate

co-author

Now, unscramble these words and use them in a sentence of your own.

7. ow-con

8. er-tlece

Adding Suffixes Beginning with Vowel Letters to Words Ending in -fer

Choose the correct word, using the word bank below to help you.

1. During the cup final, the _____ had to give two red cards.
2. At the moment, I am _____ to spend my breaks chatting with my friends.
3. My favourite player is _____ to another team next season.
4. When you go for a job, you must provide a positive _____ from a previous employer.
5. After his eye test, the optician _____ Amil to the hospital for further checks.
6. Suki _____ to another plane during her journey home from Australia.
7. My dog, Willow, has always _____ to sleep on the sofa.
8. "Do you have a _____?" asked Delila's mum as she handed out the ice lollies.

Word Bank

referred
transferred

referee
preference

reference
preferred

transferring
preferring

-able and -ible Word Endings

Rewrite these sentences and change the underlined root word into an adjective by adding -able or -ible.

1. Sadie's new puppy was adore – it got lots of attention at the park.

2. When we got home from holiday, I couldn't wait to sleep in my own comfort bed again.

3. My older sister is often horror to me when her friends are around.

4. "What is that terror noise?" screamed my mum when I first started learning to play the trumpet.

5. "Is the mark on my t-shirt notice?" asked Daphne.

6. Although he had an unusual accent, the words he spoke were completely understand.

7. After playing cricket all summer, I have gained consider skill.

8. The school rules are apply to all pupils so it is important to abide by them.

Words with the Long /e/ Sound Spelled 'ei' after the Letter 'c'

Choose the correct word for the definitions. Use the word bank below to help you.

1. _____: Form a plan.
2. _____: Deliberately cause someone to believe something that is not true.
3. _____: Be given, presented with or paid.
4. _____: A statement showing that something has been paid for.
5. _____: See something.
6. _____: The upper interior surface of a room.
7. _____: The act of causing someone to believe something that is not true.
8. _____: Excessive pride in oneself.

Word Bank

ceiling

conceit

receipt

deceit

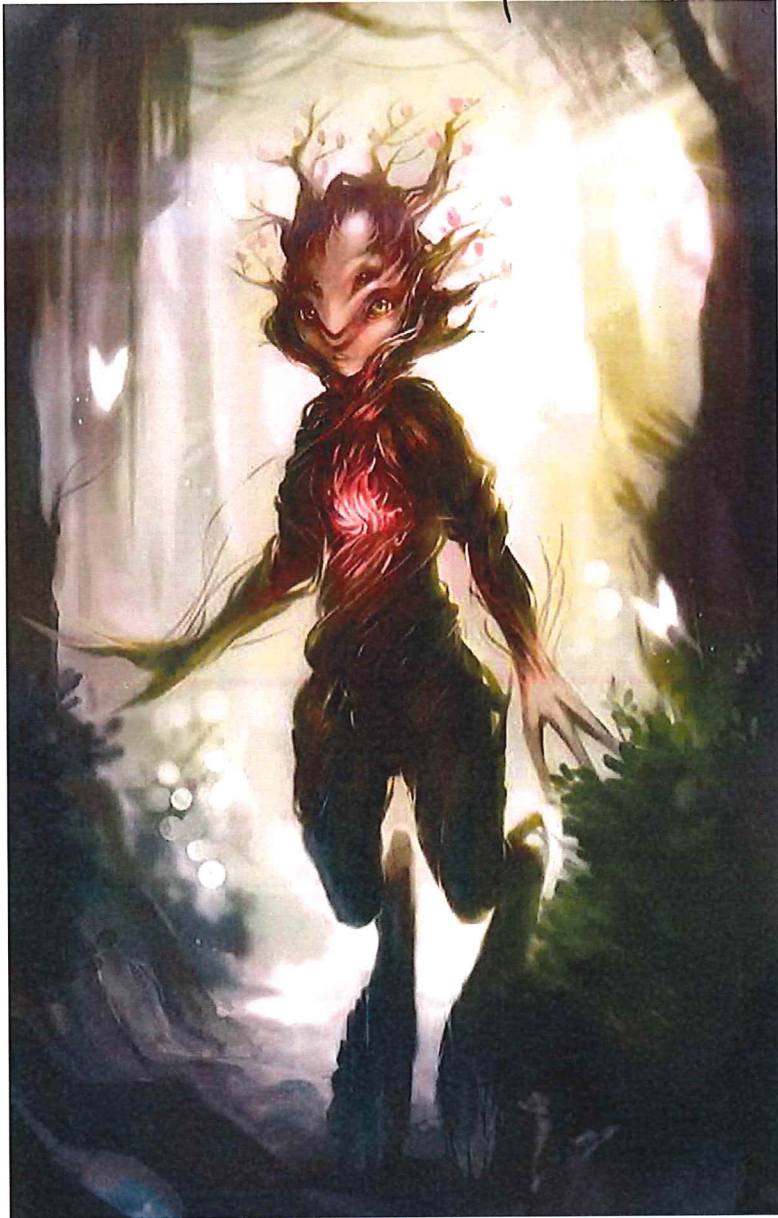
deceive

perceive

receive

conceive

Use concise noun phrases to describe the picture.



Use sentences with relative clauses to describe the picture.




Write to inform:





Finish the Sentences

I can use adverbs to comment on how likely something is to happen.



Begin by underlining the adverb of possibility in each sentence - think about which word is giving information about how likely something is. Then choose a suitable way to finish the sentence.

1. The sky seemed white and low and it was obviously going to _____.
2. As she was nervous about tomorrow, perhaps _____.
3. As they had such a big lead in the race, surely they would _____.
4. I can't come this time but I definitely will _____.
5. Clearly the _____ is good but the _____ is even better.
6. It feels like my mum has been out for a long time, maybe _____.
7. We'll bring some food and we might possibly bring _____.
8. Don't say anything is impossible until you have _____.
9. Undoubtedly, the best way to chop wood is _____.
10. If you haven't tried the _____, then you certainly should!

Complete the Sentences with Modal Verbs

1. In some sentences, there are multiple modal verbs which could be used. In the right hand column of the table below, write down all of the modal verbs which could fit each sentence. Cover the word list to provide an extra challenge!

can

might

will

should

would

can't

may

must

shouldn't

couldn't

a) Pasha _____ do her homework.	
b) He was so tired he _____ keep his eyes open.	
c) Tom is a great footballer. He _____ even play in goal!	
d) If she keeps trying hard, she _____ just have a chance.	
e) He is still learning. He _____ do his shoe laces up just yet.	
f) You _____ hurt people or steal things.	
g) When you have finished, you _____ leave the table.	
h) It has been ordered, so when they get there, they _____ find it waiting for them.	
i) The bitter cold makes it certain there _____ be icy roads tomorrow.	
j) I _____ happily swap places with a millionaire.	





Active to Passive

I can change a sentence from active to passive.



Annotate this sentence to explain why it is passive.

The car was washed by Dad.

Now change the following active sentences to passive.

1. Simon Cowell glared at the X Factor contestant.

2. The year 6 children run a tuck shop.

3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

6. John gave his old toys.

7. Freddie saw the Harry Potter film.

8. Mr Mitchell spoke about the playground incident.

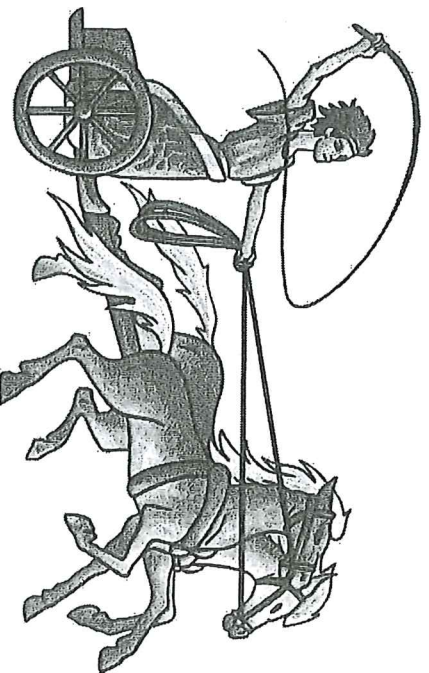
9. The new vicar replaced Father Peter.

10. Sarah took the hamster to the vet.

Challenge: Now write 3 of your own **passive** sentences.

The Outstanding Olympics

- 11 Do you believe that you have the power needed to compete
21 against men with Heraclean strength? Yes? Well, if I were
30 you, I would apply for this outstanding opportunity to
41 be a part of the Spartan Olympic team and honour Zeus
46 (the King of the Gods).
- 55 You will have the chance to choose between javelin,
62 discus, jumping, pankration (a combination of boxing
70 and wrestling), chariot racing or running. Strength of
80 mind and body are required for all events but especially
89 the marathon, when you will be required to run
97 bare-footed in memory of Phidippides, who helped win
105 the Battle of Marathon with his epic running.
- 109 Women need not apply.



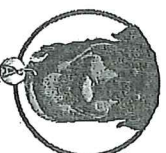
Quick Questions

1. What is 'pankration'?

2. Find two words that are synonyms of each other.

3. Why does the author include a sentence in the subjunctive mood following the initial question?

4. Why do you think the advert ends with the phrase 'Women need not apply'?



Treasure Hunting

7 In 1873, an archaeologist called Heinrich Schliemann
16 discovered a large collection of gold and other artefacts.
26 He unearthed them in a place where he believed the
36 ancient city of Troy was located. The collection is called
43 Priam's Treasure after a famous king, Priam.

48 **What is in the collection?**

59 There is a shield, a cauldron, a vase, two diadems,
67 rings, buttons, bracelets, goblets, a bottle, gold cups and
69 silver knives.

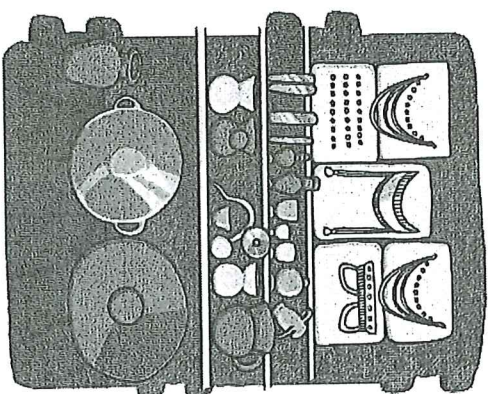
77 **When would it have been made and used?**

79 2600-2300 BC

83 **Where was it found?**

88 It was found in Hissarlik,
93 which is believed to be
95 Ancient Troy.

99 There is still some
102 controversy with many
105 archaeologists claiming that
110 this treasure does nothing to
115 prove the existence of Troy.



Quick Questions

1. Where was the treasure found?



2. Which two words mean the same as 'found'?



3. How does the layout help the reader?

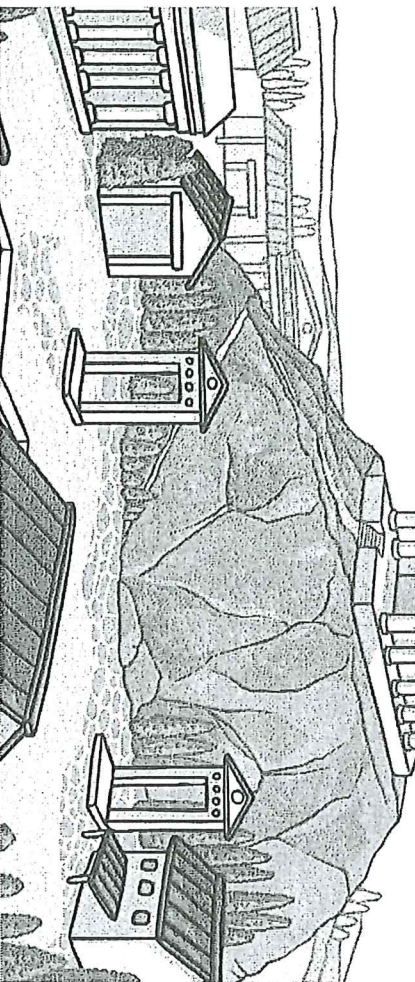


4. Do you think this treasure proves the existence of Troy? Why?



Who Were the Ancient Greeks?

- 11 Greece was one of the most important places in the ancient
- 20 world – there is evidence of settlers from around 40,000BC,
- 28 but the influential period was around 2,500BC onwards.
- 36 These ancient Greeks were fantastic thinkers, writers, actors,
- 42 artists, athletes, warriors, architects and politicians.
- 51 The Greeks called themselves 'Hellenes' and their land was
- 62 'Hellas'. The name 'Greeks' was given to the people of Greece
- 72 later by the Romans. They lived in mainland Greece (which
- 80 was split into city-states including: Athens, Sparta, Corinth
- 90 and Olympia) and the Greek islands, but also in colonies
- 97 scattered around the Mediterranean Sea, including: Italy,
- 104 Sicily, Turkey, North Africa, and even France.
- 109 They sailed the sea to trade and
- 113 find new lands, spreading
- 116 their knowledge and
- 119 ideas around the world.



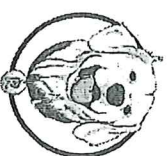
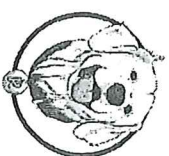
Quick Questions

1. What was the true name of Ancient Greece?

2. Which word tells us that the Ancient Greeks were spread out?

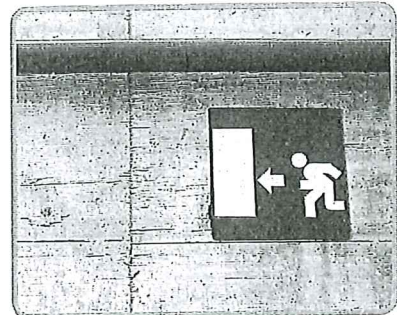
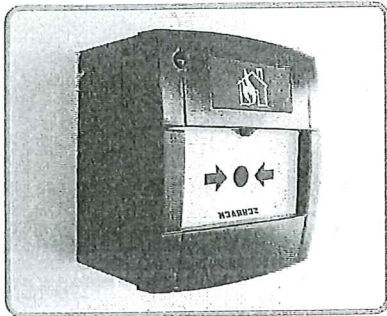
3. Name four things the Ancient Greeks were talented in.

4. How were the Ancient Greeks influential?



Fire Drills

Fire drills are an essential part of school logistics as they are designed to keep everyone safe in the event of a fire. A drill simply means doing the same thing until it becomes second nature. This is what you do in your school when carrying out a fire drill, so everyone knows what to do should there be a real fire. Sometimes, you will have prior warning about a drill, whereas other times you might not. Nevertheless, at any time there could be a genuine fire and you would need to carry out the drill perfectly to keep everyone safe.

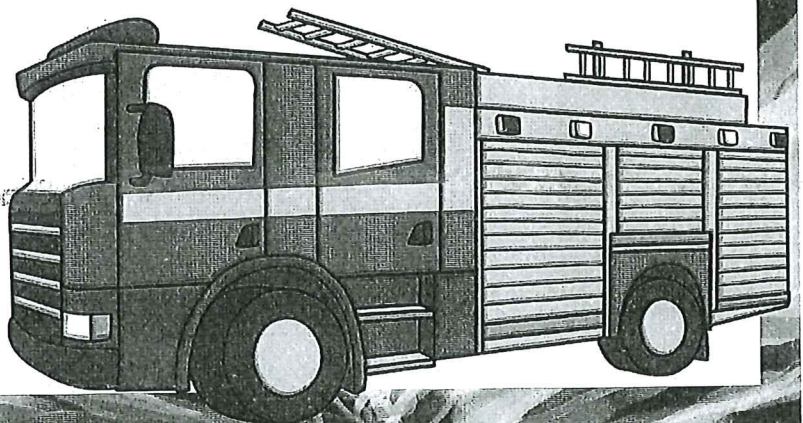


Responding to a Fire Drill

The drill commences with the sound of your fire bell or fire alarm. This will be different from school to school, however, it will be louder and will not sound similar to the bells you are used to. This is to make it crystal clear that it is a fire alarm. In a drill, it will be the premises manager or the headteacher that will usually trigger the alarm. Someone will also start a timer to see how long it takes everyone to get out of the building to safety.

On hearing the alarm, everyone immediately stops what they are doing, stands up, puts chairs back under tables and walks to the nearest exit. Children should not talk so that if teachers need to give instructions, everyone can hear. If you are not in close proximity to your usual exit or your exit is blocked, then you should look for the green emergency exit signs which will direct you to the nearest exit. These signs can be found in all public building, not just schools.

As everyone leaves the building, all the doors will be shut behind them – this is because closed doors stop fires spreading from one room to the next quickly and limits air and oxygen circulating around the building, which would help a fire grow and spread quicker.



Once everyone is out of the building, the whole school (including all staff) will assemble, lined up in classes, so that teachers can check everyone is present and out of the building. Again, it is really important to keep silent so that any messages or instructions can get through. The teachers will tell the headteacher, or the person in charge of the drill, if their class are all there. If anyone was missing in a real fire, then the fire brigade would need to know that someone was still in the building, so they could be rescued.

Remember!

Fire drills are nothing to be too concerned about; think about them as being prepared. Listening and remembering what to do, however, will help to keep everyone safe!

Things you can do to help yourself and the school:

- If you hear the fire alarm, just go quickly and quietly (but don't run) to the nearest exit and out to the assembly point.
- If you've been sitting on a chair, push it back under the table.
- Listen to what all the adults are saying.
- Know what to do if you find a fire in school.
- Keep an eye out for things that could cause a fire in school.



Fire Drills Questions

1. Why are drills essential in fire safety?

2. How will you know that it's the fire alarm and not your normal school bell?

3. Why do you think doing many drills will help in a real fire situation?

4. Why do you think all public building need to have emergency exit signs?

5. Why do you think you need to put chairs back under tables if you've been sitting on them?

6. Why would shouting or panicking not help others or yourself in a fire drill or real fire situation?

7. In a real fire, when in the sequence of events would the fire brigade be called?

8. In the sixth paragraph, what does the word 'assemble' mean?

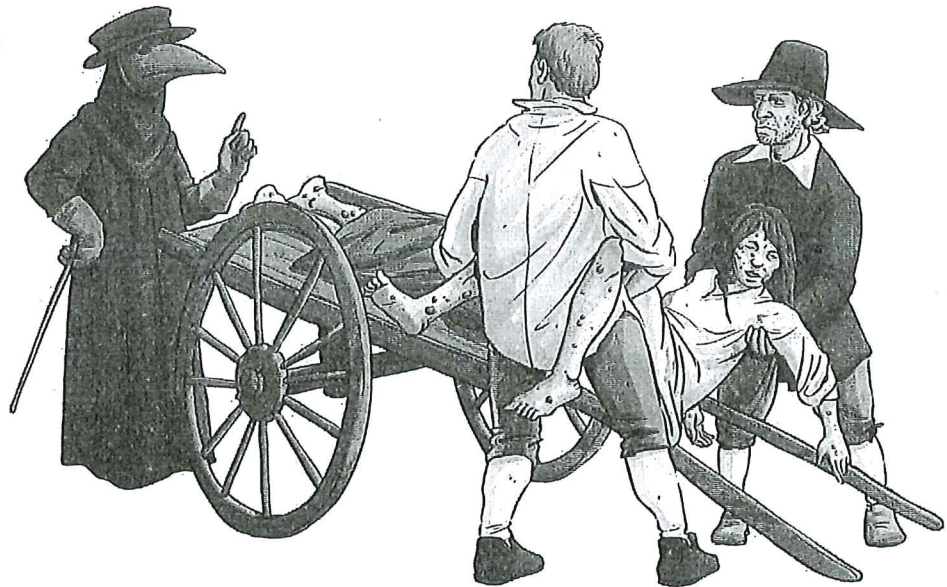
9. Name four things you can do to help yourself and others in a fire drill.

10. What reasons might you be separated from your class when the alarm goes and what would you do in this situation?

The Great Plague

What was the Great Plague?

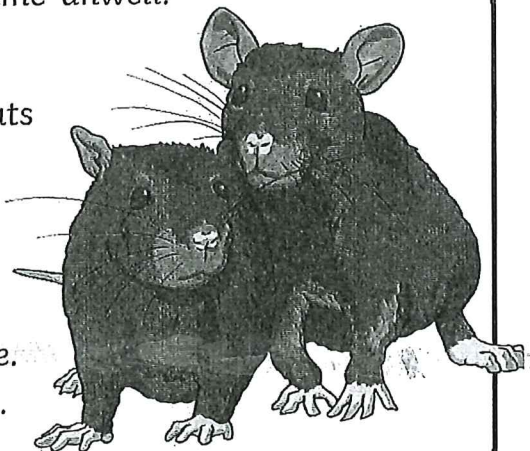
During the summer of 1665, London was rocked by a horrific disease, which became known as the Great Plague. Despite the fact that there had been an outbreak of the plague (the Black Death) 300 years before this, there was still no cure. For this reason, people were terrified of the plague as they were aware that, for many, it meant certain death. 1665 was during the seventeenth century and at this time, medicine and health care were very different than they are today. Hygiene was often very poor; towns and villages could be dirty and unsanitary. Also, medical knowledge was limited and this explains why the plague caused so much destruction.



How the plague spread

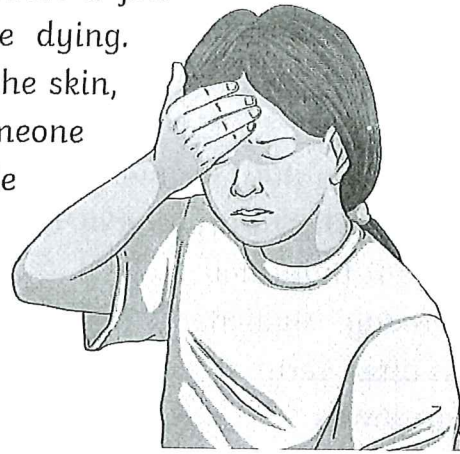
There were many concerns about how the plague was spread. It was hoped that if the cause of the plague could be found, it could be better controlled or stopped. Some doctors felt that poisonous or bad air was to blame. As people continued to breathe it in, they became unwell. Others blamed farm animals.

However, the cause of the plague was rats. Rats carried bacteria, which was spread to people by flea bites. When people sneezed and coughed, they spread the disease even more. The Mayor of London believed that domestic animals, such as dogs and cats were to blame. He ordered that these animals were destroyed.



What happened if someone caught the plague?

The plague spread extremely quickly, and within a few days of contracting the disease, people were dying. The infected suffered from painful swelling of the skin, blisters, headaches, fever and vomiting. If someone from a household contracted the plague, the whole house was sealed. A red cross was marked on the front door of any houses where somebody had the plague, along with the words 'Lord have mercy on us'. Historians believe that 100 000 people died in London by the end of 1665.



How was the plague stopped?

In the autumn of 1666, the weather was particularly cold. This killed off many of the rats and fleas which were spreading the virus, as well as reducing the spread of bacteria. Also, the Great Fire of London, in the same year, which destroyed thousands of homes and buildings, also helped to stop the plague. The fire spread rapidly due to the fact that the houses were so close together and made of wood. The fire destroyed many rat-infested buildings, severely reducing the rat population.



Plague Remedies

As there was no cure, people tried alternative remedies to try to prevent them from contracting the plague.

- **Small bunches of flowers:** people thought that holding them to their noses, would stop them from breathing in any bad air or bacteria.
- **Lucky charms:** people wore them to ward off the plague, one example is wearing a dead toad around the neck!
- **Soaking money in vinegar:** when paying for goods, money was soaked in vinegar before giving it to someone else.

Questions

1. Why were people so terrified of the plague?


2. What reason might people have expected there to be a cure by 1665?

3. What do you think it means that houses were sealed when somebody caught the plague?

4. Why might the fact that many cats and dogs were killed have actually helped the outbreak to spread further?

5. What does the phrase 'medical knowledge was limited and it was not known how to cure many diseases' mean?

6. Why do you think houses with the plague were sealed, even though it meant the families inside would die without help?



Blank lined paper with faint, illegible markings at the bottom.

The Islamic Celebration: Eid al-Fitr

What is Ramadan?

Ramadan is in the ninth month of the Islamic lunar calendar. The festival begins at different times for Muslims, depending on when the new moon is first sighted. It lasts from dawn until sunset for 29 or 30 days. Ramadan is a very important time for Muslims and is celebrated all over the world. During Ramadan, Muslims request forgiveness for sins in the past, pray for direction and try to cleanse themselves through self-control and great acts of faith.

It is a time of fasting for the Islamic people as fasting is one of the Five Pillars or duties of Islam. The Islamic name for this fasting is 'Saum'.

Why do Muslims fast?

Fasting is intended to help teach Muslims to focus their attention on God, be self-disciplined and generous. It also reminds them of the suffering of the poor, who may rarely get to eat well. The prophet Muhammad set the example of fasting.

Each day during the month of Ramadan, Muslims all over the world abstain from eating and drinking from dawn until sunset. At the end of the day after sunset, Muslim families will often all eat together and celebrate their day of fasting.



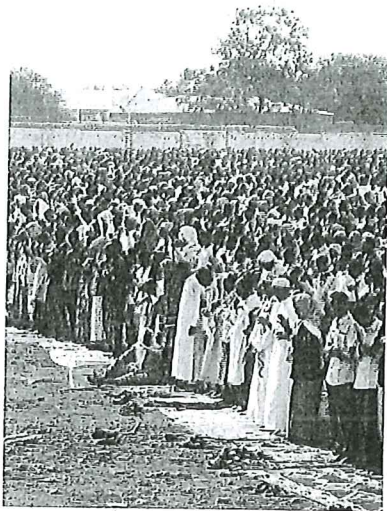
How do Muslims mark the end of Ramadan?

The end of Ramadan is a big celebration called 'Eid al-Fitr': The Festival of the Breaking of the Fast. Muslims celebrate the end of fasting and thank Allah for the strength that he gave them throughout Ramadan. Eid al-Fitr officially begins when the first sight of the new moon is seen in the sky. Traditionally, Eid al-Fitr would commence at the first sight of a sliver of a crescent moon.

Did you know?

An estimated 2.1 billion Muslims across the globe will celebrate Eid al-Fitr to mark the end of the month-long fasting period of Ramadan - a third of that number are from the African continent.

Photo courtesy of (Steve Evans via Wikimedia.com) & (Syefri Zulkefli via Wikimedia.com) - granted under creative commons licence - attribution



How is Eid al-Fitr celebrated?

On the first morning of the celebration, many gather in local mosques or open-air locations for special prayers called Salat al-Eid, and have breakfast. Muslims put on their finest clothes for what will be their first daylight meal in a month. Whilst there, some Muslims will exchange gifts and greeting cards. Celebrations continue for one, two or maybe even three days. People wish each other 'Eid Mubarak' (Blessed Eid) or 'Eid Said' (Happy Eid). Celebrations vary from country to country but usually include gatherings to view the new moon, decorating homes inside and out, family visits, eating special foods, neighbourhood parties and wearing special, new clothes.

Photo courtesy of (AMISOM Public Information@flickr.com) - granted under creative commons licence - attribution

Questions About Eid al-Fitr

Answer the following questions using full sentences that give as much detail as possible.

1. Explain in your own words what Ramadan is.

2. Why must Muslims show 'self-restraint' during Ramadan?

3. What does 'Eid al-Fitr' mean? Why is it celebrated?

4. Why is the crescent moon a symbol of Islamic faith?

5. List seven activities that Muslims may take part in during their Eid al-Fitr celebrations.

6. Can you think why Ramadan fasting is more challenging to complete when it falls during the summer months?

7. Can you think of an example of a situation where you have 'exercised self-restraint'?

8. 'Saum' is just one of the Five Pillars of Islam. Research the other four Islamic duties.

Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

Early Life

Rosa Parks was born Rosa Louise McCauley on 4th February, 1913. After her parents separated, she grew up on a farm with her mother, brother and grandparents in Montgomery, Alabama, USA. She grew up in a time when America was segregated before the Civil Rights Act was enforced.

Segregation in America

Segregation meant black and white people had to be separated by law in many ways. They had separate toilets, water fountains, entrances to public buildings and black and white children had to go to separate schools. It was also clearly apparent that black facilities were of a poorer standard than white facilities. So not only were black and white people segregated; black people were treated as second-class citizens within society.

The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as rules required – in the black section to the rear of the bus. Bus companies prioritised seating for white people and moved black people further back, or made them stand if the white section was full and a white person needed a seat. This happened to Rosa and she was told to move further back to give her seat to a white person...but she refused to move. She was threatened with police action but she stayed sat still, adamant that she would not follow the 'rules'. Eventually, the police arrested, charged and fined her for breaking the law.

What Happened Next?

Amazingly, Rosa's defiance unleashed a wave of protest. Around 40 000 black citizens (and some white citizens) supported the 'Montgomery Bus Boycott'. The profits of the bus companies fell and the sheer size of the movement could not be ignored. The press reported it all over America and the boycott went on for 381 days. It gained the attention of the USA government and just over a year later, in December 1956, the unfair segregation on buses was lifted.

Rosa's small actions made history as they acted as a catalyst for the Civil Rights movement, which eventually succeeded. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory for the rights of black people within society.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



Rosa Parks Questions

Try and answer the questions using full sentences.

1. In the introduction paragraph, what type of word is 'comparatively'?

2. If Rosa was born with the name Rosa Louise McCauley, what can we most likely guess happened in her private life?

3. Explain what you understand by the term 'segregation'.

4. In the 'Segregation in America' section, the author uses the words 'second-class citizens'. Explain what you think this means.

5. Why did the bus driver ask Rosa to move on the bus?

6. Find two compound adjectives in the text.

7. What was 'The Montgomery Bus Boycott'?

If your child finishes all of the sheets, please use Bitesize to revise further.

Your child should continue to read 5 times a week.

They could continue their Scratch project.

