

Year 5
(Entry into Year 6)
15 Hour Revision Booklet
English



NORD
ANGLIA
EDUCATION

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Instruction

The following revision booklet is divided into five three-hour sections, in which you are expected to complete a comprehension task, followed by a ‘Use of English’ task, such as spelling or syntax, and a composition task. You should aim to incorporate what you have learnt in the ‘Use of English’ sections into your compositions.

In order to make the best use of your revision time, you are encouraged to choose a range of different tasks as you progress through the booklet.

You are required to complete at least two questions marked with an asterisk (*) while working through the booklet as a whole.

Comprehension and Composition 1

Comprehension Task – 1 Hour

Read the extract from *Call of the Wild* below, and answer the questions that follow.

Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself, but for every tide-water dog, strong of muscle and with warm, long hair, from Puget Sound to San Diego. Because men, groping in the Arctic darkness, had found a yellow metal, and because steamship and transportation companies were booming the find, thousands of men were rushing into the Northland. These men wanted dogs, and the dogs they wanted were heavy dogs, with strong muscles by which to toil, and furry coats to protect them from the frost.

Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars. At the rear things were on even a more spacious scale than at the front. There were great stables, where a dozen grooms and boys held forth, rows of vine-clad servants' cottages, an endless and orderly array of outhouses, long grape arbors, green pastures, orchards, and berry patches. Then there was the pumping plant for the artesian well, and the big cement tank where Judge Miller's boys took their morning plunge and kept cool in the hot afternoon.

And over this great demesne Buck ruled. Here he was born, and here he had lived the four years of his life. It was true, there were other dogs, There could not but be other dogs on so vast a place, but they did not count. They came and went, resided in the populous kennels, or lived obscurely in the recesses of the house after the fashion of Toots, the Japanese pug, or Ysabel, the Mexican hairless,—strange creatures that rarely put nose out of doors or set foot to ground. On the other hand, there were the fox terriers, a score of them at least, who yelped fearful promises at Toots and Ysabel looking out of the windows at them and protected by a legion of housemaids armed with brooms and mops.

But Buck was neither house-dog nor kennel-dog. The whole realm was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before the roaring library fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large,—he weighed only one hundred and forty pounds,—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his puppyhood he had lived the life of a sated aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of their insular situation. But he had saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver.

And this was the manner of dog Buck was in the fall of 1897, when the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and he did not know that Manuel, one of the gardener's helpers, was an undesirable acquaintance. Manuel had one besetting sin. He loved to play Chinese lottery. Also, in his gambling, he had one besetting weakness—faith in a system; and this made his damnation certain. For to play a system requires money, while the wages of a gardener's helper do not lap over the needs of a wife and numerous progeny.

Jack London, Call of the Wild

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What type of animal is Buck?	1
2. Describe Judge Miller's place in your own words.	3
3. How old is Buck? Use words from the text to support your answer.	2
4. Using words from the text, describe Buck's personality.	4
5. Who is Elmo?	1
6. In what year is the story set?	1
7. 'The Klondike strike dragged men from all the world into the frozen North' – Why are men travelling North? What could be their purpose?	4
8. Who is Manuel and why might he be an 'undesirable acquaintance'?	3
9. Imagine you are Mollie or Alice, one of the Judge's daughters. Describe one of the long twilight or early morning rambles with Buck.	6

Total 25 marks

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Use of English

Spelling– 1 hour

Look at the words in the table below. Write a definition of the word in the space provided. Check your definition with a dictionary. Some are taken from 'Call of the Wild'.

Task 1

Learn these words and their spelling by looking closely at each word, covering it up, writing it down and then checking to see if it is correct.

Use the lines below for your practice.

Amateur:

Hindrance:

Mischievous:

Harass:

Controversy:

Loiter:

Imperious:

Populous:

Progeny:

Task 2

Write ten sentences using each of the words above. Try to make your sentences as interesting and complex as possible.

1.

2.

3.

4.

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7.

8.

9.

10.

Read the following passage. Circle the word which is correctly spelt.

It was such a **privilidge/privilege** to be invited to the Mayor's birthday celebrations. He managed to bring the whole **community/ comunity** together and we all had a **marvelous/ marvellous** time. The food was more than **sufficient/suficient**: turkey, beef, chicken, an array of roasted **vegetables/vegtables** and strawberry cheesecake (which was **excalent/excellent**. He even organised a talent **competition/competition** and everyone had to stand up and perform. In his **speach/speech** he **praised/prazed** the **committee/comitee** for organising everything so well and told us of his plans to support the building of a **leisure/lezure** centre.

Use the correctly spelt words to write ten sentences on the lines below.

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Comprehension and Composition 2

Comprehension Task – 1 Hour

Read the extract from *Little Women* below, and answer the questions that follow.

‘Christmas won't be Christmas without any presents,’ grumbled Jo, lying on the rug.

‘It's so dreadful to be poor!’ sighed Meg, looking down at her old dress.

‘I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all,’ added little Amy, with an injured sniff.

‘We've got Father and Mother, and each other,’ said Beth contentedly from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, ‘We haven't got Father, and shall not have him for a long time.’ She didn't say ‘perhaps never,’ but each silently added it, thinking of Father far away, where the fighting was.

Nobody spoke for a minute; then Meg said in an altered tone, ‘You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone; and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can't do much, but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don't,’ and Meg shook her head, as she thought regretfully of all the pretty things she wanted.

‘But I don't think the little we should spend would do any good. We've each got a dollar, and the army wouldn't be much helped by our giving that. I agree not to expect anything from Mother or you, but I do want to buy *Undine and Sintran* for myself. I've wanted it so long,’ said Jo, who was a bookworm.

‘I planned to spend mine in new music,’ said Beth, with a little sigh, which no one heard but the hearth brush and kettle-holder.

‘I shall get a nice box of Faber's drawing pencils; I really need them,’ said Amy decidedly.

‘Mother didn't say anything about our money, and she won't wish us to give up everything. Let's each buy what we want, and have a little fun; I'm sure we work hard enough to earn it,’ cried Jo, examining the heels of her shoes in a gentlemanly manner.

‘I know I do—teaching those tiresome children nearly all day, when I'm longing to enjoy myself at home,’ began Meg, in the complaining tone again.

‘You don't have half such a hard time as I do,’ said Jo. ‘How would you like to be shut up for hours with a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you till you're ready to fly out the window or cry?’

‘It's naughty to fret, but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross, and my hands get so stiff, I can't practice well at all.’ And Beth looked at her rough hands with a sigh that any one could hear that time.

Louisa May Alcott, *Little Women*

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Why won't the girls be receiving any presents at Christmas?	1
2. How many girls are sitting by the fire and what are their names?	4
3. Where is the girls' father? Use words from the text to support your answer.	2
4. Using words from the text, describe what each of the girls does during the day.	4
5. How much money do the girls have to spend on themselves at Christmas?	1
6. What does Jo want for Christmas?	1
7. Why does Jo 'examine her shoes in a gentlemanly manner?'	4
8. In your own words, describe Beth's character.	3
9. Imagine you are Jo. Write a diary entry about being 'poor' at Christmas time.	5

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Use of English

Homophones– 1 hour

Practice or practise

These two words sound the same but are used in different ways. **Practice** is a noun, e.g., 'I go to football practice' or 'you must do more practice.' **Practise** is a verb, e.g., 'I'm practising my French.' or 'Sue practises piano.'

Complete the following exercise with practise or practice. Underline the correct option.

Today I am **practising/practicing** golf with Mark. As well as playing golf Mark goes to hockey **practice/practise** every week. He always says **practise/practice** makes perfect so we try to play golf as often as we can. Mark's Dad is a Doctor, he has his own medical **practice/practise** in town. This evening I'm going to **practice/practise** my clarinet. I hope all this **practise/practice** pays off!

Write about playing a musical instrument or your favourite sport. Try to use practice and practise in your work. Aim to write between 150 to 200 words.

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Principal and Principle

Principal is an adjective meaning the most important, e.g. 'The principal actor' or 'The principal idea.' Principal is also used as a noun, e.g., 'The school principal'.

Principle is a noun meaning a belief or a fundamental truth, e.g. 'Once we understand this principle everything will be easy.'

Complete the following exercise with principle or principal. Underline the correct option.

The **principle/principal** of the college gave a speech at the dinner.
He told us that hard work and motivation were two of his main
principles/principals and that everyone should strive to understand this
principal/ principle.

Use the lines below to write four of your own sentences, two must use principal and two must use principle.

1.

2.

3.

4.

Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

Please remember that you are required to complete at least two questions marked with an asterisk (*) while working through the booklet as a whole.

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

	<u>Questions</u>	<u>Marks</u>
EITHER:	1. Write a letter to your mother or father telling them what you want for Christmas.*	25
OR:	2. Describe a celebration, e.g. a memorable birthday. Remember to include sensory descriptions.	25
OR:	3. Write a story about disappointment, e.g. a time when you or someone else didn't get what they had hoped for. Try to recall the emotions you experienced and use a wide range of vocabulary.	25

Total 25 marks

Write your answer on the lines below:

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Comprehension and Composition 3

Comprehension Task – 1 Hour

Read the extract from *Oliver Twist* below, and answer the questions that follow.

The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbours nudged him. Child as

he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.

The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said,

'Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

There was a general start. Horror was depicted on every countenance.

'For *more!*' said Mr. Limbkins. 'Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?'

'He did, sir,' replied Bumble.

'That boy will be hung,' said the gentleman in the white waistcoat. 'I know that boy will be hung.'

Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

Charles Dickens Oliver Twist

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What are the boys served at mealtimes?	1
2. How do we know that the boys are hungry? Use words from the text to support your answer.	2
3. How do the boys decide who should go and 'ask or more'?	2
4. Using words from the text, describe how Oliver feels about asking for more.	4
5. How does the master react to Oliver's request?	1
6. What does Mr Bumble say will happen to Oliver Twist?	1
7. What do they (Mr Bumble, Mr Limbkins, etc.) decide to do with Oliver?	2
8. In your own words, describe Oliver's character.	4
9. Imagine you are the master. Write a report about Oliver Twist and his 'bad' behaviour.	8

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Use of English

Punctuation— 1 hour

Brackets, dashes and commas all give you the opportunity to include extra information in your sentences.

Brackets: Ben Jones (who lives next door to me) is an excellent chess player.

Dashes: Ben Jones — who lives next door to me — is an excellent chess player.

Commas: Ben Jones, who lives next door to me, is an excellent chess player.

Use dashes when there are already too many commas in a sentence, e.g.,

Next week, Daisy Smith — tennis star and celebrity chef — will be visiting Haddon village, Longley town hall and Ditton summer fair.

Try to work out where the brackets go in the following sentences:

1. Judy went to see a tennis match Jones versus Chaplin on Thursday.
2. Learning how to cook is I believe a useful skill.
3. Playing computer games too much over two hours per day is bad for your health.
4. My brothers Jack and Tom are very badly behaved.
5. Louise went to the cinema on Saturday to watch a horror film.

Try to work out where the dashes go in the following sentences:

1. Ben frowned at Bob who had just beaten him at draughts and then childishly stormed out of the room.
2. The wolf stalked the rabbit on purpose frightening it before the kill.
3. Cheetahs are the fastest land animals running at speeds of nearly seventy kilometres.
4. Many people eat fast food regardless of the impact on their health as a matter of course, every day.
5. The old lady's dog, Pipin without doubt her most faithful

Try to work out where the commas go in the following sentences:

1. Sasha assumed by many to be a girls' name is actually a boys' name in some parts of the world.
2. Gazpacho although a soup is traditionally eaten cold.
3. Eating lots of fruit and vegetables though expensive is a good way of keeping healthy.
4. Exercising on a daily basis is a good way to stay young and fit.
5. Protein a necessary part of a balanced diet is not eaten in high enough quantities by the majority of people.

Task.

Write 10 facts using brackets, dashes and commas. Write your answers on the lines below.

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Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

Please remember that you are required to complete at least two questions marked with an asterisk (*) while working through the booklet as a whole.

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

	<u>Questions</u>	<u>Marks</u>
EITHER:	1. Write a newspaper article about the workhouse, include details about how the boys are treated and how you feel about this.*	25
OR:	2. Describe an event where you got to eat all of your favourite foods, or got to try new ones.	25
OR:	3. Write a story about a dare. Include the words 'I didn't want to get into trouble'.	25
		Total 25 marks

Write your answer on the lines below:

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Comprehension and Composition 4

Comprehension Task – 1 Hour

Read the extract from *Black Beauty* below, and answer the questions that follow.

One day my lady came down later than usual, and the silk rustled more than ever.

‘Drive to the Duchess of B——’s,’ she said, and then after a pause, ‘Are you never going to get those horses’ heads up, York? Raise them at once and let us have no more of this humouring and nonsense.’

York came to me first, while the groom stood at Ginger’s head. He drew my head back and fixed the rein so tight that it was almost intolerable; then he went to Ginger, who was impatiently jerking her head up and down against the bit, as was her way now. She had a good idea of what was coming, and the moment York took the rein off the terret in order to shorten it she took her opportunity and reared up so suddenly that York had his nose roughly hit and his hat knocked off; the groom was nearly thrown off his legs. At once they both flew to her head; but she was a match for them, and went on plunging, rearing, and kicking in a most desperate manner. At last she kicked right over the carriage pole and fell down, after giving me a severe blow on my near quarter. There is no knowing what further mischief she might have done had not York promptly sat himself down flat on her head to prevent her struggling, at the same time calling out, ‘Unbuckle the black horse! Run for the winch and unscrew the carriage pole! Cut the trace here, somebody, if you can’t unhitch it!’ One of the footmen ran for the winch, and another brought a knife from the house. The groom soon set me free from Ginger and the carriage, and led me to my box. He just turned me in as I was and ran back to York. I was much excited by what had happened, and if I had ever been used to kick or rear I am sure I should have done it then; but I never had, and there I stood, angry, sore in my leg, my head still strained up to the terret on the saddle, and no power to get it down. I was very miserable and felt much inclined to kick the first person who came near me.

Before long, however, Ginger was led in by two grooms, a good deal knocked about and bruised. York came with her and gave his orders, and then came to look at me. In a moment he let down my head.

‘Confound these check-reins!’ he said to himself; ‘I thought we should have some mischief soon. Master will be sorely vexed. But there, if a woman’s husband can’t rule her of course a servant can’t; so I wash my hands of it, and if she can’t get to the duchess’ garden party I can’t help it.’

York did not say this before the men; he always spoke respectfully when they were by. Now he felt me all over, and soon found the place above my hock where I had been kicked. It was swelled and painful; he ordered it to be sponged with hot water, and then some lotion was put on.

Lord W—— was much put out when he learned what had happened; he blamed York for giving way to his mistress, to which he replied that in future he would much prefer to receive his orders only from his lordship; but I think nothing came of it, for things went on the same as before. I thought York might have stood up better for his horses, but perhaps I am no judge.

Ginger was never put into the carriage again, but when she was well of her bruises one of the Lord W——'s younger sons said he should like to have her; he was sure she would make a good hunter. As for me, I was obliged still to go in the carriage, and had a fresh partner called Max; he had always been used to the tight rein. I asked him how it was he bore it.

'Well,' he said, 'I bear it because I must; but it is shortening my life, and it will shorten yours too if you have to stick to it.'

'Do you think,' I said, 'that our masters know how bad it is for us?'

'I can't say,' he replied, 'but the dealers and the horse-doctors know it very well. I was at a dealer's once, who was training me and another horse to go as a pair; he was getting our heads up, as he said, a little higher and a little higher every day. A gentleman who was there asked him why he did so. 'Because,' said he, 'people won't buy them unless we do. The London people always want their horses to carry their heads high and to step high. Of course it is very bad for the horses, but then it is good for trade. The horses soon wear up, or get diseased, and they come for another pair.' That,' said Max, 'is what he said in my hearing, and you can judge for yourself.'

What I suffered with that rein for four long months in my lady's carriage it would be hard to describe; but I am quite sure that, had it lasted much longer, either my health or my temper would have given way. Before that, I never knew what it was to foam at the mouth, but now the action of the sharp bit on my tongue and jaw, and the constrained position of my head and throat, always caused me to froth at the mouth more or less. Some people think it very fine to see this, and say, 'What fine spirited creatures!' But it is just as unnatural for horses as for men to foam at the mouth; it is a sure sign of some discomfort, and should be attended to. Besides this, there was a pressure on my windpipe, which often made my breathing very uncomfortable; when I returned from my work my neck and chest were strained and painful, my mouth and tongue tender, and I felt worn and depressed.

Black Beauty, Anna Sewell

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What type of animals are Black Beauty and Ginger?	1
2. What does the lady want York to do? Why does she want this?	3
3. Why does Ginger kick?	3
4. Who is York?	1
5. Using words from the text, what does Max say about the tight rein?	3
6. In your own words, discuss why London people always want their horses to carry their heads high.	3
7. Re-read the last paragraph of the text. How does Black Beauty feel about his life at this moment?	2
8. Is the text written with a first person or third person narrative? Use words from the text to support your answer.	2
9. Do you think horses should be treated this way? Write about how you think a horse should be cared for.	7

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Use of English

Syntax– 1 hour

Relative clauses

Relative clauses are used to add extra information about a person or thing (defining), or to make clear what person or thing we are talking about (defining), e.g. 'The man, who is tall and thin, works at the garage.'

Here are some of the relative pronouns used to introduce relative clauses: who, that, whose and which

Who is used for people, e.g. 'That's the man who lives next door to you.'

That is used for people and things, e.g. 'Don't believe everything that you read.' and 'She said the car crash that happened yesterday was unavoidable'. 'That' can only be used in defining relative clauses.

Whose indicates possession, e.g., 'That's the woman whose cat scratched my arm.'

Which is used for things, e.g., 'That's the chair which broke yesterday.'

Combine these sentences to make defining relative clauses using the relative pronouns: that, which, who, and whose.

1. I want to attend a school. The school should have good sports facilities.(that)

2. Alice is a friend. Her hair is short and straight. (whose)

3. He is the boy. I met him at the Christmas dinner. (who)

4. I saw a fascinating film yesterday. It explained difficult scientific theories. (which)

5. That's the man. He jumped the queue at the supermarket! (who)

A non-defining relative clause adds additional information to a sentence. If we remove that information the sentence still makes sense. E.g. My mother, who is fifty-eight, plays the clarinet.

We can remove the 'who is fifty-eight' and the sentence still makes sense. You can tell that a sentence is non-defining as it contains commas at the start and finish of the non-defining clause.

Complete these sentences by adding a non-defining relative clause at the point where there is an asterisk. Don't forget to add the commas when you write it out in full.

1. Susie's Dad* plays football every day. (who)

2. This month* is the coldest month of the year. (which)

3. Ted* just had an operation. (whose)

Write five sentences with defining and non-defining relative clauses using the pronouns: 'who', 'that', 'whose', 'which,' and 'where'.

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Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

Please remember that you are required to complete at least two questions marked with an asterisk (*) while working through the booklet as a whole.

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

<u>Questions</u>	<u>Marks</u>
EITHER: 1. Write a leaflet about how to take care of a particular animal, e.g. a dog, cat or hamster. Try to include as much detail as possible.*	25
OR: 2. Describe a wild or domesticated animal in detail. Use sensory descriptions and don't forget to write about their natural habitat.	25
OR: 3. Write a story about an animal who can talk.	25
Total 25 marks	

Write your answer on the lines below:

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Comprehension and Composition 5

Comprehension Task – 1 Hour

Read the extract from *The Children of the New Forest* below, and answer the questions that follow.

The old forester lay awake the whole of this night, reflecting how he should act relative to the children; he felt the great responsibility that he had incurred, and was alarmed when he considered what might be the consequences if his days were shortened. What would become of them—living in so sequestered a spot that few knew even of its existence—totally shut out from the world, and left to their own resources? He had no fear, if his life was spared, that they would do well; but if he should be called away before they had grown up and were able to help themselves, they might perish. Edward was not fourteen years old; it was true that he was an active, brave boy, and thoughtful for his years; but he had not yet strength or skill sufficient for what would be required. Humphrey, the second, also promised well; but still they were all children. ‘I must bring them up to be useful—to depend upon themselves; there is not a moment to be lost, and not a moment shall be lost; I will do my best, and trust to God; I ask but two or three years, and by that time I trust that they will be able to do without me. They must commence to-morrow the life of foresters’ children.’

Acting upon this resolution, Jacob, as soon as the children were dressed and in the sitting-room, opened his Bible, which he had put on the table, and said:

‘My dear children, you know that you must remain in this cottage, that the wicked troopers may not find you out; they killed your father, and if I had not taken you away, they would have burnt you in your beds. You must therefore live here as my children, and you must call yourselves by the name of Armitage, and not that of Beverley; and you must dress like children of the forest, as you do now, and you must do as children of the forest do; that is, you must do everything for yourselves, for you can have no servants to wait upon you. We must all work; but you will like to work if you all work together, for then the work will be nothing but play. Now, Edward is the oldest, and he must go out with me in the forest, and I must teach him to kill deer and other game for our support; and when he knows how, then Humphrey shall come out and learn how to shoot.’

‘Yes,’ said Humphrey, ‘I’ll soon learn.’

‘But not yet, Humphrey, for you must do some work in the meantime; you must look after the pony and the pigs, and you must learn to dig in the garden with Edward and me when we do not go out to hunt; and sometimes I shall go by myself, and leave Edward to work with you when there is work to be done. Alice, dear, you must, with Humphrey, light the fire and clean the house in the morning. Humphrey will go to the spring for water, and do all the hard work; and you must learn to wash, my dear Alice—I will show you how; and you must learn to get dinner ready with Humphrey, who will assist you; and to make the beds. And little Edith shall take care of the fowls, and feed them every morning, and look for

the eggs—will you, Edith?’

‘Yes,’ replied Edith, ‘and feed all the little chickens when they are hatched, as I did at Arnwood.’

‘Yes, dear, and you’ll be very useful. Now you know that you cannot do all this at once. You will have to try and try again; but very soon you will, and then it will be all play. I must teach you all, and every day you will do it better, till you want no teaching at all. And now, my dear children, as there is no chaplain here, we must read the Bible every morning. Edward can read, I know; can you, Humphrey?’

‘Yes, all except the big words.’

‘Well, you will learn them by and by. And Edward and I will teach Alice and Edith to read in the evenings, when we have nothing to do. It will be an amusement. Now tell me, do you all like what I have told you?’

‘Yes,’ they all replied; and then Jacob Armitage read a chapter in the Bible, after which they all knelt down and said the Lord’s Prayer. As this was done every morning and every evening, I need not repeat it again. Jacob then showed them again how to clean the house, and Humphrey and Alice soon finished their work under his directions; and then they all sat down to breakfast, which was a very plain one, being generally cold meat, and cakes baked on the embers, at which Alice was soon very expert; and little Edith was very useful in watching them for her, while she busied herself about her other work. But the venison was nearly all gone; and after breakfast Jacob and Edward, with the dog Smoker, went out into the woods. Edward had no gun, as he only went out to be taught how to approach the game, which required great caution; indeed Jacob had no second gun to give him, if he had wished so to do.

The Children of the New Forest, Frederick Marryat

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Why is the old forester 'Jacob' worried about the children?	3
2. How old is Edward?	1
3. Using words from the text describe Edwards' personality.	3
4. What happened to the children's father?	1
5. Using words from text, describe the work that each (Edward, Humphrey, Alice, Edith) child must do.	5
6. Which book does Jacob read from?	1
7. What do Jacob and Edward do after breakfast?	2
8. Do the children seem happy with Jacob's instructions? Are they willing to do the work? Use words from the text to support your answer.	2
9. If you found yourself in a similar situation to the children (without a mother and a father to take care of you) what household tasks might you have to do? Write a list of important chores that you mustn't forget.	7

Total 25 marks

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Use of English

Vocabulary - 1 hour

Suffixes and prefixes

Suffixes can change a word from a noun to a verb, e.g. creation (n) create (v) or a noun to an adjective, e.g., creation to creative. They can also change the meaning of a word.

Change these nouns and adjectives into verbs using the suffixes ‘-ise’, ‘-ate’, ‘-en’, and ‘-ify’.

1. medicine

2. pollen

3. clarification

4. classification

5. operation

6. equal

7. fiction

8. wide

9. strength

Here are some common prefixes and their meanings.

dis – means ‘not, e.g., disappoint

im – means not, e.g., immature

un – means not

Write down four examples of each prefixed word in the table below:

dis-	im-	un-
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write six sentences which include some of the prefixed words you have written.

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2.

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Composition Task – 1 Hour

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Please remember that you are required to complete at least two questions marked with an asterisk (*) while working through the booklet as a whole.

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

	<u>Questions</u>	<u>Marks</u>
EITHER:	1. Do you think Jacob would make a good parent? Write a balanced essay on why he might be a good parent and why he might not.*	25
OR:	2. Describe a time when you felt lonely or frightened, e.g., getting lost in a supermarket, not being able to find your parents. Remember to describe your feelings and senses.	25
OR:	3. Write a story with the title 'Lost Girl'.	25
		Total 25 marks

Write your answer on the lines below:

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