

Name: \_\_\_\_\_

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# HEROES TUITION

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October Homework  
English  
Silver

**Please return this booklet to your English teacher by the end of the month. All answers will be sent to your parents or guardians, so please ensure it is marked before handing it in.**



# Year 5 English Grammar and Punctuation Test 1

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate

1 mark

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

1 mark

3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

1 mark

4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun

1 mark

total for this page

5. The passage below has an error in it. Underline the error and **write the correction** in the box.

That behaviour is unrespectful.

1 mark

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then After that Firstly This

1 mark

7. **Underline the parenthesis** in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

1 mark

total for this page

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

Adverbial	Time?	Place?	Frequency?
in January			
behind the garage			
near Cardiff			
always			

1 mark

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

1 mark

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

10. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

1 mark

*Samira is definitely a faster runner than James.*

\*\*END OF TEST\*\*

total for  
this page

1. Which sentence uses parenthesis accurately? **Tick one.**

Our teacher who (we like very much) is called Miss Fox.

Our teacher (who we like very much) is called Miss Fox.

1 mark

2. What is underlined in the sentence below? **Tick inside one box.**

'I can come to your party after all!' shouted Jake.

modal verb

time adverbial

noun phrase

1 mark

3. **Underline** the **adverbial of place** in the sentence below.

We walked quietly down the corridor to the head's office.

1 mark

total for  
this page

4. **Add a comma** to the sentence below to make it clear that the Scouts are not eating the rabbit.

As the Scouts sat around the fire eating the rabbit hid in the bushes.

1 mark

5. **Rewrite** the sentences below as **one sentence** which includes a **relative clause**. Remember to use the correct punctuation.

The lady has grey hair and glasses. She lives next door to me.

1 mark

6. The sentence below has a missing word. **Complete** the sentence by using the correct **relative pronoun**.

This is the book  I told you about.

1 mark

7. **Draw lines** to match the prefixes to the correct root words.

1 mark

  
total for  
this page

8. In the sentence below, which word uses the suffix -ify to create the **underlined verb** 'terrify'? **Tick one.**

1 mark

I don't want to terrify you, but I think there might be a snake in your bed.

terrific

terror

terrible



9. Read the sentences below. Add the word which links the sentences together to create cohesion.

1 mark

Tommy tiptoed up the path. , he slowly pushed open the gate.

Subsequently Therefore Although However



10. **Underline** the **adverbial phrase** in the sentence below.

1 mark

During the afternoon, we enjoyed playing cricket outside.



\*\*END OF TEST\*\*

total for this page

1. Add brackets, dashes or commas to the sentence below.

The chef who was very famous visited our school to show us how to cook his favourite dish.

1 mark

2. Use each prefix once to make the verbs in the sentences below negative. Write your answers in the spaces.

I think I must have  heard you. I have to  agree with your views on this. We need to  construct the rocket immediately.

1 mark

de                      mis                      dis

3. Circle the punctuation marks below which can be used to add parenthesis to a sentence.

;                      ,                      .                      ?                      ( )

1 mark

4. Complete the sentence below so that it uses a modal verb.

She  know about this.

↑  
 We don't want her to know about this.

1 mark

total for this page



5. Look at the words in the table. Are they relative pronouns or possessive pronouns? **Tick one option.**

Word	Relative Pronoun	Possessive Pronoun
which		
his		
who		
where		
ours		

1 mark

6. The sentence below contains a suffix error. **Underline the error** and **write the correction** in the box below.

In a panic, Lucy tried to activify the fire alarm.

1 mark

7. Look at the article below. **Underline the relative clauses.**

### **Summer is finally here**

Weather forecasters have confirmed that the hot weather, which arrived last week, is here to stay. According to Sunni Shine, who is chief weather reporter for the Weather Channel, temperatures look set to stay high until the end of the month.

1 mark

total for  
this page

1. Which conjunction creates **cohesion** by following on logically from sentence one? **Tick one.**

1 mark

I never enjoyed learning languages. , I passed my French exam with ease.

Subsequently

Despite this

Even if



2. Read the sentences below. Which **adverbial of place** should be used to link the ideas in sentence 1 to those in sentence 2? **Write your answer in the space.**

1 mark

1. Walk past the bank and continue for half a mile.

2.  turn left, then right.

Outside    At the end of the road    Everywhere



3. **Tick** the sentence which uses a modal verb.

1 mark

I am thinking about joining a karate club.

I should think about joining a karate club.



total for this page

8. Underline a **verb suffix** and an **adverb possibility** to complete the sentence below.

Please not  everyone of the following: it has finally been confirmed that the Queen will  be visiting on Tuesday next week.

**Verb Suffixes**

ate

ify

ise

**Adverbial**

likely

definitely

possibly

9. Add appropriate **parenthesis** to the sentence below.

Two people both wearing raincoats were walking a dog along the canal towpath.

10. Look at the words in the table. Are they **modal verbs** or **adverbs of possibility**?

**Tick one option.**

Word	Modal Verb	Adverb of Possibility
could		
possibly		
will		
must		
surely		

\*\*END OF TEST\*\*

1 mark

1 mark

1 mark

total for  
this page

4. Tick the **adverb** which shows that we **will** watch a film today.

We will  be able to see the film today.

probably

definitely

perhaps

5. Read the sentences below. Tick **one box** to show which sentence uses commas correctly.

It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon.

It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afternoon.

It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afternoon.

6. Circle the **relative pronoun** in this sentence.

That is the lady who taught me to swim.

1 mark

1 mark

1 mark

total for  
this page

7. **Circle** the appropriate time connective to create **cohesion** between the sentences below.

Every morning I follow the same routine. , I make a cup of tea and watch TV for a while.

Then    After that    Firstly    Next

1 mark

8. Read the passage below. **Tick one** modal verb which would complete it.

I think it  be best if we travelled to the airport on the train.

should

might

can

1 mark

9. **Tick two boxes** to show where brackets should be used in the sentence below.

Miss Fitzwilliam at least I think that's her name is going to be



taking us for Science next year.



1 mark

total for  
this page

10. The sentence below contains a **prefix** and a **suffix** error.  
**Underline the errors and write the corrections** in the box below.

1 mark

Amir was trying to motivate himself to overdo his homework when he realised he had done it wrong.

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**\*\*END OF TEST\*\***

total for  
this page

1. Which sentence uses a **relative clause**? Tick one.

The map that I brought with me is out of date.

I bought an out-of-date map yesterday.

1 mark

2. **Circle** the **adverbial of number** which links the sentences below to create cohesion.

My health has always been very good. Consequently, I have visited the doctors  in five years.

1 mark

many times      frequently      only once

3. **Add parenthesis** to the sentence below.

Despite the excellent sailing conditions which were totally unexpected my dad's boat came last.

1 mark

total for  
this page

4. Read this sentence. What type of word is underlined? **Tick one.**

This is the book that I was telling you about.

possessive pronoun

relative pronoun

1 mark

5. The passage below has an error in it. **Underline** the error and **write the correction** in the box.

'Misactivate the weapons!' cried the General.

1 mark

6. Look at the suffixes below. Which **suffix** should be added to the adjective 'glamour' to create the appropriate verb? **Tick one.**

Some people believe that certain forms of street art can glamour  graffiti.

ise

ify

ate

1 mark

7. **Circle** the **modal verbs** in the sentence below.

I can assure you that whatever happens, we will not make this mistake again.

1 mark

total for  
this page



8. Look at the words which are used help to link sentences and paragraphs. **Write each word once** to complete the sentence below. Remember to use correct punctuation.

Learning to play an instrument can take time.  you need to decide which instrument to learn,  you will need to have lessons from someone who can already play it.  will help to ensure that you learn to play the instrument correctly.

this

firstly

then

9. This sentence is ambiguous. **Rewrite** the sentence below using **commas** to make the meaning clear.

In the picnic box I put bananas crisps lemonade sandwiches and biscuits.

10. Which sentence is using parenthesis correctly? **Tick one.**

The immense forest – lush with vegetation in the rainy season – was teeming with wildlife.

The immense forest – lush with vegetation – in the rainy season was teeming with wildlife.

The immense – forest lush with vegetation – in the rainy season was teeming with wildlife.


\*\*END OF TEST\*\*

1 mark

1 mark

1 mark

total for  
this page



# Phone Trouble

Lucy and I had been best friends since nursery. I couldn't help it though, I always wished that I had some of the things that she was lucky enough to have. Although we often chose similar coats, shoes and pencil cases, it often seemed that hers were a little better than mine – all the latest fashions, most expensive brands. I had to admit that I was probably a little jealous of her. She always had everything that I wanted. Except maybe for one thing.

When I was given the new phone for my ninth birthday in the holidays, I was so excited! Lucy and I had both begged for one but our mums had told us to wait. Obviously, I was desperate to show her and wanted to take it to school on the first day of the new term, although I knew that we weren't allowed to have phones at school.

"Poppy, make sure that you look after that phone," Mum had said to me. "Don't go taking it out anywhere you shouldn't!" Her words were ringing in my ears as I flipped the phone around in my hands indecisively. I desperately wanted to take it to school but I knew it was wrong so I took it upstairs and placed it carefully into my top drawer. What changed my mind I'm not sure, but at the last minute, I ran back to my room and slipped it into the front pocket of my bag before leaving the house.

Almost late for registration, I hung my coat and bag and made it to the classroom just in time, without a chance to speak to anyone. As I headed to the cloakroom later at morning break, I remembered the phone and my heart picked up a beat or two. Waiting until everyone had gone outside, I slipped the shiny treasure from my bag. Almost immediately, I heard footsteps coming down the corridor. It was Miss Wall. Quickly, I turned and stuffed the phone back into the front pocket of my bag and went out onto the playground, hoping that she hadn't seen me.

By lunchtime, I still hadn't mentioned anything to Lucy as I wanted to surprise her. As soon as there was a chance, while everyone else was still eating in the dinner hall or on their way to the playground, I sneaked back to my bag. Reaching inside the front pocket, a lump caught in my throat and I froze. It wasn't there. I plunged my hand into every compartment and rummaged into every corner of my bag. Definitely, no phone. I felt sick.

What could I do? Maybe someone had seen me with it and stolen it. I wasn't even supposed to have the phone at school though so how could I tell Miss Wall? It would be me in trouble. What would I tell Mum?

All afternoon, I couldn't think of anything except how foolish I'd been to bring the phone with me at all. At the end of the day, I hung back for a moment in the classroom, deliberately taking too long to gather my other belongings. Part of me wanted Miss Wall

to ask what was wrong and then I could tell her. Another part of me just wanted to turn back time and leave the phone back in the desk drawer of my bedroom.

Sluggishly, I plodded out of the classroom and into the cloakroom as the last of my friends snatched their coats and bags from the coat pegs and dashed care-free to the playground. Knowing the outcome, I felt around inside my bag one last time – hoping by some miracle that my fingers had just missed touching the right place earlier. Trying to convince myself that maybe there was a hole in the lining of my bag, I sat on the floor and tipped it upside down, inside out, squeezed every corner. Nothing.

I knew Mum would be waiting outside for me now, wondering why everyone else had made it out before me. My chest was feeling tight and I was having to lift my shoulders to breathe in properly, when Miss Wall appeared in the doorway. I took one look at her and before I managed to force any words from my mouth, I felt the first tear form in the corner of my eye. My shoulders sank and I sobbed.

Barely stopping for a breath, I told her everything. I kept saying how sorry I was and I knew I shouldn't have brought the phone to school but my mum was going to be so angry. Eventually, my teacher managed to slow down my tears and helped me to put everything else back into my bag. Promising that she would speak to the whole class the next day, she led me outside towards my mum as I hung my head down, not wanting or daring to look up.

Miss Wall explained everything to my mum in that calm way that teachers do, as I stood there, regretfully. Waiting, expecting Mum's annoyed tone, I began to lift my head slowly to look sideways towards her – still not daring to make proper eye contact. It was enough to see Mum's hand emerge from her pocket - holding my phone! I blinked and felt my mouth drop open.

"That begins to explain this then," she said. "I was standing with Lucy's mother when Lucy came out a few minutes ago. She told us she'd found this in the front pocket of her bag. Luckily, I recognised it but had no idea how it could have got there!"

Of course. Lucy's bag looked just like mine – we'd chosen identical ones, to match our coats. In a hurry, I must have stuffed the phone into the wrong bag at break time.

"I'm so sorry Mum," I pleaded. "I promise not to bring my phone to school again."

*Steve and Olivia Johnson, 2015.*



**Questions 1 to 15 are about 'Phone Trouble'**

1. The story is written from the perspective of...

**Lucy**

**Poppy**

**Mum**

**Miss Wall**

1 mark

2. At the start of the extract it is the girl's...

**birthday**

**first day back**

**holidays**

**graduation day**

1 mark

3. How did the girl telling the story sometimes feel about her best friend?

**lucky**

**jealous**

**upset**

**angry**

1 mark

4. The story is set mainly...

**in a town**

**in the countryside**

**in a school**

**in a house**

1 mark

total for this page

5. Order these events as they happen in the story. Number them 1, 2, 3, 4.

The phone is found in Lucy's bag.

Poppy loses her phone.

Poppy takes the phone to school.

Poppy gets a new phone.

2 marks

6. Explain **two** things that the words 'shiny treasure' suggest about the phone.

2 marks

7. Why was Poppy 'Almost late for registration?'

1 mark

8. In the text it says, 'I felt sick'.

1 mark

Why did Poppy feel sick?

9. Which words does the author use to show how Poppy left the classroom in the afternoon after losing her phone?

1 mark

total for this page

10. What do these words tell you about the way she was feeling?

1 mark

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11. 'I sat on the floor and tipped it upside down, inside out, squeezed every corner. Nothing.'

1 mark

**Find and copy** the sentence that shows she has already searched her bag.

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12. Throughout the story Poppy feels a range of emotions.

2 marks

Find and copy **two** sentences from the text that show she was feeling **excited**.

1. 

---

2. 

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Find and copy **two** sentences that show she was feeling **worried**.

1. 

---

2. 

---

13. At the end it says 'Lucy's bag looked just like mine – we'd chosen identical ones, to match our coats.'

1 mark

Find and copy a sentence from the beginning of the story which links to this.

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total for this page

14. "I'm so sorry Mum," I pleaded.

Give another word with the **same meaning** as **pleaded** that could have been used instead.

1 mark

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15. Based on what you have read in the last paragraph of the story, **predict** what Poppy will say to her Mum when they get home. Use evidence from this paragraph to support your prediction.

3 marks

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**End of questions about 'Phone Trouble'**

total for this page

# Lightning

## What Causes Lightning?

Lightning is caused by the movement of water droplets and ice crystals inside a cumulonimbus cloud (thunderhead) which creates an electrical charge, with the positive charge (protons) forming at the top and the negative charge (electrons) forming at the bottom of the cloud.

A positive charge builds up on the ground beneath the cloud, attracted to the negative charge in the bottom of the cloud. The ground's positive charge concentrates around anything that sticks up - trees, mountains, tall buildings, umbrellas and even people! The positive charge streaming up from the ground connects with the negative charge reaching down from the clouds and a spark of lightning strikes.

## Amazing Facts about Lightning

1. A lightning bolt is about 29,000 degrees Celsius — roughly six times hotter than the surface of the Sun!
2. Lightning flashes more than 3 million times a day worldwide — that's about 40 times a second. Not all those flashes hit the ground — some happen between or inside clouds.
3. An average lightning bolt can release enough energy to operate a 100-watt light bulb for more than three months straight.
4. All that energy travels along a path about as wide as a thumb!
5. Lightning kills about 2000 people a year, so stay inside during lightning storms! The determining factor on whether a particular flash could be deadly depends on whether a person or animal is in the path of the lightning discharge.
6. You can use thunder to tell how far away a storm is. Next time you see a storm, count the number of seconds between when you see the lightning and hear the thunder. Take the number of seconds and divide by 5 and that will tell you how far away the storm is in miles. For example: If you counted 10 seconds between the lightning and the thunder, the lightning is 2 miles away!



<b>Types of Lightning</b>	<b>Description</b>
<b>Cloud-to-ground lightning</b>	This lightning is the best known and third most common type of lightning. Most cloud-to-ground lightning strikes come from the negatively charged bottom of the cloud traveling to the positively charged ground below. Cloud-to-ground lightning bolts strike tall objects, like trees and buildings. These lightning strikes can cause fire and property damage. If you're the tallest object, then lightning can strike you.
<b>Cloud-to-air lightning</b>	Cloud-to-air lightning is referred to as a discharge or portion of a discharge jumping from a cloud into clear air. The most visually dramatic examples of cloud-to-air lightning occur when a long, bright lightning channel jumps out of the side of a cumulonimbus cloud and terminates in the clear air surrounding the storm.
<b>Inter-cloud and intra-cloud lightning</b>	When lightning happens between two separate clouds it is known as inter-cloud lightning, and when it happens within a single cloud it is known as intra-cloud lightning. Intra-cloud lightning is the most common type of lightning. This occurs when there are both positive and negative charges within the same cloud. Usually the process takes place within the cloud and looks like a bright flash of light which flickers.
<b>Forked Lightning</b>	Forked lightning appears as jagged lines of light. They can have several branches. Forked lightning can be seen shooting from the clouds to the ground, from one cloud to another cloud, or from a cloud out into the air. This lightning can strike up to 10 miles away from a thunderstorm.
<b>Ball Lightning</b>	Ball lightning is a rare form of lightning. It usually appears as a reddish, luminous ball, but can come in any colour. Ball lightning is usually spherical in shape and about 30cm in diameter. Hissing noises originate from such balls and they sometimes make a loud noise when they explode.

**Questions 16 to 28 are about 'Lightning'**

16. Why is it dangerous to be near trees, mountains and tall buildings during a thunder storm?

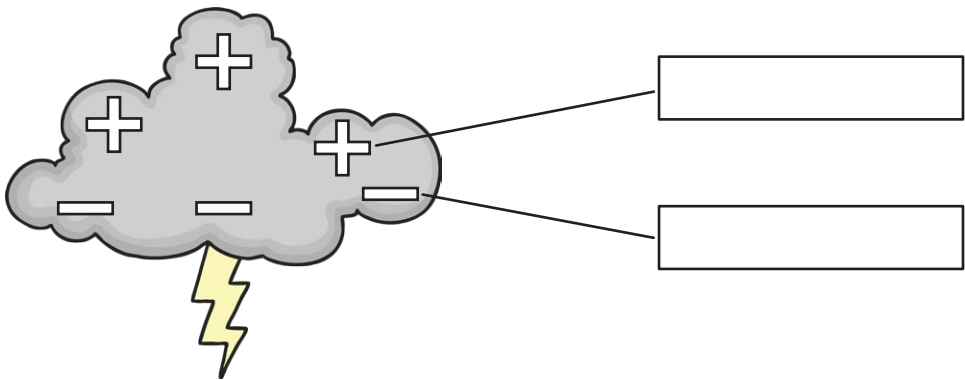
1 mark

\_\_\_\_\_

.....

17. Fill in the correct labels on the cloud.

2 marks



.....

18. How hot are lightning bolts?

1 mark

\_\_\_\_\_

.....

19. If you counted **30 seconds** between when you saw the lightning and heard the thunder, how far away would the storm be?

1 mark

\_\_\_\_\_

.....

total for this page

20. What is the name given to the type of cloud which causes lightning?

1 mark

21. Write and order, **in the table below**, the types of lightning according to **how often** they happen.

2 marks

Ball

Intra-cloud

Cloud-to ground

Type of Lightning	Frequency
	1-Most Often
	2
	3-Least Often

22. 'Hissing noises originate from such balls and they sometimes make a loud noise when they explode.'

1 mark

In this sentence, the word **originate** is closest in meaning to...

Tick one

shoot

develop

are heard

23. What colours can ball lightning be?

1 mark

total for  
this page

1 mark

**Look at the poster.**

24. 'Seek shelter in a substantial building.'

In this sentence, the word **substantial** is closest in meaning to...

**Tick one**

**tall**

**small**

**strong**



25. Why is the poster an effective way of explaining to children how to keep safe when lightning is near?

2 marks

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26. What are the two key things you need to do to stay safe if you hear thunder?

1 mark

1. \_\_\_\_\_

2. \_\_\_\_\_



total for this page

2 marks

27. Lightning is dangerous to humans and animals.

Do you agree with this?

Explain your answer using evidence from the text.

yes     yes and no     no

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28. In the paragraph '**Why Don't All Fish Die When Lightning Hits the Sea?**' it compares lightning striking water to putting blackcurrant juice into bath water.

How do these comparisons help the reader to understand the answer to the question in the title?

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1 mark

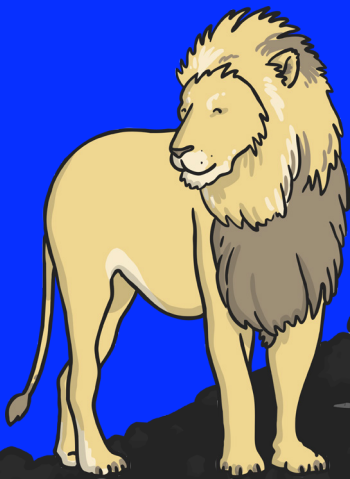
**End of questions about '*Lightning*'**



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**When  
Thunder  
Roars  
Go Indoors!**

***STOP Activities***



**Seek shelter  
immediately in a  
substantial building  
or a hard-topped  
metal vehicle!**

# WHY DON'T ALL FISH DIE WHEN LIGHTNING HITS THE SEA?



Sea water conducts electricity so as soon as the current enters it, it spreads out in all directions and any fish in the way would probably only experience a small current passing through it, so sparing it from death. Only fish very near the water's surface would be killed. A fish as little as 30cm below the surface would probably be quite safe.

Think of it like this: If you poured a drop of blackcurrant juice into a teaspoon, you would see that it was a very dark purple colour. Now, if you poured that into a bath full of water, it would spread out and soon disappear completely. Lightning is just like that - when it hits the water, it spreads out straight away and becomes harmless to all but those at the very point where it entered the sea.

Fortunately, only very unlucky fish ever get killed by lightning.

1 mark

**Look at the poster.**

24. 'Seek shelter in a substantial building.'

In this sentence, the word **substantial** is closest in meaning to...

**Tick one**

**tall**

**small**

**strong**



25. Why is the poster an effective way of explaining to children how to keep safe when lightning is near?

2 marks

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26. What are the two key things you need to do to stay safe if you hear thunder?

1 mark

1. \_\_\_\_\_

2. \_\_\_\_\_



total for this page



2 marks

27. Lightning is dangerous to humans and animals.

Do you agree with this?

Explain your answer using evidence from the text.

yes     yes and no     no

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28. In the paragraph '**Why Don't All Fish Die When Lightning Hits the Sea?**' it compares lightning striking water to putting blackcurrant juice into bath water.

How do these comparisons help the reader to understand the answer to the question in the title?

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1 mark

**End of questions about '*Lightning*'**



total for this page

# Written in March



The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
The oldest and youngest  
Are at work with the strongest;  
The cattle are grazing,  
Their heads never raising;  
There are forty feeding like one.

Like an army defeated  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;  
The ploughboy is whooping—anon—anon!  
There's joy on the mountains;  
There's life in the fountains;  
Small clouds are sailing,  
Blue sky prevailing;  
The rain is over and gone.

*William Wordsworth*



Questions 29 to 36 are about 'Written In March'

29. What season is the poem about? **Tick one.**

- |        |                          |        |                          |
|--------|--------------------------|--------|--------------------------|
| Spring | <input type="checkbox"/> | Autumn | <input type="checkbox"/> |
| Summer | <input type="checkbox"/> | Winter | <input type="checkbox"/> |

1 mark



30. What time of day do you think the beginning of the poem is describing and why?

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1 mark



31. Match each word to its meaning.

defeated	Withdrew from enemy forces after losing a battle
prevailing	Beaten in a battle or other contest
retreated	Main, most frequent; predominant
grazing	To feed on (herbage) in a field or on pastureland

2 marks



total for this page

32. Find and copy two sentences from the poem that show that the weather is fine.

2 marks

1. \_\_\_\_\_

2. \_\_\_\_\_

33. Look at line 2.

1 mark

*The stream is flowing*

What does this line tell you about the way the river moves?

\_\_\_\_\_

34. What does the word 'whooping' in verse two line five tell you about the way the words are said?

1 mark

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

35. Throughout the poem the poet uses the senses to describe 'March'.

2 marks

Can you find an example of each from the text?

See	
Hear	

total for this page

36. What do you think is the overall feel of the poem?

Explain your answer in full using evidence from the poem.

3 marks

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**End of questions about 'Written In March'**



**\*\*END OF TEST\*\***

total for this page