

ANOTHER WORLD

Science fiction is often set in another world or a future version of our world after some global crisis. There, you will find contact with alien life forms, artificial intelligence, a focus on one or two survivors, conflict involving outlandish weapons or strange vehicles – all of which is often described in scientific-sounding or alien language. Read the following extract and make a note of some of these features.

The Sands of Zylon 7

A silver dust cloud moving across the far horizon heralded the approach of a GravX Ion Disruptor. It wasn't entirely unexpected. The osmium-based life forms known as Krish would have been alerted the moment we ruptured their robotzoid guard's security shield. What we didn't expect to find was a photon-converter among the wreckage of robotic wiring and DNA replication. We could do some major discolouration with that in our possession. As Z'bella, a captured olian from the planet Garsz, pointed out by means of her linguaphon implant, our escape plan had just turned into a means of shutting down Tereer, the Krish's evil empire.



Zylon 7, this artificial moon covered in silver dust, orbited Tereer to provide the Krish with the reflected light and energy to power their devastating voyages throughout space. Z'bella and I – a solitary Ichobi so far from my home in the Outer Tsapudi region and taken prisoner sixteen astral years ago – we might now have the means of standing in their way.

The GravX pulled up in a shower of silver beside the bits and pieces of the neutralised robotzoid guard. One of the Krish reluctantly slid out of the transporter, his weight just a little too much for the moon's gravitational pull. His luminous body quivered and his eyes spun round his head as he kicked the guard's metal head. We hoped that covering as much of ourselves in the granules of silver that we shovelled every Sagittarian day would be camouflage enough. But a trickle of grains alerted the seven-legged Krish, who turned quickly. It was now or never.

Z'bella plugged the photon-converter into her neuron outlet and scanned the whole area. Light drained from Zylon 7. A freezing wind swept our dark desert. And Tereer slowly was lost in shadow, until, moments later, as energy systems broke down, it exploded into nothingness.

Identifying different types of nouns

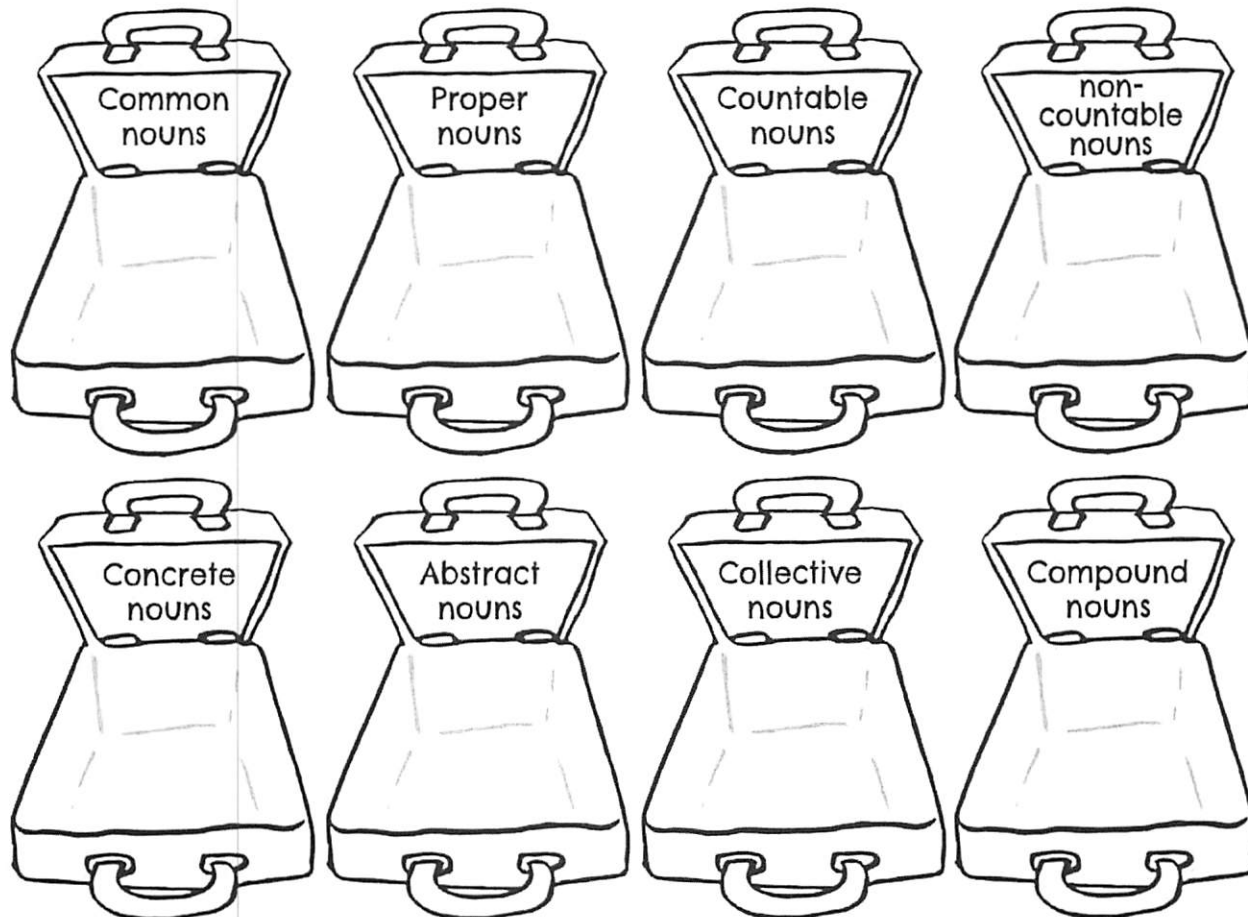
There are several different types of **nouns**.

- There are **common nouns** such as cat, dog, table, chair etc.
- There are **proper nouns** that name people, places etc. and start with a capital letter.
- There are **countable nouns** which can be singular or plural and are used with numbers and a range of determiners; e.g. one car, two cars etc.
- There are **non-countable nouns** which cannot be counted and for which there is no plural; e.g. money, water, sugar.
- There are **concrete nouns** which you can see, hear, touch or smell such as houses, windows, trees, grass, etc.
- There are **abstract nouns** which you can't see, hear, touch or smell such as love, bravery, fear, anger etc.
- There are **collective nouns** which are words for groups of people, animals or things such as team, herd, bunch, etc.
- There are **compound nouns** which are made of two or more words such as butterfly, washing machine, or merry-go-round.

Put the various nouns into the appropriately labelled evacuees' cases.

(Some nouns can go in more than one case, but each case should have a minimum of three nouns.)

courage, freedom, hate, shelter, bomb, explosion, searchlight, air raid, gas mask, Churchill, Hitler, Zeppelin, tank, warden, pilot, butter, luggage, money, army, band, crowd, explosion, officer, shell.



Using direct speech

Direct speech can go at the beginning of a sentence.

"I got on the train to be evacuated, but I didn't know where I was going,"
said Beatrice.

Direct speech can go at the end of a sentence.

Beatrice continued, **"I'm not even sure the teachers knew where we were going."**

In the following sentences the speech either goes at the beginning or the end of the sentence. Use inverted commas and all appropriate punctuation to write them out correctly.



Memories from Evacuees

- 1 martin said i was only five when war broke out during air raids we sheltered in the basement of the building we were living in
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.....
- 2 peggy said i was evacuated with my three brothers but we were split up and i didn't see them again until after the war
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- 3 we were fed very well in the country there was plenty of eggs butter and milk that we didn't have in the city said eileen
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- 4 i was sent to a little village school and there were only twelve children in the class i loved it said pauline
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- 5 an elderly lady chose me and my sister to go and live with her we were driven away in a car i had never been in a car before said grace
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.....
- 6 arthur admitted the evacuation seemed like one long holiday to me
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Using expanded noun phrases

An **expanded noun phrase** is a group of words that go before and/or after a noun and modify its meaning.

It's easy! Start with a noun.

Let's start with **suitcase**

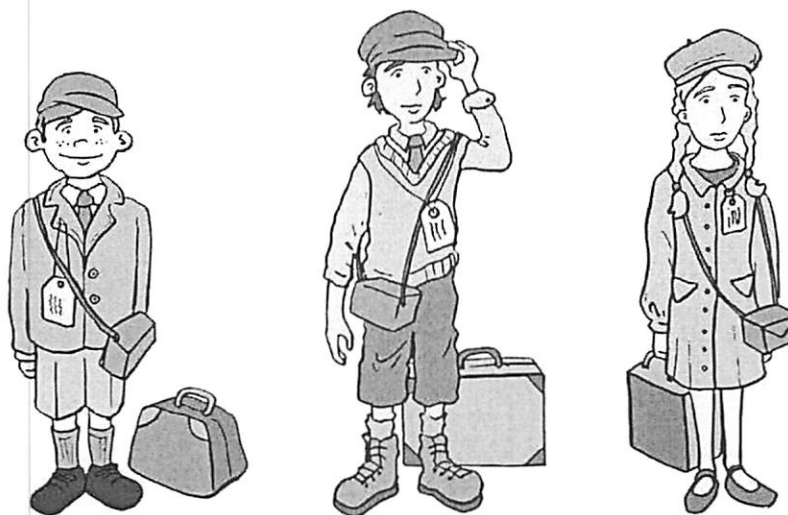
Now let's add a determiner: **a suitcase**

Let's add an adjective or two to describe it: **a small brown suitcase**

Let's add a qualifier: **a small, brown suitcase with leather straps and a handle**

Now we have an **expanded noun phrase**.

Following the example above, write your own expanded noun phrases about the evacuees in the pictures below.



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Using Standard English

Standard English is formal English which you should always try to use in your written work.

Non-Standard English is a more informal type of English which you can use when you are speaking to your friends, or when you are writing dialogue.

The United Kingdom has a rich landscape of regional dialects. But in regional dialects words are often used that are not understood across the country, or elements of grammar are altered that do not conform to rules of Standard English. There is nothing wrong with regional dialects, but it is important that you can make the distinction.

In the Second World War children were often evacuated far from home and the way they spoke was quite different to their host families. Can you match the regional expressions (that come from across the country) to their Standard English equivalent?

- | | |
|---|---|
| 1 He's got a right cob on. | You're making a mess of that. |
| 2 Stop skrikin' ar kid. | Think about it. |
| 3 Were there owt else? | Who's making a pot of tea? |
| 4 Tha's mekkin' a reet pig's ear o' that. | He's in a very bad mood. |
| 5 If tha wants owt doin' reet, do it thissen. | I won't say anything. |
| 6 Aa winnet say nowt. | You get on my nerves. |
| 7 Hoo's ya fettle? | Stop crying, brother (or sister). |
| 8 Use your loaf. | I don't know. |
| 9 You get on my wick. | Was there anything else? |
| 10 Who's mashing? | If you want something doing properly, do it yourself. |
| 11 Quit ya belly-aching. | How are you? |
| 12 Ah dinnae ken. | Stop moaning. |

Do you know what regions they come from? Write the numbers of the expressions next to the different regions.

- | | |
|--------------------|--------------------|
| 1 Scotland | 4 Yorkshire |
| 2 North-West | 5 Midlands |
| 3 North-East | 6 South-East |



Using formal language for letter writing

When you write a letter, it should be in a formal style using language appropriate for formal writing. Language that you use with your friends would not be suitable for most types of letters.

- 1 Below is a letter from a young boy who has just recently been evacuated. You must decide which of the words and phrases in bold are the most appropriate and write the most suitable version on the lines underneath.

Dear Uncle Mervin and Aunty Sheila,

How's it going?/I trust this letter finds you well. I am writing to say cheers/thank you for the money/dosh you sent me for my birthday. My mum got/purchased a new suitcase with the money as the old one was broken/knackered. I needed/required a new suitcase for my trip/journey to Wales where I have been evacuated/sent. The train departed/left Liverpool early on Monday morning and I am now residing/living in Rhyl in North Wales.

I am a bit narked/rather annoyed because I wanted to be with my friends/mates from school, but they have been billeted/taken to accommodation/digs on the other side of town. However, the family I have been put/placed with are very pally/friendly and I am/I'm sure life here will be tolerable/okay.

Love from your nephew,

Jim x

P.S. I have just found out/discovered that Mum forgot to pack my toothbrush. Could/Can I ask/request that when you next pop round/visit, you let her know I am without a/I've not got no toothbrush.

P.P.S. Please tell mum that I miss her and I wish she was/were here.

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Identifying the subject and object in a sentence

Most sentences are made up of a **subject** and an **object**.

The **subject** of the sentence is the person or thing doing the action.

The **object** is the person or thing having the action done to it.

The subject normally comes first in a sentence. The object usually comes second in the sentence, after the verb.

Many people feared a German attack.

subject verb

object

Underline the subject in the following sentences. (Hint: one sentence has several subjects.)

The Home Guard

- 1 On Friday May 10th, German soldiers attacked Belgium and the Netherlands.
- 2 The Government was worried Britain would be attacked next.
- 3 British troops were fighting in mainland Europe.
- 4 They needed men to protect Britain.
- 5 An urgent appeal was broadcast on the radio.
- 6 They asked for men to join the Local Defence Volunteers (The Home Guard).
- 7 Over one million men volunteered to join the Home Guard.
- 8 Farm workers, bakers, teachers, grocers, bank staff, transport workers joined the Home Guard.
- 9 Men who were too young or too old joined too.



Underline the object in the following sentences. (Hint: there is often more than one object.)

- 1 At the beginning, they had no uniforms and little equipment.
- 2 They had to use pikes instead of rifles.
- 3 The public donated weapons for them to use.
- 4 The Home Guard defended factories, beaches and sea fronts.
- 5 At night, they patrolled fields in which enemy paratroopers could land.
- 6 They couldn't beat well-trained German soldiers.
- 7 But they could slow the soldiers down until help arrived.
- 8 The Germans didn't invade Britain.
- 9 The Home Guard's main job was to capture German airmen whose planes had been shot down.

Have you seen Dad's Army – a comedy programme about the Home Guard?

Make nouns and verbs into adjectives using suffixes

You can turn nouns and verbs into adjectives by adding a **suffix** to the verb or noun form.

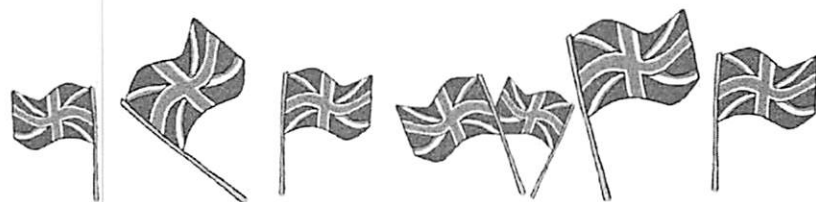
A **suffix** is a letter or a group of letters added at the end of the word to make a new word.

The suffixes needed for the task below are: **able, al, ed, ful, less, ing**.

Change the underlined nouns and verbs in the first sentence with a suffix to make an adjective for the second sentence.



- 1 The announcement on May 8th 1945 that the war was over was greeted with delight.
..... people listened to the announcement that the war was over.
- 2 Churchill remarked that the British people had achieved a lot.
Churchill said that the British achievement had been truly
- 3 Overwhelmed by emotion, people kissed each other in the street.
People found it anexperience.
- 4 For the first time since the war began people felt they could relax.
During the war, there had never been a period.
- 5 The excitement was felt up and down the country with lots of victory parties.
Lots of victory parties were planned across the country.
- 6 Children laughed, danced, sang and waved flags at the street parties.
..... children could be seen waving flags at street parties.
- 7 Many children had a surprise when their fathers returned home after many years away.
..... children met their fathers who they hadn't seen for years.
- 8 The war was over, but the pain for many would not be over for a long time.
Life was still going to be even though the war was finally over.
- 9 Because of the bombing, some families didn't have a home to go to.
Some families found themselves
- 10 For some refugee children there was little hope of reuniting them with their parents.
Reuniting refugee children with their parents was a task.



Using ellipses

Ellipsis is the term that is used when certain words have been missed out of a sentence, but the sentence can still be understood without them. It is most commonly used when speaking or when writing dialogue.

"You buy the new Beano?" Alex asked his friend.

If we followed the grammatical rules this should be: "**Did** you buy the new Beano?" Alex asked his friend.

Comics were very popular during the war. The two most popular comics were the Beano and the Dandy.

In the comic strip below, write the dialogue in full including the words that have been missed out because ellipsis has been used.

WHAT YOU GOT THERE, MUM?

AT HOME

CARROT CAKE. YOU KNOW CARROT CAKE HELPS YOU TO SEE IN THE DARK?

I DIDN'T. CAN I HAVE A PIECE?

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Five pieces of carrot cake later...

MY MUM TOLD ME CARROT HELPS YOU TO SEE IN THE DARK.

I CAN'T SEE ANYTHING IN THIS BLACKOUT. CAN YOU?

MANHOLE COVER MISSING!

LIKE A CAT! YOU MIGHT NOT BE ABLE TO SEE, BUT FOR ME IT'S NO PROBLEM!

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Using hyphens to avoid ambiguity

There are a number of reasons for using **hyphens**. They are used for **compound words**.

The soldier carried a **water-bottle**.

They are used to join **some prefixes** to another word, especially if the prefix ends in a vowel and the other word starts with a vowel.

The two soldiers carried one water-bottle between them, so they had to **co-operate**.

They are used to avoid **ambiguity**.

The desert soldier carried a hot water bottle; he didn't need a hot water bottle!

This doesn't make sense until we add the hyphens.

The desert soldier carried a hot **water-bottle**; he didn't need a **hot-water** bottle!

(One is a bottle of water for drinking that has got hot in the desert sun; the other is a rubber container that if filled with hot water will keep you warm at night.)

Hyphens are also used for **ages** and **numbers**.

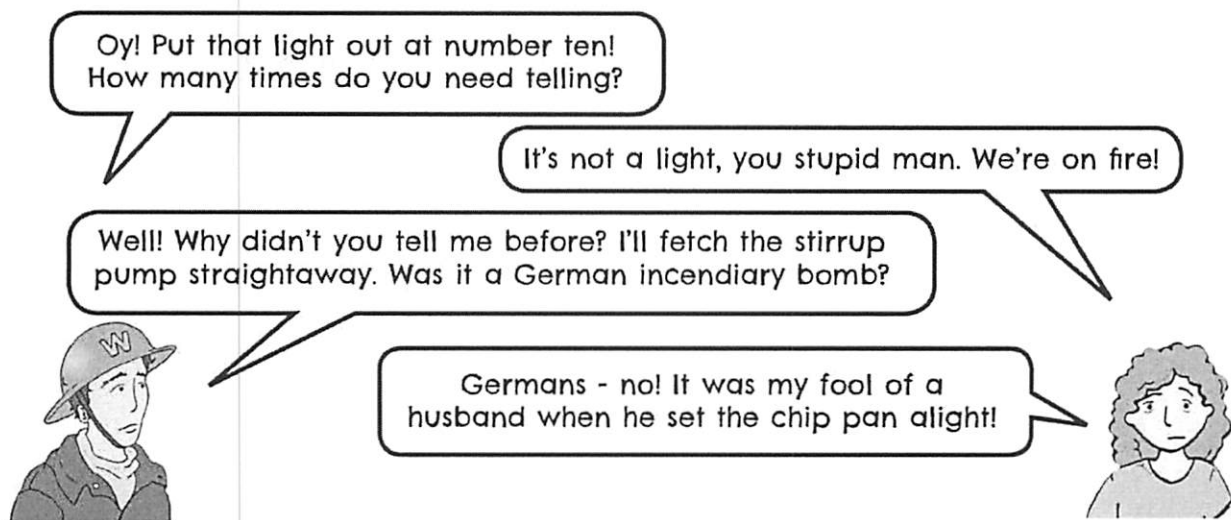
The **twenty-four-year-old** soldier carried all the water-bottles for his platoon of **thirty-six** men.

In the sentences below decide where the hyphens should go.

- 1 Winston Churchill had a war conference in Washington D.C. with President Roosevelt.
- 2 My brother in law has gone to fight in Egypt with Field Marshal Montgomery.
- 3 With the rationing, we could have only one hard boiled egg a week.
- 4 It was a heart stopping moment, the night we heard the doodlebug fly over our house.
- 5 The Anglo American invasion of North Western Africa took place in November 1942.
- 6 As well as fighting the Japanese, American sailors in the Pacific had to beware of man eating sharks.
- 7 Some soldiers carried wire cutters as part of their equipment.
- 8 Firefighters during the Blitz had to manage without the protection of fire proof vests.
- 9 Anti aircraft guns tried to shoot down the German bombers.
- 10 A squad has between eight and twenty four soldiers.
- 11 Men between the ages of eighteen and forty one were called up to fight.
- 12 Because of rationing, by the end of the war, a six year old child would not have seen a banana.
- 13 There are many non fiction books about World War II.
- 14 The wounded soldier had to go to the first aid post.



Identifying different word classes (parts of speech)



Place all the words in the speech bubbles under the correct word class.
(It can get tricky when the same words can be classified under different word classes. Use a dictionary to help you decide.)

1 Nouns

.....

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2 Pronouns

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3 Determiners

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4 Adjectives

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5 Verbs

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6 Adverbs

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7 Prepositions

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8 Conjunctions

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9 Interjections

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The words below have a 'sh' sound in the middle, but they are spelt very differently. Put the following words into groups of the same spelling pattern.

conscious fractious impartial financial scrumptious
residential atrocious precocious luscious malicious
sacrificial gracious multiracial potential spacious
unofficial beneficial repetitious prejudicial superficial
substantial vivacious commercial flirtatious

I'm collecting words
that end in **-cious**.



I'm collecting words
that end in **-cial**.



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I'm collecting words
that end in **-tious**.



I'm collecting words
that end in **-tial**.



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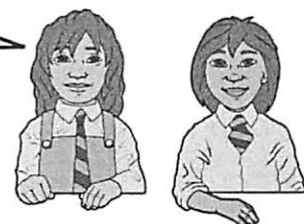
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Complete the sentences below using two of the words above.

Your bedroom is so, Blossom.
It's got great



Match the words in the box to the dictionary definitions.

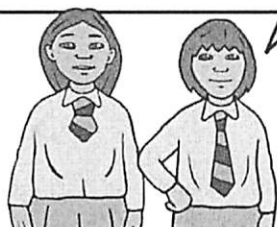


vivacious fractious malicious residential substantial
superficial gracious precocious impartial prejudicial

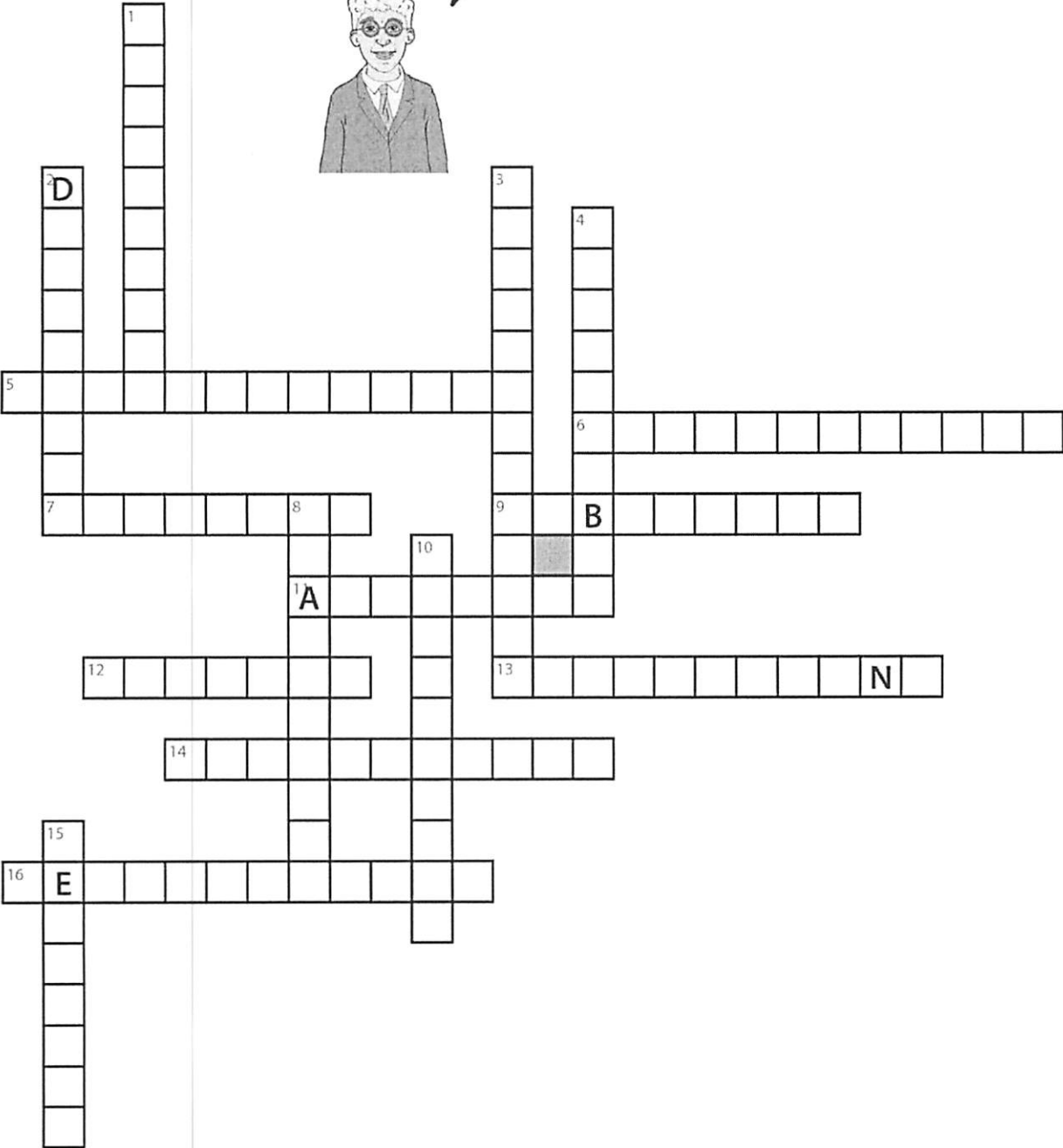
- irritable and quarrelsome (typically of children).
- occupied by private houses.
- courteous, kind, and pleasant.
- a biased opinion that is not based on reason or actual experience.
- (of a person) never thinking about things that are serious or important.
- to do something with the intention of causing harm.
- (especially of a woman) attractively lively and animated.
- treating all rivals equally.
- of considerable importance, size, or worth.
- (of behaviour or ability) having developed at an earlier age than is usual or expected.

Complete the sentences using the words above.

Usually she is, but today she is and irritable.



Complete this crossword with no clues. All the words are from Set 3 spellings. To get you started, a few letters have already been placed.



- | | | | |
|---------------|--------------|---------------|--------------|
| adorable | considerable | applicable | rechargeable |
| knowledgeable | noticeable | irreplaceable | untraceable |
| definite | desperate | embarrass | environment |
| equipped | exaggerate | foreign | frequently |

Use the words in the boxes to complete the sentences in your own words.



feasible

His plan didn't sound like it would work, but

.....

compatible

I have to return this software to the store because ...

.....

edible

Dad had to order a takeaway, because

.....

plausible

Danny gave the teacher an interesting account of how he lost his homework, but

.....

permissible

You may get away with that behaviour at home, but

.....

flexible

I do stretching exercises every day, because

.....

suggestible

I was hoping to convince him, but

.....

digestible

Tom had three helpings of pudding, but

.....

There are words which are spelt 'ei' after 'c', but there are also words spelt 'ei' though they do not come after 'c'.

ceiling weird feisty receive forfeit sovereign
 inconceivable perceive heist receipt counterfeit
 leisure conceit deceitful conceive sleight

Write the words
spelt **ei** after **c**.



Write the words
spelt **ei** though
they are not
after **c**.



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So, remember: it is **i** before **e** except when you run a feisty
 heist on a weird beige foreign neighbour.

Try to make up your own sentence using **ei**
 words like the one above.



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Some letters which are no longer sounded used to be sounded hundreds of years ago.



lamb	limb	numb	tomb	doubt	debt
dumb	subtle	autumn	column	hymn	solemn
gnat	gnaw	gnash	gnome	align	campaign
design	resign	obscene	abscess	fascinate	scenario



Complete the words below with the missing silent letters. Look at the clues to help you.

Unable to speak	dum...	A small fly	...nat
A season	autum...	An ulcer	abs...ess
You do this with teeth	...nash	No feeling	num...
Very rude	obs...ene	A military operation	campai...n
Gloomy	solem...	Understated	su...tle
A plan	desi...n	A dwarfish creature	...nome
An arm or leg	lim...	A young sheep	lam...
A pillar	colum...	A religious song	hym...
Storyline	s...enario	To bite	...naw
For burying the dead	tom...	Uncertainty	dou...t
To straighten	ali...n	To leave a job	resi...n
Money owed	de...t	To interest	fas...inate

Spud's Spelling Scrabble

lamb limb numb tomb doubt debt dumb
 subtle autumn column hymn solemn gnat
 gnaw gnash gnome align campaign design
 resign obscene abscess fascinate scenario

How many words can you make from the twelve letters below. You can use the letters twice. Try to fill the grid.



o a m s i g n b l u d t

.....
.....
.....



Use one of the pairs of homophones in the box to complete the sentences below.



affect/effect profit/prophet story/storey
altar/alter stationary/stationery who's/whose

You should know better than to tell me such a



Some scientists think that the greenhouse is imaginary.

I bought some from the school shop.



..... talking at the back of the class?

I made a selling my football cards.



How awful! The groom left the bride standing at the



Match the dictionary definition to the correct homophone.

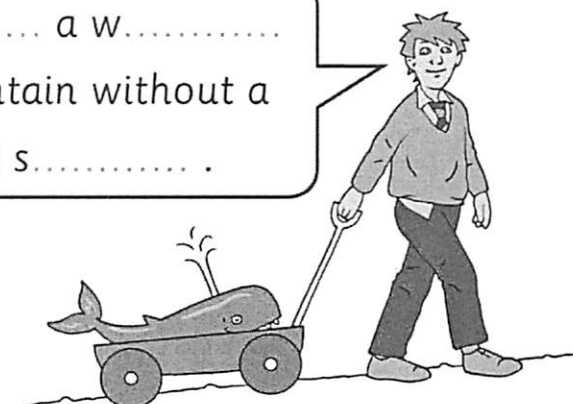


ascent/assent descent/dissent toad/towed
sweet/suite wary/weary wail/whale

- a tailless amphibian
- to utter a high-pitched cry of pain
- a set of rooms for a particular purpose
- the act of moving downwards
- feeling extreme tiredness
- to agree
- a very large marine animal
- pulled a vehicle
- a climb or walk to the top of a hill
- confectionary made of sugar
- feeling cautious about dangers
- to express opinions different to official ones

Complete Sprout's tall tale.

I'm extremely w..... for I t..... a w.....
for the entire a..... up the mountain without a
word of d..... for one measly s.....



The wrong homophones or near homophones have been used in the following sentences. Write the correct word for each sentence.



The whale of the sirens could be heard all through the night.

Be weary of strangers who approach you.

I have a need to eat something suite.

Raise your hands if you give your ascent to the proposal.

I can't tell the difference between a frog and a towed.

The dissent of the hill was the best part of the hike.

We bought a new three-piece sweet for the living room.

Don't park there, or your car will be toad away.

James showed his descent by refusing to join in.

I'm wary of doing the same things over and over again.

We are having a wail of a time.

They followed a steep assent to the top of the hill.

Make up a sentence to describe the picture using as many homophones as you can from above.

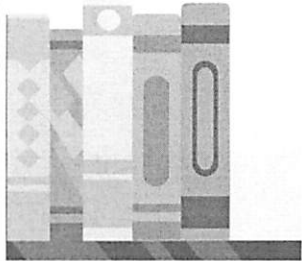
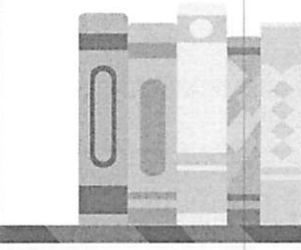


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Children's Laureate and How to Train Your Dragon author, Cressida Cowell recently recommended ten books for parents and children alike to enjoy!

Bad Mermaids series by Sibeal Pounder	The Lorax by Dr Seuss	His Dark Materials by Phillip Pullman	
Mr Penguin and the Fortress of Secrets by Alex T Smith	Ten children's books that everyone should read		Wonder by RJ Palacio
THE OGRE DOWNSTAIRS BY DIANA WYNNE JONES			To Kill a Mockingbird by Harper Lee
	Ada Twist, Scientist by Andrea Beaty	The Lost Words by Jackie Morris and Robert Macfarlane	Planet Omar: Accidental Trouble Magnet by Zanib Mian

How many of these well-known children's books can you read over the next few weeks? Maybe you and your grown-up could take it in turns to read a chapter each or perhaps you could create your own 'virtual book club' with family and friends?

Source: <https://www.bbc.co.uk/programmes/articles/1k6SnjjLBy48P7Wydkn6fkz/ten-children-s-books-everyone-should-read>

65 THINGS TO DO OUTSIDE

1 Spend some time looking up at the clouds - see what shapes and objects you can make out of them.

2 Go Bug hunting

3 Plant some sunflower seeds (or any other type of seed and watch it grow)

4 Make a den

5 Read your favourite story under a tree

6 Look for 5 different types of pebbles & stone 4 different types of leaves, 3 different types of flower,

2 different insects & 1 type of bird

7 Make a birdseed fatball using lard or peanut butter to bind some bird seed and hang in a tree.

8 Make a butterfly feeder - put a sugar/water solution on a plate or an overripe banana and watch to see how many beautiful butterflies visit

9 Make a mud pie with things from the garden

10 Mix a magic potion from things found in the garden

11 Make a natural art picture with found objects such as sticks, leaves and flowers to make faces or your favourite character.

12 Do some bark rubbing and use crayons to make rubbing of lots of different surfaces

13 Make a pair of binoculars out of toilet rolls and use them to spot as many birds in your garden as you can

14 Have a teddy bears picnic

15 Play Hide and seek

16 Play I-spy



17 Make a stick man

18 Make a magic wand from a stick and wrap colourful wool or string around it or even paint it.

19 Make a plastic bottle bug hotel.

20 Plait long grass to make a book mark or bracelet.

21 Make a daisy chain.

22 Fill an old plate or shallow container with water to make a bath for the birds.

23 Build a den for you.

24 Build a den for your favourite toys.

25 Fold a paper aeroplane and see how far it can fly.

26 Fitness challenge! - complete three laps of your garden, 1 hopping like a bunny, 1 slithering like a snake, 1 flapping your arms like a bird.

27 Make a kite and fly it.

28 Search for fairy doors.

29 Look for faces in tree trunks.

30 Make a nature crown using card and decorate with leaves and flowers.

31 Make a leaf painting.

32 Make a miniature fairy garden.

33 Make an eggshell cress head.



34 Sit somewhere quiet in the garden and count how many different noises you can hear. Can you hear birds, insects, people, lawnmowers?

35 Float or sink - take a bowl of water outside and collect objects to see which float and which sink, or which hold water and which leak!

36 Make tin can telephones and see if you can have a conversation with someone.

37 Make Salt dough and press leaves, twigs, bark, flowers or anything else with an interesting texture into it to make some natural art. (you can also use Play doh)

38 On a clear night, go outside and look for stars, the moon and maybe some planets.

39 Be a night detective - put an old sheet over a washing line and shine your light at it - can you see any moths?

40 Play hopscotch.

41 Draw your garden.

42 Climb a tree.

43 Practice doing a headstand.

44 See how high/far you can jump.

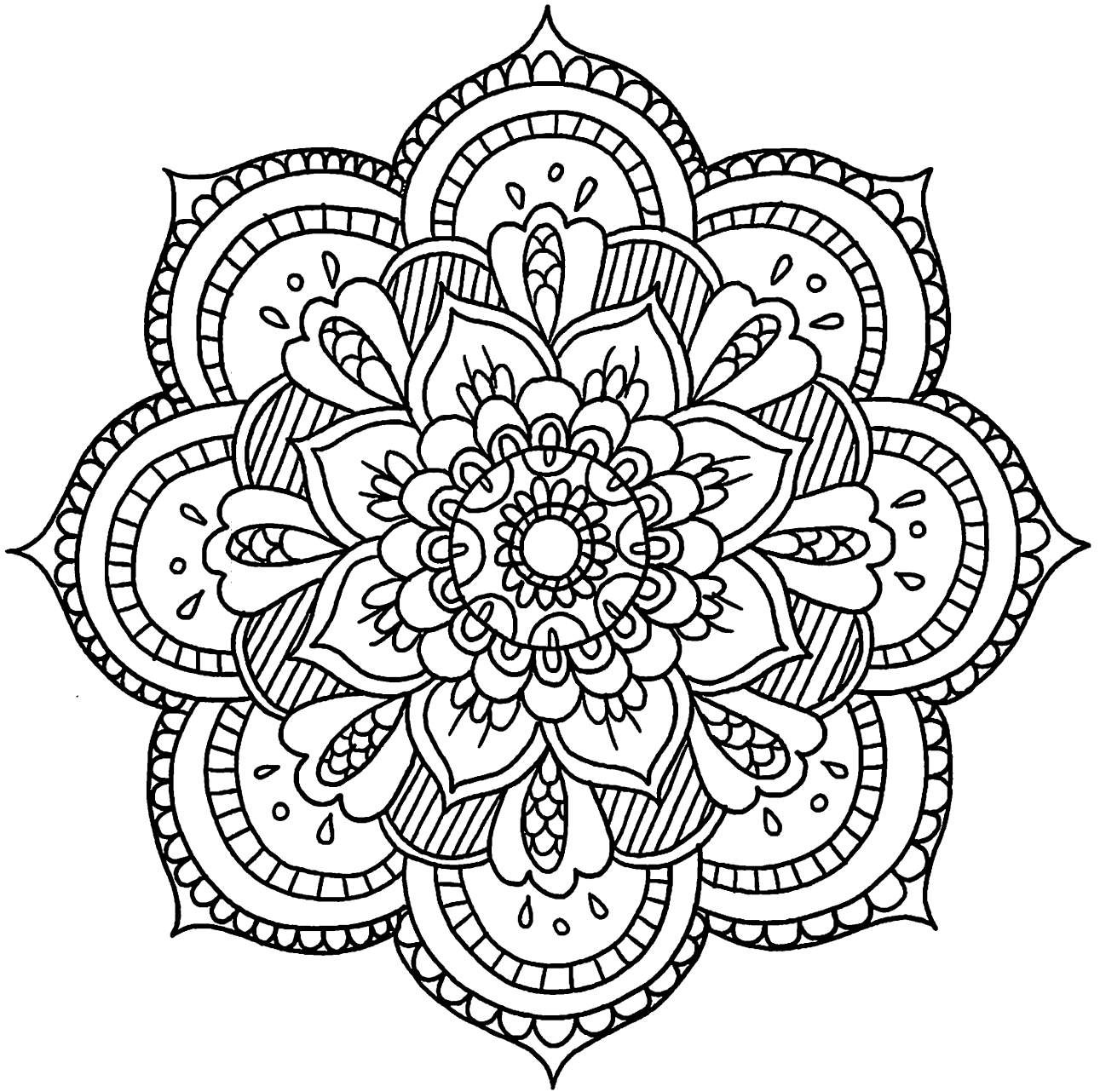
45 Build a Tin-can coconut shy and challenge your family to see who can knock the most objects off.

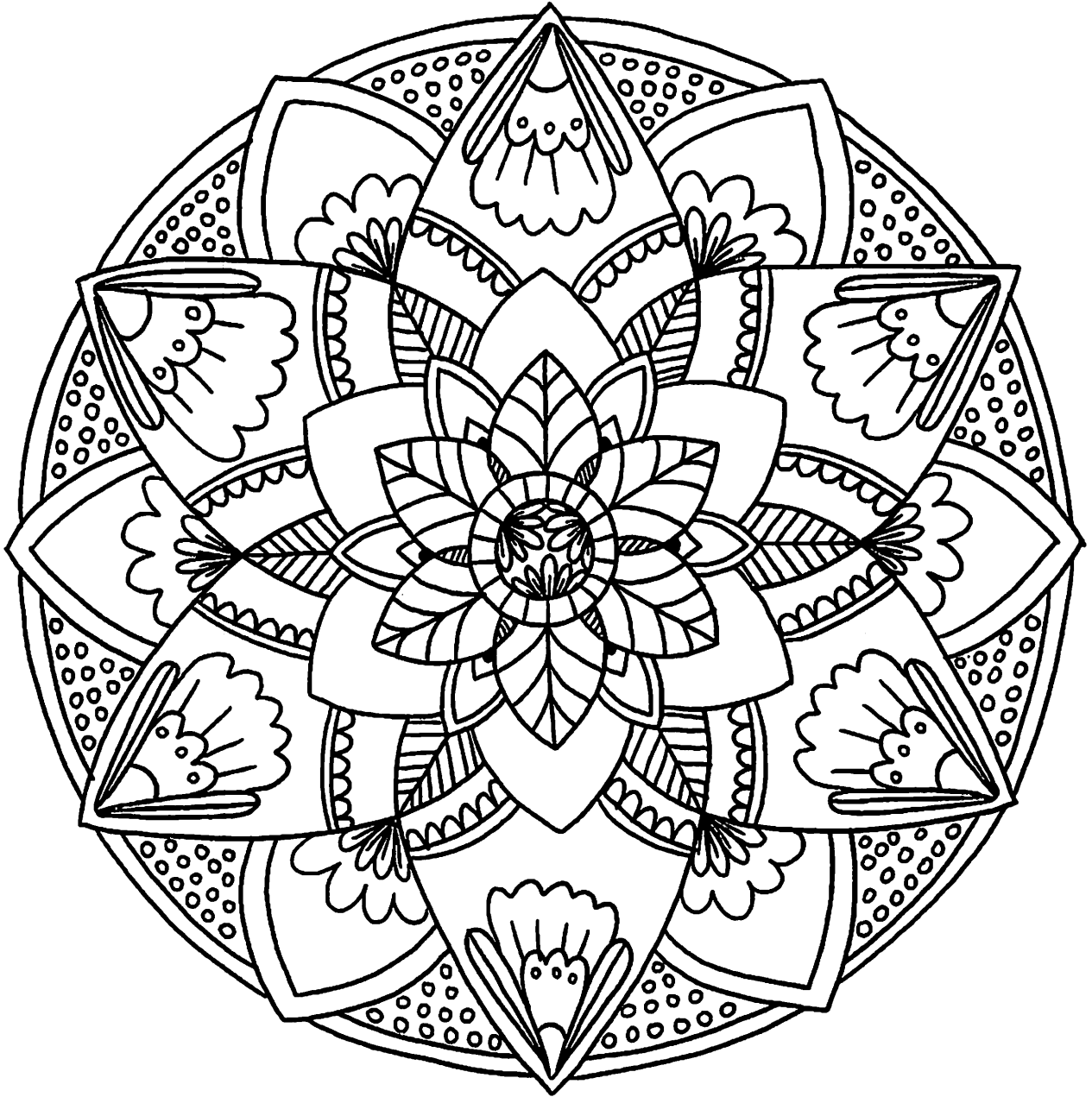
46 Make natural paints from garden materials (squish blackberries or elderberries, add water to soil to make mud!)

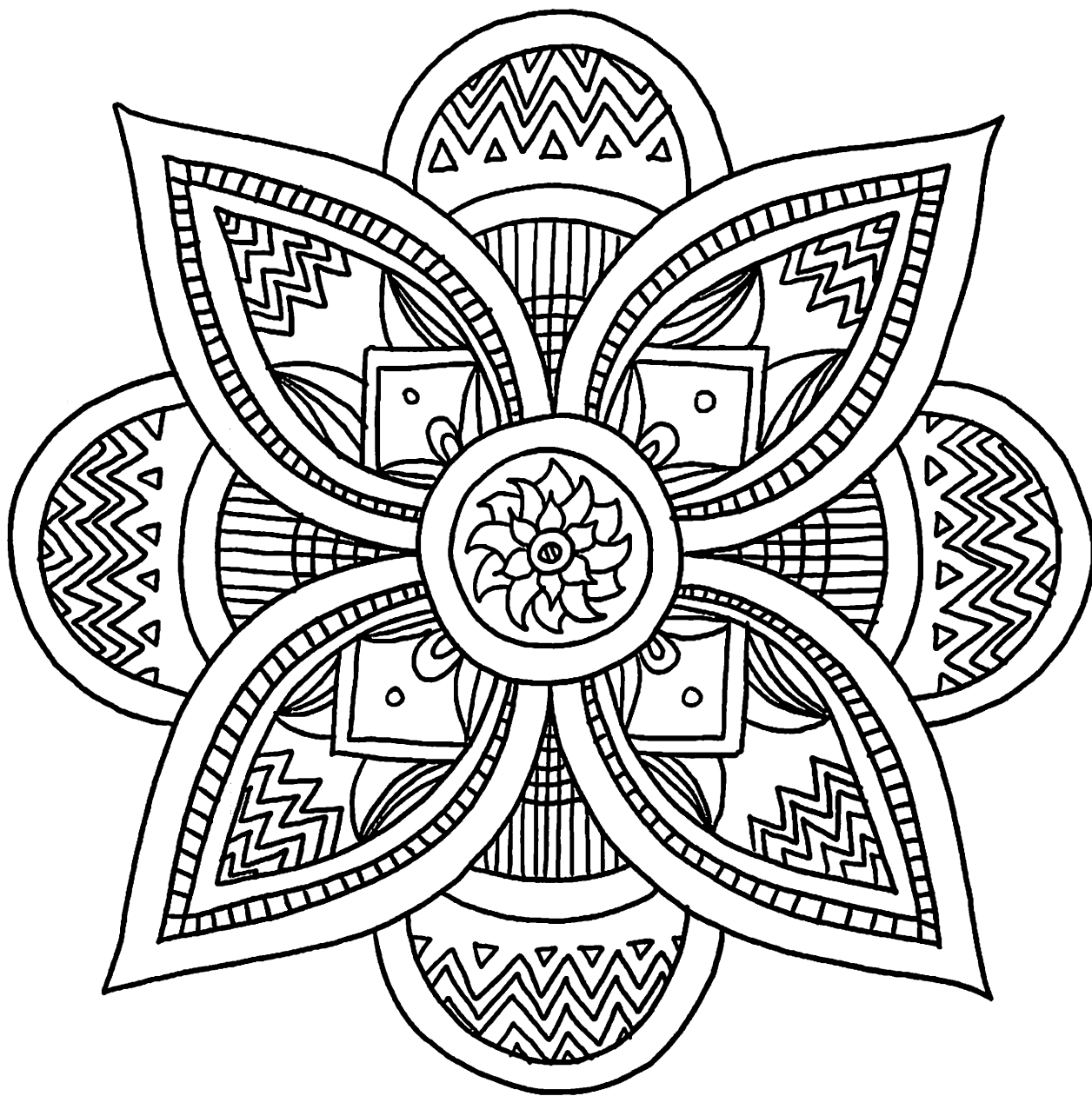
47 Mark a line on the floor and try to "walk the tightrope"

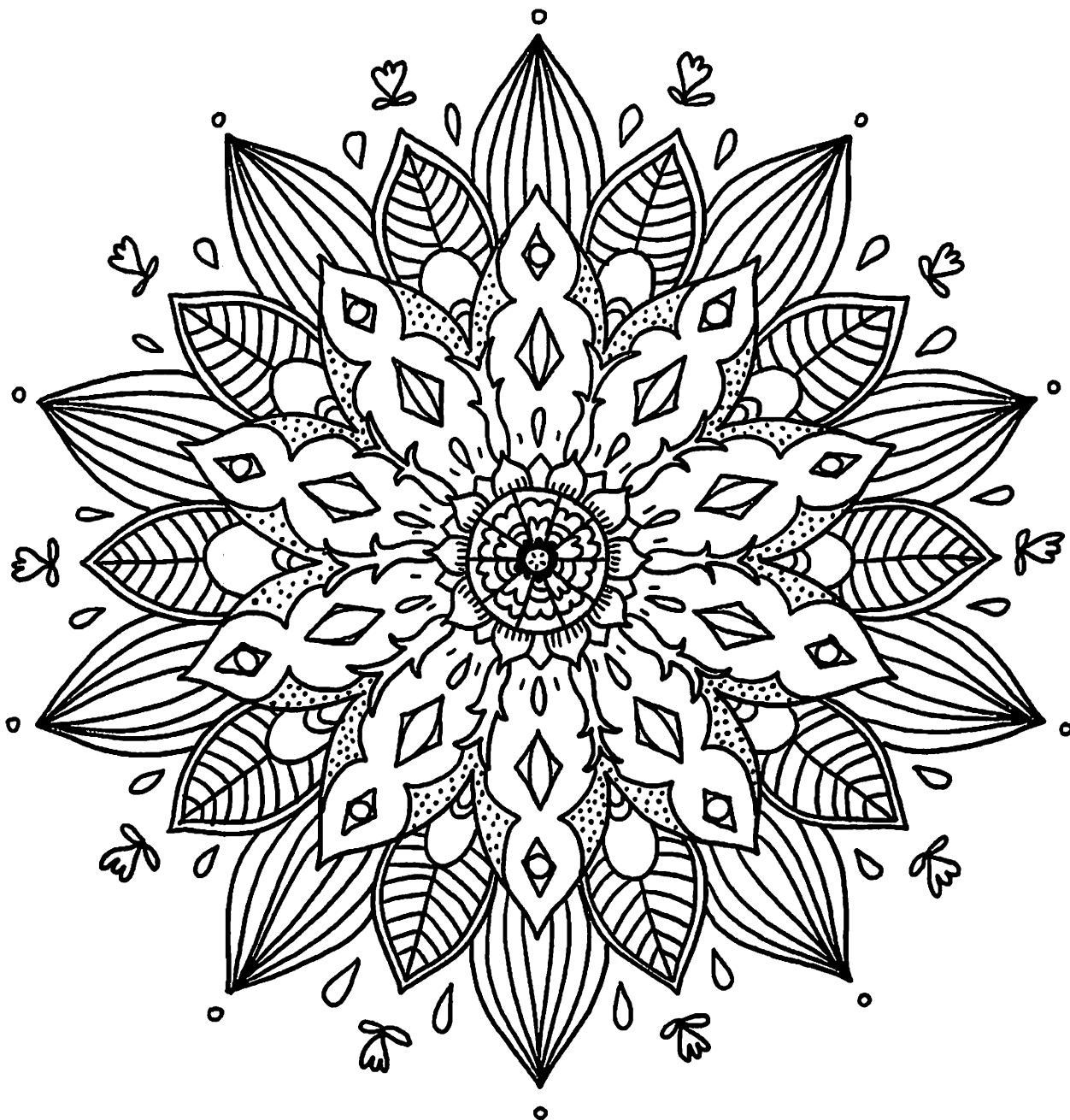
48 See how many different shapes you can find in the garden - triangle, square, circle etc

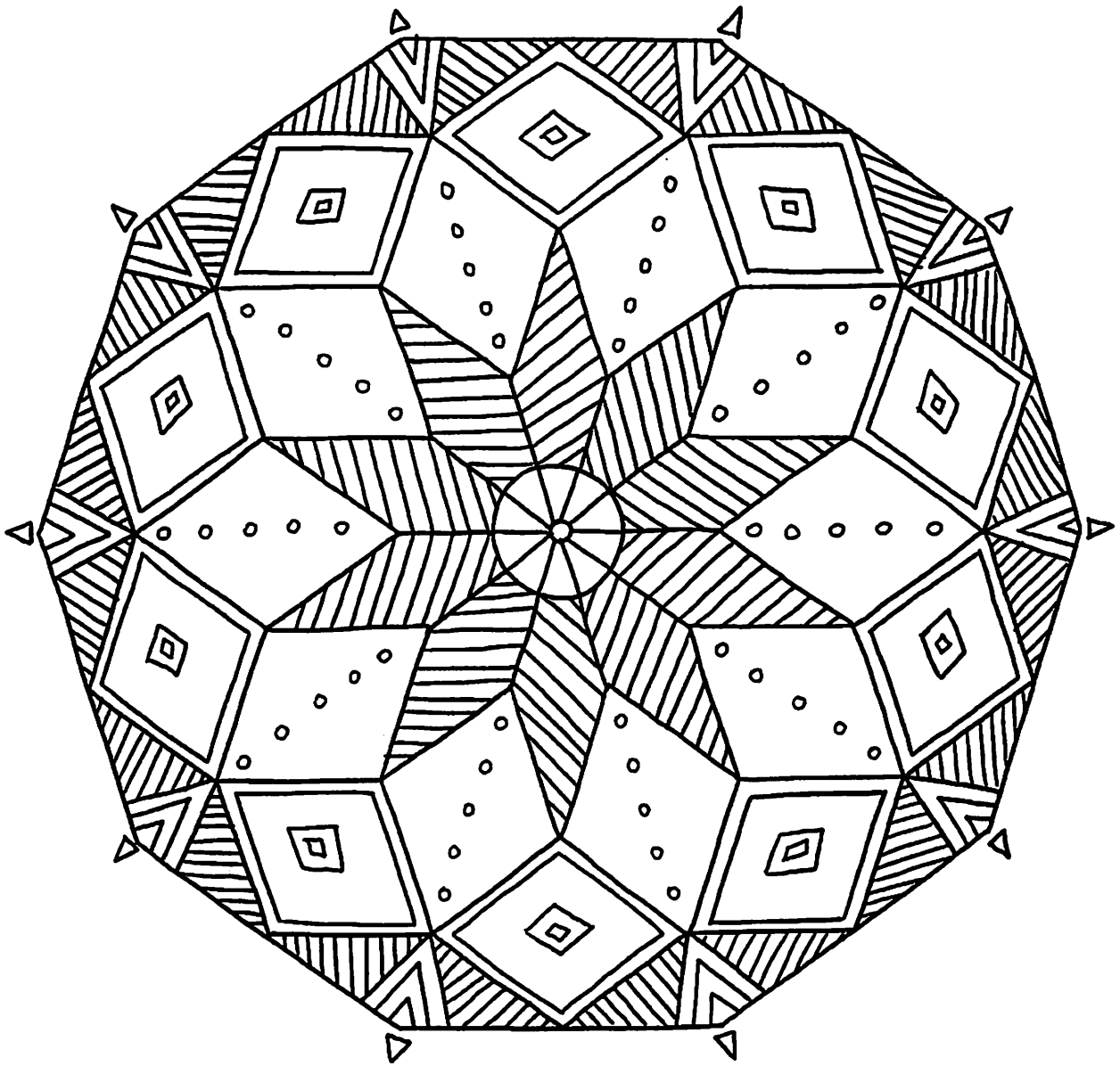












Wellbeing Craft - Things to Look Forward To Jar

Use these craft instructions to create your own wellbeing jar. Having things to look forward to can make you feel happier and improve your wellbeing. Each time you think of something you would like to do in the future, write it on a piece of paper and place it inside your decorated jar.

You will need:

- glass or plastic jar
- scissors
- paintbrush
- white glue
- sticky label or strip of paper
- tissue paper or colored paper
- pencil
- paper to record the things you are looking forward to



Instructions



1 Cut shapes out of the colorful paper or tissue paper.



4 Write a label for your jar. You could write "Things to Look Forward To."



2 Use the paintbrush to put some glue onto the jar.



5 You can use white glue to paint over the top of the shapes on your jar and the label. This will give it a nice, shiny effect.



3 Stick the paper shapes carefully onto the jar.



6 Once dry, your jar is ready to use. Write things that you are looking forward to on pieces of paper and place them into your decorated jar.