








YEAR 5

WEEK 16 CLASSWORK

Wednesday & Saturday

First name: _____

Last name: _____

 @TutorsLtd
 /FinchleyTutors
 /Northfinchleytutorsltd
 info@northfinchleytutors.co.uk
 www.northfinchleytutors.co.uk





YEAR 5 - READING STARTER 16

A group of travellers in 19th century America encounter a problem on their train journey but Forster, the engineer, has a plan.

The train had stopped before a red signal which blocked the way. The engineer and conductor were talking excitedly with a signal-man, whom the station-master at Medicine Bow, the next stopping place, had sent on before. The passengers drew around and took part in the discussion, in which Colonel Proctor, with his insolent manner, was evident.

Passepartout, joining the group, heard the signal-man say, "No! You can't pass. The bridge at Medicine Bow is shaky, and would not bear the weight of the train."

This was a suspension-bridge thrown over some rapids, about a mile from the place where they now were. According to the signal-man, it was in a ruinous condition, several of the iron wires being broken; and it was impossible to risk the passage.

"Colonel," replied the conductor, "we have telegraphed to Omaha for a train, but it is not likely that it will reach Medicine Bow in less than six hours."

"Six hours!" cried Passepartout.

"Certainly," returned the conductor, "besides, it will take us as long as that to reach Medicine Bow on foot."

"But it is only a mile from here," said one of the passengers.

"Yes, but it's on the other side of the river."

"And can't we cross that in a boat?" asked the colonel.

"That's impossible. The creek is swelled by the rains. It is a rapid, and we shall have to make a circuit of ten miles to the north to find a ford."

There was a general disappointment among the passengers, who, without reckoning the delay, saw themselves compelled to trudge fifteen miles over a plain covered with snow.

Forster called out, "Gentlemen, perhaps there is a way, after all, to get over."

Passepartout stopped short, and eagerly listened to the engineer.

"But the bridge is unsafe," urged the conductor.

"No matter," replied Forster; "I think that by putting on the very highest speed we might have a chance of getting over."

But a number of the passengers were at once attracted by the engineer's proposal, and Colonel Proctor was especially delighted, and found the plan a very feasible one. He told stories about engineers leaping their trains over rivers without bridges, by putting on full steam; and many of those present declared themselves of the engineer's mind.

"All aboard!" cried the conductor.

The locomotive whistled vigorously; the engineer, reversing the steam, backed the train for nearly a mile—retiring, like a jumper, in order to take a longer leap. Then, with another whistle, he began to move forward; the train increased its speed, and soon its rapidity became frightful; a prolonged screech issued from the locomotive; the piston worked up and down twenty strokes to the second. They perceived that the whole train, rushing on at the rate of a hundred miles an hour, hardly bore upon the rails at all.

And they passed over! It was like a flash. No one saw the bridge. The train leaped, so to speak, from one bank to the other, and the engineer could not stop it until it had gone five miles beyond the station. But scarcely had the train passed the river, when the bridge, completely ruined, fell with a crash into the rapids of Medicine Bow.

1 Why does the train stop?

Put a cross in **one** box.

- ☐ **A** Passengers need a break from the journey.
- ☐ **B** The conductor needs to talk to the signal-man.
- ☐ **C** It has to stop because there is a red signal.
- ☐ **D** The train has reached the station.

(Total for Question 1 = 1 mark)

2 From the first paragraph, give the adjective used to describe Colonel Proctor.

.....

(Total for Question 2 = 1 mark)

3 Give **two** reasons why the bridge cannot be used.

1

2

(Total for Question 3 = 2 marks)

4 Why is the signal-man from the next station sent to meet them?

Put a cross in **one** box.

He needs to:

- ☐ **A** advise the driver of a quicker route
- ☐ **B** speak to the passengers about the weather
- ☐ **C** explain the situation to the train crew
- ☐ **D** give instructions to the engineer about the train

(Total for Question 4 = 1 mark)

5 Give **one** reason why the passengers cannot use a boat.

(Total for Question 5 = 1 mark)

6 Give **one** piece of evidence from the text to show that it is cold outside.

(Total for Question 6 = 1 mark)

7 The writer states that Passepartout '*stopped short*' when he heard Forster call out.

What is the purpose of using these words?

(Total for Question 7 = 1 mark)

8 Why is the conductor described as having '*urged*' the passengers when he spoke?

(Total for Question 8 = 1 mark)



YEAR 5 - WRITING TASK

Planning Sheet

When planning a new piece of writing, you need to think about why you are writing and who will be reading it. There are many ways to plan a piece of writing:

- write a list of ideas or points
- think of some good vocabulary that you could use
- jot down some similes, metaphors or an alliteration



Paragraph 1

Paragraph 2

Paragraph 3

Descriptive language and other ideas:

Interesting Vocabulary

PRACTICE TYPE SIXTEEN

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Using the above alphabet to help you, continue the letter series in each of the examples below, and fill in the empty brackets.

For Example:

W D C F H I L M O R (_ Q X _)

Now try these:

L M K N J () ()

W U R N I () ()

R S Q R P Q () ()

C T E R G P I N () ()

A B Z D B F Y H C J () ()

T A C R E G () ()

A B Z A Y () () Y

G U I S K Q M O O M Q K () ()

Z A Y B W D T G P K () ()

A D D G G J J M M P P S () ()

In these questions there are two pairs of letters that are related in some way. Write in the brackets the pair of letters that completes the second relationship in the same way.

For Example:

A C is to B D as M O is to (_ N P _)

C X is to D W as H S is to ()

B E is to G J as H K is to ()

A C is to B F as F H is to ()

V X is to E C as U W is to ()

V W is to R S as K L is to ()

J K is to H M as P Q is to ()

B H is to Y F as D J is to ()

One of the words in each of the following sentences has **THREE** consecutive letters missing. Without changing the order of these three letters they spell another proper word. Write this word in the brackets. Here is an example:

~~platform~~
The train is arriving at platm four . . . (for)

1. The horse is goping across the field. ()
2. Daddy is lising to the radio. ()
3. The door hle came off in his hand ()
4. The prisoner esed from the prison ()
5. I eat tooes and lettuce in my salad ()
6. The evening sun cast long sows. ()
7. Next year's calar is already in the shops ()

Underline the ONE word inside the brackets which CANNOT be made using the letters of the word outside the brackets.

8. ADVENTURE (tune date dune return vent)
9. DANGEROUS (grade garden source sour nurse)
10. SOMETIMES (meets omit most mesh mess)
11. UNDERSTAND (nurse dates stead snare dance)
12. DOWNSTAIRS (roast stares arid strid winds)
13. GRANDFATHER (heard great argue draft heart)
14. PAINTING (gain pint pain tapping taping)

In each of the following there is the SAME connection between the word outside the brackets and ONE word inside each pair of brackets. Underline these words, one word from each pair of brackets. Here is an example:

Fruit is to (tree, banana, bowl) as vegetable is to (bean, pie, meat)

15. Wing is to (flight, bird, aeroplane) as fin is to (fish, steer, tail)

16. Button is to (fasten, blouse, hole) as zip is to (teeth, trousers, up)
17. Wrist is to (watch, cuff, hand) as neck is to (body, nod, collar)
18. Second is to (time, clock, minute) as minute is to (hour, sixty, small)
19. Soldier is to (uniform, march, gun) as warrior is to (spear, fight, tribe)
20. Astronaut is to (moon, spaceship, helmet) as pilot is to
(fly, aeroplane, sky)
21. 10 is to (fingers, toes, decade) as 100 is to (century, 50, centipede)

Here you must find the FOUR-letter word which is hidden BETWEEN the words in each of the following sentences. Write this word in the brackets. Here is an example:

Girls are made of all things nice . (fall)

22. The frozen ice cream melted with the heat ()
23. You need to stir only for five minutes ()
24. Sleeping, the kittens lay cosily in their basket. ()
25. He likes the blue sports car best ()
26. At lunch he chose the seat by the window ()
27. This is a fine edition of the old book ()

In four years time Betty will be 12 and twice as old as her sister Sarah. Now answer the following questions:

28. How old is Betty now? ()
29. How old will Sarah be next year? ()
30. How old will Betty be next year? ()
31. How many years difference is there between
Betty and Sarah now? ()

32. **If the day after tomorrow is Saturday what was the day before yesterday?** ()

In these questions you must find the number that completes the sum correctly. Write your answers in the brackets. Here is an example:

$$6 + 6 = 9 + (\underline{3})$$

33. $4 \times 3 + 5 = 6 \times 4 - (\underline{\quad})$

34. $18 \div 3 - 2 = 30 \div 5 - (\underline{\quad})$

35. $7 \times 3 - 6 = 5 + 4 + (\underline{\quad})$

36. $9 \times 4 \div 3 = 27 - 9 - (\underline{\quad})$

37. $9 \times 12 + 14 = 11 \times 12 - (\underline{\quad})$

38. $45 \div 5 \div 3 = 81 \div 3 \div (\underline{\quad})$

39. $6 \times 8 - 9 = 8 \times 4 + (\underline{\quad})$

40. $16 + 9 - 3 = 17 + 13 - (\underline{\quad})$

41. $35 \div 7 + 7 = 96 \div 12 + (\underline{\quad})$

There are two groups of words in each question below. Choose TWO words, one from each group which are OPPOSITE in meaning to each other. For Example:

***big* / wealthy / man : *small* / bank / beautiful**

42. clean / wash / duster : shoe / dirty / polish

43. face / smile / sad : happy / cry / moan

44. high / top / lofty : back / bottom / under

45. in / up / mountain : down / lower / peak

46. speed / fast / go : car / slow / race

47. open / door / shop : house / close / window

48. building / high / tall : town / big / short

A word on the left-hand side will join with a word on the right-hand side to form a completely new and proper word. The word on the left-hand side always begins this new word. Underline the two words, one from each group. For Example:

cab / ton / let : on / in / den

49. tar / road / out : in / get / tear
50. rat / for / five : wind / ward / wing
51. ton / now / bar : girl / gone / gain
52. toe / hand / foot : loss / some / more
53. some / many / few : time / let / age

A, B, C, D and E are 5 sailing boats moored at the quayside. A and C have two sails, the others have three. A, B and C have red sails, E has yellow and D white sails. A, B and E have an outboard motor, the others do not. B and D take three people, E two people and the others are all single-handed. Now answer the following questions:

54. Which yacht with three sails can take 3 people and has an outboard motor?..... ()
55. Which yacht with two red sails is single-handed and does not have an outboard motor? ()
56. Which yacht can take three people and has three white sails? ()
57. How many yachts with an outboard motor have three sails?..... ()
58. How many yachts with two red sails have an outboard motor? ()

In each question below, underline the ONE word on the SECOND line that will go equally well with BOTH PAIRS of words in the brackets. Here is an example:

(flat horizontal) (standard stage)
base level platform phase plain

59. (carton packet) (fight bout)
container clash parcel tussle box
60. (power energy) (make compel)
strength oblige vigour force require
61. (fruit palm) (calendar day)
July date banana coconut month
62. (conceal cover) (cloak shawl)
hide coat veil obscure headdress
63. (hinder obstruct) (basket picnic)
food impede handicap sunshine hamper

In the following there are two sets of words. The word in the brackets on the left-hand side has been formed using some of the letters of the words on either side of its brackets. You must write the missing word in the brackets on the right-hand side which has been formed from its pair of words in the same way. Here is an example:

CONE (N E S T) STOP : SITE (T E A L) ALSO
^ ^ ^ ^ ^ ^ ^ ^

64. SLOT (S L A Y) PLAY : SLIP (_____) PRAM
65. GIRL (T I R E) TIME : BEAN (_____) SOOT
66. MOPE (O P E N) SENT : RIDE (_____) LEAF

67. CURT (C U T E) SURE : MOSS (_____) FONT
 68. FACE (C E N T) PANT : TAKE (_____) BARB
 69. BEAT (B E A R) ARID : PRAY (_____) AMID

In the questions below there are two pairs of letters that are related in some way. Write in the brackets the pair of letters that completes the second relationship in the same way. Here is an example:

A C is to B D as M O is to (_NP_)

70. K J is to P Q as E D is to (_____)
 71. M G is to I C as Q K is to (_____)
 72. S O is to V L as N J is to (_____)
 73. Z D is to V H as O S is to (_____)
 74. Z C is to X E as Q T is to (_____)

In two years time I will be 14 and my father will then be three times my age.

75. How old am I now? (_____)
 76. How old is my father now?..... (_____)

In the following questions write in the brackets the ONE letter which will finish the first word and begin the second word of each pair. The same letter is used for both pairs of words. Here is an example:

B O O (_T_) AKE : L A S (_T_) RACK

77. F I L (_____) A M P : F O O (_____) E F T
 78. C O (_____) I N D : T O (_____) I P E
 79. P A S (_____) A I D : K I S (_____) T A Y
 80. C U R (_____) O T H : C R A (_____) A T H
 81. C A S (_____) A R : P A N (_____) R A C K
 82. S E E (_____) O O K : B I (_____) E S T

The number codes for three of the following four words are given below. These codes are not written in the same order as the words and one of the codes is missing.

N E S T

S E A T

N E A R

S A N E

5 2 3 4

8 2 5 4

8 2 3 9

Work out the correct code for each word and answer the following questions by writing your answer in the brackets.

83. What is the code for the word N E A R E S T ? . . . ()

84. What is the code for the word S T R E S S ? . . . ()

85. What word has the number code 5 4 2 2 9 ? . . . ()

86. What word has the number code 4 2 3 5 2 ? . . . ()

The three numbers in each group are related in the same way. Two groups have been completed for you. Find the rule that connects them and complete the third group of numbers in the same way by writing your answer in the brackets. Here is an example:

2 (7) 14

7 (3) 21

4 (5) 20

87. 8 (48) 6 5 (20) 4 7 () 9

88. 4 (17) 12 13 (22) 8 9 () 4

89. 20 (9) 9 24 (14) 8 25 () 5

90. 3 (10) 2 6 (30) 9 9 () 6

91. 6 (50) 8 7 (23) 3 5 () 6

92. 20 (15) 4 32 (14) 8 64 () 8

93. 6 (24) 2 10 (60) 3 15 () 3

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The above alphabet will help you to find the answers to the following code questions. Write your answers in the brackets.

94. If F E D is written U V W then B A G is? ()
95. If 4 5 1 6 means D E A F then 7 1 20 5 means? ()
96. If D O G is D A O B G C then C A T is? ()
97. If K V N Q means J U M P then L O F F means? .. ()
98. If S T E M is R S D L then T R U N K is?..... ()

Michael is two years older than Jacob who is 4 years younger than David. David is 12 yrs old.

99. How old is Jacob? ()
100. How much younger than David is Michael? ()

YOU HAVE COMPLETED THE TEST

GO BACK AND CHECK

REMEMBER : CHECKING MEANS RETHINKING

Question Number	Answer	Mark
1	One mark for: C It has to stop because there is a red signal.	1

Question Number	Answer	Mark
2	One mark for: 'insolent'	1

Question Number	Answer	Mark
3	One mark for each of the following reasons: <ul style="list-style-type: none"> • Won't take the weight of the train • Broken (iron wires)/shaky/ruinous Do not accept: <ul style="list-style-type: none"> • Impossible to pass/risk 	2

Question Number	Answer	Mark
4	One mark for: C explain the situation to the train crew.	1

Question Number	Answer	Mark
5	One mark for: The creek/river/ rapids is swollen by rain which could tip the boat (destroy it) Do not accept generic responses.	1

Question Number	Answer	Mark
6	One mark for: <ul style="list-style-type: none"> • '(plain covered with) snow' 	1

Question Number	Answer	Mark
7	<p>Accept any reasonable response, commenting on the purpose for one mark, for example:</p> <ul style="list-style-type: none"> • to show that Passepartout is interested in what the engineer/Forster has to say • to show that Passepartout is keen/wants eager to hear how to get over the bridge • to show that Passepartout is surprised that someone thinks it is possible to cross the bridge. 	1

Question Number	Answer	Mark
8	<p>Accept any reasonable response for one mark, for example:</p> <ul style="list-style-type: none"> • Use of 'urged' shows that the conductor wants them to listen to him/ to understand his point. • He thinks to try and cross the bridge is a bad idea. • He wants to persuade them not to do it. • He is desperate to put them off the idea/references to self-preservation and safety of the passengers. 	1

PRACTICE TYPE SIXTEEN:

O I
C V
O P
KL MJ
XL DN
P I
Z X
SI UG
KP EV
SV VY
IR
MP
GK
FD
GH
NS
AH

TEST PAPER 4:

1. all
2. ten
3. and
4. cap
5. mat
6. had
7. end T20/1
8. return
9. source
10. mesh
11. dance
12. stares
13. argue
14. tapping T14/2
15. bird fish
16. blouse trousers
17. cuff collar
18. minute hour
19. gun spear

20. spaceship aeroplane
21. decade century T2/1
22. nice
23. iron
24. slay
25. scar
26. echo
27. need T5/1
28. 8
29. 3
30. 9
31. 6 T30/3
32. Tuesday T15/2
33. 7
34. 2
35. 6
36. 6
37. 10
38. 9
39. 7
40. 8

41. 4 Equations
42. clean dirty
43. sad happy
44. top bottom
45. up down
46. fast slow
47. open close
48. tall short T7/1
49. target
50. forward
51. bargain
52. handsome
53. sometime T4/1
54. B
55. C
56. D
57. 2
58. 1 T23/2
59. BOX
60. FORCE
61. DATE

62. VEIL
63. HAMPER T7/1
64. SLAM
65. SEAT
66. IDEA
67. MOST
68. KERB
69. PRAM T22/2
70. VW
71. MG
72. QG
73. KW
74. OV T16/2
75. 12
76. 40 T30/3
77. L
78. W
79. S
80. B
81. T
82. N T21/2

83. 8 2 3 9 2 5 4
84. 5 4 9 2 5 5
85. STEER
86. TEASE T33/4
87. 63
88. 14
89. 18
90. 30
91. 32
92. 18
93. 90 T28/3
94. YZT
95. gate
96. CAABTC
97. KNEE
98. SQT MJ T32/3
99. 8
100. 2 years T30/3