

## CELT Home Learning - Suggested Activities for children in Year 5

### Weeks Beginning - June 29th and July 6th

Please find below activities which may be beneficial to your child's home learning. We have tried to include a range of practical activities, written activities and activities using technology to cover whatever home setup you may have available. **It is not essential you complete all these activities.** We know many parents are working and therefore we do not want to ask more of you than you can easily give. Therefore, the activities have been arranged into three categories: **essential**, **recommended** and **additional optional** activities. We recommend completing the essential activities then seeing what time is available to commit to additional activities. Please feel free to message your child's class teacher via **Class Dojo or eSchools** with questions you have regarding these activities. If you have a concern or need help accessing any of the home learning documents, please do not hesitate to contact us. Teachers would love to see photos or receive information about what you have been up to at home when you have time. Please encourage your child to continue sharing their learning online where possible.

#### ESSENTIAL daily activities for children in Year 5

##### Online Learning

- **Daily Reading (20 to 30 mins)** - If you have run out of books to read, you may wish to read an eBook on Oxford Owl (free subscription at <http://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>). Alternatively, there are free audible books available at <http://stories.audible.com/start-listen> or many authors are reading their books online including David Walliams at <http://www.worldofdavidwalliams.com/elevenses/> and others at: <http://islingtongovuk.j2bloggy.com/lteprimary/authors-reading-their-books/>
- **Times Tables (10 mins)** on Times Table Rock Stars (there are a range of games you can play). <https://play.ttrockstars.com/auth/school/student>
- **SPAG (20 mins)** - Look at the BBC Bitesize website to refresh your memory with key grammar terms on the page below <https://www.bbc.co.uk/bitesize/topics/zwwp8mn>
- **Spelling Shed** <https://www.edshed.com/en-gb/login>

##### Offline Learning

- **Spellings** - **Have a look at your spelling lists.** Make sure you know all the Y3/4 words before looking at the Y5/6 list. Choose 5-10 at a time. Write each word in bubble writing/graffiti style/rainbow colours/write the vowel letters in capital letters and consonant letters in lower case letters. Write each spelling in a sentence, use a dictionary to check the meaning if you are unsure. Remember: Look, cover, write, check. Ask a family member to quiz you. How many of those words can you use correctly in a sentence? Word Search Whizz- create your own word search based on your spelling lists.
- **Times tables** - Children need to develop confidence with any times table up to 12x12. Create your own times table grid for the 1x table to 12x table. Hang it on your wall to help you learn your times tables. Make a times table rap or song. Choose two playing cards and multiply the numbers. Play ping pong with an adult for any times table eg: 7x table - start at 0 and take it in turns to reach 7 x 12, then go backwards! Time challenge - how quickly can you recall aloud each times table up to 12 x and then back to 0 x. Can you beat your time after some practice?
- **Daily reading** - If you have run out of school reading books to read, then read home reading books of a suitably challenging level or anything else you can find such as a magazine, add subtitles to the TV or even the ingredients on food packaging!

#### RECOMMENDED daily activities for children in Year 5

##### Online Learning

- **Maths (20 mins)** - We recommend BBC Bitesize <https://www.bbc.co.uk/bitesize/tags/zhqppg8/year-5-and-p6-lessons/1> for daily Maths lessons.
- **Reading (20 mins)** Using the **Accelerated Reader website** <https://readon.myon.co.uk/>, click on the 'Hobbies and How to' category, select 'Cooking' then scroll down to the book entitled 'Eye Candy'. Look at some of the creative confectionary cooking ideas you may like to consider when designing your own chocolate. Make a note of any techniques you may like to pinch!
- **Writing (20 mins)** <https://www.pobble365.com/> Choose some of the activities to complete that are underneath the picture for the day.

##### Offline Learning

- **Maths** - This week concentrate on your 4 operations. In Year 5 you should be able to divide by two digit numbers using a formal written method. Use the sheet attached to practice your "chunking" before writing some of your own. You could check your answers by using the inverse.
- **Reading** - Have a look at the attached reading and writing challenges. Work through them over the course of the next two weeks either on your own or with a family member.
- **Writing** - See the accompanying plans below.  
Week 1: Write an advert and script promoting a brand new chocolate bar that you've created.  
Week 2: Write a persuasive letter to a major chocolate retailer, encouraging them to promote and sell your new chocolate bar.

## Geography

**Online:** To make our favourite bars of chocolate we need ingredients from all over the world. Can you find out how far our chocolate bars have travelled before they get to us? You could buy a bar, find out where it is made and how far it has travelled to get to you. If you want a tougher challenge check the ingredients and find out how far they travelled to get to the factory to be made. You could add this together to get the food miles for that bar.

**Offline:** Look at the chocolate bars or cereal bars you have at home. Where were they made? You could show these on a map or even record what you find in a tally chart. Which one has travelled the furthest?

## Spanish

**Online:** Click on [www.duolingo.com](http://www.duolingo.com) and choose Spanish. If you select 'Casual', you can choose to have a go at an activity.

**Offline:** Use these words to have a cafe role play with someone at home. See if you can order a drink using only Spanish words. Add in any other words you know such as hello and goodbye. (I would like); Me gustaría (please); por favor (thank you); gracias (here you are); Aquí estás? (how much is it?) Cuánto cuesta; Algo de leche(some milk); zumo de naranja (an orange juice); de agua (some water);

## PE

**Online:** Look at the history clip below all about the Mayan civilisation.

<https://www.youtube.com/watch?v=NTCSTUfRTMA> Listen carefully to the part about Mayan football, Pok-A-Tok. Have a go at playing the game with people in your house.

**Offline:** Have a look at the pictures of the Mayan football game, Pok-A-Tok below. Read the rules and see if you can set up and play the game in your garden.

## RE/PSHE

**Online:** <https://www.youtube.com/watch?v=JoIZWd2q2Ec> Watch this video about FairTrade. Then watch <https://www.youtube.com/watch?v=-fzpxGCfm44> Draw a story map or comic strip to explain 'A Day in the Life of a Fairtrade Cocoa Farmer'.

**Offline:** Have you seen this Fairtrade symbol anywhere before? With an adult, have a look around your kitchen and make a note of where you saw the symbol.



## Year Group Theme - Chocolate



### Additional Optional Activities

You may wish to complete one or more of these activities over this two week period.

These have been organised into different subject areas and are based on your child's year group theme.

## COMMUNITY SPIRIT

Make a list of your favourite chocolate bars. Speak to some members of your family or some friends, ask how they are and then ask what their favourite chocolate bar is. Record a tally chart to see which is the most and least popular chocolate bar amongst your family and friends. Perhaps you could then write a letter to a local shop thanking them for all their hard work and tell them your results.

## Art/DT

**Online:** With an adult, look at this BBC GoodFood website - have a go at making one of the chocolate recipes. <https://www.bbcgoodfood.com/recipes/collection/kids-chocolate>

**Offline:** Or you could have a go at creating your own chocolate recipe at home. Afterwards, write down the instructions and ingredients to pass on to someone else.

Think about all of the chocolate bars that are sold in shops. Which is your favourite and why? Design your own chocolate bar. Think about what flavours it will have, what shape it will be and what it will look and taste like.

Then think about the wrapper of your favourite chocolate bar. What do you like about it? Design your own eye-catching wrapper for your new chocolate bar. Draw a labelled diagram of your new chocolate bar and wrapper.

## HISTORY

*The history of chocolate can be traced back to the Mayans who were around between 900 and 250 BC!*

**Online:** Watch this video all about the Mayan civilisation. <https://www.youtube.com/watch?v=NTCSTUfRTMA> Use the information in this video to create a poster about one element of the Mayan civilisation in more detail. You could choose: food; football; homes/village; or clothes. Can you compare the element you have chosen with what it is like today?

**Offline:** Have a look at the history fact sheet below, all about the different foods that the Mayans ate. Create a table to show the similarities and differences between the foods eaten by the Mayans and the foods we eat. What do you notice about how the Mayans used the chocolate beans (cacao)? Did they have chocolate like we do today? Perhaps you could make a Mayan hot chocolate at home.

## Science

**Online:** Have a look at this website all about irreversible and reversible changes.

<https://www.bbc.co.uk/bitesize/articles/z4vc86f> Have a go at the 3 activities at the bottom of the page:  
Activity 1 - Can you sort the reactions correctly?  
Activity 2 - A fun quiz about the changes.  
Activity 3 - How many changes can you spot in the video?

**Offline:** Create your own experiment using the sheet below as a guide to see whether you can find out if melting chocolate is a reversible or an irreversible change. If you would prefer, you can do this with making ice lollies or baking a cake instead. Make sure you think carefully about your starting question, your method and equipment. Then analyse the results - which change occurred, reversible or irreversible? You could take photos or draw pictures of each stage in the process.

Reversible and Irreversible changes

Question (What do you want to find out?):

---

---

Equipment:

Method:

---

---

---

---

---

---

---

---

---

---

Diagram (draw or photograph the steps of your experiment)

Results:

A reversible change is \_\_\_\_\_

An irreversible change is \_\_\_\_\_

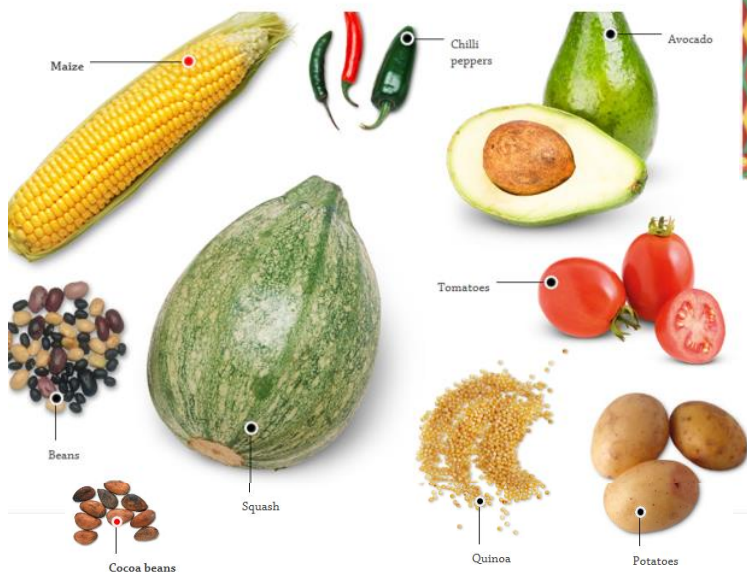
I found that \_\_\_\_\_ is a reversible/ irreversible change because \_\_\_\_\_

---

## History

### What did the Mayan's eat?

The Maya, Aztec, and Inca civilizations ate simple food. Maize was the central food in their diet, along with vegetables such as beans and squashes. Potatoes and a tiny grain called quinoa were commonly grown by the Incas. Avocados and tomatoes were mainly eaten by the Aztecs and Maya, along with a wide variety of fruit. Maize was made into a sort of porridge, called *atole* in Mesoamerica (the region of Mexico and Central America once occupied by the Maya, Aztecs, and related cultures) and *capiá* in Inca territory. Maize cakes were eaten in both regions, but only the Mesoamerican peoples ate maize pancakes, known as *tortillas*, with every meal.



## Ancient Maya Hot Chocolate

twinkl

Only the rich and noble members of Maya society drank this chocolately treat. Is your palate distinguished enough to appreciate its rich, wholesome flavour?

### Ingredients (Makes 2 small servings)

3 tablespoons of instant hot chocolate powder  
250ml of milk  
1 teaspoon of ground cinnamon  
A pinch of chilli powder

### Equipment

Small jug  
Spoon (teaspoon and tablespoon)  
Pan for boiling milk



**Step 1.** Mix the cocoa, cinnamon and chilli together in a small jug.



**Step 2.** Heat the milk slowly in a small pan on the stove (or in a microwave) until it is bubbly and frothy.



**Step 3.** Pour the milk into the jug containing the cocoa and spices and stir well.

**Step 4.** Serve and enjoy!



### Top Tip!

If you want to make your hot chocolate more authentic, then use cacao (dark chocolate) and pour it back and forth between two mugs to make it frothy. Depictions on vases show us that this is what the ancient Maya did!

## ! Chocolate drink

Many foods enjoyed by the world today were first cultivated in ancient America. One such food was chocolate, made from cocoa beans. The chocolate drink prepared by the ancient Americans was similar to the hot chocolate we drink today, only more bitter and spicy as chocolate was also flavoured with chilli peppers and spices. They sweetened it with honey and flavoured it with vanilla. The drink was served only to wealthy people because cocoa beans were valuable and were thought to be a luxury.





Pok-A-Tok was a ball game played by the ancient Maya well over 1000 years ago.

Pok-A-Tok is like a cross between football and basketball—except much more difficult to play. The object of the game was for the two opposing sides to try and hit the hard rubber ball into a stone hoop placed at both ends of the playing field. You couldn't use your feet or hands to pass the ball, you had to use other parts of your body such as elbows, knees, arms. The game would only end when one team had scored – this was so hard that the game could sometimes last for days.

To play at home:

You will need:

- 2 hoops (or two walls with a circle drawn on in chalk)
- 1 ball
- A Mayan headdress is optional

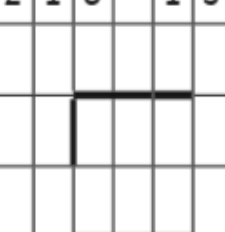
How to play:

1. First, choose two teams that have the same amount of people and choose who is scoring in each hoop.
2. Pass the ball to your team mates, without using your hands or feet - use your elbows, arms, head or any body part instead. If this is too tricky, use your feet to begin with.
3. When the ball is in play, you must try and hit the ball into your hoop to score a point.
4. Once a team has managed to score a goal the game is over, or set a timer for 10 minutes and see which team scores the most goals in that time.

## Maths - Division using chunking

1.	2	6	9	÷	1	4	=	1	9	r	3					
	1	4	2	6	9			1	0	×	1	4	=	1	4	0
		-	1	4	0											
			1	2	9											
			-	7	0			5	×	1	4	=		7	0	
				5	9											
			-	5	6			4	×	1	4	=		5	6	
				3												
								1	0	+	5	+	4	=	1	9

2.  $218 \div 13 =$



3.  $316 \div 17 =$

4.  $2 \ 7 \ 6 \div 2 \ 4 =$

5.  $5 \quad 6 \quad 6 \div 2 \quad 2 =$

[illegible]

### Read/Write Challenges

Here are 6 read/write challenges for you to try over the next two weeks.

You can use a book you are currently reading, a recent favourite book you have read ... or a book from the Accelerated Reader website <https://readon.myon.co.uk/>

There are also 4 Reading Comprehension activities further on in this document.

#### Day 1

Look at the following passage taken from Charlie and the Chocolate Factory by Roald Dahl.

*And it wasn't simply an ordinary enormous chocolate factory, either. It was the largest and most famous in the whole world! It was WONKA'S factory, owned by a man called Mr Willy Wonka, the greatest inventor and maker of chocolates that there has ever been. And what a tremendous, marvellous place it was! It had huge iron gates leading into it, and a high wall surrounding it, and smoke belching from its chimneys and strange whizzing sounds coming from deep inside it. And outside the walls, for half a mile around in every direction, the air was scented with the heavy, rich smell of melting chocolate!*

Can you identify the awesome adjectives and vivid verbs to help with the description of the chocolate factory?

Can you also pick out the senses Dahl uses to help in building pictures in the reader's mind?

#### Day 2

##### Guess the character

Pick a character from your favourite book and write a description of them. However, you are not allowed to mention their name, what species they are (eg human or animal) or any of the following words: boy, girl, small, tall, old, young, short, big or large. E.g. This character was the Headmaster of a school for Wizards and Witches called Hogwarts, but ..... (Dumbledore)

#### Day 3: Reading Diary

Keep a reading diary for this week - every time you read, write 2/3 sentence summary of what you have read. This has been proven to help you retain the key information from your reading.

#### Day 4: A new character

##### Charlie and the Chocolate Factory

Imagine there was a 'missing character' who should have entered the Chocolate Factory with Charlie and the other characters. What would they have been like? Think about their appearance/ characteristics/ problems? Write a paragraph about them?

#### Day 5


Here's some key vocabulary relating to our chocolate topic: sensational, appetizing, delectable, consistency, composition, confectionery, divine. Find out what each word means and create yourself a glossary to refer to over the next 2 weeks. Include examples of the words in context.


#### Day 6

##### Nice to see you!

Select a character from a favourite book that you'd like to meet. Imagine you are interviewing them. What questions would you ask them?

## Week 1:

Day 1	Day 2	Day 3	Day 4	Day 5														
<p><b>Reading Comprehension-</b></p> <p>‘Devon and the Alux’</p> <p>Read the ‘chocolate themed’ text and answer the related questions.</p> <p>Make sure you answer in full sentences and consider the evidence in the text to support your answer.</p>	<p><b>Analysing Adverts</b></p> <p>Look at the following adverts from youtube clips below... or if you don’t have internet access, watch a few adverts promoting products on the TV.</p> <p><a href="https://www.youtube.com/watch?v=WnF28ZosL9o">https://www.youtube.com/watch?v=WnF28ZosL9o</a></p> <p><a href="https://www.youtube.com/watch?v=8faq04Kg5gY">https://www.youtube.com/watch?v=8faq04Kg5gY</a></p> <p>Then have a look at the different picture adverts attached too.</p> <p>Task:</p> <p>Use the attached sheet to identify some of the techniques used to persuade you to buy a product.</p> <p>Record your answers on the sheet or send your responses back to your teacher.</p>	<p><b>Slogans</b></p> <p>Slogans are short, catchy sentences that are associated with a brand/product. They are memorable to help sell the product. They may use alliteration, rhetorical questions, exclamations, repetition and emotive language.</p> <p><b>Can you identify the following slogans?</b></p> <p>Have a break, have a _____</p> <p>I’m lovin’ it. _____</p> <p>Just do it. _____</p> <p>How do you eat yours? _____</p> <p>Every little helps. _____</p> <p>Inspired by babies. Created by _____</p> <div></div> <p>Task:</p> <p><b>Create your own advert for a new chocolate bar you have just invented.</b> It can be made from lots of your own favourite sweet ingredients. Think about a name, bright colours, a catchy slogan, and persuasive adjectives in the text. Use the examples you looked at yesterday to help you.</p>	<p><b>Grammar</b></p> <p><b>Modal verbs and adverbs</b></p> <p>A modal verb is a helper verb that expresses possibility, necessity and obligation</p> <p>Modal adverbs are often added to modal verbs to add to their meaning.</p> <p>Below is a list of examples:</p> <p><b>1. Modal Adverbs</b></p> <table><tr><td>certainly, surely, probably, perhaps, maybe, possibly, definitely, positively</td><td>Probability/ obligation</td></tr><tr><td>always, often, usually, regularly, typically, occasionally, seldom, rarely, ever, never, once</td><td>Usuality</td></tr><tr><td>evidently, apparently, presumably, clearly, no doubt, obviously, of course, personally, honestly</td><td>Presumption</td></tr><tr><td>gladly, willingly, readily</td><td>Inclination</td></tr><tr><td>yet, still, already, once, soon, just</td><td>Time</td></tr><tr><td>quite, almost, nearly, totally, entirely, utterly, completely, literally, absolutely, scarcely, hardly, on the whole, provisionally</td><td>Degree</td></tr><tr><td>just, simply, ever, only, really, actually, seriously</td><td>Intensity</td></tr></table> <p>1. You <u>wouldn’t</u> have said that to her!</p> <p>2. <u>Surely</u> you wouldn’t have said that to her!</p> <p>(I have underlined the modal verb in sentence 1 and the modal adverb in sentence 2.)</p> <p>1. You shouldn’t have gone to so much trouble.</p> <p>2. You really shouldn’t have gone to so much trouble.</p> <p>1. I will call you tomorrow.</p> <p>2. I will definitely call you tomorrow.</p> <p>1. You can’t be serious!</p> <p>2. You can’t possibly be serious.</p> <p>Now write some sentences of your own in the same style as those above.</p>	certainly, surely, probably, perhaps, maybe, possibly, definitely, positively	Probability/ obligation	always, often, usually, regularly, typically, occasionally, seldom, rarely, ever, never, once	Usuality	evidently, apparently, presumably, clearly, no doubt, obviously, of course, personally, honestly	Presumption	gladly, willingly, readily	Inclination	yet, still, already, once, soon, just	Time	quite, almost, nearly, totally, entirely, utterly, completely, literally, absolutely, scarcely, hardly, on the whole, provisionally	Degree	just, simply, ever, only, really, actually, seriously	Intensity	<p><b>Persuasive writing script for your advert.</b></p> <p>Today, I would like you to write a script for a TV advert promoting your new chocolate bar that you created on Wednesday.</p> <p>Remember to include your slogan and different persuasive devices to promote your choccy product!</p> <p>Here is the start of my example:</p> <p><i>Introducing the all new taste sensation- DELISH Why not treat yourself to the ultimate chocolate experience? You’ve tasted the rest... now savour the best!</i></p>
certainly, surely, probably, perhaps, maybe, possibly, definitely, positively	Probability/ obligation																	
always, often, usually, regularly, typically, occasionally, seldom, rarely, ever, never, once	Usuality																	
evidently, apparently, presumably, clearly, no doubt, obviously, of course, personally, honestly	Presumption																	
gladly, willingly, readily	Inclination																	
yet, still, already, once, soon, just	Time																	
quite, almost, nearly, totally, entirely, utterly, completely, literally, absolutely, scarcely, hardly, on the whole, provisionally	Degree																	
just, simply, ever, only, really, actually, seriously	Intensity																	

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Descriptive Write</b></p>  <p>Look at the image above... it is from the well-known film Charlie and the Chocolate Factory, where Charlie unwraps a chocolate bar and finds the Golden ticket, inviting him to Willy Wonka's Chocolate Factory. Write a list of adjectives and verbs to describe his expression and feelings. If you have access to the internet, the clip is here <a href="https://www.youtube.com/watch?v=KR8PscR6N2s">https://www.youtube.com/watch?v=KR8PscR6N2s</a> (Watch up to the 2 minute mark)</p> <p><b>Task:</b> Imagine it was you who found the 'Golden Ticket'.</p> <p>Write a descriptive paragraph using the vocabulary you've generated to show how you would feel. Think about expanded noun phrases using suitable adjectives and try to include your senses to help build clear pictures in the reader's mind.</p>	<p><b>Grammar focus</b> <b>Formal and informal writing</b></p> <p><b>Formal</b> language is used for more official and serious purposes. The correct grammar should always be used. In <b>informal</b> situations and informal writing, a more relaxed casual and chatty style can be used. Slang words and abbreviations are more acceptable.</p> <p><b>Task:</b> Look at the accompanying sheet entitled 'Formal and informal Conversational language'.</p> <p>Can you write the conversation in a more formal style using correct grammar and more formal vocabulary choices?</p> <p>e.g. <b><i>This is gonna be awesome...</i></b></p> <p>becomes....</p> <p><b>The following activity will be most enjoyable.</b></p>	<p><b>Letter structure</b> For today's task, I would like you to think about the structure of a formal letter.</p> <p>Formal letters have a number of layout features to consider. Look at the accompanying bitesize link which explains what needs to be included.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z6hvgwx">https://www.bbc.co.uk/bitesize/articles/z6hvgwx</a></p> <p>Complete the online quiz (Activity one) and then try to identify some of the persuasive language choices in the 'Dear Ms Vengeance' letter example attached.</p> <p>Highlight these on the sheet and keep as a list which you can then use in tomorrow's task!</p> <p>Grammar task: Can you look at the following words and identify a synonym (similar word choice) for each?</p> <ul style="list-style-type: none"> <li>- Require</li> <li>- Inform</li> <li>- Refund</li> <li>- Purchase</li> <li>- Apologise</li> <li>- Suggest</li> </ul>	<p><b>Formal letter writing</b> Today is your turn to write a persuasive letter to Cadburys, persuading them to promote and sell your new chocolate bar.</p> <p>Address the letter to:</p> <p>Mr Cadbury Cadbury UK Consumer Relations Cadbury PO Box 12, Bournville Birmingham B30 2LU</p> <p>Remember to use the layout of the example you looked at yesterday, as well as all the key features identified.</p>	<p><b>Filming your advert!</b> Can you create a short film ( no more than 20 seconds) using the script you wrote last week for your advert?</p> <p>You may like to create a 3D model of your chocolate bar and think about promoting all of its features.</p> <p>It will be great to see your examples, so don't forget to send it to your teacher.</p>

Name of product	Who do you think the intended buyer is?
What kind of advert is it?	
TV <input type="checkbox"/> Radio <input type="checkbox"/> Magazine <input type="checkbox"/> Poster <input type="checkbox"/>	
How do they try to persuade you to buy it?	Do you think it is a good advert?
Tick:  With pictures <input type="checkbox"/> With words <input type="checkbox"/> With music <input type="checkbox"/> With questions <input type="checkbox"/> With jokes <input type="checkbox"/> With catchphrases <input type="checkbox"/> With jingles <input type="checkbox"/> Other: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>  Why?
Would you buy the product?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Why?	
Do you think the advert is honest?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Why?	
What words do they use to sell the product?	

Look at the adverts on the board, discuss in your groups what you think their **purpose** was? Why is this **important**?



<u>Persuasive Writing</u>
I have used the present tense.
I started by stating the issue and my opinion of it.
I have used time conjunctions in paragraphs.
I have summarised my arguments at the end.
I have used reasons and evidence to convince the reader.
I gave facts and statistics to explain what my argument is about.
I have used LOGICAL connectives (so, therefore) to link ideas within arguments.
I have used some/all of these features: <ul style="list-style-type: none"><li>• Emotive language</li><li>• Rhetorical questions</li><li>• Repetition (power of 3)</li><li>• Exclamations</li><li>• Anecdote</li><li>• Personal Pronouns</li></ul>



## Formal and Informal Conversational Language

I can script a conversation using formal and informal vocabulary.



George and Paul are meeting for the first time. They are speaking in an informal style.

**George:** Oh not much really. Just chilling and watching those lads kicking a ball around.

**Paul:** Where? Oh yeah! They're dead good ain't they? Do you play footie?

**George:** Nah! I used to when I was younger but my old knees aren't up to the job these days I'm afraid.

**Paul:** I know how you feel mate. These hips of mine don't half ache in the evenings. I guess we'll just have to be glad to sit and watch instead.

1. Write another sentence for each character in the same style.

**George:** \_\_\_\_\_  
\_\_\_\_\_

**Paul:** \_\_\_\_\_  
\_\_\_\_\_

2. Now can you re-write the conversation in the space below to make it much more formal?

Think carefully about the vocabulary and grammar that you use.

---

---

---

---

---

---

---

---

# Devon and the Alux



Devon plodded up the steps behind Dad. He was hot, he was hungry and he was soooooo bored.

"Isn't this exciting?" Dad squealed over his shoulder.

Devon didn't answer. Instead, he rolled his eyes and thought about all the fun he could be having back at the hotel.

"Hokey, dokey everyone, itza showtime!"

Oh no, thought Devon, the guide is off again.

"Gazzer round, come on, you tourists love all this history, man," the guide sang from the top steps.

Devon and his dad mingled with the other sweaty tourists at the top of the pyramid.

"Chichen Itza is so cool, man," the guide began. "It was one of the Mayans' largest ever cities! Yeah!"

"Whoopee-do", Devon sighed under his breath.

The guide looked over with a huge smile. "Yeah, man! Whoopee-do! It's only Mexico's second most visited site everrrrrr! Woah! Loving the enthusiasm, little bro!" Devon rolled his eyes again. It seemed sarcasm didn't work on holiday tour guides.

"This is the Kukulkan Pyramid," the guide continued, "and it's known as 'El Castillo'! Any of you cool cats know what that means?"

A large lady with a frilly sunhat threw her hand in the air. She was so quick that her camera swung round and whacked an older gentleman on the head. "Oh, sorry, love!" the lady cooed. "I know the answer! Pick me! Pick me!"

"Ha! Ha! You tourists crack me up, man!" the guide laughed, pointing at a rather



dazed-looking older gentleman. "Hokey, dokey, letza go with the pretty young lady with her hand in the air!"

Oh, for goodness sake, thought Devon.

"The castle!" the large lady shrieked, bobbing up and down like a four-year-old child. "Kukulkan means 'the castle'!"

"BOOM!" the guide screamed. "Innnn one! 'The Castle' is one of the new seven wonders of the world!"

Devon wasn't sure he could take much more of this. His brain felt mushy and he was so hungry! He shuffled backwards through the hoards of Hawaiian shirts, sunburnt legs and white-socked sandals. Mexico was supposed to be awesome, not boresome. Why couldn't Dad have left him by the pool sipping lemonade and chomping on chocolate?

Hold on... chocolate! He had a bar of Chocolicious in his back pocket! As soon as he was free from the gaggle of tourists, he sneaked around the corner.

"Mmmm..." Devon drooled, as he took a massive bite of pure chocolate-heaven.

"Mine."

"Aaagh!" Devon spun round to find a tiny elf-like creature peering up at him. Devon stepped backwards and made a little whimpering noise.

"Me an alux. Me magic. Me protect Kukulkan," the small creature said. Then, a huge smile spread across his tiny face. "Me like chocolate."

Devon stared at the little creature and then at his Chocolicious bar. "Um, that's nice," he said, stepping backwards. "BYE!" Devon raced down the steps of the ancient Mayan pyramid.

When he reached the bottom, he bent over to catch his breath.

"Awwwww, it melting," a little voice said from behind him.

"Aaaagh!" Devon shrieked, spinning round. "What do you want?"



"Me want chocolate. It ancient Mayan recipe? It got chilli peppers?" the elf-creature said, trying to get a look.

"Chilli? Wha... no! That's disgusting!" Devon scoffed. "Chocolate doesn't have chilli in it!"

"Does!" the little creature insisted. "Yucky without chilli. Nay mind. Me still want it."

Devon eyed the creature carefully. "If I give you the chocolate," he said, "will you leave me alone?"

"No. Me an alux. Me magic. Me help you. Me know what you want."

Devon peered one way, then the other. "You... know what I want?"

The little creature nodded and held out his hand.

Devon slowly handed him the half-eaten, rapidly-melting Chocolicious bar.

"Mine!" the creature said and he snapped his fingers.

KA-BOING!

Suddenly, Devon found himself by the side of the hotel pool sipping lemonade and chomping on chocolate. "Woah," he said, feeling his head. "That was incredible!"

"Couldn't agree more!" Dad blurted from behind him, with a guide book in his hand. "But don't worry, we're back at Chichen Itza tomorrow for a talk on the history of chocolate making!"

Devon slumped over his lemonade. "Whoopee-do..." he sighed.



**Q1:** Give three reasons why Devon was unhappy at the start of the story.

---

---

---



**Q2:** Compare how Devon and his dad are feeling at the beginning of the extract.



---

---

---



**Q3:** Devon plodded up the steps behind Dad.

What does the word *plodded* tell us about the way that Devon walked?

---

---

**Q4:** Devon and his dad mingled with the other sweaty tourists  
Which word is closest in meaning to *mingled*? Tick one.

pushed

☐  
☐

mixed

☐  
☐

retreated

played



**Q5:** Which country have Devon and his dad travelled to?

---

**Q6:** the large lady shrieked, bobbing up and down like a four-year-old child  
Explain why the author compares the lady to a four-year-old child?

---

---

---



### Layout - including address and date

- Your address should be written in the top-right corner of the page.
- The date should be written below your address.
- Below the date on the left hand side of the page, write the recipients address.

#### 2. Who are you writing to?

- If you do know the person; use their name, eg **Dear Ms M Coles.**
- If you don't know the person/people then use **Dear Sir/Madam.**
- Remember, add a comma after their name.

#### 3. Beginning the letter

Your opening sentence should get to the point and clearly state why you are writing:

- **I am writing to say thank you for ...**
- **I write to share my gratitude for...**

#### 4. Tone (the way the letter sounds)

- The aim is to sound businesslike whilst also being warm and friendly.
- Avoid using too much language that seems casual or chatty.

#### 5. Paragraphs

- Include all the relevant details of why you are thankful.
- Make sure that each point you make has a separate paragraph.

#### 6. Closing statement

- Restate the main point of your letter.
- Make sure that you provide an action for the reader, eg **keep smiling and take care.**

#### 7. Ending your letter

- Use **yours sincerely** if you do know the person.

Flat 8a Needy Row,  
Helperson,  
Victimstown,  
HE1 9ME

Crimson Lagoon,  
Far Away Island,  
Mysteryville,  
MY57 3RY

Sunday 1<sup>st</sup> January

Dear Ms Vengeance,

As the new year breaks and our beloved town is in peril, I appeal to you for your vital help in catching the Phantom Prankster. I know that this is an opportunity you will not be able to refuse.

First and foremost, the Phantom Prankster is a formidable enemy. It is going to require someone of immense strength and agility to match his prowess – attributes only you can bring. Your unrivalled abilities make you the ultimate candidate to provide your services and the glory you will achieve from the victory will be renowned across the land. It's an opportunity you cannot miss.

A useful piece of information to note is that the Phantom Prankster is currently suffering from the flu; his defences are weakened and his judgements are temporarily clouded. Due to his illness, he has not been moving around as regularly as he likes to – the perfect opportunity to pounce whilst he least expects it. Surely you don't want to miss the perfect opportunity to use his flu to your advantage?

A fact you must consider is that the residents of Victimstown are at their wit's end. They live in fear of the Phantom Prankster – many refusing to leave their home in the wake of his terror. The tricks he plays leave them embarrassed and confused: who would want to live this way? His reign over the town must come to a swift end.

Without a doubt, you are the only superhero with the skills, knowledge and strength to battle the Phantom Prankster. Your generosity and warm heart make me absolutely certain that you will want to protect Victimstown at any cost. Don't let us down.

Yours sincerely,

Mrs Victoria Timmins