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Home Learning Pack

Year 3

Guidance and Answers

**Week 6**
01/06/2020

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This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Fractions on a Number Line (up to one whole) (page 2)

Question 1 – This question involves counting forwards or backwards in eighths. We can tell that we are working with eighths as the **denominators** of the fractions that are shown are all '8'. The **denominator** is the bottom part of a fraction. It shows how many equal parts the whole has been split into. The **numerators** should ascend/descend by one each time. A **numerator** is the top part of a fraction. It shows how many parts of the whole are being considered. The completed number line should look like this.

Number line from 0 to 1 marked with $\frac{1}{8}$, $\frac{2}{8}$, $\frac{3}{8}$, $\frac{4}{8}$, $\frac{5}{8}$, $\frac{6}{8}$, $\frac{7}{8}$.
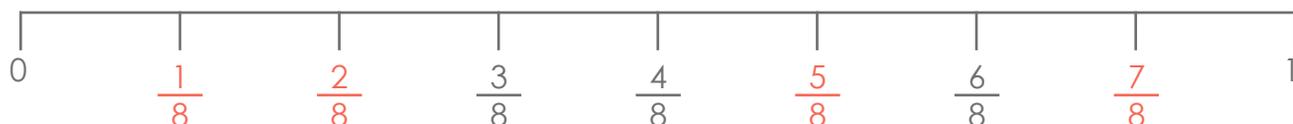
Question 2 – This question involves using clues to find the values and mark the position of fractions on a **number line**. A **number line** is a horizontal, straight line which has numbers placed at equal points. Most number lines begin at 0, however this is not always the case. Each child is describing a fraction which has not been shown on the **number line**.

Jane's fraction has an even **numerator** that is less than 5. The only even numbers below 5 are: 0, 2 and 4. 0 and 4 have already been shown on the **number line** so Jane's numerator must be '2' which means her fraction must be $\frac{2}{9}$.

Lola's fraction is one ninth greater than four ninths. $\frac{4}{9} + \frac{1}{9} = \frac{5}{9}$ which is also unlabelled. Lola's fraction is five ninths.

Cameron's fraction is three ninths greater than Lola's. $\frac{5}{9} + \frac{3}{9} = \frac{8}{9}$. Cameron's fraction is eight ninths.

Question 3 – This question involves finding the mistakes that have been made in the **number line** and identifying which child's statement is correct.

Ruby is correct as she has noticed that the **number line** has been divided into eight equal parts, therefore each part shows an eighth with a **denominator** of '8' instead of '7'. Ruby is also accurate for pointing out that $\frac{7}{7}$ is not needed as it is equivalent to one whole and '1' is already labelled.

David's statement is incorrect because if the **number line** had been divided into ten equal parts, each part would represent a tenth. Typically, the values on a **number line** are placed in ascending order from left to right.
The **number line** could be corrected easily, as per Ruby's suggestion like this:

Number line from 0 to 1 marked with $\frac{1}{8}$, $\frac{2}{8}$, $\frac{3}{8}$, $\frac{4}{8}$, $\frac{5}{8}$, $\frac{6}{8}$, $\frac{7}{8}$.
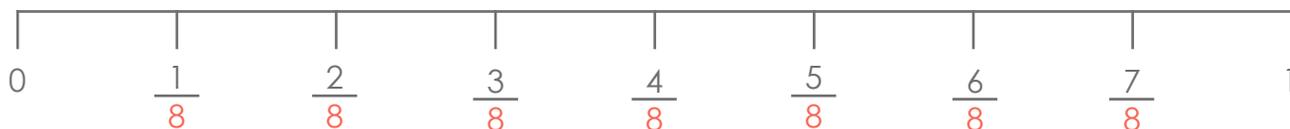
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Monday

English – Writing Prompt – Descriptive Writing (page 3)

Similes and **metaphors** are used in writing to help to create a more descriptive image in the reader's mind.

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like', for example: as cold as ice.

A **metaphor** is a word or phrase used to describe something as if it were something else, for example: a heart of gold.

This activity provides two photographs which should be used as prompts to write a short and vivid description. The description should include striking words or powerful adjectives, which can describe objects and settings, **adverbs** and **adverbial phrases**. An **adverb** gives more information about when or how something happens. An **adverbial phrase** is a group of words that act in the same way as an **adverb**.

Your child may choose to write a detailed description for one of these images or write two shorter descriptions which compare and contrast the landscapes shown in these images. Your child may also wish to use **paragraphs** to organise the main ideas in their descriptive writing. A **paragraph** is a group of sentences that share a common idea. A new **paragraph** should be started where there is a change of time, location, character or theme.

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Fractions on a Number Line (Over 1) (page 4)

Question 1 – This question involves recognising what amount a **number line** (see definition on page 2) is going up/down in, in order to identify a missing fraction. In this question, we have passed '1 whole' and we can see that the fractions are ascending in fifths. The **numerators** (see definition on page 2) are increasing by one each time so $\frac{3}{5}$ would follow $\frac{2}{5}$.

Therefore, the missing value would be $1\frac{3}{5}$.

Question 2 – This question involves inserting various missing labels onto a **number line**. We can see that the **number line** has been divided into seven equal parts so each fraction will have a **denominator** (see definition on page 2) of '7'. This makes sense as the three fractions that have been shown all have a **denominator** of 7.

The **numerator** of each fraction is one greater than the **numerator** used in the previous fraction.

As the number starts at 1 and ends at 2, the whole number '1' needs to come before each fraction on the **number line**. All the missing labels are shown below:

$$1 \quad 1\frac{1}{7} \quad 1\frac{2}{7} \quad 1\frac{3}{7} \quad 1\frac{4}{7} \quad 1\frac{5}{7} \quad 1\frac{6}{7} \quad 2$$
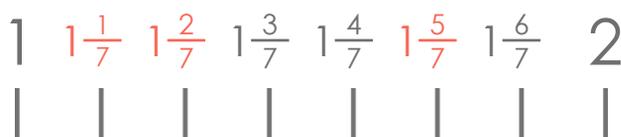
Question 3 – This question involves recognising where to place a given fractions on a **number line**.

The **number line** has been divided into eight equal parts so we know that each individual part represents an eighth. As the **numerator** is '5', we need to count five intervals forward and this will mark the correct position for $2\frac{5}{8}$, as shown below:

$$2 \qquad\qquad 2\frac{5}{8} \qquad\qquad 3$$

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Tuesday

**Maths – Fractions on a Number Line (Over 1) continued** (page 4)

Question 4 – This question involves working out whether the **number line** has been correctly labelled. This statement is true and the fractions have been labelled correctly as we can see that from 0 to 1 and from 1 to 2, there are four equal parts which means that each fraction should have a **denominator** of 4. The **numerators** of each fraction, before the wholes, ascend by 1 each time.

Question 5 – This question involves drawing a **number line** to prove whether Nadiya's statement is correct. From the **number line** below, we can see that her statement is incorrect because six sixths more than $1\frac{3}{6}$ is $2\frac{3}{6}$.

$$1\frac{3}{6} \qquad 1\frac{4}{6} \quad 1\frac{5}{6} \qquad 2 \qquad 2\frac{1}{6} \quad 2\frac{2}{6} \quad 2\frac{3}{6}$$

Nadiya will reach '2' once she has counted three sixths forward as $\frac{3}{6} + \frac{3}{6}$ = one whole.

Question 6 – This question involves labelling the **number line** to show Ali's journey, in chronological order. From the information that is given, we can tell that he had a puncture a long time before he stopped to have a drink as the numerators have a difference of four. Below, the **number line** has been divided into eight equal parts and the two fractions have been labelled.

Home $\qquad \frac{2}{8} \qquad\qquad \frac{6}{8} \qquad$ Gran's
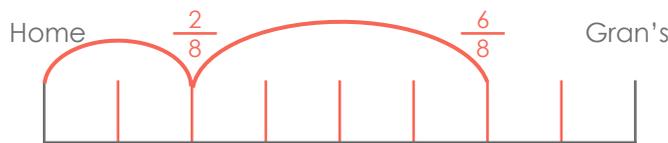
Question 7 – This question involves identifying whether a **number line** has been labelled correctly.

This **number line** has been labelled incorrectly because the '3' and the '2' whole numbers, at the start and the end of the **number line** need to be swapped around as the rest of the amounts are arranged in ascending order.

Filip's **number line** would be correct if the labels were in these positions:

$$2 \quad 2\frac{1}{9} \; 2\frac{2}{9} \; 2\frac{3}{9} \; 2\frac{4}{9} \; 2\frac{5}{9} \; 2\frac{6}{9} \; 2\frac{7}{9} \; 2\frac{8}{9} \quad 3$$
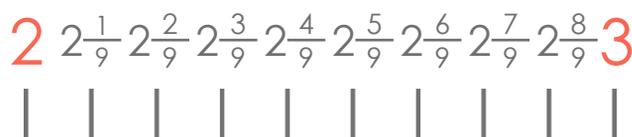
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Tuesday

English – Fronted Adverbials (page 5)

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

Question 1 – This question involves identifying and underlining the fronted adverbials that have been used in each sentence. **Fronted adverbials** are found at the beginning (or start) of a sentence and as mentioned above, are usually followed by a comma. The answers are as follows:

A = Today, B = Slowly, C = Soon, D = Behind the shed,

Question 2 – This question involves recognising whether each sentence includes a fronted adverbial and if it has been used correctly.

Statement A is 'correct' because this sentence begins with the fronted adverbial 'Before long,' which tells us **when** the snow began to fall.

Statement B is 'incorrect' because this sentence begins with the pronoun 'she'. The only adverb it includes is 'happily' which can be found in the middle of the sentence.

Statement C is 'correct' because this sentence begins with the fronted adverbial 'Angrily,' which tells us **how** the male character slammed the door.

Question 3 – This question involves rearranging the words shown on the cards to create a sentence that includes a **fronted adverbial**. As **fronted adverbials** appear at the start of sentences, it is sensible to look for an adverbial which is followed by a comma that could be placed at the start of the sentence. The only option is 'Suddenly'. Then, the remaining words need to be arranged in a way that flows well and makes sense.

An example of a sensible sentence which uses all the given words is:

fronted adverbial	noun		determiner	noun

Suddenly, a rabbit darted through the long grass.

	determiner	verb	preposition	adjective
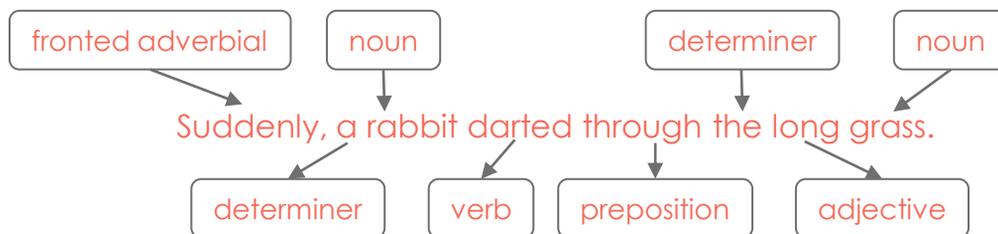
The word classes of each part of the sentence above have been labelled.

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Wednesday

Maths – Fractions of an Amount 1 (page 6)

Question 1 – This question involves working out if Millie's statement is correct. **Bar model** A has been divided into nine equal parts whilst **bar model** B has been divided into four equal parts. **Bar models** show how numbers can be split into different parts, by dividing them into bars or boxes. **Bar models** can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.

Therefore, Millie is incorrect because **bar model** A can be used to find one ninth of 36 which equals 4 whilst **bar model** B can be used to find one quarter of 36 which equals nine.

Question 2 – This question involves inserting **inequality symbols** to complete two separate comparison statements. **Inequality symbols > <** are comparison symbols used to represent more than (>) and less than (<). We can start by calculating the fraction of each amount given and then, once we have the amounts, we can compare the two amounts.

For comparison statement A, $\frac{1}{5}$ of 60 = 12 because 60 ÷ 5 = 12 and 12 x 1 = 12. $\frac{1}{8}$ of 40 = 5 because 40 ÷ 8 = 5 and 5 x 1 = 5. 12 is greater than 5 so we would use the '>' symbol.

A. $\frac{1}{5}$ of 60   **>** $\frac{1}{8}$ of 40

60				
12	12	12	12	12

40							
5	5	5	5	5	5	5	5
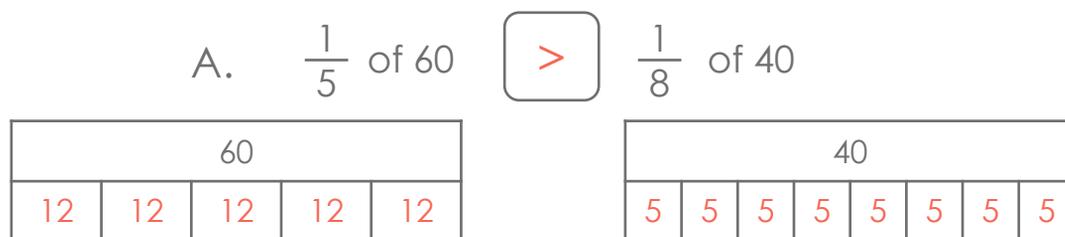
For comparison statement B, $\frac{1}{5}$ of 55 = 11 because 55 ÷ 5 = 11 and 11 x 1 = 11. $\frac{1}{3}$ of 36 = 12 because 36 ÷ 3 = 12 and 12 x 1 = 12. 11 is less than 12 so we would use the '<' symbol.
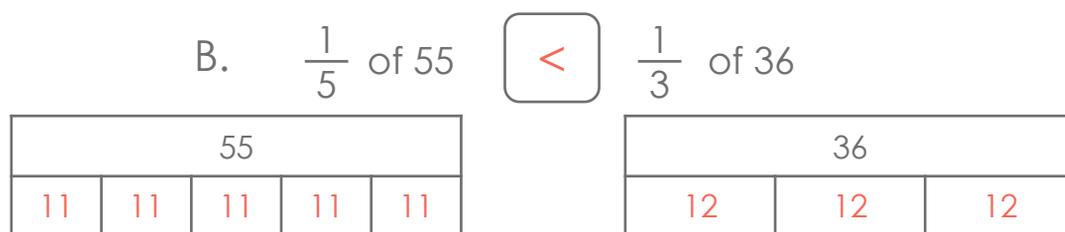
B. $\frac{1}{5}$ of 55   **<** $\frac{1}{3}$ of 36

55				
11	11	11	11	11

36		
12	12	12

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Wednesday

Maths – Fractions of an Amount 1 continued (page 6)

Question 3 – This question involves finding out which colour of marbles is the most common. We know that there are 24 marbles in total.

According to Alyia, $\frac{1}{12}$ of them are green. $\frac{1}{12}$ of 24 = 2 because 24 ÷ 12 = 2 and 2 x 1 = 2. 2 marbles are green.
According to Chuan, $\frac{1}{8}$ of them are blue. $\frac{1}{8}$ of 24 = 3 because 24 ÷ 8 = 3 and 3 x 1 = 3. 3 marbles are blue.
According to Ava, $\frac{1}{4}$ of the marbles are red. $\frac{1}{4}$ of 24 = 6 because 24 ÷ 4 = 6 and 6 x 1 = 6. 6 marbles are red.
6 is greater than 2 and 3 therefore, the most common colour of marbles is red.

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Wednesday

English – Apostrophes for Contractions (page 7)

A **contraction** is a word that has been formed by joining two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

An **apostrophe** is a punctuation mark which is used to either show **contraction** (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or possession (when something belongs to somebody or some people - for example, Freda's puppy).

Question 1 – This question involves identifying the correct contraction of 'must not' which is mustn't.

Question 2 – This question involves matching the two words which make up the contracted words given. They'll is the contracted form of they and will, we're is the contracted form of we and are.

Question 3 – This question involves identifying the two words which make up the contracted words you've and won't. You've is made up of the words you and have, won't is made up of the words will and not.

Question 4 – This question asks for the letters which would be removed to be underlined if the words were contracted. If the words were contracted it would become we'd, so the letters 'woul' should be underlined as shown: we <u>woul</u>d.

Question 5 – This question asks for the sentence to be rewritten using full words instead of the contraction. The sentence written should be: We should not play with the matches.

Question 6 – This question has an incorrect contraction. The sentence needs rewriting with the correct contraction given. They'l is incorrect and should be they'll as it is the contracted form of 'they will'. The sentence should be: If they go to the island, they'll find the treasure.

Question 7 – This question involves explaining the mistake that Alys has made when contracting the words 'you' and 'had'. Alys has positioned the apostrophe incorrectly. It should be placed where the removed letters were, making you'd.

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Thursday

Maths – Fractions of an Amount 2 (page 8)

Question 1 – This question involves finding three fifths of 25 counters. First, we need to divide the 25 counters into five equal groups as the **denominator** (see definition on page 2) is 5. Once we have five equal groups of counters, we need to count the total number of counters in three of these groups because the **numerator** (see definition on page 2) is 3.

= 5 counters
= 5 counters
= 5 counters
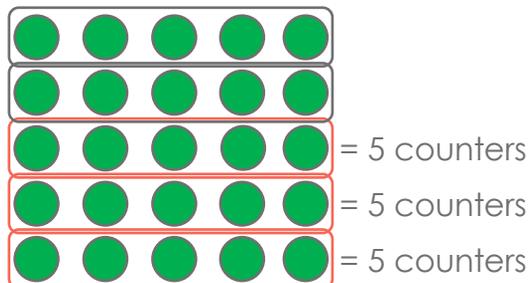
As you can see from above, each group has 5 counters. If one group has 5 counters, we can multiply 5 x 3 to find out how many counters are in three groups. This method is quicker than counting individual counters. 5 x 3 = 15. Therefore, $\frac{3}{5}$ of 25 = 15.

Question 2 – This question involves working out if the statement is true or false.

The statement is true because if we divide 24 by the **denominator**, 24 ÷ 4 = 6 and then we multiply this answer by the **numerator**, 6 x 3 = 18. $\frac{3}{4}$ of 24 = 18.

Question 3 – This question involves drawing counters to complete the **bar model** (see definition on page 7) and solving the calculation.

Each part of the **bar model** needs to have an equal number of counters. The first part has six so we can start by drawing six counters in the remaining parts of the **bar model**. To find $\frac{4}{5}$ of 30, we need to count the total number of counters in any four parts of **the bar model**. If we know that each part has 6 counters, we can multiply 6 x 4 to find the total number of counters in four parts. 6 x 4 = 24, so $\frac{4}{5}$ of 30 = 24.

The completed **bar model** should look like this:
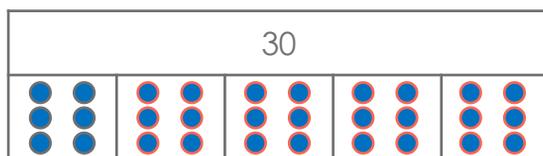
30

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10

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Thursday

Maths – Fractions of an Amount 2 continued (page 8)

Question 4 – This question involves using a **bar model** to find fractions of 56. The same **bar model** can be used to find the answer to all of these calculations. The **bar model** has been divided into eight equal parts and 56 ÷ 8 = 7 so each part must have a value of 7.

56							
7	7	7	7	7	7	7	7

A. To find $\frac{2}{8}$ of 56, we need to find the value of two of these parts as the **numerator** is 2. We know that one part has a value of 7 so we can multiply 7 x 2 to find the value of two parts. 7 x 2 = 14. Instead, we could add 7 and 7 together. To check our answer, we can divide 56 by the number of equal parts which is 8 and then multiply this answer by the **numerator**, which is 2. 56 ÷ 8 = 7 and 7 x 2 = 14. Therefore, $\frac{2}{8}$ of 56 = 14.

B. To find $\frac{4}{8}$ of 56, we need to find the value of four of these parts as the **numerator** is 4. We know that one part has a value of 7 so multiplying 7 x 4 would give us this answer. 4 x 7 equals 28 therefore, $\frac{4}{8}$ of 56 = 28.

C. To find $\frac{5}{8}$ of 56, we need to find the value of five of these parts as the **numerator** is 5. We can multiply 7 x 5 which equals 35. Therefore, $\frac{5}{8}$ of 56 = 35.

Question 5 – This question involves two parts; working out how much money each child has spent and finding out how much money they each have left.

Marie has spent $\frac{5}{8}$ of £32. £32 ÷ 8 = £4 and £4 x 5 = £20. Marie has spent £20.

Saalih has spent $\frac{3}{4}$ of £32. £32 ÷ 4 = £8 and £8 x 3 = £24. Saalih has spent £24.

To find out how much money each child has left, we need to subtract the amount they have spent (shown above) from their original amount of money (both children started with £32).

Marie: £32 – £20 = £12 so Marie has £12 left

Saalih: £32 – £24 = £8 so Saalih has £8 left

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Thursday

Maths – Fractions of an Amount 2 continued (page 8)

Question 6 – This question involves calculating how many erasers have been given to Stefan's cousin and sister. Using this information, we can then calculate how many erasers Stefan has left.

$\frac{4}{10}$ of 20 erasers = 8 because 20 ÷ 10 = 2 and 2 x 4 = 8. This means that Stefan gave his cousin 8 erasers.

$\frac{2}{5}$ of 20 erasers = 8 because 20 ÷ 5 = 4 and 4 x 2 = 8. This means that Stefan also gave his sister 8 erasers.

To find out how many erasers he has left, we can calculate 8 + 8 which equals 16. Then, we can subtract 16 from 20 which equals 4 so Stefan must have 4 erasers left.

Question 7 – This question involves identifying which child's statement is correct. First, we need to calculate two thirds of 27 ice creams. Once we have found this, we can then use this information to find out how many ice creams are left.

$\frac{2}{3}$ of 27 ice creams = 18 because 27 ÷ 3 = 9 and 9 x 2 = 18.

To find out how many ice creams are left, we can subtract 18 from 27. 27 – 18 = 9 so 9 ice creams must be left, therefore Lucy's statement is correct. Joseph's statement is incorrect as it tells us two thirds of the ice creams which is the amount of ice creams that have been sold, rather than the amount of ice creams that have been left.

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Thursday

English – Apostrophes for Possession (page 9)

An **apostrophe** is a punctuation mark which is used to either show contraction (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or possession (when something belongs to somebody or some people - for example, Freda's puppy).

Singular nouns show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

Question 1 – Sally's ball should be circled as it is the only phrase that uses an apostrophe to show possession because the ball belongs to Sally. The other two phrases both use apostrophes for contractions.

Question 2 – The box above the word 'cars' should have an 'X' in because the exhaust belongs to the car. 'Exhaust' and 'mechanic' are not possessive nouns and 'couldn't' needs an **apostrophe** – but for contraction, not **possession**.

Question 3 – Sentence B should include a possessive apostrophe because the grey dog belongs to Travis and the noun phrase 'the grey dog' follows the name of its owner. Sentence A does not need an **apostrophe** because the name of the owner follows the noun phrase.

Question 4 – Sentence C should be underlined because the new bike belongs to Simon. Sentence A and B both include apostrophes for contractions which means that some letters have been missed out. In Sentence A, 'he's' means 'he is' and in Sentence B, 'it's' means 'it is' so the **apostrophes** in both of these contractions have replaced the letter 'i'.

Question 5 – This question involves rearranging the eight words to create a sentence that uses an **apostrophe** for **possession** and either 'and' or 'but'. Extra words can be added. One possible example of a sentence is shown below.

<div align="center">Lucy tripped over Mr Smith<u>'s</u> wooden chair <u>and</u> broke her leg.</div>

In this example, the chair belongs to Mr Smith and the conjunction 'and' has been used.

Question 6 – This question involves re-writing this sentence using **apostrophes** for **possession**. The nouns in this sentence are singular and the **apostrophes** have been underlined.

<div align="center">The cactus<u>'s</u> spikes had fallen off and landed in the cat<u>'s</u> bed.</div>

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Thursday

English – Apostrophes for Possession continued (page 9)

Question 7 – Tandi has used an apostrophe to show **possession** in this sentence correctly because the brother belongs to Lewis. As Lewis' name ends in the letter -s, the **apostrophe** can be placed after the '-s' on its own or the **apostrophe** can be followed by another 's' (as Tandi has used). Both options are grammatically correct and can be seen below.

<div align="center">

Lewis'   Lewis's

</div>

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Friday

Maths – Consolidating Fractions (Fractions)

Click on the link below to consolidate your child's learning on fractions. The game includes 8 questions in total and each question is marked as soon as your child enters their answer.

https://kids.classroomsecrets.co.uk/resource/year-3-fractions-consolidation-game-2/

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Friday

English – Using Inference (page 10)

This activity includes a visual prompt which allows children to practise the skill of inference and explain their personal views about the image, while the fourth question tests their knowledge of adverbs to complete the sentences.

Question 1 - This question invites children to identify and label objects that are included in this photograph. Various answers, for example: pots, pans, a metal hob/cooker, bottle, bucket, camp site etc.

Question 2 - This question invites children to think hypothetically and asks them to consider why no people are included in this photograph. Various answers, for example: They could be in their tent or somewhere else in the camp.

Question 3 - This question encourages children to reflect on how the refugees might feel when they are using this equipment. Children can explore more than one possible emotion and should support their views with reasons. Personal response, for example: They might feel frustrated and miss the equipment they had at home. They might feel really grateful to have equipment to make warm meals with their families.

Question 4 - This question requires children to complete the sentences by inserting missing adverbs. Children should place the most appropriate adverbs into the gaps so that each sentence make sense.

She stirred the sauce <u>slowly</u>. He shouted <u>loudly</u>, "Dinner is ready!"

Maya whispered <u>sadly</u>, "I miss my friends." The children waited <u>hungrily</u> for their lunch.

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Assembly Activity

Celebration certificate

On the following page in this pack (page 18), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be
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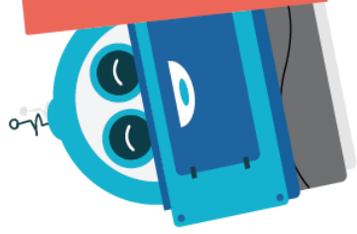
Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

KIDS

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Additional resources

English – Reading – New Tricks (pages 11 – 12)

Children should read the story and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. Why was Josh such a fan of 'The Twits'?
It made him laugh.

2. Why did Josh say that Sunday lunch was going to be like no other?
He thought his trick would make it memorable.

3. What did Zoe and Carla usually like to do on a Sunday morning?
Stay in bed late.

4. Why do you think that Josh chose to tamper with the custard?
It was the easiest ingredient to mix something into.

5. How did the girls react when they tasted the custard?
Screamed, clutched their mouths, choking and going red in the face.

6. Why do you think the author has put a warning in red at the bottom of the text?
It was a silly thing to do which could be dangerous.

7. Why has the author used italic text in the first paragraph?
To stress the importance of the word.

8. Have you ever played a trick on someone else? What did you do?
Personal response, for example: I hid behind a door and jumped out when my friend walked past. It made him jump and we laughed about it.