

Y3/Y4

Subordinate clauses and Subordinating conjunctions

A

although
after
as

WH

when
whenever
what
wh
wh
w

if
in order that
in case

E

even +

T

though
till
that

B

because
before

S

since

U

until
unless



Main clause checklist

A main clause must contain a **subject** and a **verb**.

A main clause sometimes contains an **object**.

A main clause makes sense by itself.

The talented musician played his guitar.

A bike was laying on the floor.

A dustbin truck was driving through the street.



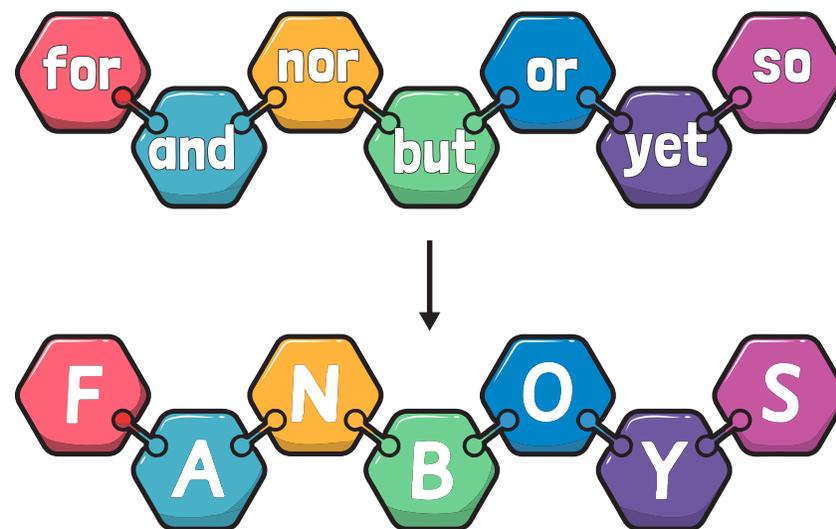


What do you notice?

A boy was skateboarding and a decorator was painting the building.



I have created a multi-clause sentence using one of our co-ordinating conjunctions.



Have a go at creating your own multi-clause sentence, using a co-ordinating conjunction, about the typical day in Waters Down Town.





What do you notice about these sentences?

If we take the main clause away, does what's left make sense on its own?

Let's have a look...



The **talented musician** **played** his **guitar** because he wanted to show off his skills.

A **bike** **was laying** on the **floor** while its owner groaned on the floor next to it.

A **dustbin truck** **was driving** through the **street** after it had collected the rubbish from the whole town.





What do you notice?

...because he wanted to show off his skills.

...while its owner groaned on the floor next to it.

...after it had collected the rubbish from the whole town.





Yes! They have a subject and a verb so they are clauses.

But do they make sense on their own?

...because **he wanted** to show off his skills.

...while its **owner groaned** on the floor next to it.

...after **it had collected** the rubbish from the whole town.



Subordinate Clauses

These are clauses (*they contain a subject and a verb*) but they **do not make sense on their own.**

They are **dependent on the main clause** to make sense.

They are used to **add detail or extra information** to our main clause.

They can come at the beginning or the end of the sentence.

The word that comes **at the start of the subordinate clause** is called the **subordinating conjunction.**



Let me show you!



Subordinate clauses and subordinating conjunctions

A man stared at his car in the middle of the street when the engine began to release lots of thick smoke.



Where was the man?

When was the man standing in the middle of the street?



...when the engine began to release lots of thick smoke.



This subordinate clause tells us that the man was standing in the middle of the street when the engine began to release lots of thick smoke.



...when the engine began to release lots of thick smoke.



Which word do you think is the subordinating conjunction?
Convince me that you are correct.

Can you change the subordinate clause to the beginning of
the sentence?



When the water came gushing down the streets, a bike was parked outside the ice-cream shop.

When the engine began to release lots of thick smoke, a man stared at his car in the middle of the street.



Why would we change the position of the subordinate clause?
Can you see what punctuation changes have to be made?



Using the Waters Down Town picture, see if you can write a multi-clause sentence using the subordinating conjunction,

when.

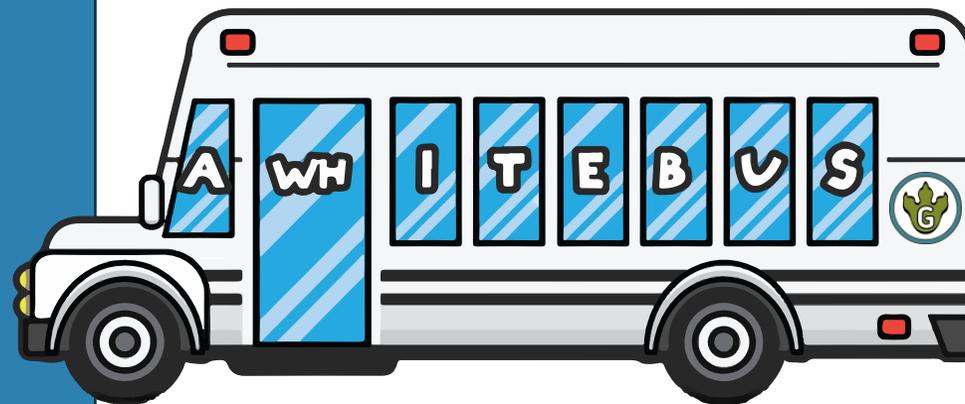


In Year 3 and 4 you need to show that you can do the following things:



1. Extend your range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.

2. Use conjunctions to express time and cause.



A

although
after
as

WH

when
whenever
whatever
whether
whereas
which

I

if
in order that
in case

T

though
till
that

E

even though
even if

B

because
before

U

until
unless

S

since



Subordinate Clauses and Subordinating Conjunctions

A

although
after
as

WH

when
whenever
whatever
whether
whereas
which

I

if
in order that
in case

T

though
till
that

E

even though
even if

B

because
before

U

until
unless

S

since

Challenge 1

Underline the **subordinate clause in red** and **circle** the **subordinating conjunction in blue**.

1. The bath flew up in the air because water gushed out of the window.
2. Although the town was flooding rapidly, the rabbit sat and read his paper calmly.
3. When the pianist began to play, the shoppers ran towards the fountain to listen
4. The town will have to close if the water keeps gushing from all directions.

Challenge 2

Pick a multi-clause sentence from Challenge 1 above and change the position of the subordinate clause. Write your multi-clause sentence below, remembering to check your punctuation carefully.

Challenge 3

Pick a subordinating conjunction to complete the multi-clause sentences below.
Is there more than one you can choose?

1. _____ the pianist had finished playing, his piano was swept away in the gushing water.
2. The waitress dropped the glasses of orange juice _____ she was serving the giraffe.
3. _____ the flooding continues, the bakery will have to close for the day.
4. Waters Down Town remained busy _____ it was filling with water quickly.
5. The alligator looked scared _____ he was being chased by rushing water.

Subordinate Clauses and Subordinating Conjunctions

Challenge 4

Read each multi-clause sentence in the table and tick whether the clause underlined is the main clause or the subordinate clause. Pick one and convince me that you are correct.

Multi-clause sentences	Main clause	Subordinate clause
1. Although it was raining, <u>Tommy walked to the shop.</u>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mum is taking me to buy some new shoes <u>after she finishes work.</u>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>I like to eat pepperoni pizza</u> because it is delicious.	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>If you finish your work,</u> you can go out to play.	<input type="checkbox"/>	<input type="checkbox"/>

Match the contraction to the words:

don't		could not
won't		I have
can't		cannot
didn't		will not
couldn't		have not
shouldn't		do not
haven't		should not
I've		did not

Write the sentence underneath, writing the words out in full.

1. You don't need to wear your PE kit on a Tuesday.

2. Why won't the birds be quiet in the morning?

3. I can't find my keys for my car.

4. James didn't know how to drive so he had to get the bus.

5. Miss Forrester couldn't believe how hard the children had worked.

6. You shouldn't eat chocolate everyday as it is bad for you.

7. I've got three brothers but I don't have any sisters.

8. In the morning, I've got an important meeting that I haven't prepared for.



Task 1: Identify the vowel that is missing from each of the words.

a) choc ____ late

g) di ____ mond

b) bre ____ kfast

h) temp ____ rature

c) diff ____ rent

i) hist ____ ry

d) sep ____ rate

j) fact ____ ry

e) bus ____ ness

k) t ____ rrific

f) myst ____ ry

l) int ____ rest

Task 2:

Tick to show which word is spelt correctly. Then write the correct spelling underneath.

Spellings	✓	✗	Spellings	✓	✗
heven			librry		
deafening			miserable		
definitely			frightning		
desperate			secretry		
dictionry			differently		

Write the correct spellings in the spaces below.

ANSWERS Task 1: Identify the vowel that is missing from each of the words.

a) choc **o** late

g) di **a** mond

b) bre **a** kfast

h) temp **e** rature

c) diff **e** rent

i) hist **o** ry

d) sep **a** rate

j) fact **o** ry

e) bus **i** ness

k) t **e** rrific

f) myst **e** ry

l) int **e** rest

Task 2:

Tick to show which word is spelt correctly. Then write the correct spelling underneath.

Spellings	✓	✗	Spellings	✓	✗
heven		✗	librry		✗
deafening	✓		miserable	✓	
definitly		✗	frightning		✗
desperate	✓		secretry		✗
dictionry		✗	differently	✓	

Write the correct spellings in the spaces below.

heaven	definitely	dictionary
library	frightening	secretary

Task 1: In each word below, an unstressed vowel has been omitted. Write each of the words correctly.

1) mathmatics = _____

6) compny = _____

2) evry = _____

7) captin = _____

3) camra = _____

8) compny = _____

4) poisnous = _____

9) valuble = _____

5) gardner = _____

10) librry = _____

Task 2: Read the extract below. Identify the spelling mistakes and then write the correct spellings in the boxes below.

The whole of the class were asked to go to the librry to find a book that they found intresting. Some children chose frightening books whilst other children chose books about diffrent poisnous animals. One child, however, selected a dictionry as she thought that it had the most information. In a seprate session, the class was asked to invite a famly member in to look at the books with them.

Task 3: Identify the correct spelling for the sentence.

a) This is an _____ copy of the book so you must be careful.
(original / orignal)

b) What a _____ day it is: it's been raining since 6 o'clock this morning. (misrable / miserable)

c) James was _____ for a new football for his birthday.
(desprate / desperate)

ANSWERS Task 1: In each word below, an unstressed vowel has been omitted. Write each of the words correctly.

1) mathmatics = **mathematics**

6) compny = **company**

2) evry = **every**

7) captin = **captain**

3) camra = **camera**

8) compny = **company**

4) poisnous = **poisonous**

9) valuble = **valuable**

5) gardner = **gardener**

10) librry = **library**

Task 2: Read the extract below. Identify the spelling mistakes and then write the correct spellings in the boxes below.

The whole of the class were asked to go to the librry to find a book that they found intresting. Some children chose frightening books whilst other children chose books about diffrent poisnous animals. One child, however, selected a dictionry as she thought that it had the most information. In a seprate session, the class was asked to invite a famly member in to look at the books with them.

library	interesting	frightening	different
poisonous	dictionary	separate	family

Task 3: Identify the correct spelling for the sentence.

a) This is an **original** copy of the book so you must be careful.
(original / orignal)

b) What a **miserable** day it is: it's been raining since 6 o'clock this morning.
(misrable / miserable)

c) James was **desperate** for a new football for his birthday.
(desprate / desperate)

age	gum	gush	rigid	apology
emerge	cage	germ	go	gone
energy	gentle	golf	goat	gut
game	garden	gate	gold	gull
gaze	gasp	gander	gall	gamble
general	genius	gang	gong	gender
girl	digit	gift	give	engine
gist	gain	guild	guilt	guest
goal	gale	giant	gene	gel
guide	gem	gap	ginger	gym

Task 1: Identify whether the spellings are correct or incorrect.

Spellings	✓	✗	Spellings	✓	✗
danjerus			guess		
challenge			stranjer		
plunjed			jenuine		
edge			emerjency		
gaité			orange		

Write the correct spellings in the boxes below.

Task 2: Write the word from the box to match the meanings.

strange	hedge	hinge	genius
fringe	ginger	agent	generous

- 1) a reddish brown colour = _____
- 2) allows a door to open = _____
- 3) unusual = _____
- 4) the opposite of mean = _____
- 5) used for separating pieces of land = _____
- 6) hair that hangs over the forehead = _____
- 7) someone who is very intelligent = _____
- 8) another word for a spy might be a secret ... = _____

ANSWERS Task 1: Identify whether the spellings are correct or incorrect.

Spellings	✓	✗	Spellings	✓	✗
danjerus		✗	guess	✓	
challenge	✓		stranjer		✗
plunjed		✗	jenuine		✗
edge	✓		emerjency		✗
gait		✗	orange	✓	

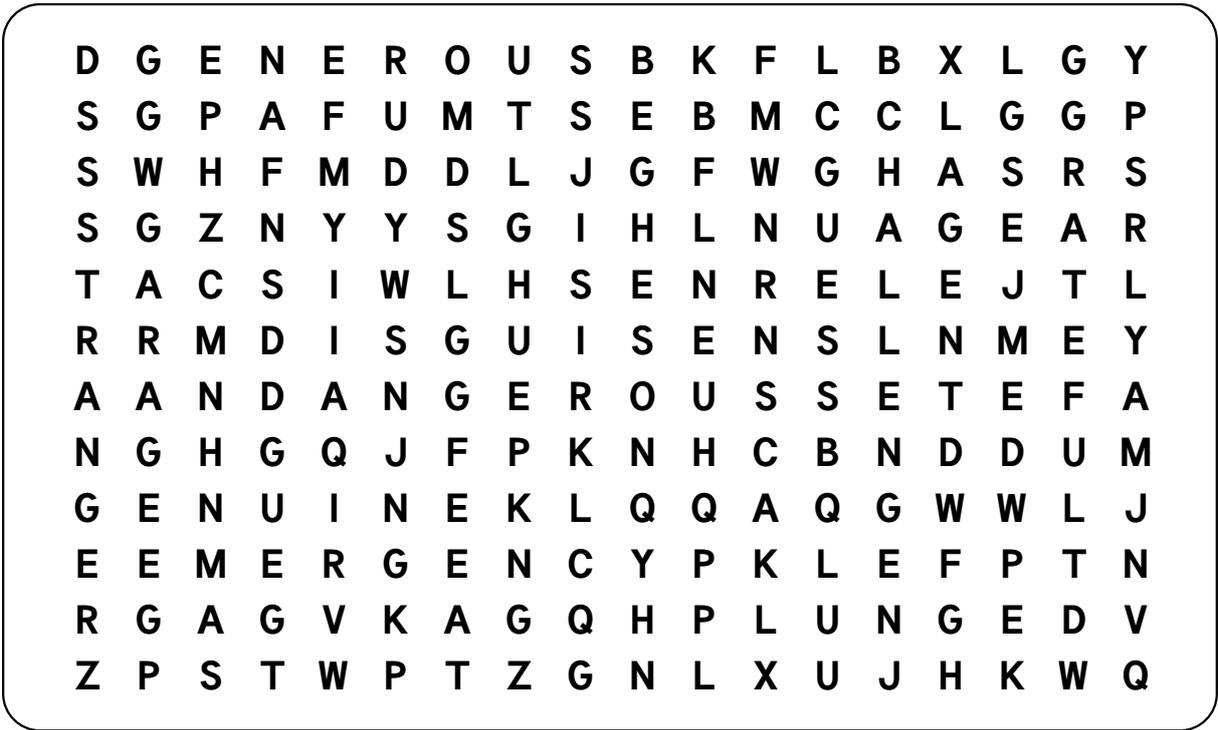
Write the correct spellings in the boxes below.

dangerous	plunged	gate
stranger	genuine	emergency

Task 2: Write the word from the box to match the meanings.

strange	hedge	hinge	genius
fringe	ginger	agent	generous

- 1) a reddish brown colour = **ginger**
- 2) allows a door to open = **hinge**
- 3) unusual = **strange**
- 4) the opposite of mean = **generous**
- 5) used for separating pieces of land = **hedge**
- 6) hair that hangs over the forehead = **fringe**
- 7) someone who is very intelligent = **genius**
- 8) another word for a spy might be a secret ... = **agent**



Find the following words in the puzzle. Words are hidden → ↓ and ↘ .

- | | | | |
|-----------|-----------|----------|----------|
| AGENT | DISGUISE | GENEROUS | GUESS |
| CHALLENGE | EMERGENCY | GENUINE | PLUNGED |
| DANGEROUS | GARAGE | GRATEFUL | STRANGER |

Use as many of these words as you can to create a nonsense sentence.



Sort the words based on the sound that they make. Add three of your own words for each column.

draw	caution	lawn	August
awful	daughter	fault	taught
dawn	straw	flaw	haul
sausage	author	naughty	thaw
pause	caught	autumn	haughty

aw	au	augh

ANSWERS Sort the words based on the sound that they make. Add three of your own words for each column.

draw	caution	lawn	August
awful	daughter	fault	taught
dawn	straw	flaw	haul
sausage	author	naughty	thaw
pause	caught	autumn	haughty

aw	au	augh
draw	caution	daughter
lawn	August	taught
awful	fault	naughty
dawn	haul	caught
straw	sausage	haughty
flaw	author	
thaw	pause	
	autumn	



Place the words from the box into the correct sentence.

sausage	caution	naughty	haughty
pause	daughter	fault	taught
caught	author	autumn	haul

Task 2: Now place these words into the correct sentences.

1) The chef said to turn the _____ over with _____ as they were extremely hot and could spit out hot fat.

2) My youngest _____ explained that it wasn't her _____ that the cake was burnt; the oven must be broken.

3) The _____ cat was rushing around the house until it _____ the mouse it was chasing.

4) The _____ had to _____ for a moment as there was a disturbance during the reading she was giving in the library.

5) The _____ teacher looked down his nose at some of the other members of staff even though he was the one who had _____ us the wrong text!

6) Every _____, my dad has to collect up all of the fallen leaves in our back garden, put them into a large bag and then _____ them into the back of the trailer.

ANSWERS Place the words from the box into the correct sentence.

sausage	caution	naughty	haughty
pause	daughter	fault	taught
caught	author	autumn	haul

Task 2: Now place these words into the correct sentences.

1) The chef said to turn the **sausage** over with **caution** as they were extremely hot and could spit out hot fat.

2) My youngest **daughter** explained that it wasn't her **fault** that the cake was burnt; the oven must be broken.

3) The **naughty** cat was rushing around the house until it **caught** the mouse is was chasing.

4) The **author** had to **pause** for a moment as there was a disturbance during the reading she was giving in the library.

5) The **haughty** teacher looked down his nose at some of the other members of staff even though he was the one who had **taught** us the wrong text!

6) Every **autumn**, my dad has to collect up all of the fallen leaves in our back garden, put them into a large bag and then **haul** them into the back of the trailer.

Match the word with the meaning and then write at least two examples which uses the same root word.

Word	Meaning	Examples
applaud	badly behaved	
naughty	intercept or hold something	
cause	show approval by clapping	
caught	arrogantly superior or disdainful	
haughty	make something happen	



ANSWERS Match the word with the meaning and then write at least two examples which uses the same root word.

Word	Meaning	Examples
applaud	badly behaved	applauding applauded
naughty	intercept or hold something	naughtiness naughtily
cause	show approval by clapping	causing caused
caught	arrogantly superior or disdainful	uncaught
haughty	make something happen	haughtily haughtiness



Task 1: Match the words to create different compound nouns.

tooth
honey
thunder
book
sea
book

moon
shelf
shore
paste
keeper
storm

Task 2: Write a compound noun to match each picture.

Task 3: Choose three of these to write into a sentence.

Task 1: Match the words to create different compound nouns.

tooth		moon
honey		shelf
thunder		shore
book		paste
sea		keeper
book		storm

Task 2: Write a compound noun to match each picture.

waterfall	fireman/ firefighter	supermarket
lifeboat	pancakes	caveman

Task 3: Choose three of these to write into a sentence.

Answers may vary.

life	time	base
ball	moon	light
butter	flies	foot
ball	basket	ball
weather	man	earth

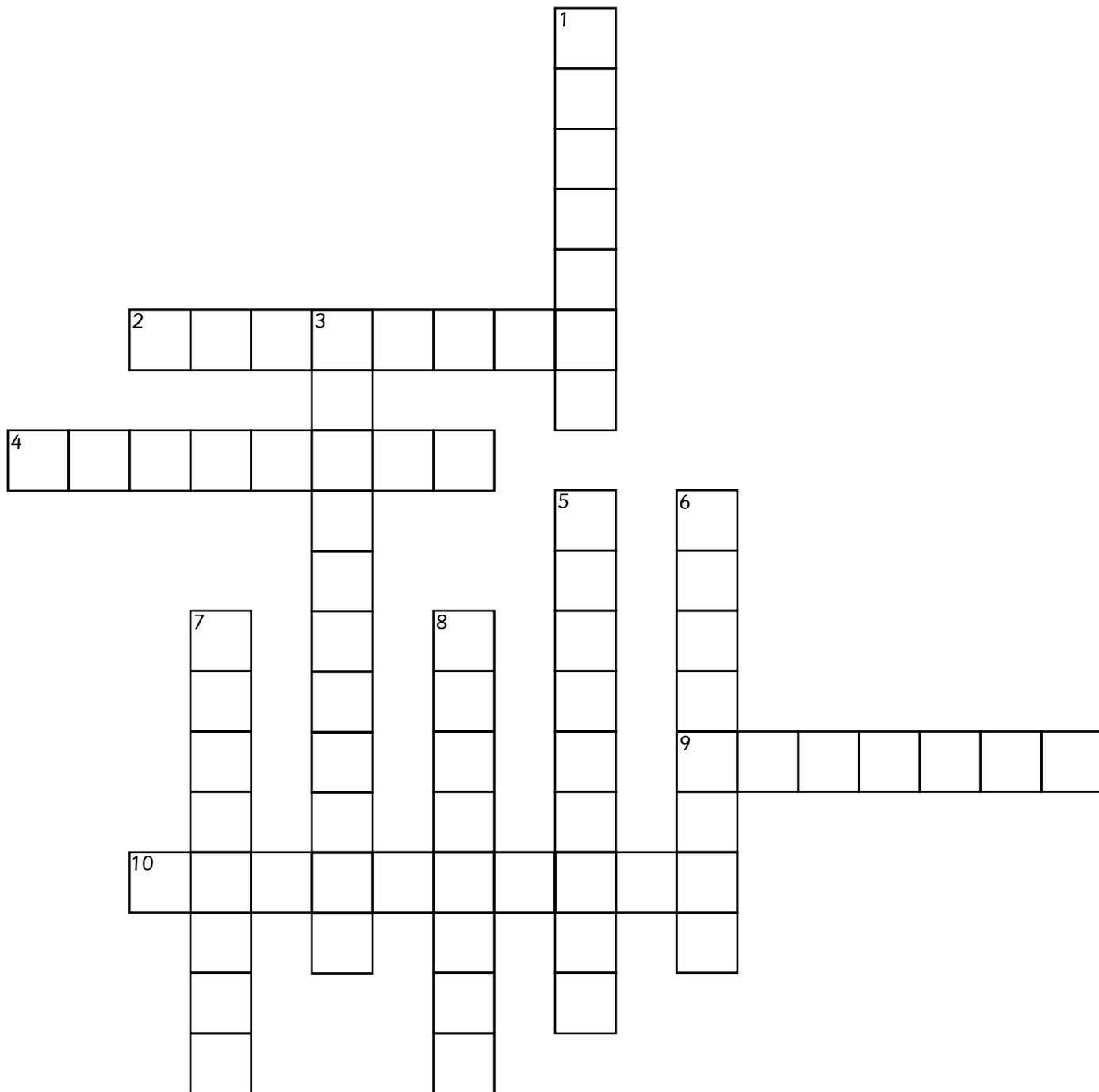
		
		
		
		
		



quake	grand	mother
pass	port	sun
flower	skate	board
air	port	grass
hopper	rattle	snake





Across

- 2. Where a pet fish lives.
- 4. A type of bag you wear on your back.
- 9. A male who delivers your mail.
- 10. If you injured your leg, you might need to use one of these to travel around.

Down

- 1. A stage for a model to walk down.
- 3. The person in charge of a school.
- 5. Someone who protects important people.
- 6. A document you need to travel aboard.
- 7. What matches are stored in.
- 8. Something you might wear if it is raining.



BANKSY

Diary entries -
Written as the artist, Banksy

Wednesday

Yesterday, I caught the midday train to London. I love getting the train. Everyone tries to avoid looking at each other – you can be as anonymous as you like. This is my favourite way of being. I love looking out of the window and watching the world go by.

When the train arrived in London, I took the underground to Liverpool Street and walked over to the hotel I'd booked a room in. I've come to London to paint my next street art piece. I have decided I am going to stencil a line painter, who is demotivated and fed up of his job. In my plan, he has decided to be rebellious and use his line painting machine to spread some joy in the middle of an urban jungle. I've prepared my stencil of him and I have to admit I am delighted with how he looks. I'm carrying the stencil in a big, unmarked art folder. As I've walked around London today, I've laughed to myself as no one knows what I'm carrying or what I'm about to do. There are perks to being an unknown artist!

I need to go and buy a few more things in the morning then wait for nightfall and take myself over to Pollard Street in east London. I've chosen that road as it is right in the middle of a huge, grey housing estate and close to the Columbia Road flower market. The perfect place for a giant flower, don't you think? Also, I spent hours walking around the area looking for a place where the double yellow lines stopped and thankfully found this particular road!

Friday

Well, I had the best time last night. I managed to do my latest piece of artwork without a single soul noticing me. I am ecstatic that I have got away with it... again. I hope people like it. My stencil worked out really well and looks amazing right on the corner of two roads. It was easy to paint the massive flower and I managed to find the exact same shade of yellow as the lines on the side of the road. I had to be stealthy because the streets in that part of London are somewhat nocturnal. People always seem to be mooching around, but thankfully I was quick and drew no attention to myself. I just hope people enjoy my work and it brings some bright joy and fun into the urban jungle that is London.

Time to get back on the train to Bristol. Bye for now!

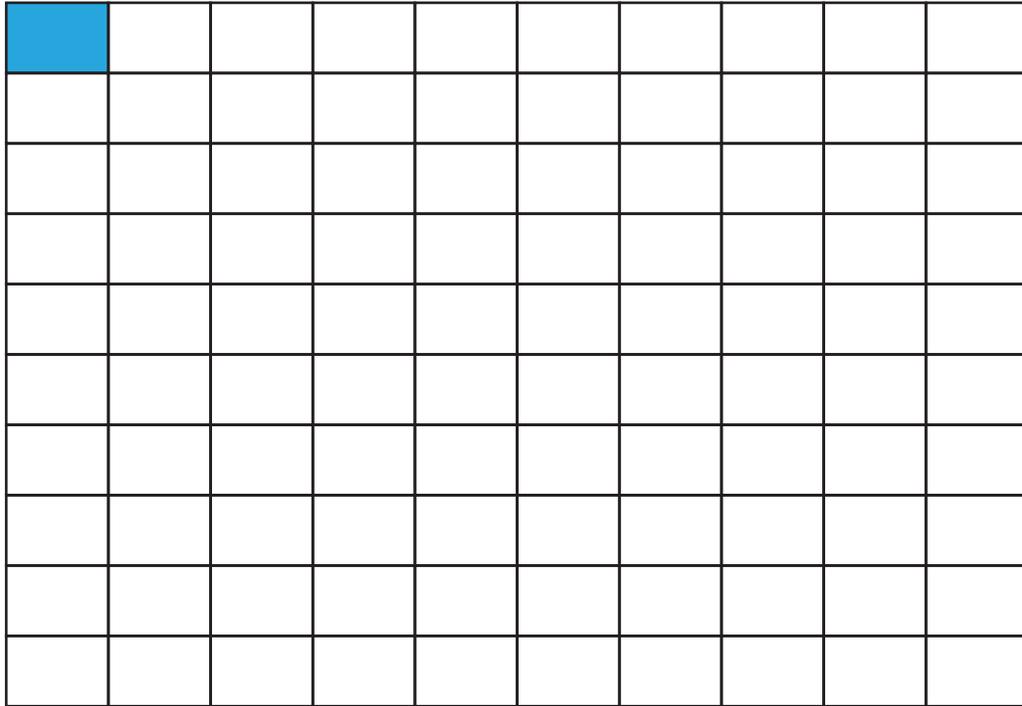


Learning Objectives

- ★ I can find 50% of a quantity
- ★★ I can find 25% of a quantity
- ★★★ I can find 75% of a quantity
- ★★★ I can find 20,30,40,50,60,70,80 and 90 % of a quantity
- ★★★★ I can challenge myself to find a difficult percentage (53% etc.)

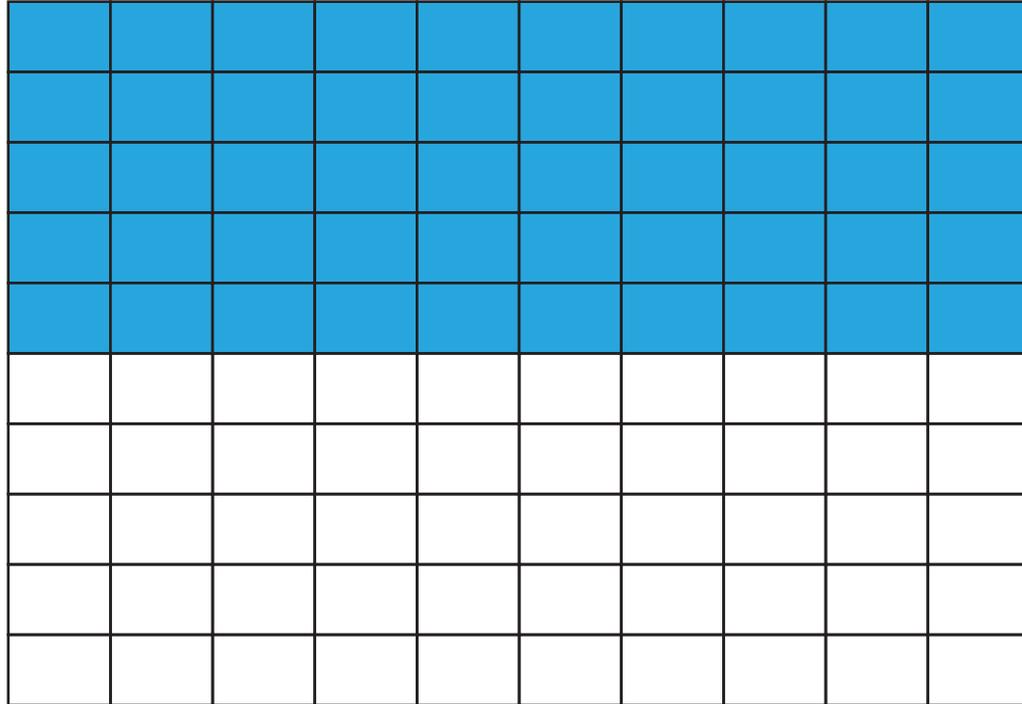


One percent (1%) means 1 out of every 100



**So what would 1% of 200 be?
1% of 300?
1% of 400?**

Fifty percent (**50%**) means 50 out of every 100



Can you think of an
equivalent fraction of
50%?

So what would **50%** of every 200 be?

50% of 400?

50% of 1,000?

When finding 50% it can be useful to use a partitioning method by finding 50% of the hundreds/tens/ones separately and adding these totals together.

The diagram illustrates the partitioning method for finding 50% of 562. The number 562 is shown in large blue digits. Three red arrows point from the digits 5, 6, and 2 down to the numbers 250, 30, and 1 respectively. Below these, the equation $250 + 30 + 1 = 281$ is shown, with the result 281 in green.

$$250 + 30 + 1 = 281$$

Use the partitioning method to calculate 50% of these amounts

50% of 642 =

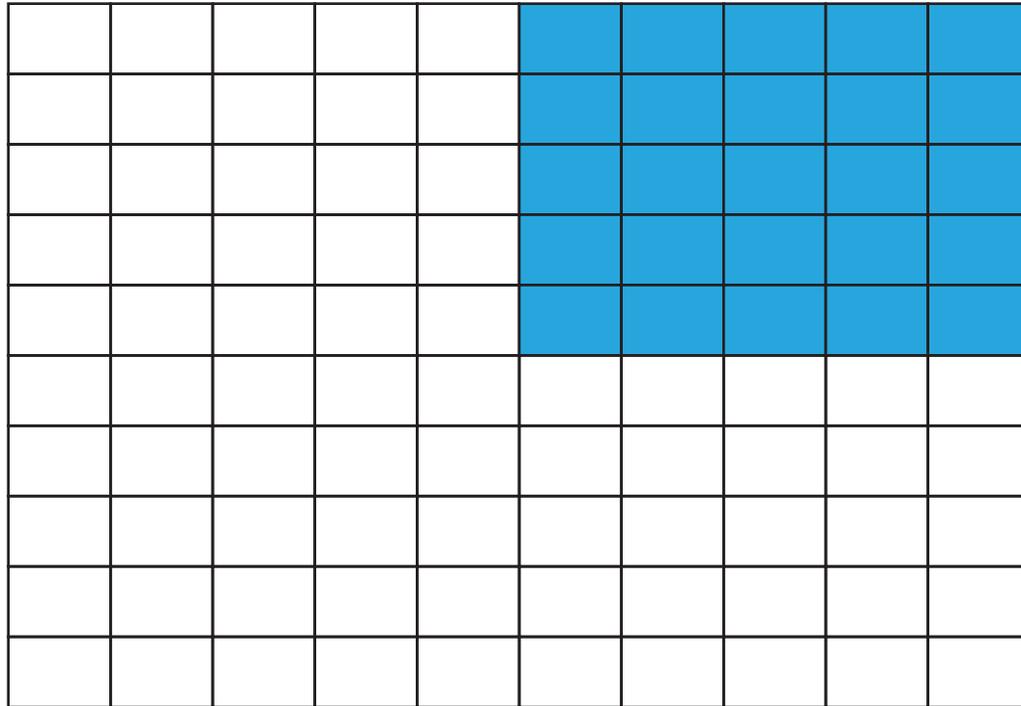
50% of 454 =

50% of 635 =

50% of 756 =

50% of 1,424 =

Twenty five (**25%**) means 25 out of every 100



So what would 25% of 1,000 be?

25% of 30?

25% of 60?

**Can you think of an
equivalent fraction of
25%?**

To find 25% of an amount you can half the number and half it again just like when you find $\frac{1}{2}$

25% of 200 =

25% of 1,000 =

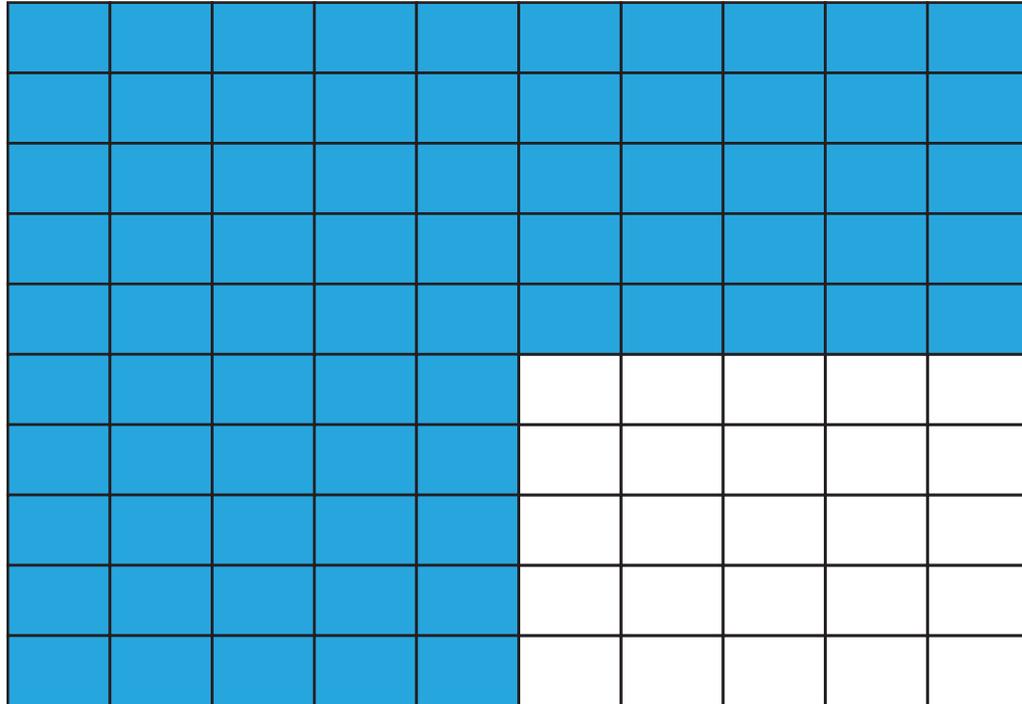
25% of 844 =

25% of 28 =

25% of 48 =

25% of 128 =

Seventy five percent (**75%**) means 75 out of every 100



Can you think of an
equivalent fraction of
75%?

So what would **75%** of 1,000 be?

75% of 2,000?

75% of 20?

When you find 75% of a number you can find 50% and find 25% and add these two numbers together

75% of 1,000 =

75% of 28 =

75% of 24 =

75% of 12 =

75% of 20 =

Ten percent (**10%**) means 10 out of every 100

Can you think of an
equivalent fraction of
10%?

So what would 10% of 10 be?

10% of 20?

10% of 50?

Finding 10%

$$10\% \text{ of } 20 = (1 \times 2) = \mathbf{2}$$

$$10\% \text{ of } 80 = (1 \times 8) = \mathbf{8}$$

$$10\% \text{ of } 90 =$$

$$10\% \text{ of } 70 =$$

You can then use 10% to help you calculate other percentages

$$70\% \text{ of } 70 = 7 \times 7 = \mathbf{49}$$

$$80\% \text{ of } 20 = 8 \times 2 = \mathbf{16}$$

$$80\% \text{ of } 60 = 8 \times 6 =$$

$$50\% \text{ of } 80 = 5 \times 8 =$$

$$80\% \text{ of } 40 = 8 \times 4 =$$

$$60\% \text{ of } 100 = 6 \times 10 =$$

$$40\% \text{ of } 20 = 4 \times 20 =$$

$$20\% \text{ of } 10 = 2 \times 10 =$$

Finding 10%

90% of 30 =

40% of 130 =

10% of 140 =

30% of 80 =

60% of 160 =

40% of 100 =

40% of 180 =

40% of 110 =

60% of 60 =

70% of 130 =

10% of 970 =

30% of 440 =

20% of 390 =

10% of 420 =

40% of 760 =

90% of 930 =

30% of 390 =

90% of 580 =

60% of 180 =

80% of 480 =

$$71\% \text{ of } 40 = 7.1 \times 4 =$$

$$56\% \text{ of } 30 = 5.6 \times 3 =$$

$$39\% \text{ of } 80 = 3.9 \times 8 =$$

$$45\% \text{ of } 20 = 4.5 \times 2 =$$

$$49\% \text{ of } 50 = 4.9 \times 5 =$$

$$86\% \text{ of } 90 =$$

$$35\% \text{ of } 50 =$$

$$84\% \text{ of } 30 =$$

$$53\% \text{ of } 10 =$$

$$18\% \text{ of } 80 =$$

$$\begin{array}{r} 7.1 \\ \times 4 \\ \hline 28.4 \end{array}$$

Use column addition
to solve these

Steps to success...

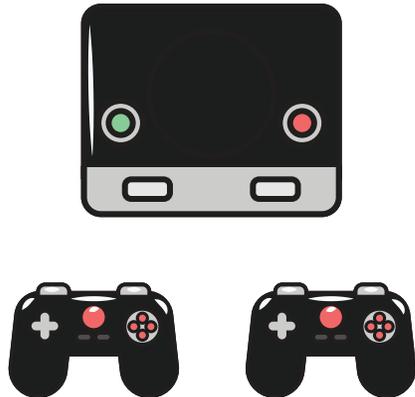
1. 50% - You may use the partitioning method
2. 25% - Half the number & half it again
3. 75% - find 50% & 25% & add these numbers together.
4. 10% - is the same as $\frac{1}{10}$ - so divide the number by 10.
5. 20% - find 10% & X2
6. 30% - Find 10% & X3

You have _____ minutes to complete your task.

Plenary

These items have **25% off**.
How much do they cost?

£140



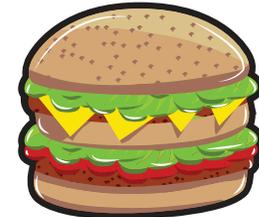
£200



£10



£5



Extension Activity- Percentage Word Problems



1. Jasmine completes a test that has 200 questions. She gets 75% of the questions correct. How many questions did she get right?
2. Adrian scores 25% of the goals for his football team in January. They scored 48 goals. How many did Adrian score?
3. Jessica has completed 50% of her homework. She has 154 arithmetic questions in total. How many questions does she have left to answer?
4. Zach buys a ticket to the zoo for £35. His friend (Bea) buys a ticket the next day when the zoo have a 50% off sale promotion. How much does Bea's ticket cost?
5. Ozzie buys a T shirt that costs £28. He realises it has 25% off. How much does it now cost?
6. Jyotsna donates 25% of her collection of DVDs to charity. She had 284 DVDs. How many did she give away?

How many DVDs does she have left?
7. Shaciara has read 75% of her book. It has 90 pages. How many pages has she read?
8. Jonathan loves card games. He wins 25% of the games he plays at lunchtime over one week. He played 24 games in total. How many games did he win?

How many games did he lose?
9. There are 196 countries in the world. Adam has visited 50% of the countries in the world. How many has he visited?
10. Mia's hair is 52cm long. She cuts 25% of it off. How much does she have left?
11. The temperature is 33°C in the day. It drops by 25% at night...
What is the temperature at night time?
12. There were 130 sweets in the jar. Ellie ate 40% of them in one week.
How many did she eat?

How many sweets are left?



Extension Activity- Percentage Word Problems



13. Jenny is going to become a grandma. She is making a blanket for her new granddaughter. She thinks it will take about 80 hours to complete. She thinks she has completed around 30% of the blanket. How many hours do you think she has spent making the blanket?
14. There are 140 children in years 5 and 6. 10% of them received a praise letter from the head teacher last month. How many children received a letter?
15. Children have a choice of hot or cold school dinners. There are 160 children having school dinners today. 60% of them have a cold lunch. How many children are having a cold lunch choice?
16. There are 80 books about animals in the classroom. 70% of them belong to the class teacher who is leaving the school. How many books will she remove from the classroom before she leaves?
17. Morgan is walking 30 miles over 3 days for charity. She has walked 56% of the way so far. How many miles has she walked?
18. Ben's car had 20 litres of petrol in it. He has been to the supermarket, visited his friend and travelled to the beach. He has used 45% of the petrol in his car. How much petrol does he have left?





50% of 20 =
50% of 16 =
50% of 18 =
50% of 12 =
50% of 22 =
50% of 24 =
50% of 26 =
50% of 28 =
50% of 30 =
50% of 32 =
50% of 34 =
50% of 40 =
50% of 42 =
50% of 60 =
50% of 62 =
50% of 100 =
50% of 50 =
50% of 52 =
50% of 200 =
50% of 400 =



25% of 40 =
25% of 80 =
25% of 100 =
25% of 200 =
25% of 400 =
25% of 60 =
25% of 44 =
25% of 24 =
25% of 32 =
25% of 28 =
25% of 16 =
25% of 36 =
25% of 44 =
25% of 48 =
25% of 56 =
25% of 1,000 =
25% of 2,000 =
25% of 3,000 =
25% of 4,000 =
25% of 5,000 =
25% of 6,000 =



75% of 100 =
75% of 200 =
75% of 300 =
75% of 400 =
75% of 500 =
75% of 600 =
75% of 20 =
75% of 40 =
75% of 80 =
75% of 1,000 =
75% of 2,000 =
75% of 3,000 =
75% of 4,000 =
75% of 5,000 =
75% of 6,000 =
75% of 7,000 =
75% of 8,000 =
75% of 9,000 =
75% of 25 =
75% of 44 =
75% of 28 =





70% of 70 =
10% of 20 =
80% of 20 =
80% of 60 =
50% of 80 =
80% of 40 =
60% of 100 =
40% of 20 =
20% of 10=2
20% of 40=8



10% of 970 =
30% of 440 =
20% of 390 =
10% of 420 =
40% of 760 =
90% of 930 =
30% of 390 =
90% of 580 =
60% of 180 =
80% of 480 =



71% of 70 =
38% of 80 =
11% of 90 =
22% of 110 =
25% of 130 =
68% of 20 =
54% of 20 =
97% of 90 =
11% of 10 =
37% of 130 =



90% of 30 =
40% of 130 =
10% of 140 =
30% of 80 =
60% of 160 =
40% of 100 =
40% of 180 =
40% of 110 =
60% of 60 =
70% of 130 =



71% of 40 =
56% of 30 =
39% of 80 =
45% of 20 =
49% of 50 =
86% of 90 =
35% of 50 =
84% of 30 =
53% of 10 =
18% of 80 =



53% of 350 =
90% of 380 =
17% of 50 =
57% of 810 =
51% of 910 =
97% of 90 =
97% of 250 =
80% of 800 =
64% of 730 =
45% of 540 =



Ultimate Equivalent Fractions, Decimals and Percentages Challenge

Name:

Number Correct:

Time Taken:

Previous Score:



Match the following decimal numbers, percentages and fractions.

0.3	50%	$\frac{2}{5}$	0.25	$\frac{1}{2}$	12.5%
0.5	40%	$\frac{1}{5}$	0.375	$\frac{1}{8}$	50%
0.4	70%	$\frac{7}{10}$	0.75	$\frac{7}{8}$	87.5%
0.7	20%	$\frac{1}{2}$	0.5	$\frac{3}{8}$	25%
0.9	30%	$\frac{9}{10}$	0.125	$\frac{1}{4}$	75%
0.2	90%	$\frac{3}{10}$	0.875	$\frac{3}{4}$	37.5%

Write the equivalent fraction (in its simplest form) to the following:

75% =	30% =	15% =	90% =	50% =	35% =
0.6 =	0.95 =	0.1 =	0.25 =	0.625 =	0.2 =
25% =	0.9 =	0.5 =	5% =	0.4 =	85% =

Write the equivalent decimal and percentage to the following:

$\frac{1}{2}$ =	$\frac{3}{4}$ =	$\frac{1}{5}$ =	$\frac{1}{3}$ =
$\frac{4}{5}$ =	$\frac{3}{8}$ =	$\frac{1}{10}$ =	$\frac{1}{6}$ =
$\frac{7}{10}$ =	$\frac{2}{5}$ =	$\frac{5}{8}$ =	$\frac{7}{20}$ =

Write the missing equivalent fraction (in its simplest form), decimal or percentage as needed.

0.7 =	$\frac{1}{8}$ =	75% =
20% =	0.01 =	$\frac{2}{3}$ =

Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$$\frac{2}{3} + \frac{1}{6} = \boxed{}$$

$$\frac{1}{10} + \frac{4}{5} = \boxed{}$$

$$\frac{1}{2} + \frac{1}{4} = \boxed{}$$

$$\frac{1}{5} + \frac{7}{10} = \boxed{}$$

$$\frac{1}{4} + \frac{3}{8} = \boxed{}$$

$$\frac{5}{7} + \frac{3}{14} = \boxed{}$$

$$\frac{1}{3} + \frac{1}{6} = \boxed{}$$

$$\frac{1}{14} + \frac{6}{7} = \boxed{}$$

$$\frac{1}{8} + \frac{1}{2} = \boxed{}$$

$$\frac{2}{7} + \frac{5}{14} = \boxed{}$$

$$\frac{1}{4} + \frac{5}{8} = \boxed{}$$

$$\frac{3}{8} + \frac{1}{16} = \boxed{}$$

$$\frac{1}{2} + \frac{3}{8} = \boxed{}$$

$$\frac{5}{16} + \frac{5}{8} = \boxed{}$$

$$\frac{5}{6} + \frac{1}{12} = \boxed{}$$

$$\frac{2}{9} + \frac{5}{18} = \boxed{}$$

$$\frac{5}{12} + \frac{1}{6} = \boxed{}$$

$$\frac{3}{10} + \frac{7}{20} = \boxed{}$$

$$\frac{2}{5} + \frac{3}{10} = \boxed{}$$

$$\frac{3}{20} + \frac{7}{10} = \boxed{}$$

Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$$\frac{11}{12} + \frac{1}{4} = \boxed{}$$

$$\frac{9}{10} + \frac{4}{5} = \boxed{}$$

$$\frac{2}{3} + \frac{5}{6} = \boxed{}$$

$$\frac{1}{12} + \frac{1}{3} = \boxed{}$$

$$\frac{3}{4} + \frac{3}{8} = \boxed{}$$

$$\frac{5}{6} + \frac{7}{12} = \boxed{}$$

$$\frac{7}{8} + \frac{1}{4} = \boxed{}$$

$$\frac{2}{3} + \frac{5}{12} = \boxed{}$$

$$\frac{5}{8} + \frac{1}{2} = \boxed{}$$

$$\frac{3}{4} + \frac{1}{12} = \boxed{}$$

$$\frac{5}{6} + \frac{1}{3} = \boxed{}$$

$$\frac{11}{12} + \frac{1}{4} = \boxed{}$$

$$\frac{1}{2} + \frac{5}{6} = \boxed{}$$

$$\frac{5}{6} + \frac{7}{12} = \boxed{}$$

$$\frac{1}{2} + \frac{7}{8} = \boxed{}$$

$$\frac{11}{12} + \frac{1}{6} = \boxed{}$$

$$\frac{3}{5} + \frac{3}{10} = \boxed{}$$

$$\frac{7}{8} + \frac{5}{16} = \boxed{}$$

$$\frac{7}{10} + \frac{2}{5} = \boxed{}$$

$$\frac{11}{16} + \frac{3}{8} = \boxed{}$$

Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \boxed{}$$

$$\frac{7}{8} + \frac{3}{4} + \frac{3}{16} = \boxed{}$$

$$\frac{1}{6} + \frac{1}{3} + \frac{5}{12} = \boxed{}$$

$$\frac{1}{2} + \frac{5}{8} + \frac{1}{16} = \boxed{}$$

$$\frac{1}{4} + \frac{5}{8} + \frac{1}{2} = \boxed{}$$

$$\frac{5}{6} + \frac{1}{2} + \frac{7}{12} = \boxed{}$$

$$\frac{5}{6} + \frac{1}{12} + \frac{1}{2} = \boxed{}$$

$$\frac{3}{8} + \frac{3}{4} + \frac{7}{8} = \boxed{}$$

$$\frac{1}{4} + \frac{1}{8} + \frac{1}{16} = \boxed{}$$

$$\frac{2}{3} + \frac{7}{9} + \frac{2}{3} = \boxed{}$$

$$\frac{11}{12} + \frac{5}{6} + \frac{1}{2} = \boxed{}$$

$$\frac{4}{5} + \frac{9}{20} + \frac{3}{10} = \boxed{}$$

$$\frac{5}{8} + \frac{7}{16} + \frac{3}{4} = \boxed{}$$

$$\frac{11}{20} + \frac{3}{5} + \frac{9}{10} = \boxed{}$$

$$\frac{3}{4} + \frac{1}{2} + \frac{5}{8} = \boxed{}$$

$$\frac{7}{10} + \frac{1}{5} + \frac{23}{30} = \boxed{}$$

$$\frac{7}{8} + \frac{3}{16} + \frac{1}{2} = \boxed{}$$

$$\frac{5}{6} + \frac{11}{24} + \frac{5}{12} = \boxed{}$$

$$\frac{1}{16} + \frac{5}{8} + \frac{7}{8} = \boxed{}$$

$$\frac{23}{24} + \frac{11}{12} + \frac{2}{3} = \boxed{}$$

Ordering Fractions

LO: Order fractions where the denominators are multiples.

Order these fractions from smallest to largest. You may wish to write the fractions with a common denominator.

1.

$$\frac{2}{3}$$

$$\frac{7}{12}$$

$$\frac{1}{6}$$

$$\frac{1}{3}$$

$$\frac{5}{6}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

2.

$$\frac{1}{2}$$

$$\frac{5}{8}$$

$$\frac{1}{4}$$

$$\frac{3}{4}$$

$$\frac{1}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

3.

$$\frac{3}{5}$$

$$\frac{7}{10}$$

$$\frac{1}{5}$$

$$\frac{3}{10}$$

$$\frac{2}{5}$$

$$\frac{\quad}{10}$$

$$\frac{\quad}{10}$$

$$\frac{\quad}{10}$$

$$\frac{\quad}{10}$$

$$\frac{\quad}{10}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

Ordering Fractions

LO: Order fractions where the denominators are multiples.

Order these fractions from smallest to largest. You may wish to write the fractions with a common denominator.

1.

$$\frac{3}{10}$$

$$\frac{44}{100}$$

$$\frac{9}{10}$$

$$\frac{71}{100}$$

$$\frac{17}{100}$$

$$\frac{\quad}{100}$$

$$\frac{\quad}{100}$$

$$\frac{\quad}{100}$$

$$\frac{\quad}{100}$$

$$\frac{\quad}{100}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

2.

$$\frac{64}{100}$$

$$\frac{6}{10}$$

$$\frac{73}{100}$$

$$\frac{7}{10}$$

$$\frac{74}{100}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

3.

$$\frac{2}{100}$$

$$\frac{21}{100}$$

$$\frac{2}{10}$$

$$\frac{1}{10}$$

$$\frac{12}{100}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

Ordering Fractions

Aim: to order fractions

Order these fractions from smallest to largest. You may wish to write the fractions with a common denominator.

1.

$$\frac{3}{4}$$

$$\frac{2}{3}$$

$$\frac{11}{12}$$

$$\frac{5}{6}$$

$$\frac{7}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

2.

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{5}{12}$$

$$\frac{1}{12}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

3.

$$\frac{2}{5}$$

$$\frac{3}{10}$$

$$\frac{1}{2}$$

$$\frac{3}{5}$$

$$\frac{7}{20}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

twinkl.co.uk

How to Escape Enemy Territory!

Reading Comprehension

Y3

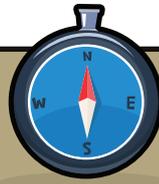
Y4

DIFFICULTY - MEDIUM

Finding yourself trapped deep in the heart of enemy territory sounds disastrous. The deafening explosions and never-ending stream of bullets may start to scramble your brain. But don't despair! Escaping the pesky Germans can be straightforward; however, you must follow these simple instructions carefully if you wish to see your base camp again.

What do you need?

- 1 torch
- 1 compass,
- A pair of military boots
- A weapon (in case things don't go to plan).



What you do:

1. To start with, it is essential that you deduce which of the many enemy territories you are located in. The clues in the area must be closely studied (use your torch if it is dark). Look at the layout and colour of the large, military tents; any signs or symbols around the area; and attempt to listen in on any soldiers nearby, who may give away some clues.
2. Once you have determined where you are, the direction of your base must be located using your compass. It is likely that you will be required to pass through heavily guarded areas. Take your weapon of choice to try and avoid potential death.
3. Next, head in the right direction (taking care to stay hidden from any German soldiers). Use your compass to guide you through the rough, uneven terrain. Your sturdy, military boots should help to keep you balanced and on two feet.
4. Once you have left German territory, continue to move stealthily away from any danger and towards safety.
5. With a great sigh of relief, you should finally spy the warm glow of your base camp fires smiling at you in the distance. Let this be your guide and follow it home.

A final note of warning:

Do not, under any circumstances, lose sight of where you're placing your feet. Booby-traps deviously lie in wait ready to take the next unsuspecting victim's life.



Questions

DIFFICULTY : MEDIUM

1. Find and copy the word that describes how the instructions must be followed.

2. Tick two words or phrases that are synonyms of 'determined' as it is used in the text.

found out

left

established

reached

3. "...it is essential that you deduce which of the many enemy territories you are located in."
Explain the meaning of essential in this sentence.

4. "Booby-traps deviously lie in wait ready to take the next unsuspecting victim's life."
What does 'deviously' suggest about the enemy?

5. "Let this be your guide and follow it home."
What do the underlined pronouns refer to in the text? Tick one.

Questions

DIFFICULTY : MEDIUM

6. Tick the word closest in meaning to 'potential'.

certain

possible

likely

unlikely

7. Explain why you should not lose sight of where you are walking.

8. Why should you take a weapon with you?

9. List 3 features the writer has used to guide the reader.

1. _____

2. _____

3. _____

HRA BATTLECRUISER
Abduction Unit
Control Systems Department
Galaxy 105
The Universe

To Whom It May Concern,

I am writing to complain about an incident, which took place at 3am on Thursday 6th June. The incident that I am referring to was in my home in Texas (Earth). Luckily, I was able to salvage my CCTV from the wreckage (of my house) in order to determine what had occurred. There are several things that I witnessed on the footage that I will address in this letter.

First of all, I do not appreciate the way in which my body was handled during a training session for a very inexperienced, young individual - some might also call him stupid. I was lifted from my comfortable bed and thrown around the room like a rag doll. Furthermore, I was forced through a window (bottom first) and sucked up into your ship via a beam of light- this is extremely unsafe. This resulted in me being dropped fifty feet through the air but fortunately I was caught before I hit the ground.

In addition to my body being treated so disgustingly, my home was also completely destroyed. Although attempts were made to put things back where they belong, ultimately my home was crushed by your battlecruiser and all that remained the next morning was me in my striped, blue pyjamas; my bed, which stood in the centre of a huge canyon; and a few belongings, which laid smashed at bottom of the pit you left behind. After causing this destruction, your ship left the atmosphere taking most of my house and belongings with it.

What's more, my insurance company have refused to pay for the repairs because I was unable to persuade them that this story is factual. Therefore, I am requesting compensation from you for the damages caused on that disastrous night. Please send a cheque as soon as possible. Alternatively, return my house and belongings in the state in which you found them.

Yours Sincerely,

Jacob Jones



1. What is the purpose of the letter? Tick one.

To persuade

To inform

To complain

To entertain

2. Look at the paragraph beginning 'I am writing to...'

Why has Jacob Jones put Earth in brackets?

3. Find and copy the two adjectives used to describe the trainee.

1. _____

2. _____

4. List two things which remained after the battlecruiser crushed Jacob's home.

1. _____

2. _____

5. 'In addition to my body being treated so disgustingly, my home was also completely destroyed.'

What word communicates to the reader that Jacob was unhappy with the way his body was treated?

6. What two options does Jacob give the aliens to rectify the situation?

Option 1: _____

Option 2: _____

7. Use joining lines to match the words from the text to their synonym.

salvage	finally
occurred	rescue
ultimately	wreckage
destruction	happened

8. Complete the table to show whether the statement is true or false.

	True	False
The incident took place at 3pm.	<input type="checkbox"/>	<input type="checkbox"/>
Jacob went inside the space ship.	<input type="checkbox"/>	<input type="checkbox"/>
Jacob hit the ground after falling fifty feet.	<input type="checkbox"/>	<input type="checkbox"/>
The aliens are from Galaxy 105.	<input type="checkbox"/>	<input type="checkbox"/>

9. Why do you believe that his insurance company wouldn't believe his story was factual?

Palm oil: Is it really that bad?

Reading comprehension

What is palm oil and where does it come from?

Palm oil is a type of vegetable oil, like sunflower or rapeseed oil. It comes from the fruit of African oil palm trees (scientific name 'Elaeis guineensis'). Two types of oil can be produced from the trees; crude palm oil comes from squeezing the fruit, and palm kernel oil comes from crushing the stone in the middle of the fruit.

Where does it grow?

Oil palm trees are native to Africa, but were introduced to Southeast Asia as an ornamental tree crop in the 19th century. They grow naturally in tropical rainforest areas, but they are being planted and farmed specifically to produce palm oil for the ever-increasing global demand for this product. Indonesia and Malaysia in Southeast Asia make up over 85% of the global supply of palm oil.



African oil palm trees

What products contain palm oil?

Palm oil is in nearly everything we buy on the high street – it is in roughly 50% of the packaged products we find in supermarkets. It can be found in food products like ice cream, pizza and chocolate. Not only is it in food, but it is also in household products like washing detergent, deodorant, shampoo and toothpaste.

Why is palm oil everywhere?

Palm oil has many different properties, which makes it versatile for use. It is semi-solid at room temperature, so it is used in food like margarine to keep it spreadable. It can also give products a longer shelf-life. It's able to give products a crispy and crunchy texture because the oil is stable at high temperatures. One huge advantage to using palm oil over other oils is that it is colourless and odourless, so doesn't affect the look or smell of the food it is used in. As well as being used in foods, palm oil is also used as a cooking oil in Asia and Africa.

What is the issue with palm oil?

Farmers in Southeast Asia have been cutting and burning down the rainforest in order to plant African oil palm trees; this deforestation (of some of the world's most bio-diverse forests) has had detrimental consequences on the global environment. Firstly, the fires and farms destroy the natural habitat of plants and wildlife, most worryingly of endangered species like the orangutan. Secondly, by losing large parts of the forest, millions of tonnes of greenhouse gases are being released into the atmosphere and contributing to climate change. It is reported that palm oil production was responsible for about 8% of the world's deforestation between 1990 and 2008. On top of the environmental concerns, there are also worrying concerns about the use of child labour on the palm oil farms in Indonesia.



Palm oil: Is it really that bad?

Reading comprehension

Why is palm oil seen as a good thing?

It is argued that palm oil is superior to other types of vegetable oil, as farmers are able to produce a lot more palm oil per square footage compared to other oil crops like sunflower or coconut. Globally, palm oil supplies 35% of the world's vegetable oil demand using just 10% of the agricultural land. It is also reported that oil palm trees do not require as many pesticides or fertilisers to be used when growing them compared to other types of crops. Perhaps most significantly, the palm oil industry is offering jobs and financial opportunities to people who live in poverty, largely in developing countries like Malaysia.



What is being done to help solve this problem?

In order for palm oil production to have less of a detrimental impact on the world, more needs to be done to help farmers to produce the oil more sustainably. In 2004, The Roundtable of Sustainable Palm Oil (RSPO) was formed to try and deal with the environmental impact of palm oil. Members of the group are given strict guidelines about how they need to produce palm oil and there are high standards to adhere to.

What is being done in the UK?

In 2012, the UK Government committed to only using palm oil from sustainable sources. In 2016, 75% of the total palm oil imports to the UK were sustainable. Supermarket chain Iceland are the first big company in the UK who can claim all their own brand products are free from palm oil. Waitrose and Marks and Spencers only sell produce that contains RSPO certified palm oil. EU labelling laws have changed, so that products have to state specifically if they contain palm oil or not, which makes it easier for customers to make an informed choice. Chester is the first sustainable palm oil city in the world, as a result of a campaign led by conservationists at Chester Zoo. More than 50 organisations in Chester have committed to only using palm oil from sustainable sources. They hope they will be an inspiration to other cities to follow suit.

What is being done in the UK?

Look for the RSPO label when you are shopping, so you know you are buying products made with certified sustainable palm oil. If you buy something and see it has palm oil in it, but it does not have the RSPO label on it, then you could write to the company who made it and urge them to change their practice and only use certified sustainable palm oil.



Questions



1. Palm oil is a type of oil.

True

False

2. Which two parts of an African oil palm tree give us palm oil?

1. _____

2. _____

3. According to the text, tick the global regions where palm oil is produced.

Mediterranean

North America

Africa

South America

Southeast Asia

4. List three items that contain palm oil.

1. _____

2. _____

3. _____

5. What is the advantage of palm oil being colourless and odourless?

Questions



6. What does deforestation mean?

7. What do you think the word detrimental means? Use the context of the sentence to help you.

8. What do you think child labour is?

9. Complete the table by putting two examples in each column.

The advantages of palm oil

The disadvantages of palm oil

10. Which supermarket does not sell products containing palm oil?

Questions



11. List two ways you can help support sustainable palm oil farming.

1. _____

2. _____

12. Has this text influenced you in any way? Yes / No

Explain your answer.

Viking poem

Reading comprehension

More than 1000 years ago
The tough, courageous Vikings did come
from Denmark, Norway and Sweden
and invaded many foreign, unknown places

They believed in gods and goddesses
The king was Odin (the god of wisdom)
His son was Thor (the god of thunder)
They lived in a world called Asgard
with a rainbow bridge that
connected the two worlds

Vikings built light and slender longships
which had a square sail and many a powerful oar
Sometimes they had fearsome dragon's heads
carved right at the front – ROAR!

The Vikings invaded England
They raided all over the place
killing innocent towns people
and they cruelly stole their prized possessions

Thankfully, the famed English king Alfred the Great
managed to stop the Vikings short of
conquering the whole country

Next came English king, Ethelred
who tried to get rid of the determined Vikings
but this angered them and
they chased poor Ethelred far away

Canute came to power and overpowered Edmund II
Wars and disagreements lay ahead
with many more kings

Then in 1066, a momentous day came,
fearless William the Conqueror led a brave army
and they stole King Harold II's crown
The Vikings had been slayed



Questions

1. What do we learn about the Vikings in the first verse of the poem? Write two examples.

1. _____

2. _____

2. What was Odin the god of?

3. How could you travel between Asgard and the Viking world?

4. The longships are described as light and slender.

Tick which word has the closest meaning to slender.

dark

gracefully thin

long

5. Why do you think the longships were designed and built to be light and slender?

6. Why do you think there were dragon's heads at the front of longships?

Questions

7. The Vikings conquered all of England.

True

False

8. Which king wanted to get rid of the Vikings?

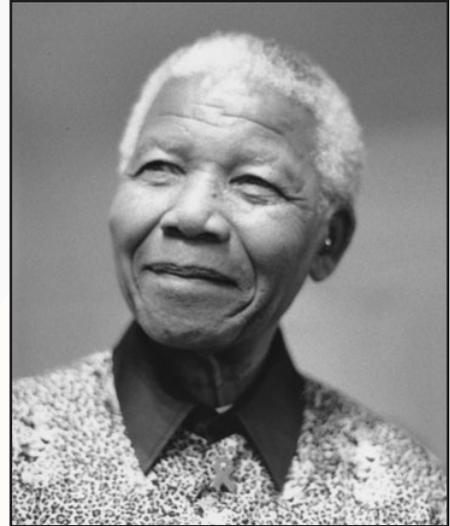
9. What does the word 'fearless' tell us about fearless William the Conqueror?

10. Summarise what the poem teaches you about the Vikings in only three sentences.

Nelson Mandela

Reading comprehension

Nelson Rolihlahla Mandela was born on July 18th 1918. In accordance with custom, he was given a 'European' name as well as his Xhosa name which means 'one who brings trouble on himself'. His father Henry Mphakanyiswa Gadla, was a chief - wealthy enough to own a horse and have enough cattle for four wives. He had twelve children. Nelson was the son of his third wife, Nosekeni; she also had three daughters.



Mandela was born in the Transkei region of South Africa, in the small village of Qunu - a collection of beehive-shaped huts with thatch roofs, known as rondavels. His mother had three huts and Mandela lived with her and his three immediate sisters. One hut was used for sleeping, another for cooking and the third for storing grain and other food. Everyone slept on mats on the ground, without pillows. His mother, as a married woman, had her own field to tend and her own cattle kraal - an enclosure for cattle made from thorn bushes.

It was a quiet, tranquil existence. Qunu was a long way from anywhere, especially in those days when any local roads were unsurfaced. Almost as soon as Nelson was old enough to walk properly, he had the job of helping to look after the family's precious cattle and goats. Relatives remember that he loved animals and, while herding, he would speak to each cow by its name, as if it was a friend.

His mother could not read or write, but Nelson had to be educated, and he started as a pupil at the local school. He was noted as a quiet, industrious boy who did not live up to his Xhosa name. The school had classes for only the early years and in any event, when Nelson was ten, his father died and there was no money for any further education. So his father's nephew, Chief Jongintaba, took over.

In Xhosa society, that was the natural thing to do. Jongintaba was the head of the Madiba clan. In terms of custom, all members of the clan were treated like people in the same family because they were all descended from the same ancestor. Mandela, or anyone else, could go to the home of any fellow Madiba member, whether in the same village or in a village miles away, and know that he would get food and shelter.

So in 1928, Nelson moved to the Great Place and shared a rondavel with his cousin, Justice. The school was a rough building, and two classes were held in one room at the same time. Nelson learnt English, Xhosa, Geography and History. He did not have writing books so wrote on slates.

Each day after school he and Justice went to the fields to look after the cattle, and to drive them back to the kraal in the evening for milking.

An extract from 'Nelson Mandela' by Benjamin Pogrund

Questions

Language analysis

Find and highlight these words in the text. Draw a line between the words from the text and their closest synonym.

custom

cattle

tranquil

precious

industrious

ancestor

tradition

peaceful

hardworking

forefather

cows

valuable

Structural analysis

1. What type of text is this? Circle one. (1 mark)

newspaper report

biography

autobiography

instructions

2. What do you notice about the way the information has been ordered? (1 mark)

3. What tense is it written in? Circle one. (1 mark)

past tense

present tense

future tense

4. What person is this written in? (1 mark)

first person

second person

third person

5. What information might come next? (1 mark)

Questions

Retrieval

For each box, use the text to help you write down one fact linked to the heading. (4 marks)

Nelson's father	Nelson's mother
Nelson's personality	Nelson's schools

True or False

Answer true or false to these statements.

Mandela's name meant 'one who brings trouble on himself'.

True

False

Mandela was born in a village called Transkei.

Nelson helped to look after the families chickens.

His mother was unable to read and write.

His father died when he was ten.

Fact or Opinion

Tick to show whether these statements are facts or opinions.

His father was wealthy enough to own a horse and have enough cattle for four wives.

Fact

Opinion

Everyone slept on mats on the ground, without pillows.

His early childhood was a quiet, tranquil existence.

He was noted as a quiet, industrious boy.