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# Home Learning Pack Year 6

Autumn 2



# Monday – Relative Clauses

1. Circle the relative pronoun.

the

through

that

2. Choose the relative pronoun that will fit in the sentence below.

The cafe, \_\_\_\_\_ is open, has no electricity.

which

when

who

3. Underline the relative clause in the sentence below.

My friend, whose name is Kyle, is in my class.

4. Write in a relative clause that will fit in the sentence below.

At 3pm, \_\_\_\_\_ , it's time to go home.

where the bell rings

when the bell rings

that the bell rings

5. Using one of the relative pronouns, rearrange the sentence fragments below to create a sentence. Punctuate your sentence correctly.

dad was a teacher,

loved school

the boy,

where

whose

6. Rewrite the two sentences below as one sentence using when as the relative pronoun.

The game will finish after 90 minutes.

The referee blows the whistle.

7. Would the sentence below still make sense if you removed the underlined section? Explain your answer.

My brother, who's good at snooker, has taught me how to play.

## Tuesday – Modal Verbs

1. Circle the modal verbs below.

being

should

take

will

certain

shall

may

if

very

really

2. Choose an appropriate modal verb from the word bank to complete the sentence below.

I \_\_\_\_\_ say sorry if I were you, then you \_\_\_\_\_ feel much better.

can

will

would

could

3. Write the sentences below in the correct place on the table.

Modal verb suggests certainty	Modal verb suggests possibility

- A. It will rain tomorrow.
- B. She might have missed her bus.
- C. I said I would.
- D. I shall brush my teeth tonight.
- E. I may reach my target soon.

# Wednesday – Commas

1. Mark an 'x' in the boxes to show whether the commas in the sentences below are used for parenthesis (P), lists (L) or after a fronted adverbial (FA).

	P	L	FA
A. Although it was raining outside, the children grabbed their coats and headed towards the park to play football.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. My cousins, who emigrated to Australia five years ago, are coming over to visit for three weeks at Christmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. I had to make sure I had my waterproof coat, walking boots and rucksack ready for the school residential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Add the missing commas into the sentences below.

A. Maya asked “Why doesn’t the sun shine at night?”

B. Even though it was freezing cold food was all that was available from the kiosk at the station.

C. My best friend who has recently moved to Spain has invited my family to stay at her new house, which has a pool, during the summer holidays.

3. Lola and Derek are writing sentences using commas for parenthesis.



Lola

I needed a range of ingredients, some of which we didn't have at home, to make a smoothie.



Derek

I made, smoothies, that were strawberry flavour for breakfast this morning.

Who has used commas correctly? Explain why.

# Thursday – Verb Tenses

1. Complete the table below.

Past Simple	Past Perfect	Past Progressive
	I had run	
		I was walking
I stood		

2. Place an 'x' in the box to identify the correct tense of the underlined verb form in the sentence below:

Edward had cut the cake into slices.

Past Simple	Past Perfect	Past Progressive

3. Place an 'x' in the box to identify the sentence written in the present progressive.

A. Mia's dad drops her off at the cinema and she buys popcorn.

B. Mia is preparing a bag of snacks as she is going to the cinema later.

C. Today, Mia has seen the latest film at the cinema and loved it.

4. Underline any verbs which use the simple present tense in the sentence below.

Carolyn goes to her friend Selma's house and they walk to school quickly so they reach the gates on time.

5. Change the sentence from simple past to simple present.

Georgia threw the ball and her sister caught it.

6. Which is the odd one out? Explain why.

A. I delivered my birthday invitation to my friend's house.

B. We made a tasty salsa to eat with our nachos.

C. I was going to the park with my friends to play football.

7. Andrew and Ashley are writing sentences in the past perfect tense.



Andrew

I chose a funny outfit to wear for the fancy dress party.



Ashley

I had chosen a funny outfit to wear for the fancy dress party.

Who is correct? Explain how you know.

# Friday – Synonyms and Antonyms

1. Label the boxes to show whether the words below are a synonym (s) or an antonym (a) of 'excellent'.

outstanding	<input type="checkbox"/>	superb	<input type="checkbox"/>
dreadful	<input type="checkbox"/>	poor	<input type="checkbox"/>

2. Is each word in the table a synonym of, antonym of, or unrelated to the word 'sincere'?

Write an 'x' in the correct places in the table.

Word	Synonym	Antonym	Unrelated
interfere			
genuine			
dishonest			
truthful			

3. Write a synonym and antonym of the word below.

**tough**

4. Underline the pair of synonyms and their antonym in the paragraph below.

"I'm able to finish it," gasped Will.  
 "No. Your leg is incapable of getting you to the top!" said Doc.  
 He was almost certain Will would be unable to walk.

5. Is Erica correct?



'Rough' can only ever be an antonym for 'smooth'.

Prove it.

6. Rewrite the sentence below twice; first changing the underlined word for a synonym, and then for an antonym.

The book that I'm reading at the moment is fascinating.

7. Does changing the word 'desperately' to 'calmly' in the sentence below alter its meaning? In what way?

Carla was desperately trying to get her homework finished on time.

# Monday – Identifying Verbs in Sentences

1. Circle the correct verb tense to complete the sentences below.

A. Tasha and Sasha was/were tired after spent/spending the afternoon cleaning/cleaned the messy bedroom that they shared.

B. Running/Ran quickly to catch/caught the last bus home, Tom waving/waved at the driver to attract his attention.

C. She'd being/been poorly all week, so she had to worked/work extra hard to complete/completed the activities she'd missed whilst off school.

2. Place an 'x' in the boxes of the sentences which include a linking and an action verb.

A. The sky was grey and threatening, yet a beam of sunlight broke bravely through the clouds to cheer the people below.

B. Charlie, late for school as usual, rushed out of the door and along the busy road to school.

C. John remained calm as he blocked the path of the man who was walking speedily away from the shop with a bag full of stolen jewels.

3. Replace the verbs in the sentences below with an antonym to change the meaning of the sentence.

A. Lisa and Kelly are the best of friends, which is why they love spending time together.

B. We were happy about the changes made to our timetable as we really enjoyed spending Friday afternoon completing tests.

# Tuesday – Identifying Determiners, Conjunctions and Prepositions in Sentences

1. Write the words below into the correct place on the table.

Determiner	Conjunction	Preposition

while

my

because

through

several

unless

when

even  
though

their

however

next to

that

2. Complete the sentences below with suitable conjunction(s), determiner(s) or preposition(s).

Jane crawled \_\_\_\_\_ the undergrowth \_\_\_\_\_ she knew  
\_\_\_\_\_ mum would be cross.

through

my

the

but

even though

her

3. Selina and Jeremy both think they have written a sentence that includes at least two determiners, two conjunctions and two prepositions.



Selina

When my dog fell off your wall, it was a long time before he fully recovered.

Their dog fell off our wall while we were on holiday, so we didn't expect a full recovery.



Jeremy

Who do you think has achieved this? Explain why.



## Wednesday – Was or Were?

1. Circle the odd one out.

A. If I were allowed a pet dog, I would call him Charlie.

B. I would not go in there if I were you, that is Robert's secret office.

C. We were all told to go outside at playtime but the weather was not very nice.

D. We could go to the cinema tonight if I were to finish my homework on time.

2. Underline the words that need to be changed so the sentences are in the subjunctive form.

A. If I had to visit my aunty this weekend, I would take her some flowers as she has been a little under the weather recently.

B. I wish I was going on holiday over the Christmas break because the weather is too cold here.

C. If I was a little older, I would be able to stay out later after school to see my friends.

3. Can this sentence be written in the subjunctive form?

The hockey game kicks off at 11 o'clock; I wish I was allowed to play but I have to visit my grandma.

Explain your reasoning.

# Thursday – Recognising Subjunctive Form

1. Mark an 'x' in each box to show whether the subjunctive form has been used correctly in each sentence.

	x
A. I wish I were allowed to play outside in the garden, even though I haven't tidied my bedroom up yet.	
B. If I was a better friend, I would suggest to Jake that he listens to his mum when she is trying to help him with his homework.	
C. My cat acts as if she were in charge at our house and the dogs and I have to do what she wants.	

2. Use the verbs below to complete the sentences. Only use each verb once.

find

were

work

- A. I wish I \_\_\_\_\_ famous and had lots of money, as I would donate a large amount of it to charity.
- B. It is important that she \_\_\_\_\_ well with the other team members, in order to produce the best result.
- C. I suggest that he \_\_\_\_\_ the time to do his work as soon as possible, otherwise he will be in serious trouble.

3. Ellie, Louisa and Ivan are writing to different people.

Dear Uncle,  
It was wonderful to see you last night. I wish I was able to meet up with you more often.

Ellie

Dear Sir/Madam,  
I suggested to your manager that she refund me for my recent purchase of your faulty product.

Louisa Jones

Dear Mr Hussain,  
It is important that everyone attend the meeting today so they understand the project.

Ivan

Which person has made errors when writing in the subjunctive form? Explain why. Rewrite their sentence in the correct subjunctive form.

## Friday – Using Subjunctive Form

1. Place an 'x' in the box of sentences written in the subjunctive form.

A. One of our school rules is to look after each other.

B. If I were a teacher, I would never give anyone homework.

C. I wish I were able to attend as the party sounds really exciting!

D. He demanded that the game start before the rain did.

2. True or false? Maisie is using the subjunctive form.



I wish I were good enough at playing the piano to play in the symphony orchestra, but hopefully I will be when I'm older.

3. Frankie has tried to write a sentence in the subjunctive form.

	If I am really ill, my mum would call the school or take me
	to the doctors.

Explain the mistake he has made.

# Reading Task – Poetry for The Great Fire

## Haiku

Bright tongues lick night sky,  
Belching smoke, coughing sparks high;  
Consuming the streets.

## Free Verse

Fingers clawing,  
Scraping the city and rending street after street,  
Grasping for new buildings to claim.  
Glowing, striking orange and red,  
With yellow-white tips flicking up into the sky,  
Flicking.  
Flickering.  
Flashing in micro-explosions as wood hisses and pops,  
Dry as a bone,  
London left like a graveyard,  
Barely-standing skeletons of what life once was.  
When the beast dies, leaving the last trails of smoke,  
Look on the scene, and remember the fury that ignorance awoke.

## Limerick

London quickly was filling with flames,  
Sparks were hissing as they hit the Thames,  
'Who did it?' folks cried,  
(Only six or so died),  
And old Tom is who everyone blames!

# Reading Task – Poetry for The Great Fire

## Shakespearean Sonnet

Embers glowing silently at bedtime,  
Farriner, the baker, never saw it,  
The spark which flew from fire to fuel so prime,  
Bore a blaze so great we can't ignore it,  
Scorching, crackling, gorging on wood,  
The long Summer had dried the city's walls,  
Smoke clung and cloaked the town like Death's own hood,  
Hear screams and cries as every building falls.  
For days on end the blaze sacked the city,  
The citizens distraught and seeking peace,  
A sacrifice was made with no pity:  
A swathe of homes destroyed to make it cease,  
The fire died, though the remnants burned for weeks,  
A warning left in time for him who seeks.

## Acrostic

The city was not well planned;  
Houses built, stacked higher,  
Ever closer to one another.  
Grabbing space in London, the push for more, left a  
Recipe for the perfect feast for fire.  
Everyone ignored the regulations meant for safety,  
'Ah, no one else obeys them!'  
The attitude filling London was  
Fuel.  
Ignition, so small, so insignificant,  
Revealed the risks the city ignored,  
Every street a fuse waiting to be lit.  
Onward! Onward!  
Fire, driven on by the wind,  
Like an army let in through the gates,  
Overwhelmed the city.  
No one is richer or poorer when faced with fire,  
Destruction does not care for social class,  
Only for the fuel to feed its hunger.  
No lessons learned; still fires come to pass.

## Reading Task – Poetry for The Great Fire

Read the text on pages 12 and 13, then answer the questions below.

1. In the haiku, which part of the body does the poet use to personify the fire? What is the effect of this?

2. The free verse poem has no rhymes until the final two lines. What is the effect of finishing the poem with a rhyming couplet?

3. How does the free verse poet use death imagery to move from burning wood to the ruins the fire leaves behind?

4. Is the limerick more or less serious than the other poems?

5. What other word or phrase could you use instead of 'bore' in the sonnet?

6. Why does the word 'sacked' make it sound as though the fire is like an invading army?

7. What is the message spelled out by the acrostic poem?

8. Which is your favourite of these poems? Why?

# Reading Task – A Week on Galapagos

## Monday 25<sup>th</sup> March

Jenny Shaw, naturalist, reporting for duty! I'm writing this on a small boat heading to the archipelago of the Galapagos Islands, due west of South America. My interest in the work of Charles Darwin led me to study these islands. Darwin, who was a renowned scientist, also sailed to these islands in 1835 and was puzzled by the unique wildlife he found there. Years earlier, after a failed attempt at a career in medicine, he was unexpectedly offered the job of a 'naturalist' on board the 'Beagle', a small sailing vessel set for a voyage around the world. During the long and arduous journey, he spent five weeks on the Galapagos Islands, where Darwin studied and collected specimens which kept him thinking, studying and writing for the next fifty years. Darwin's new ideas – known as Evolution and Natural Selection – revolutionised the way people think about the natural world and it is still influencing scientists today – including me!

As soon as I learned about Darwin at school, I wanted to see some of the unique creatures which he studied. Not many people get to witness the natural splendour of these islands and their rare wildlife with their own eyes... and I longed to be one of the lucky few. So that is why I'm on my way to the Galapagos right now... and I'm feeling a bit sick because of the rough seas we've encountered... blergh!! I've been thinking, studying and writing about the species which live on these mesmerising islands just like Darwin and now I'm actually going, I'm full of anticipation and excitement!! Writing a diary, making notes and sketches during – what I hope will be – an awe-inspiring expedition, will provide me with a lasting memory of a trip which I've always dreamed of.

## Tuesday 26<sup>th</sup> March

Sailing into the Galapagos Islands, I felt rather like Darwin; an intrepid explorer. I was dazzled by the sunlight on the water's surface and my eyes widened to take in the hypnotising vivid azure blue and emerald green colours. It was overwhelming and more beautiful than I ever expected.

At first, we seemed to be the only living things around. However, as I surveyed the rocky crags, I noticed the rocks... weren't rocks... but Galapagos Tortoises! These islands are actually named after these creatures and they have been known to live for more than 100 years! Strangely, they differ from tortoises on the mainland and I was amazed to see these variations for myself. Darwin discovered that the tortoises were different on each separate island; they were much larger and had different shaped shells. Incredibly, the tortoises have adapted their shells over time to help them survive on their own individual islands. The stunning tortoise I watched had a saddle-back shell. On other islands they have dome shaped shells.

## Reading Task – A Week on Galapagos

Most species inherit features from both its mother and father. However, we all have natural variations or differences, which make us different from our parents. Some variations are an advantage and make survival easier but some are a disadvantage and make an individual weaker. Long ago, some of these tortoises were lucky enough to be born with the natural variation of a saddle-back shell, making survival easier as they could reach food higher off the dry ground, which other tortoises could not reach.

Darwin called this process 'natural selection'. This means, individuals with traits suited to their environment survive and weaker specimens die out. Because the adults with the adapted shell were more likely to survive, they were also more likely to reproduce and pass on the positive variation. Now all adults on this island have the saddle-back shell and therefore pass this on to all of their young, allowing the species to be fit for survival on this island and so these wonderful tortoises live on. The species has evolved, gradually changed and adapted over time. The power of nature astounds me! Darwin was a genius! I thought about this natural miracle and watched them feeding and foraging, the remarkable shell allowing them to do so with ease and charm. As the daylight now wanes, I'm glad I've shared some of their secrets.

### Wednesday 27<sup>th</sup> March

This morning I awoke to a beautiful, melodious bird song. Looking out of the window, I saw a small finch chirping tunefully. Surely a Galapagos finch. Darwin had made sketches of these unusual finches and I had studied them at university, fascinated by their evolution. Darwin had counted about 13 different types of finch living on the Galapagos Islands. All found only on these islands, and nowhere else in the world! Originally, they all had the same shaped beaks and probably came from the mainland. But now their heads – and particularly their beaks – were not all the same. Darwin realised that each finch's beak had gradually adapted to eat the different food available on their particular island. So finches on islands where large, hard-shelled nuts were prevalent developed robust beaks, and finches on islands where insects or flowers were available developed delicate, pointy beaks. I watched an insect-eater with its long, thin beak digging out the insects. Observing intently, I tried to sketch the finch just as Darwin had. I watched the result of evolution right in front of my eyes! A-maz-ing! Right now, I am in complete awe of the intricate beauty of our natural world.

### Friday 29<sup>th</sup> March

Today was different. I wanted to broaden my experiences, so I joined with a team of palaeontologists to explore the species which may have lived here during prehistoric times. Was evolution apparent even so long ago? I was taken on an exhausting (and sweaty!) hike through the mountains to the site where, only recently, the fossilised remains of a dwarf elephant were discovered. A dwarf elephant... it sounded like something from a fantasy story!



## Reading Task – A Week on Galapagos

However, the team informed me that on small islands, large species can adapt and evolve smaller bodies so as the limited availability of food would be enough to nourish them. Wow, I'm astonished! Even millions of years ago, species were adapting and evolving so as they could try to survive! At some point though and for some reason this species became extinct. Maybe it just couldn't adapt enough. Now the delicate fossil in my hand was all that remained. Holding it carefully, I tried to imagine the animal which this fossil once was and its struggle for survival. Nature had dictated the fate of this species. Like detectives, the team here continue to investigate dwarf elephants and their fossils. I wonder what clues they will discover next!?

### Saturday 30<sup>th</sup> March

I'm writing as I sit watching a marine iguana. Its short, blunt nose is well-adapted to feeding on sea algae. On one or two islands, marine iguanas have been seen feeding on land plants or grasshoppers, perhaps an adaptation because sea algae, at certain times of year and during certain types of weather, can be very scarce. Lately, scientists here have found that when food is scarce, the adult marine iguanas will shrink in length and then regrow as food becomes plentiful again. They can switch between growing and shrinking repeatedly throughout their life. A perfect adaptation to the food cycles in Galapagos – nature at its best!

### Sunday 31<sup>st</sup> March

Well my time here is sadly coming to an end. I have marvelled at the incredible beauty of the natural world; observed rare species which only live on the Galapagos Islands; witnessed creatures which have adapted in magnificent ways, allowing animals to survive then reproduce meaning the adaptations can be passed on to future generations and how all this leads to evolution. Even more now, I admire and respect the variations and transformations of life in our world. Let's treasure it forever. Following in the footsteps of Charles Darwin has been a true honour.

## Reading Task – A Week on Galapagos

Read the text on pages 15, 16 and 17, then answer the questions below.

1. Write the features that tell you this text is a diary.

2. Look at the first paragraph. Find and copy the word which is a synonym of 'boat'.

3. In what three ways was Jenny similar to Darwin?

4. Look at the diary entry for Tuesday 26<sup>th</sup> March. Find and copy the word which is similar in meaning to 'fearless'.

5. *'I'm glad I've shared some of their secrets.'*  
What were the secrets that Jenny was referring to?

6. Why does Jenny use the word *'intricate'* to describe the natural world?

7. Why did Jenny sketch the finches?

8. *'Nature had dictated the fate of this species.'* What does this phrase mean?

## Reading Task – A Week on Galapagos

9. Look at the diary entry for Friday 28<sup>th</sup> March. The text says the palaeontologists are like detectives. Find and copy the words which show this.

10. Read the last diary entry. How did Jenny feel about the journey? Use evidence from the text to support your answer.

11. Write two facts for each animal mentioned in the text.

## Reading Task – The Lie

William left on a Friday.

It was a balmy afternoon when William, along with several other the men from the village, left for the front line. With a wave and a wink to his younger brother James, he was gone.

Although James was the younger of the two brothers, he didn't look it. At eleven years old, James had caught his brother up in height, and at thirteen, he had overtaken him. Now, with William eighteen and James just fifteen, it was James who was the stronger, broader and more athletic of the brothers. Much to William's annoyance.

But despite their differences in appearance, it was William who had been conscripted, leaving James behind. It was William who had sat on a boat navigating the English Channel. It was William who now sat in the trenches in France or Belgium somewhere.

In the weeks that followed, the village had felt smaller to James. Quieter. He busied himself most days, and had taken on his brother's chores at home and his jobs around the village. But it was getting tedious. James dreamt of the adventures that William was having – defending Britain, standing shoulder to shoulder with his comrades as they went 'over the top'. James longed to be with him. But he wasn't allowed. The Government had stated that 'single male citizens aged between 18 and 40 years old were liable to be called up for military service'. Kitchener wanted men. Not boys.

This ruled James out.

James now had a new routine. Every morning he would race his bike down the steep hill into the village, over the small bridge and grind to a halt at the front of Cripps' Grocery. After wheeling his bike around the back he would always pause before he went in, standing and staring at the village hall. On Fridays, the hall turned into a recruitment office for soldiers. When called up, if they hadn't already volunteered, young men would make their way to the recruiting office for their medical, where workers took note of a man's height and chest measurements. They also asked their age.

But this new routine only lasted a few weeks. At first James didn't really notice them turning up. He just supposed they had blown in on the breeze or had tangled in someone's clothes to fall onto the shop floor. But as the weeks wore on, more and more would appear. He would find small ones on his bicycle seat and tangled in the spokes of his wheels. He knew what they symbolised, but he hadn't realised they had been left for him. James didn't notice that people had been taunting him.

White feathers.

## Reading Task – The Lie

The symbol of cowardice. People thought James was a coward. After all, he was the broader, taller, stronger brother. Why shouldn't he be on the front line alongside William? To look at, one would assume that James was the older of the two, so why was this perfect specimen of a soldier cowering in a shop in the middle of the lush green English countryside?

The final straw came one Thursday. James had spent the morning racing all over the village with deliveries and was now in the shop behind the counter. He had just served a young lady.

He'd been courteous and made sure she had everything she needed. He totalled up the goods in the bag and asked the well-dressed young woman for payment. Out of her pocket, instead of the money, she drew a long, perfectly white feather, laid it on the counter and turned, leaving the shop and the bag of groceries still on the counter.

The next morning, James raced into the village as usual. Down the steep hill and over the bridge. But instead of pulling up outside the shop, James crossed the street to the village hall. It was Friday, he could sign up. His heart raced, not just from the bike ride, but from the lie he was about to tell. The man in uniform took his height and chest measurement, "You're just what we're looking for," he stated. "How old are you, son?"

"Eighteen," James lied.

## Reading Task – The Lie

Read the text on pages 20 and 21 then answer the questions below.

1. How would you describe William's mood as he left the village? Which words give you this idea?

2. How does the writer describe the weather on the day that William left? How does that affect the mood of the text?

3. How is James described to the reader?

4. What does the word 'conspiration' mean?

5. In paragraph eight, the writer doesn't tell us exactly what James is finding. Why do you think that might be?

6. Where did the white feathers first start appearing?

7. What do white feathers symbolise?

8. Why didn't James sign up at the same time as his brother?

## Reading Task – The Lie

9. Some paragraphs are only one sentence long. Why do you think the author did this?

10. How do you think James felt when he was handed the white feather? Explain why.

11. Do you think James had already considered signing up before the white feather was given to him? Use evidence from the text to support your answer.

# The Stone Enquirer

Wednesday 16<sup>th</sup> November 4016 BC

## Exclusive: First 'Farm' Bears Fruit!

On Monday 14<sup>th</sup> May 4016 BC, Stone Enquirer reporter, Sam Sandstone, discovered a strange new innovation that may have the potential to change the way we live forever.

As our regular readers will know, most people today struggle to survive, travelling great distances to hunt and gather food for their families. People spend most of their time hunting for animals and gathering plants, such as roots, berries and seeds. For centuries, people have lived like nomads, moving from place to place without a settled home. This allows families to find new sources of food every day and prevents them from depleting the resources in one area.

This way of living has sustained us for many years, but now it seems a fascinating alternative has been found. One man has gone against the traditional methods of food gathering, creating an innovative way to produce food, and we, here at The Stone Enquirer, are here to give you the latest news on this modern way of living.

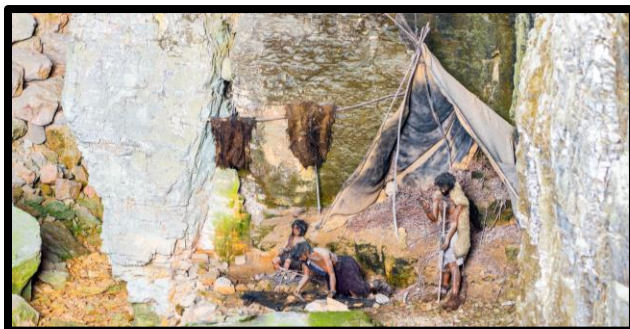
Our reporter, Sam Sandstone, discovered an area of land being used for food production that was known as a 'farm'. It belongs to Mr. Sandy Granite, a local man from Caveton. He explained to us how he first thought of the amazing idea in our exclusive interview.

"One day, I woke up and I was just so fed up of hunting and gathering day in and day out, travelling miles and miles just to find even the smallest amount of food.

I knew there had to be a better way to live," Mr. Granite explained. "I gathered a few of the animals I was planning on hunting, and penned them in a small area near the cave where I was staying at the time."

Granite explained that he uses these animals for both milk and meat and that keeping them in an enclosed area means they cannot hide or escape. He found that these animals had to be domesticated so they could be used for his own benefit. "Caging them made life so much easier. It meant that we no longer needed to travel to hunt as the animals were close by."

It seems that once Granite discovered this, he decided to add other animals in adjoining pens. This means that he can vary the type of food he eats daily. He now has a range of domesticated animals on his 'farm', including pigs, dogs, chickens and turkeys. He even uses cattle and horses to fetch and carry.





## Reading Task – The Stone Enquirer

Our reporter also discovered that animal rearing was not the only new technique Mr. Granite has been experimenting with.

"I saved the seeds from the different plants and fruits I gathered, and then replanted them near to my home."

Mr. Granite explained that within a few months these seeds produced fruit that could be gathered and eaten. Following this success, he began to expand by growing a wider range of crops such as wheat and barley. He now eats these foods regularly and in such large quantities that they have become part of his staple diet. These foods now supply most of his family's energy. Mr. Granite called this new idea 'agriculture' and believes it will transform people's lives. Having staple crops and a regular source of meat means that he can now control and regulate his food supply.

Others in the local community have since approached Granite and have requested to follow his way of life. This includes local father of two, Rocky Shale. "Mr. Shale is a skilled fisherman and can make impressive tools from rock, wood and bone. He agreed to share his skills with me if I allowed him and his family to use my farm," commented Mr. Granite. Shale has since created many effective tools for use on the farm including flint sickles for harvesting crops and rounded stones for grinding wheat.

The idea is travelling fast, and now Granite's small 'farming' community has grown at a rapid rate, much like the crops he harvests. It is now the home for several families and is soon to hold even more. "We have shared the labour between all the residents. Men farm and herd the animals whilst women raise the children and take care of our homes."

When asked when they would be moving on to a new location, Mr. Granite replied, "We're not going anywhere! We are all planning to stay here and create a farming village of our own." This may eventually lead him to build more permanent types of dwelling.

Only time will tell if Mr. Granite's creation will be a hit, but, as the success of his project begins to bear fruit, others are replicating his idea and creating small farming communities of their own.

"One day I hope to trade some of my produce with my neighbours and, through this, improve the quality of life for the families in my own community and elsewhere."

So, is Mr. Granite a genius and will his idea be a triumph? Or, as some believe, will the result be only failure as we pursue a goal of expanding and creating more 'farms'? Here at The Stone Enquirer we will be keeping a close eye on any new developments and our readers will be the first to hear of it.

Reported by Sam Sandstone

## Reading Task – The Stone Enquirer

Read the text on pages 25 and 26 then answer the questions below.

1. What writing technique has been used in the headline and why?

2. Which foods are gathered whilst travelling great distances?

3. In paragraph one, which word has a similar meaning to 'travellers'? Why do they travel?

4. Why did Mr. Granite choose to create his 'farm'?

5. Look at the paragraph which begins, '*Granite explains...*'  
Find and copy the adjective which describes animals being kept on a farm.

6. Give two ways that Mr. Granite's farm will improve the way of life for his community.

7. *We have shared the labour between all the residents.* In this sentence, explain what 'labour' is referring to.

8. '*others are replicating his idea.*' Explain what this phrase means.

## Reading Task – The Stone Enquirer

9. Summarise the final paragraph in one sentence.

10. Based on what has happened, what might the next newspaper article report on?