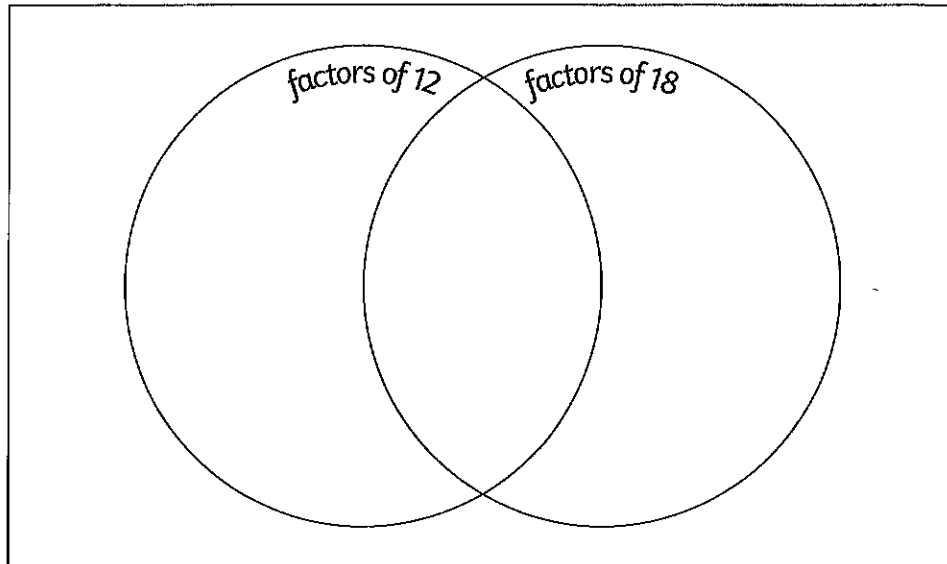




# Factors, Multiples and Prime Numbers

I can identify common factors, common multiples and prime numbers.

- 1) Use the numbers 1-18 to complete this Venn diagram:



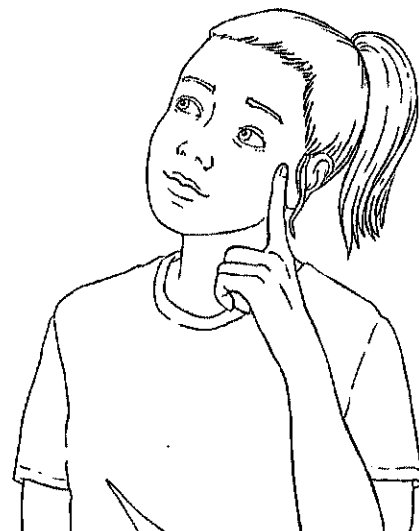
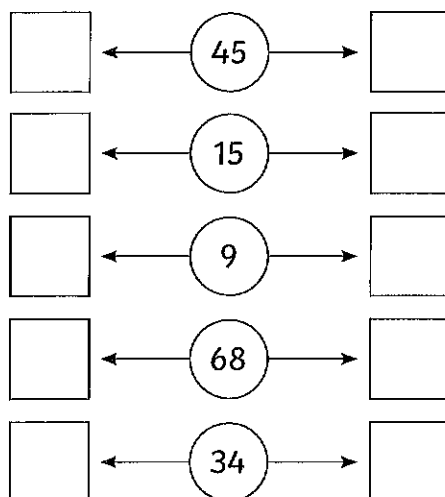
- 2) What is the lowest common multiple for each set of numbers?

12 and 20 \_\_\_\_\_

6 and 14 \_\_\_\_\_

11 and 15 \_\_\_\_\_

- 3) Look at the numbers in the circles. Write the nearest prime number lower than the number in the left-hand boxes and the nearest prime number higher in the right-hand boxes.



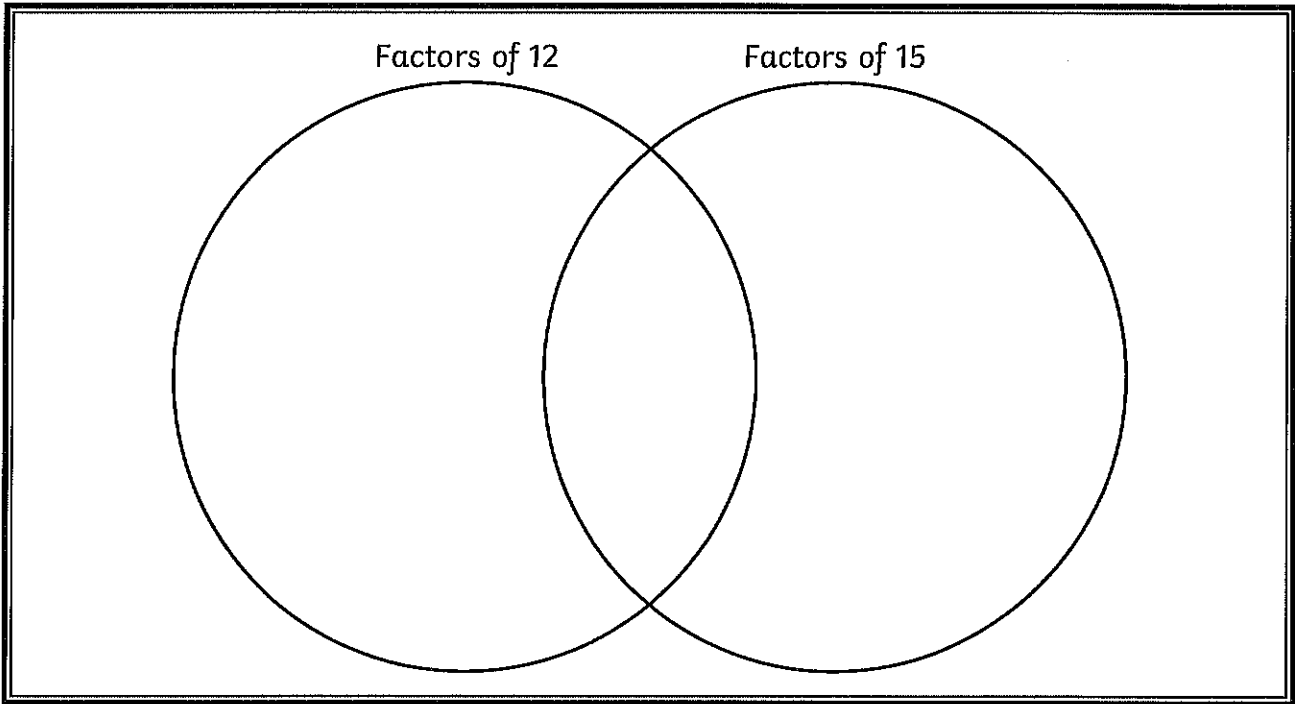


# Factors, Multiples and Prime Numbers **Answers**

Question	Answer
1.	Use the numbers 1-18 to complete this Venn diagram:
2.	What is the lowest common multiple for each set of numbers?
	<p>12 and 20 <u>60</u></p> <p>6 and 14 <u>42</u></p> <p>11 and 15 <u>165</u></p>
3.	Look at the numbers in the circles. Write the nearest prime number lower than the number in the left-hand boxes and the nearest prime number higher in the right-hand boxes.

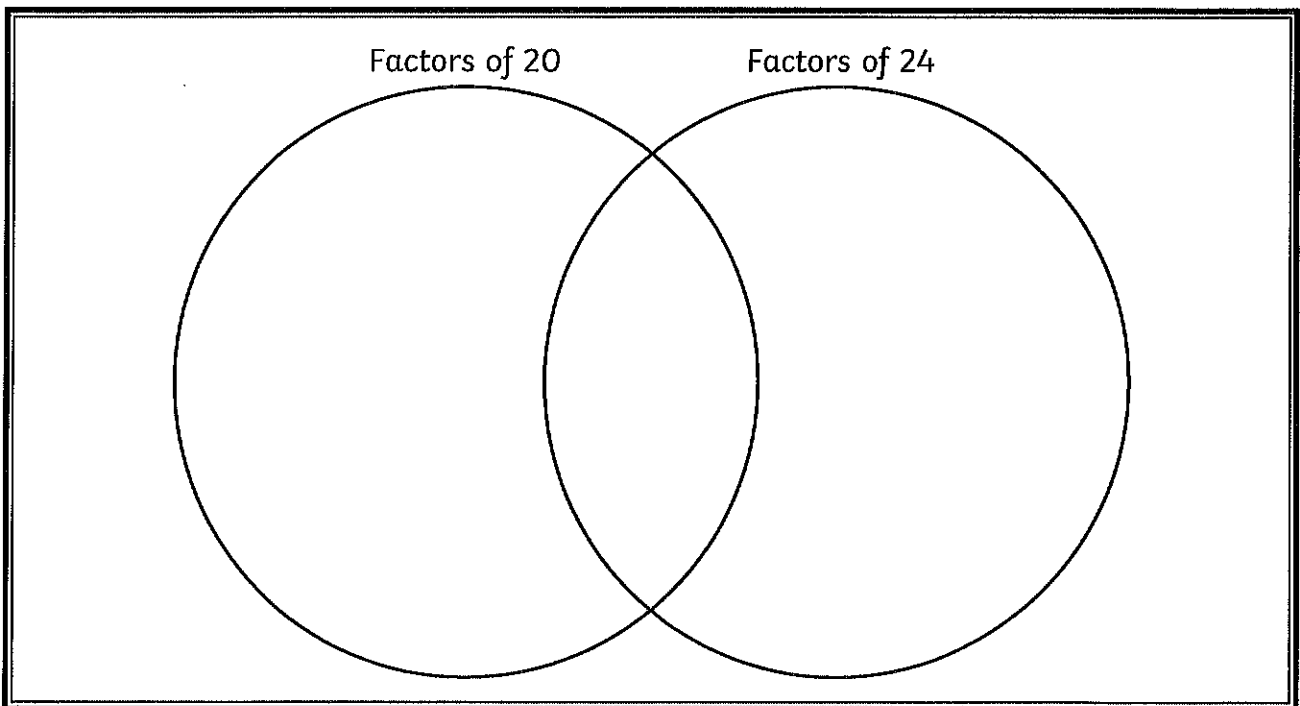
# Common Factors

1) Place the numbers 1 to 15 correctly on the Venn diagram.



What are the common factors? \_\_\_\_\_

2) Place the numbers 1 to 24 correctly on the Venn diagram.



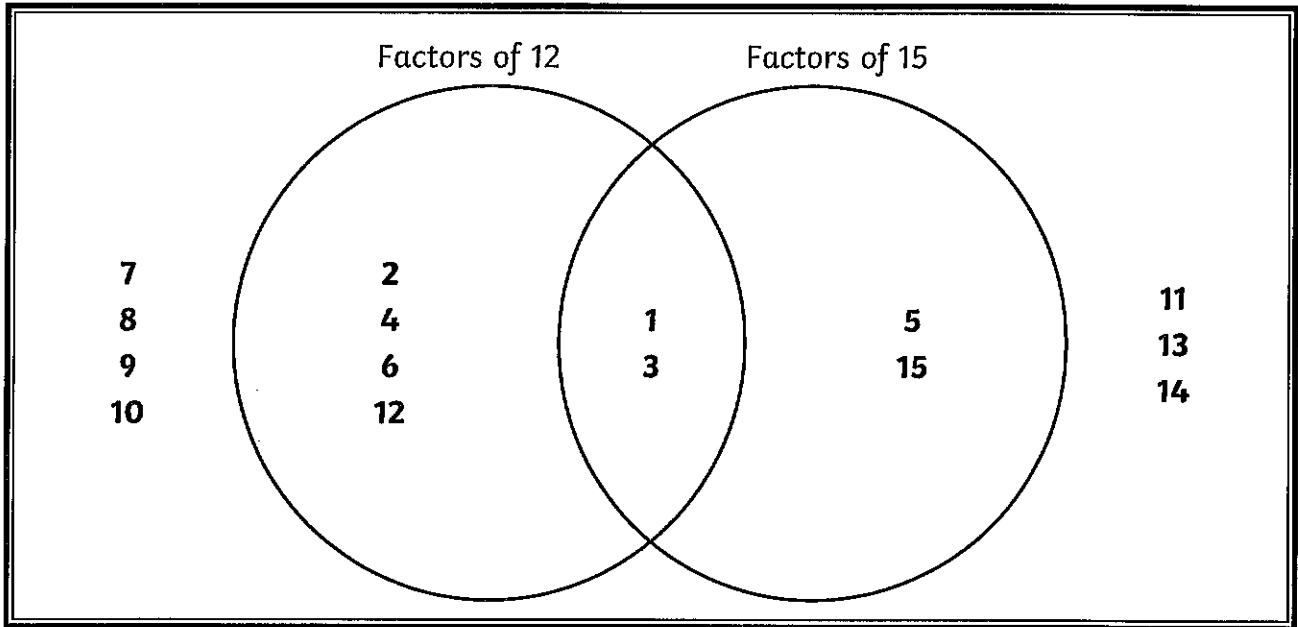
What are the common factors? \_\_\_\_\_

What is the highest common factor? \_\_\_\_\_



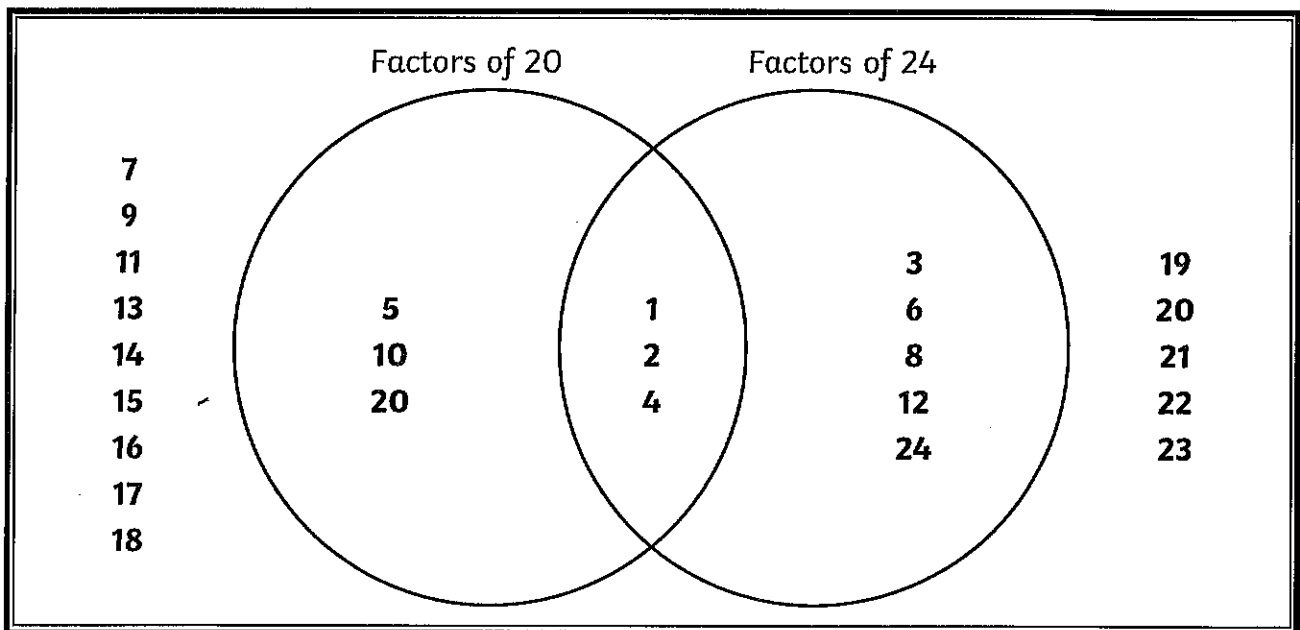
# Common Factors Answers

1) Place the numbers 1 to 15 correctly on the Venn diagram.



What are the common factors? **1 and 3**

2) Place the numbers 1 to 24 correctly on the Venn diagram.



What are the common factors? **1, 2 and 4**

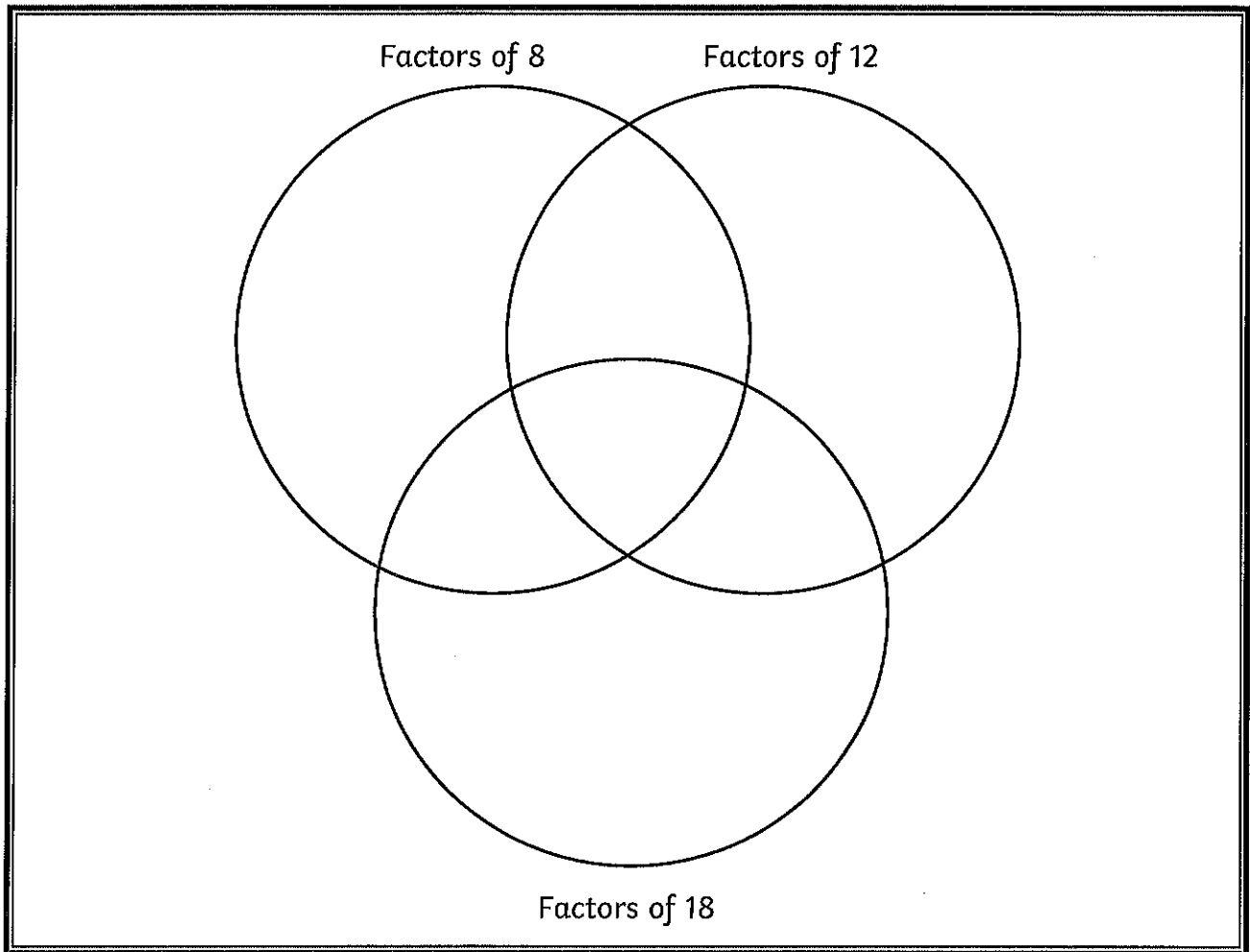
What is the highest common factor? **4**

3) **Answers will vary.**

4) **Answers will vary.**



7) Place the numbers 1 to 18 correctly on the Venn diagram.



What are the common factors? \_\_\_\_\_.

8) Which pair of numbers has the most common factors?

56	and	28
12	and	48

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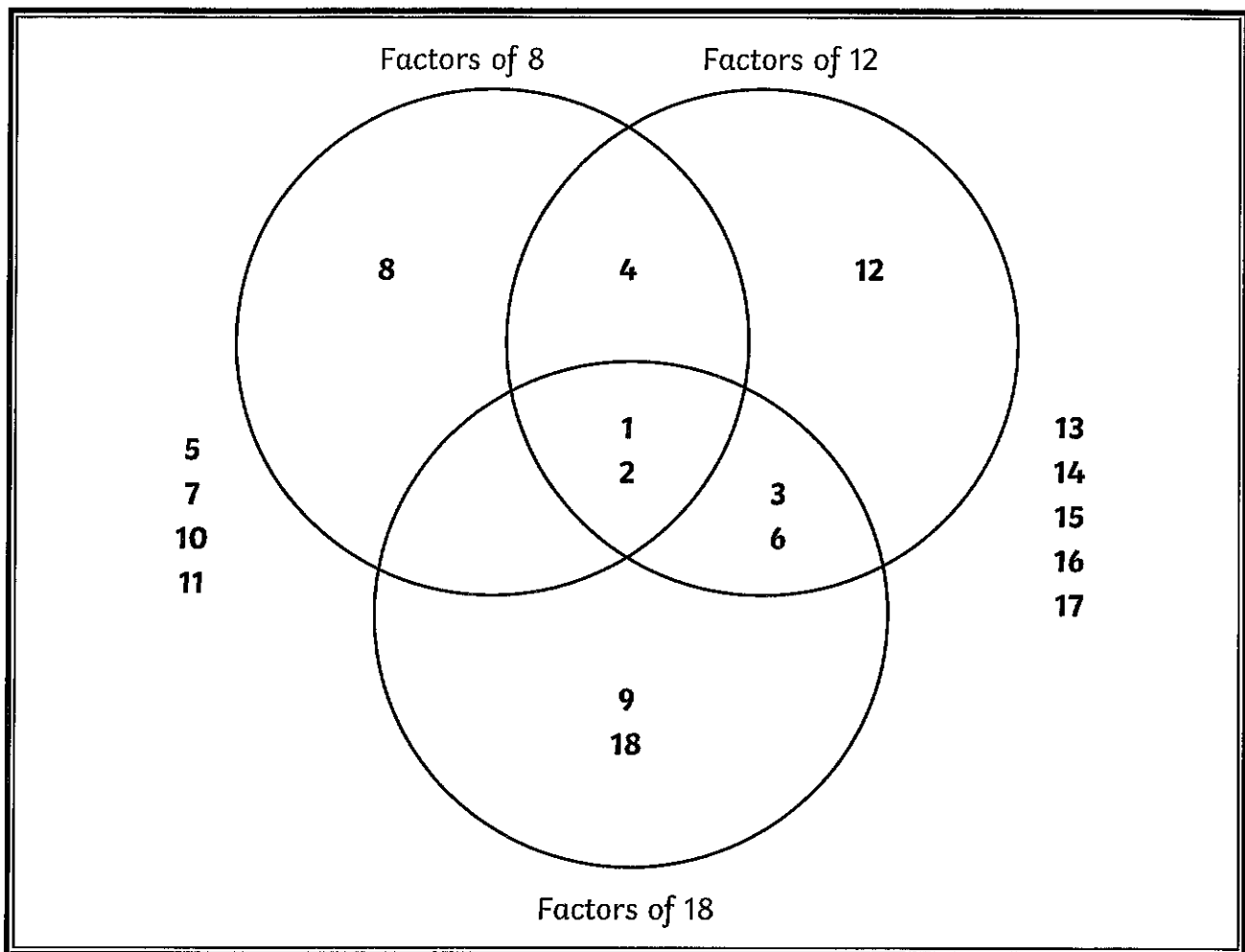
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7) Place the numbers 1 to 18 correctly on the Venn diagram.



What are the common factors? **1 and 2**

8) Which pair of numbers has the most common factors?

56	and	28
12	and	48

**Both pairs of numbers have the same number of common factors.**

**They each have six factors in common.**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: 18.11.24

1. Underline the <b>suffix</b> that turns the <b>noun</b> into a <b>verb</b> .			2. Underline the <b>suffix</b> that turns the <b>noun</b> into a <b>verb</b> .		
<b>apology</b>	<b>en</b>	<b>ise</b>	<b>note</b>	<b>ify</b>	<b>ise</b>
3-4. Underline any <b>silent letters</b> in these words.					
<b>muscle</b>	<b>body</b>		<b>garden</b>	<b>gnome</b>	
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
What is that ( <b>foul / fowl</b> ) smell?			Are you ( <b>aloud / allowed</b> ) to play out?		
7. Use a dictionary to find the meaning of this word.					
<b>shrewd</b>					
8-9. Number these words to show their <b>alphabetical order</b> .					
<b>stand</b>		<b>stump</b>		<b>strange</b>	
10-11. Underline two <b>connectives</b> that can be used to <b>compare and contrast</b>					
<b>secretly</b>	<b>in conclusion</b>	<b>alternatively</b>	<b>suddenly</b>	<b>however</b>	
12-13. Underline two <b>sentence openers</b> that might help show <b>time and sequence</b> in a piece of writing					
<b>Previously,</b>	<b>Of course,</b>	<b>After a while,</b>		<b>On balance,</b>	
14-15. Underline the correct <b>verb tenses</b> to complete the sentences.					
I have just ( <b>hear / heard</b> ) the church bells.			Did you ( <b>hear / heard</b> ) them?		
16. Underline the correct <b>verb</b> to <b>agree with the subject</b> .			17. Underline the correct <b>verb</b> to <b>agree with the subject</b> .		
The whole class ( <b>is / are</b> ) going on the trip.			All the children ( <b>are / is</b> ) going on the trip.		
18-19. Underline the correct <b>verb</b> to make these sentences correct.					
The boy ( <b>fallen / fell</b> ) out of the tree.			The boy had ( <b>fallen / fell</b> ) out of the tree.		
20-21. Circle the <b>adjective</b> in this sentence and underline the <b>expanded noun phrase</b> .					
Cautiously, he crept up to the spooky house on top of the hill.					
22. Underline the correct <b>modal verb</b> to complete the sentence.					
We have been told we ( <b>would / shall / should</b> ) not go in the building site.					
23. Underline the <b>relative clause</b> in this sentence.					
His mum, who came to pick him up, waited outside in the car.					
24. Use a <b>comma</b> to punctuate this sentence and make the meaning clear.					
He knocked at the door making the dog bark loudly.					
25. Punctuate this sentence with <b>dashes</b> - to show <b>parenthesis</b> .					
He was so clever at least he thought he was that he entered an intelligence test.					

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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1-2. (W5:1. Sp 6:11) The suffixes ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

<b>final</b>	<b>ify</b>	<b>ize</b>	<b>dead</b>	<b>ate</b>	<b>en</b>
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3. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and is often in the letter string 'ign' (sign, design)

4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' but makes the hard sound 'k' (chord, character, chemist)

<b>sign</b>	<b>poster</b>	<b>ch</b> aracter	<b>person</b>
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5-6. (W5:3. Sp 5:20) **Homophones** are words that sound the same but have different meanings and different spellings.

I will see you in the ( mourning / **morning** ) I will need ( **flour** / flower ) to make bread.

7. (W5:4) Check the definition with that in the dictionary available.

<b>plethora</b>	too large a quantity for something
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

drink	2	drain	1	drip	3	drizzle	4
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10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.

<b>fortunately</b>	<b>although</b>	<b>suddenly</b>	<b>also</b>	<b>despite this</b>
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12-13. (W5:12) Using a wider range of sentence openers, propositional phrases and fronted adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

<b>Later,</b>	<b>However,</b>	<b>Afterwards,</b>	<b>Including,</b>
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14-15. (W5:15) A verb tense tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I (**gave** / give) you a present last birthday. Will you (**gave** / **give**) me one back?

16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

Class 6 ( <b>was</b> / were ) in the hall.	They ( was / <b>were</b> ) rehearsing their play.
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18-19. (W5:18) Verbs in the perfect form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

Ben ( <b>woke</b> / woken ) up early.	The baby was ( woke / <b>woken</b> ) up.
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20-21. (W5:19) Expanded noun phrases add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

Unfortunately, the **poor** dog didn't enjoy **the long, twisty, car journey**.

22. (W5:20) Modal verbs indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

It is getting cold. You ( **ought to** / could / would ) put on a jumper.

23. (W5:21) A relative clause adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

The lady, **whose dog was barking**, tried to calm it down.

24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

When the dog barked, the baby started to cry.

25. (W5:23) Parenthesis is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

Dan came home from work ( he is a plumber ) and made the tea.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: 18.11.24

1. Underline the **suffix** that can change this adjective into an adverb.

<b>emotional</b>	<b>ify</b>	<b>ly</b>	<b>ous</b>	<b>ate</b>
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2. Underline the correct word to use in this sentence. Use a dictionary if it helps.

The material was ( **course / coarse** ) and uncomfortable to wear.

3. Underline the **prefix** which means 'favouring'. Use a dictionary if it helps you.

4. Underline the **prefix** which means 'two'. Use a dictionary if it helps you.

<b>pro</b>	<b>circum</b>	<b>syn</b>	<b>di</b>	<b>bi</b>	<b>non</b>
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5. Use a dictionary to find the meaning of this word.

<b>gregarious</b>	
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6-7. Use a thesaurus to find three synonyms for this word as an adjective.

<b>catching</b>			
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8-9. Précis this sentence. Cross out any adjectives and adverbs.

The **battered, old, cardboard** box finally arrived in the post.

10-11. Underline two **connectives** that can be used for dramatic effect.

<b>tragically</b>	<b>including</b>	<b>for instance</b>	<b>remarkably</b>	<b>to begin with</b>
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12. Underline the correct verb to agree with the subject.

13. Underline the **object** in this sentence.

The books ( <b>was / were</b> ) on the shelf.	Laura cut her knee when she fell.
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This sentence uses a **formal** style of writing.

14. Re-write it using an **informal** style.

Please respond swiftly.	
-------------------------	--

15. Underline the verb in this sentence.

16. Underline to show if it is **active** or **passive**.

The boys <b>ate</b> the sausages for tea.	<b>active</b>	<b>passive</b>
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17-18. Use **hyphens** to punctuate these phrases and make the meaning clear.

a short term contract	an all inclusive holiday
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19. Use a **semicolon** to punctuate this sentence.

20. Use a **dash** to punctuate this sentence.

I wasn't good enough I lost the game.	There is only one thing I will eat pizza.
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21-20. Use a **colon** and **commas** to punctuate this sentence.

She had many favourite colours red pink blue and purple.

23. Use an **ellipsis** to punctuate this sentence.

He edged towards the end of the diving board then jumped.

24-25. Underline **synonyms** of the adjective in bold and circle the **antonyms**. Use a dictionary if it helps.

<b>bedraggled</b>	<b>untidy</b>	<b>clean</b>	<b>neat</b>	<b>messy</b>
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**Total:**

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to change an adjective into an adverb.

<b>emotional</b>	<b>ify</b>	<b>ly</b>	<b>ous</b>	<b>ate</b>
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2. (W6:2) **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

The material was ( course / **coarse** ) and uncomfortable to wear.

3. (W6:3) Recognising prefixes (W6:4) Using a dictionary

<b>pro</b>	circum	sym	di	<b>bi</b>	non
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4. (W6:3. Sp 6:7) Recognising prefixes. The prefix 'by' means 'two'. (W6:4) Using a dictionary

5. (W6:4) Check the definition with that in the dictionary available.

<b>gregarious</b>	Either, <b>Fond of company and/or Living in flocks or communities.</b>
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>catching</b>	infectious, contagious	communicable, spreading	transmittable
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8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.

The ~~battered, old, cardboard~~ box finally **arrived** (in the post).

10-11. (W6:13) **Connectives** and **sentence openers** help extend and link sentences and build cohesion between and across paragraphs.

<b>tragically</b>	including	for instance	<b>remarkably</b>	to begin with
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12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.

13. (W6:24) The **object** is acted upon by the subject. i.e. The striker (**subject**) kicked (**verb**) the football (**object**). A direct object is usually a noun, pro noun or noun phrase.

The books ( was / <b>were</b> ) on the shelf.	Laura cut <b>her knee</b> when she fell.
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14. (W6:18,24) **Formal** language is used for official, legal or professional writing such as job applications and letters of complaint. **Informal** writing is more like how we speak and is used for letters to friends, emails etc.

Please respond <b>swiftly</b> .	<b>Write/call back soon or Let me know soon.</b>
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15-16. (W6:19) A verb is **active** when the subject of the sentence does the action. It is **passive** if the action is done to it.

The boys <b>ate</b> the sausages for tea.	<b>active</b>	<b>passive</b>
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17-18. (W6:10,20) **Hyphens** link two or three words together to show that together they make a **compound adjective** describing the noun.

a <b>short-term contract</b>	<b>an all-inclusive holiday</b>
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19. (W6:10,21) A **semicolon** links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.

20. (W6:10,21) A **dash** shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.

I <b>wasn't</b> good enough; I lost the game.	There is only one thing I will eat – pizza.
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21-22. (W6:21) **Colons** are commonly used to introduce lists. **Commas** separate items in a list. It is not used before the last item which has 'and' in front of it.

She had many favourite colours: red, pink, blue and purple.

23. (W6:23) An **ellipsis** is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.

He edged towards the end of the diving board then ... jumped.

24-25. (W6:24) **Synonyms** are words with a similar (but not exact) meaning. **Antonyms** have the opposite meaning.

<b>bedraggled</b>	<b>untidy</b>	<b>clean</b>	<b>neat</b>	<b>messy</b>
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