

Year 5 Home Learning

Time frame: week beginning: 18.01.2021

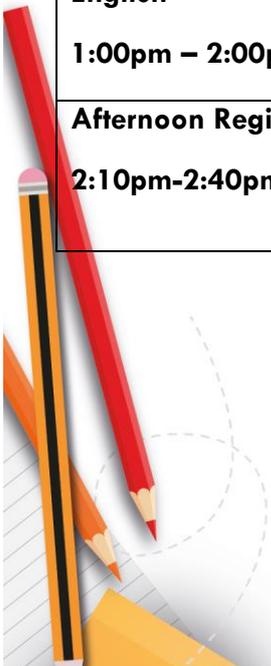
We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 5 Timetable

Zoom	
Wake Up, Shake Up 8:30am-9:00am	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. On Thursdays, Miss Stevenson will be delivering your wake up shake up!</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>
Registration 9:30	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 9:35 – 10:00am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
English 11:30 – 12:00pm	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English 1:00pm – 2:00pm.	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. • Read with an adult for 15 minutes. • Complete your Mathematics and Spag.com
Afternoon Registration 2:10pm-2:40pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.



Maths

Remember to complete your 1 minute times table challenge every day, you can access this here:
<https://www.timestables.co.uk/1-minute-test/>

Monday

Textbook and Workbook 5A

Chapter 6 Lesson 10 & 11 – Worksheet 10 & 11

Please spend no more than 30 minutes on the worksheets – if you do not finish don't worry upload to seesaw what you have completed.

Support: Use this video to help you

<https://vimeo.com/419603358/431288e8d3>

If you are finding this challenging only answer questions 1 & 2.



Deepening:

$$\frac{5}{8} + \frac{3}{4} =$$

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

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

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

Tuesday

Textbook and Workbook 5A

Chapter 6 Lesson 12 – Worksheet 12

Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.

Support: Use this video to help you

<https://classroom.thenational.academy/lessons/fractions-solve-fraction-problems-with-the-four-operations-cgrk0d?step=2&activity=video>

If you are finding this challenging only answer questions 1 & 2.

There are two mystery fractions. The difference between them is $\frac{1}{4}$. The sum of the two fractions is $1\frac{1}{4}$. What are the two fraction?

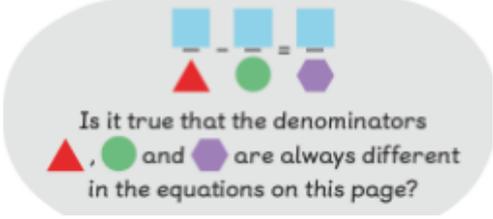
Wednesday

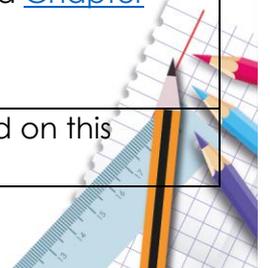
Textbook and Workbook 5A

Chapter 6 Lesson 13 – Workbook 13

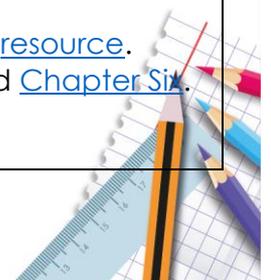
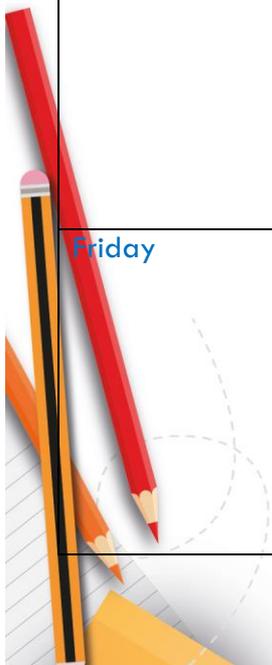
Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.

Support: <https://vimeo.com/419603396/ad5a8077cd>

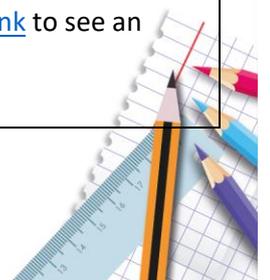
	 <p>Deepening:</p>  <p>Illustrate with your own example.</p>
<p>Thursday</p>	<p>Textbook and Workbook 5A Mid-Year Revision – Section A and B p.169 of the workbook</p> <p>Please don't spend more than 40 minutes on this.</p> <p>When uploading to seesaw – send me your score – 1 mark per question along with any questions you got incorrect that you would like help on how to solve. Please do not upload all the pages of these.</p>
<p>Friday</p>	<p>Textbook and Workbook 5A Mid-Year Revision – Section C and D p.181 of the workbook</p> <p>Please don't spend more than 40 minutes on this.</p> <p>When uploading to seesaw – send me your score – 1 mark per question along with any questions you got incorrect that you would like help on how to solve. Please do not upload all the pages of these.</p>
<h2>Writing</h2>	
<p>Monday</p>	<ul style="list-style-type: none"> • Look at the cover for <i>Oranges in No Man's Land</i> by Elizabeth Laird. • Predict - <i>What might the title mean/ be about? What do you think the book will be about? What can you see on the front cover?</i> • Predict - <i>What kind of story will it be? Which genre do you think it belongs to? Why?</i> • Watch this video of a teacher reading the blurb. • Predict - <i>Is there anything you would like to change about your prediction(s)?</i> • Look at the two photographs showing Martyrs' Square, Beirut before and after the war. • Think - <i>What do you think had happened?</i> • Read the first two pages of Elizabeth Laird's Teacher Notes (<i>More About Oranges in No Man's Land</i>) • Watch these videos of a teacher reading Chapter One and Chapter Two. • Answer the comprehension questions on this resource. <hr/> <ul style="list-style-type: none"> • Support: Write an answer to <u>one</u> of the questions numbered on this resource.



	 <p>Deepening: Summarise - <i>What have you learned about Ayesha (the narrator)?</i></p>
Tuesday	<ul style="list-style-type: none"> • Look at the photographs of Heneine Palace in Beirut before and after war. • This week, you are going to write in role as Ayesha, imagining she has stumbled upon a ruined palace that she once visited before the war. • Re-read pages 6 and 7 and highlight/ underline/ write descriptions of the room. • Look at the Before and After photographs. • Write expanded noun phrases next to the Before and After photographs or on paper under the headings Before and After. • Read this resource if you need help with creating expanded noun phrases.
	<ul style="list-style-type: none"> • Support: Read this resource if you need help with creating expanded noun phrases.
	 <p>Deepening: Write prepositional phrases on your Before and After photographs or on paper that can be used when you write your description.</p>
Wednesday	<ul style="list-style-type: none"> • Read the example setting description • Write your 'Before' paragraph describing the palace before it was damaged by war.
	<p>Support: Think about the colours, feelings and use the images to help you. Look at the Before and After photographs.</p>
	 <p>Deepening: Can you improve your language choices?</p>
Thursday	<ul style="list-style-type: none"> • Read the description you wrote for Lesson 3, checking your work. • Think – <i>How will you link your Before and After paragraphs?</i> • Write your 'After' paragraph describing the palace after it was damaged by war (this will probably be longer as there is more to describe). • Check and improve your work using ARMS and CUPS (see resource), making sure you have used tenses correctly and linked the 'Before' and 'After' paragraphs.
	<ul style="list-style-type: none"> • Support: Edit only using CUPS
	 <p>Deepening: How do you want your reader to be feeling? Does your writing show this?</p>
Friday	<ul style="list-style-type: none"> • Read the opening two paragraphs of Chapter Three. • Look at the two photographs and read Elizabeth Laird's notes on the Green Line (or watch a teacher reading them here). • Watch these videos of a teacher reading Chapter Three and Chapter Four. • Read the extract and write answers to the questions in this resource. • Watch these videos of a teacher reading Chapter Five and Chapter Six. • Write answers to the questions on this resource. • Watch this video of a teacher reading Chapter Seven.



	<ul style="list-style-type: none"> Support: Read the extract and write answers to the questions in this resource. 										
	<p>Deepening: What is the main development in Chapter 6?</p>										
<p>Reading</p>											
<p>Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</p>											
<p>Grammar and Spelling</p>											
<p>Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice your spellings for 15 minutes every day.</p> <p>Your spellings to learn are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">women</td> <td style="width: 50%;">magnificent</td> </tr> <tr> <td>woman</td> <td>experiment</td> </tr> <tr> <td>missed</td> <td>brilliant</td> </tr> <tr> <td>mist</td> <td>distant</td> </tr> <tr> <td>accident</td> <td>important</td> </tr> </table>		women	magnificent	woman	experiment	missed	brilliant	mist	distant	accident	important
women	magnificent										
woman	experiment										
missed	brilliant										
mist	distant										
accident	important										
<p>Other Curriculum Subjects</p>											
<p>Monday</p>	<p>How can we separate mixtures?</p> <ul style="list-style-type: none"> A child in Reception has spilt a bowl of water in the sandpit. How could they separate the water from the sand? Is it possible? Watch the video lesson about separating mixtures. Follow the lesson and complete the activities. 										
<p>Tuesday</p>	<p>How are climate zones different?</p> <ul style="list-style-type: none"> Select a mission to identify the different climates in different biomes. Details of the climates are on the right – select the climate zone to find out more about it. Look back at your mind map from session 1 and you may want to find out more about climate zones here. Create one of the following with the title: Climate Zones. <ul style="list-style-type: none"> o A digital presentation o a video weather report from between 2 and 5 of the regions (click link to see an example) o a classic poster. 										



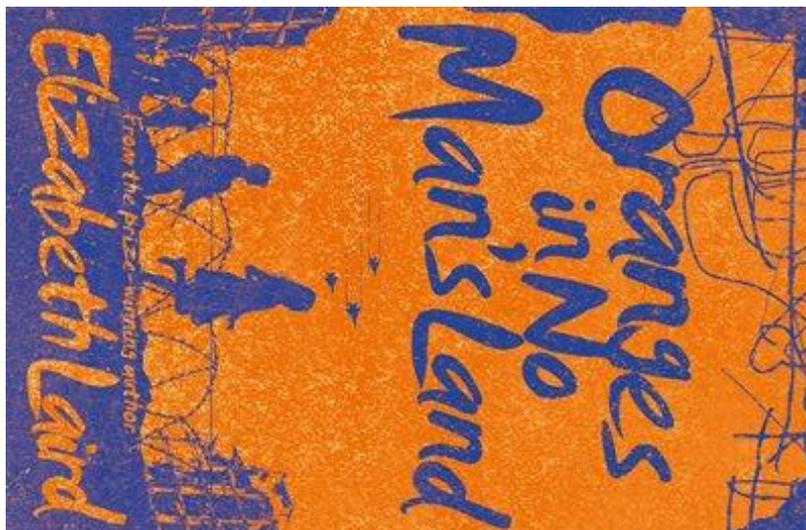
Wednesday	How can we separate mixtures? <ul style="list-style-type: none">• Watch the video lesson about separation sand, salt and water.• Follow the lesson and complete the activities
Thursday	The four noble truths Watch this video lesson: What are the four Noble truths? Complete the activities shared in the lesson. Remember to click on each of the buttons at the bottom of the screen to cover the lesson.
Friday	Miss Stevenson will post the link to the PE recorded lesson in the week to seesaw. Miss Stevenson will post the link to the music recorded lesson in the week to seesaw.

Miss Stevenson

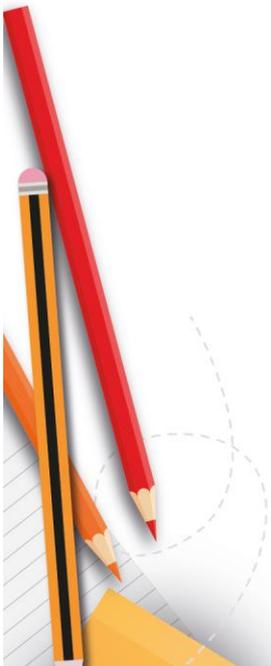
Resources

English

English Resource 1.1: *Oranges in No Man's Land*



English Resource 1.2: Images of Martyrs' Square





Home Learning



English Resource 1.3: Extract from Elizabeth Laird's Teacher Notes

MORE ABOUT *ORANGES IN NO MAN'S LAND*

LEBANON

Oranges in No Man's Land is set in Lebanon, a very small country in the Middle East. Lebanon is even smaller than Yorkshire, and it's only half the size of Wales. Here it is in red, on the map. Lebanese people speak Arabic, like almost everyone in the Middle East, but with their own special accents. Many Lebanese speak French and English too.



Lebanon is beautiful! It has rocky coves and beaches along the shore, and high mountains running like a spine from the top to the bottom of the country. It's hot in the summer but the mountains are always cooler. In the winter, it's cold, and up in the mountains there's deep snow. The Lebanese like to say that they can swim in the sea in the morning, then drive up into the mountains and ski in the afternoon.



(More About *Oranges in No Man's Land*)

There are some fabulous old castles in Lebanon as well as elegant palaces and some of the most enormous Roman ruins in the world. Here is Beiteddine, a 200 year old Druze palace.



THE WAR IN LEBANON DURING THE 1970s

Even though Lebanon is very small, it's home to several different groups of people, who have shared the country for many centuries. There are Christians, Shia Muslims and Sunni Muslims, as well as Druze people with their special religion. Millions of refugees have arrived from nearby countries too. If you look at the map, you can see how close Lebanon is to Syria, Iraq and Israel. There have been wars in all those countries, and people have had to run away to find safety in Lebanon. Some have come recently, from the wars in Iraq and Syria but many Palestinian refugees have been in Lebanon for over seventy years. They had to flee their homeland in 1948 after the State of Israel was founded. Many of them live in special refugee camps, which are still there today. There are "internal" refugees in Lebanon as well. When the Israelis invaded Lebanon in 1978, many people in the south fled north to safety in the suburbs of Beirut, the capital of Lebanon. Ayesha's family was among them.

For most of the time, these different groups live together in peace, but each group has its own powerful friend in another part of the world, and when things start to go wrong in Lebanon, Iran, Russia, Syria the United States and Israel all pile in with weapons for one side or another. Sometimes it seems as if the important countries of the world use Lebanon as a boxing ring where they can fight their own battles. This is very hard for the ordinary Lebanese people.



English Resource 1.4A: Comprehension

1. *It had been a lovely city once... (p1)*

What is suggested by this description?

2. Look at [pages 6-7](#).

What suggests the flat had once belonged to wealthy people?

Give **two** examples from the text.

or

2. Look at [pages 6-7](#).

Which sentence below best describes the flat?

Tick **one**.

No-one lived in it.

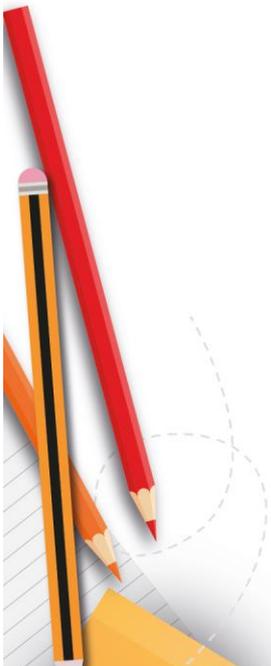
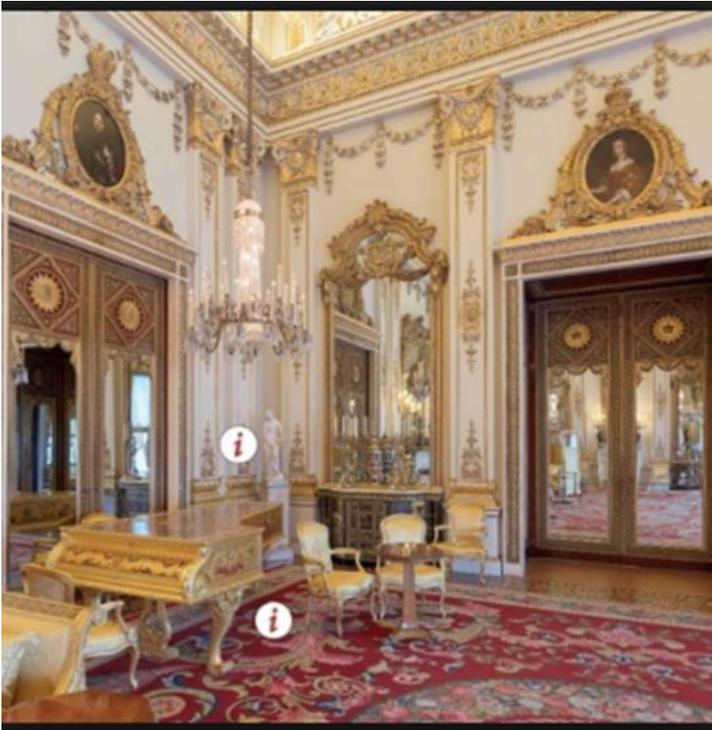
It had once been a grand residence.

The owners had left it because they were poor.

There was nothing notable about it.



English Resource 2.1: Heneine Palace Before and After



English Resource 2.2: *Oranges in No Man's Land* (pp6-7)

'There are people up there, in that window,' Latif suddenly said, pointing across the road to the first floor of the building opposite. 'Look, Granny, they're waving to us.'

That was the first kind, good thing that had happened to us since the disaster, and it was how we met Samar (who was ten years old like me) and Samar's mother, dear Mrs Zainab, the best mother in the world, after mine.

A few minutes later, we'd crossed the road, pushed open the broken street door of the building, gone up the dusty steps and found ourselves in what must once have been a beautiful flat, where rich people would have lived.

I can remember standing in the doorway, looking round in amazement. I'd never been in such a place before. The windows had all been blown out, and there were gaping holes in the walls where shells had blasted through, but you could still see how magnificent it had been in the old days.

Even the hallway was huge. The floors were made of marble, and there were big mirrors on the walls with elaborate gold-work round them. You could see beyond the hall into amazing rooms, all light and airy with high ceilings from which ruined chandeliers hung at crazy angles.

The people who had owned this flat must have left long ago, and they'd taken their beautiful furniture and fancy clothes with them. But the rooms weren't empty. They were full of people. Refugees. Squatters. Poor people from the bombed-out parts of town. People with nowhere to go. People like us.

I could see through the open doors that they'd made corners of the rooms their own. They'd set up little homes, with their own mattresses and cooking pots, and strung up cloths on strings to make partitions so that each family could have a bit of privacy.

Mrs Zainab came out into the hall towards us. She was comfortable looking, with smile-wrinkles around her eyes. She wore a long tattered dress, and had a scarf tied over her head.

'You poor things,' she said. 'I couldn't let you go on sitting there, with night coming on and all. Have you got somewhere to go? Are you lost?'

It was then that Granny burst into tears, and Latif and I were so shocked we huddled up against each other, not knowing what to say. We'd never seen her cry before.

Mrs Zainab took charge at once. She had found us a corner of our own, in what had been the sitting



Resource 2.3 : Ideas Sheet - Before/ After Images

Before



After



Resource 2.4: Expanded Noun Phrases Explanation

Look at the photographs of the palace before and after.

What can you see?

Let's consider how you might describe the walls in the After photographs.

walls = noun

the walls = noun phrase (determiner + noun)

the crumbling walls = expanded noun phrase (determiner + adjective + noun)

An expanded noun phrase can be expanded further with the addition of adjectives. Always think about whether additions improve your description.

the crumbling, bullet-peppered walls (determiner + adjectives + noun)

Now, let's consider how you might describe the tiles in the Before photographs.

tiles = noun

the tiles = noun phrase (determiner + noun)

the handmade tiles = expanded noun phrase (determiner + adjective + noun)

Extra detail can be added to this expanded noun phrase by using a prepositional phrase after it.

the handmade tiles with intricate patterns = (determiner + adjective + noun + prepositional phrase).

English Resource 3.2: Extract from Elizabeth Laird's Teacher Notes (More About Oranges in No Man's Land)

In this extract, Elizabeth Laird describes a flat that she once moved into in Beirut:

Oh that flat! It had been beautiful once. Handmade tiles covered the walls, chandeliers hung from the ceilings and the once beautiful sofas were covered in velvet. It was a sad sight when we moved in. Splatters of broken glass were all over the floor, some of the windows had been shot out and rows of bullets ran along the wardrobe doors.'

Add any useful words and phrases (these might include expanded noun phrases or prepositional phrases).

Click [here](#) to return to **Lesson 3**.



English Resource 3.3: Example Setting Description

It had been an elegant room once.

The elaborate and intricately decorated high ceilings had created a sense of airiness and space. Above the dining table hung a magnificent chandelier; I remembered how the delicate crystals glistened, casting magical shadows like dancing fireflies. In the centre of the room, an ornate piano embellished with elaborate patterns had dominated, showing the sheer splendour of the room.

Now, I could hardly believe that this was the same room I once studied in awe.

Today, the space felt gloomy even though sunlight shone through the huge holes in the once magnificent ceiling. Above the centre of the room, the ruined chandelier now hung precariously by a single frayed wire, like a ghost of its former self. The piano was no more. Battered oil paintings, vandalised by war, and fragments of luxurious velvet furnishings lay scattered on the cracked marble floor. Shards of glass made the floor treacherous underfoot.

The palace was now an uninhabitable shell, like so many buildings in Beirut. I took one last look at the room, observing all the destruction, and set off for home.



English Resource 5.1: Oranges in No Man's Land (*Chapter Three Extract*)

Chapter Three

One morning I stepped out of that crowded, overflowing, noisy flat. It must have been early summer, I suppose, because the night had been cool and the day looked as though it would be hot.

There had been a ferocious gun battle raging in the streets around us all through the night. There was an invisible line across Beirut in those days. It was known as the 'Green Line' and it divided the city as surely as a wall, though there was no actual line to be seen, only a vast maze of bombed-out buildings, infested with gunmen and a few old people. The different groups controlled the opposite sides, and the battles were fought across it.



English Resource 5.2: The Green Line



English Resource 5.3: Extract from Elizabeth Laird's Teacher Notes on the Green Line (*More About Oranges in No Man's Land*)

Beirut had been a lovely city once, but it was a sad sight when we arrived. An invisible "Green Line" ran right through the centre of the city. It divided Beirut between the two sides, which faced each other across it. Their militias (informal armies) had blasted away with their rockets and guns so hard that the whole of the city centre was in ruins. Buildings had collapsed, ruined cars and tanks cluttered the streets and most of the lamp posts and trees had been knocked over. This is what the Green Line looked like on a rainy day.

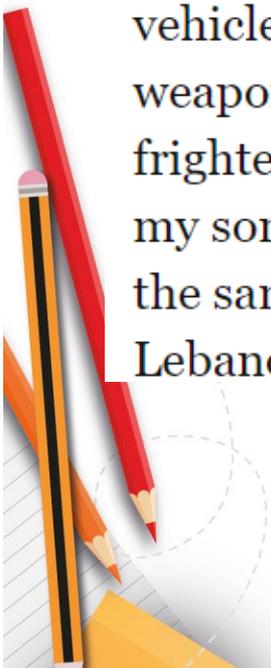


English Resource 5.4A: Comprehension

Read the following extract and answer the two questions about it:

The checkpoint wasn't far. I slowed down as I approached it. You had to be very cautious with checkpoints. You had to take care and look closely to make sure that the men guarding them were from a friendly militia. To tell you which militia was running the checkpoint, each one had a little flag stuck up on a pole, or one hanging across the chain that they used to stop the traffic going down the street. Sometimes there were posters too, of the different political leaders. Our flags were green and black.

There were four militiamen there that morning. They had built up two walls of sandbags on either side of the street and had run a chain across between them to stop vehicles going through. They all carried automatic weapons, slung casually over their shoulders. They didn't frighten me though. I knew their flag was the right one for my sort of family. I recognized their accents too. They were the same as mine. They came from the far south of Lebanon. They were Shia Muslims, like us.



1. Why does Ayesha have to be careful at checkpoints?
2. Look at the paragraph beginning: *There were four militiamen there that morning... (p14)*

Give **two** ways the narrator knows that the militiamen are not a threat to her.

English Resource 5.5A: Comprehension

Read the following extracts and answer the questions about them:

Chapter Five

1. *She must have seen the wary look on my face...*

What does **wary** mean?

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.



So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it,

before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.

2. It was our little **ritual**.

What does the word *ritual* suggest in this sentence?

3. Look at the following paragraph:

Mrs Zainab was the only one who seemed to know what to do. She brought Granny some mint tea and knelt beside her, trying to coax her to drink.

Find and **copy one** word closest in meaning to persuade.



Read the following extract and answer the two questions about it:

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.

'Samar's missing her friends,' she said. 'Before all this trouble began, she used to go to the deaf school. Top of the class, she was. They taught her sign language there. None of us can do it properly, and she gets really frustrated when we can't understand. She's lonely. You don't have to be friends with Samar, Ayesha, but she'd love to be friends with you.'

I could see she was worried about Samar, and that I might be about to offend her. I didn't know what to do. Then I heard a noise behind me. Samar was there. She'd been reading her mother's lips. Now she was looking at me, with her head on one side. She took hold of my hand.

'That means she likes you,' Mrs Zainab said.

I still wasn't sure. I'd never met a deaf person before. I didn't know what to do. But Samar did. She pulled a ball of string out of her pocket, and



before I knew what she was doing, she'd looped it round my hands.

'She wants to play cat's cradle,' said Mrs Zainab.

'What's that?' I said.

Samar rolled her eyes and grinned at the same time. She looked really funny and cheeky. She didn't need sign language to show what she was thinking. *What? Never played cat's cradle? Where have you been, you poor sad girl?*

It was so easy to understand her that I burst out laughing. She tugged at my arm. I followed her.

The place she took me to was her special place. It was a quiet corner in a turn of the stair outside the flat. She showed me the few small treasures she kept hidden behind a loose shutter. There was a little ring with a red glass bead in a matchbox, a yellow plastic rose and tiny toy teddy bear with a sweet little hat.

That's how I became friends with Samar. She began teaching me her sign language at once. Slowly I began to understand most of what she wanted to say. Anyway, a week later she was as close to me as the sister I never had.

That afternoon, when Granny went to sleep, and I'd been cooking the chickpeas, Samar poked her head round the screen.

Come on, she signed. Let's play.

So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it, before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.

4. *The place she took me to was her special place. (p24)*
How can the narrator tell that the place was special to Samar?
5. How can you tell that the narrator's friendship with Samar develops quickly?
Give **two** pieces of evidence from the text.
6. **Deepening:** What is the main development in Chapter 6?

Home Learning

Glossary for *Oranges in No Man's Land* (Chapters One - Seven)

Word	Word Class	Definition
<i>bustling</i> (p1)	verb	moving rapidly and energetically
<i>refugees</i> (p1)	noun (plural)	people forced to leave their homes/ countries to seek safety or protection
<i>elaborate</i> (p6)	adjective	complex, ornate and detailed
<i>chandeliers</i> (p6)	noun (plural)	a single light fixture that hangs from the ceiling and holds several lights (often used for decoration as well as for lighting a room)
<i>squatters</i> (p7)	noun (plural)	people who settle or live in a property without a legal right to do so (without owning it/ renting it)
<i>shells</i> (p12)	noun (plural)	pieces of ammunition used in a cannon or gun
<i>somersaults</i> (p12)	noun (plural)	motions in which the body rolls all the way over backward or forward
<i>hefty</i> (p13)	adjective	of considerable weight or bulk
<i>fronds</i> (p13)	noun (plural)	long leaves with many small divisions (ferns and palm trees have fronds)
<i>checkpoint</i> (p13)	noun	a place where something is stopped for inspection
<i>militiamen</i> (p14)	noun (plural)	trained citizens who are not professional soldiers but can serve in the army in an emergency
<i>bombardment</i> (p15)	noun	a continuous attack with bombs, cannon fire, or artillery
<i>inshallah</i> (p15)	Arabic expression	'if God wills' or 'God willing'
<i>squatting</i> (p19)	verb	sitting on one's heels, or to crouch low to the ground with the knees bent
<i>kerosene</i> (p19)	noun	a thin liquid fuel
<i>wary</i> (p23)	adjective	caused by or showing caution about possible dangers/ problems
<i>ritual</i> (p25)	noun	a set of actions always done in the same way
<i>stairwell</i> (p25)	noun	in a building, a walled-off section that contains a staircase
<i>muezzin</i> (p26)	noun	a man who calls Muslims to prayer from the minaret of a mosque



Home Learning