

## Chapter 6

Amber opened the front door to her house and placed her basket in the hall. "Hi, Grandad! I'm home!" she shouted up the stairs before carefully placing Grimsby in his tank. She waited a moment for a reply, but none came. She was worried something had happened to him, so she raced up the stairs to her grandad's bedroom. She was relieved to find him sleeping soundly in bed.

"I must have dozed off," he said sleepily as she drew back the curtains to let in the last rays of sunshine.

"I was worried about you," she told him. "How are you feeling?"

"All the better for seeing you," he said and a broad smile lit up his wrinkled features. Grandad never complained about his illness, yet she knew he was in considerable pain. "Now that's enough about me," he said. "Tell me about your day."

Amber hesitated before answering. She had considered hiding the truth about being expelled from Spellcaster Academy, yet she knew deep down that lying wouldn't solve anything. Besides, Grandad had a way of whittling out the truth, so she decided to come clean and tell him exactly what had happened. "I've been expelled," she said simply.

Grandad looked uncertain. "But why?" he asked.

"I failed all my tests," she answered honestly.

Grandad's eyes welled up. "It's all my fault," he wept. "You've spent too much time looking after me. You would have easily passed those exams if it wasn't for me."

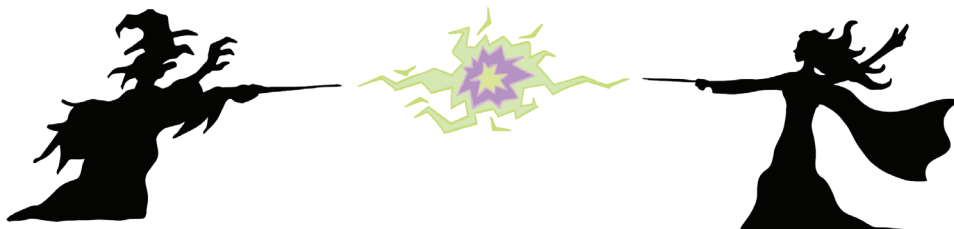
"It's not just the exams, Grandad," she told him. "I'm just not cut out to be an apprentice witch. I haven't got the ability. I mess everything up!"

"That's not true," he said. "It's just that you have given up all your spare time to nursing me, rather than following your dreams of being a witch like your late mother."

Grandad had looked after Amber since her mother had passed away when she was only two. Her mother had died in a battle with a witch who practised black witchcraft. She had stopped the witch from overpowering the white witches in a struggle of good over evil, but she paid for it with her life. Grandad had taken Amber in and he had done a very good job of looking after her, but in the last few months his health had deteriorated and their roles had been reversed.

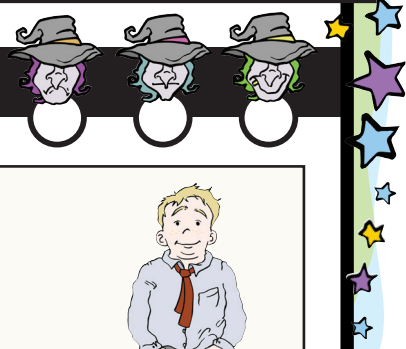
"What are you going to do?" he asked her.

"Mr Broom said he would help me get into the local primary school – St Augustine's," she said.





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



## I can use coordinating conjunctions.

Coordinating conjunctions link words or phrases together as an equal pair.

The most common coordinating conjunction and the first one you learn is **and**.

Other popular coordinating conjunctions are:

**but, or, yet (and) so**

The first letters make the mnemonic **boys**.



Place the most appropriate coordinating conjunctions from the brackets in the space provided.

- 1 Mr Broom called for Amber the following day, ..... enrolled her into her new school. (*and / so*)
- 2 She had never been to an ordinary primary school before, ..... she was feeling rather nervous. (*but / so*)
- 3 The headmistress, Miss Maple, was very sweet, ..... made Amber feel at home. (*yet / and*)
- 4 Miss Maple hadn't been in the post for long, ..... she was going to leave at the end of the term. (*so / yet*)
- 5 A new headteacher was starting after the holiday, ..... Miss Maple had to leave. (*but / so*)
- 6 Amber asked why she had to go, ..... Miss Maple refused to say. (*and / but*)
- 7 Everybody was kind to Amber, ..... she never really felt part of the school. (*yet / so*)
- 8 The children would play with her, ..... she struggled to make any close friends. (*or / but*)
- 9 She finally made friends with a boy called Aubrey Jones, ..... AJ as he liked to be called. (*and / or*)
- 10 He could be a really good friend, ..... he could be a complete pain in the backside! (*so / or*)

**Extension** Using the first part of the sentences above add your own coordinating conjunction and continue the sentence.





I can use coordinating conjunctions.

Coordinating conjunctions link words or phrases together as an equal pair.  
The most common coordinating conjunction and the first one you learn is **and**.  
Other popular coordinating conjunctions are:  
**but, or, yet (and) so**  
The first letters make the mnemonic **boys**.



Place the most appropriate coordinating conjunctions from the brackets in the space provided.

- 1 Mr Broom called for Amber the following day, ..... enrolled her into her new school. (so / and / or)
- 2 She had never been to an ordinary primary school before, ..... she was feeling rather nervous. (but / yet / so)
- 3 The headmistress, Miss Maple, was very sweet, ..... made Amber feel at home. (and / but / or)
- 4 Miss Maple hadn't been in the post for long, ..... she was going to leave at the end of the term. (and / yet / so)
- 5 A new headteacher was starting after the holiday, .....Miss Maple had to leave. (but / or / so)
- 6 Amber asked why she had to go, ..... Miss Maple refused to say. (but / and / so)
- 7 Everybody was kind to Amber, ..... she never really felt part of the school. (or / so / yet)
- 8 The children would play with her, ..... she struggled to make any close friends. (and / so / but)
- 9 She finally made friends with a boy called Aubrey Jones, ..... AJ as he liked to be called. (or / and / but)
- 10 He could be a really good friend, ..... he could be a complete pain in the backside! (so / or / and)

**Extension** Using the first part of the sentences above add you own coordinating conjunction and continue the sentence.





I can use coordinating conjunctions.

Coordinating conjunctions link words or phrases together as an equal pair.

The most common coordinating conjunction and the first one you learn is **and**.

Other popular coordinating conjunctions are:

**but, or, yet (and) so**

The first letters make the mnemonic **boys**.



Place the most appropriate coordinating conjunctions in the spaces provided. (You must use the coordinating conjunctions no more than twice.)

- 1 Mr Broom called for Amber the following day, ..... enrolled her into her new school.
- 2 She had never been to an ordinary primary school before, ..... she was feeling rather nervous.
- 3 The headmistress, Miss Maple, was very sweet, ..... made Amber feel at home.
- 4 Miss Maple hadn't been in the post for long, ..... she was going to leave at the end of the term.
- 5 A new headteacher was starting after the holiday, .....Miss Maple had to leave.
- 6 Amber asked why she had to go, ..... Miss Maple refused to say.
- 7 Everybody was kind to Amber, ..... she never really felt part of the school.
- 8 The children would play with her, ..... she struggled to make any close friends.
- 9 She finally made friends with a boy called Aubrey Jones, ..... AJ as he liked to be called.
- 10 He could be a really good friend, ..... he could be a complete pain in the backside!

**Extension** Using the first part of the sentences above add your own coordinating conjunction and continue the sentence.