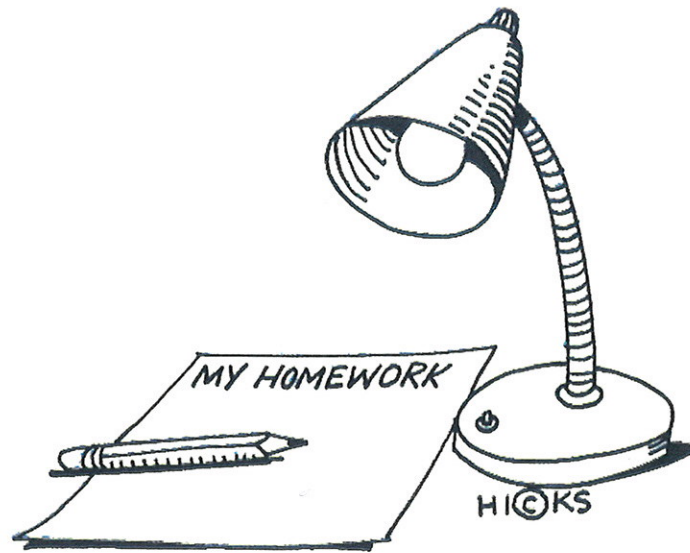


English Homework



Year 7

Level 4 - 5

Contents

Task	Task type	Date set	Date due	Completed (tick)
Spelling				
1	-ing words			
2	(A)			
3	(B)			
4	(C)			
5	(D)			
6	(E)			
7	(F)			
8	(G)			
9	(H)			
10	(I)			
11	(J)			
12	(K)			
13	to, two and too			
14	of and off			
15	our and are			
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Reading				
18	Finding information and evidence in a text			
19	What does the writer mean but not tell you directly?			
20	Commenting on the organisation of texts			
21	Test yourself: practice reading tests – Reading test 1			
22	Text B – Dog and Fiddle Inn			
23	The Closet Creature			
24	Skellig by David Almond			
25	Robert Burke			
26	Magician of the Sea			
27	Hitchhikers in the Bathroom			
28	Foggy Figure			
29	Volcanoes			
Punctuation				
30	Capital letters and full stops (1)			
31	Capital letters and full stops (2)			
32	Capital letters and full stops (3)			
33	The comma (4)			
34	The comma (5)			
35	The exclamation mark			
36	The apostrophe			

Task 1

Re-write the following lists of words and add -ing

Use the rules and examples to help you

Rules for adding -ing

1. Just add -ing

e.g. walk - walking

2. Short vowel sound – double the last letter

e.g. chat - chatting

3. Word ending in 'e' – drop the 'e' and add -ing

e.g. bite – biting

Each word list has a mixture of different types of words. You must identify which -ing rule applies to each word.

jump	make	think
pack	plan	clean
care	run	drive
decide	skip	hope
save	ask	write
share	do	clap
hop	dream	fit
hug	go	let
shine	say	shut
take	send	shop

Spelling homework



Each week learn one of the following lists of spellings (as directed by your teacher). Once you have practised them, ask someone at home to read them aloud so that you can write them into your exercise book. Then, write a series of sentences which use each of the words correctly.

Task 2 (A)

Accept
Connect
Consists
Except
Gallery
Hence
Instead
Length
Publish
Social

Task 3 (B)

Advertising
Collapsed
Correction
Embrace
Enough
Exotic
Grammar
Married
Project
Transform

Task 4 (C)

Absolute
Account
Defeated
Endear
Grew
Industry
Lodge
Manual
Modern
Science

Task 5 (D)

Blunt
Borrow
Chicken
Degree
Edition
Force
Forcibly
However
Moment
Present

Task 6 (E)

Chinese
Choice
Choose
Chose
Method
Motion
Respect
Salary
Search
Sister

Task 7 (F)

Wear
Weather
Were
Where
Whereas
Whether
Which
While
Whose
Witch

Task 8 (G)

Distress
Fainted
Minute
Remain
Royal
Second
Stated
Style
Success
Successful

Task 9 (H)

Apply
Application
Affect
Edited
Effect
Focus
Focused
Impact
Joint
Sign

Task 10 (I)

Attempt
Bright
Bring
Current
Field
General
Interesting
Special
Twice
Usage

Task 11 (J)

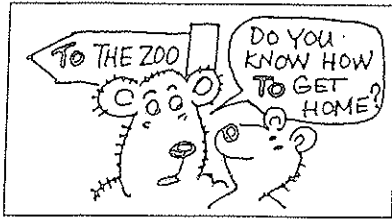
Ceiling
Celebrate
Cellar
Century
Cereal
Cinema
Cinnamon
Circular
Circulation
Civil

Task 12 (K)

Careful
Deceased
Deceit
Decide
Decision
Decisive
Difficult
Insight
Helpful
Opportunity

Task 13

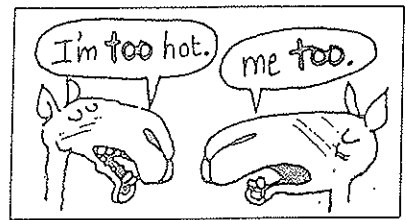
to, two and too



to = a little word which is very common



two = 2



too = 'more than enough'
too = 'as well' } two meanings

Fill to, too or two into these sentences:

- 1 The little boy was _____ years old last Friday.
- 2 My friend went _____ France for her holidays.
- 3 The water is _____ cold for swimming.
- 4 Do you know the way _____ our school?
- 5 The teacher looked as if he was going _____ explode.
- 6 She wore the same socks for _____ days.
- 7 I'd like some potatoes, please. And I'll have some peas _____.
- 8 It's _____ late for a story. Go straight _____ sleep.
- 9 At _____ o'clock we are going _____ the shops.
- 10 The tea was _____ hot _____ drink.

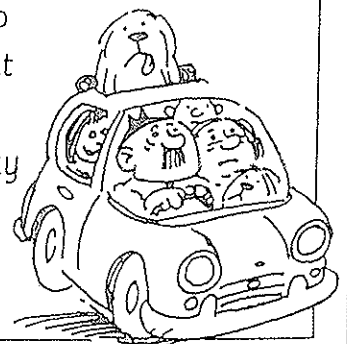
Check with your teacher before going on.

- 11 There were _____ birds sitting in a tree.
- 12 My sister is _____ young _____ join the Brownies.
- 13 I am going _____ watch TV for _____ hours.
- 14 Don't forget _____ put your coat on. And please bring my coat _____.
- 15 _____ girls on one chair is one _____ many.

The two meanings of 'too'

In the little story below, 'too' is used eight times. Wherever it means 'more than enough', underline it (five times). Wherever it means 'also', put a (ring) round it (three times).

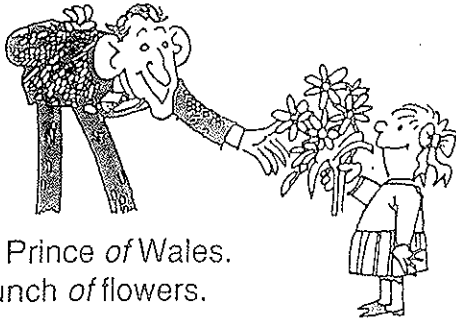
There were too many people in the little car. There were too many pets in there too. Bess the sheepdog was too big to sit down in the boot and her puppy was too wriggly to sit on Mrs Brown's knee. The Brown family were too hot and sticky to enjoy their ride, and the animals were miserable too. 'I wish I'd stayed at home,' said Sarah Brown. 'Me too,' said her brother.



Task 14

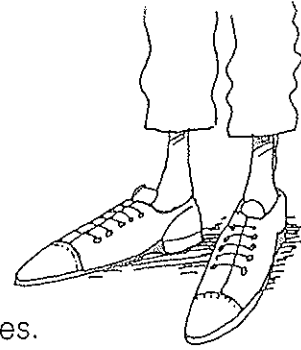
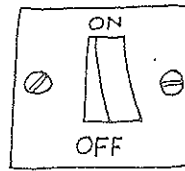
of and off

sounds like 'ov'



The Prince of Wales.
A bunch of flowers.

sounds like 'off'




On and off.
Take off your shoes.

Fill the correct word – *of* or *off* – into each space:

- 1 The King _____ Spain's daughter came to visit me.
- 2 The clock fell _____ the shelf and landed on the cat.
- 3 We are _____ to sunny Spain.
- 4 There are lots _____ boys called James.
- 5 A pair _____ robins have made a nest in our garage.

Check with your teacher before going on.

- 6 The gun went _____ by mistake.
- 7 My cards were the three _____ clubs and the ace _____ hearts.
- 8 Switch _____ the kettle and make a cup _____ tea.
- 9 As I was getting _____ the bus, I saw some _____ my friends.
- 10 Plenty _____ children have time _____ school.
- 11 Take _____ your coat and sit down.
- 12 _____ we go!
- 13 They had to put _____ the girl's birthday party because she was ill.
- 14 One _____ the kittens was black and white. 
- 15 I looked out _____ the window and saw Fred fall _____ his bike.

Make up two sentences of your own containing the word *of*, and two sentences containing the word *off*. Write the sentences here and underline the words *of* or *off* in each one.

our and are



our means 'belonging to us'.
It is a pronoun (like your).



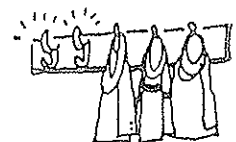
are is part of the verb 'to be' (like is).

Complete:

___ house, ___ street, ___ town. We ___, ___ you, they ___.
 ___ coats, ___ shoes, ___ socks. Here ___, there ___, where ___?
 ___ hands, ___ heads, ___ brains. Who ___, what ___, why ___?

Fill **our** or **are** into the spaces:

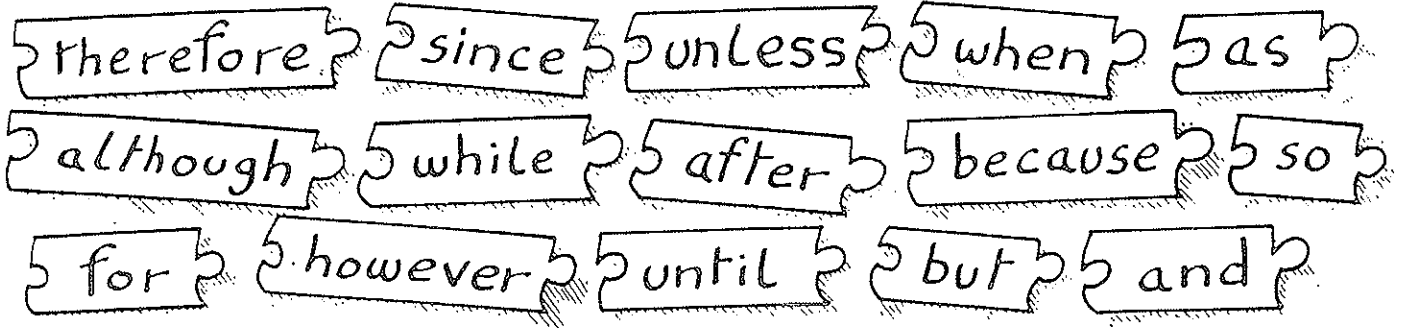
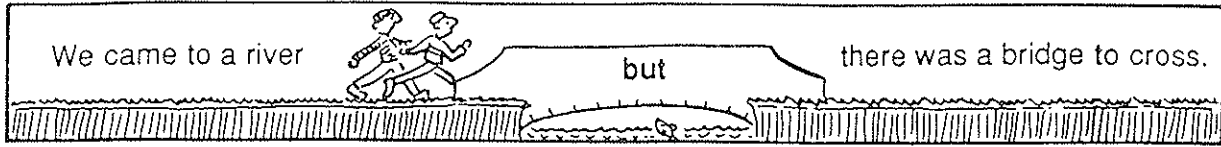
- 1 Where _____ the children playing?
- 2 We put _____ sandwiches in the box.
- 3 _____ teacher is called Mr Singh.
- 4 There _____ lots of flowers in the park.
- 5 We called _____ dog Tramp because he was so scruffy.
- 6 The police _____ searching the building.
- 7 How many people _____ in there?
- 8 You can put your car in _____ garage for now.
- 9 We don't know where they _____.
- 10 We gave _____ names to the man at the door.
- 11 Your books _____ over there, but I don't know where _____ s _____.
- 12 _____ Father, which art in Heaven.
- 13 There _____ strangers at front door.
- 14 We left _____ coats in the cloakroom and now they _____ missing.



Task 16

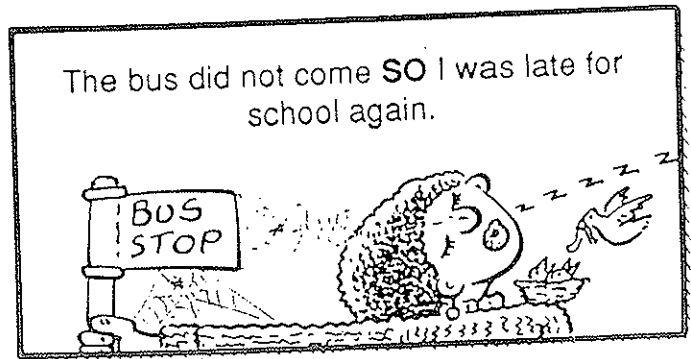
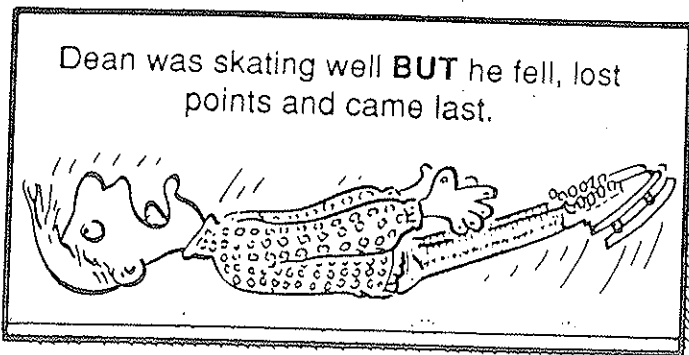
Connectives

Connectives are joining words. They help to make better, more interesting sentences.



• Choose a connective to join the sentences below.

- | | |
|----------------------------------|---|
| 1. It was a really dark night | I had a torch and could see my way. |
| 2. I had lost my wallet | I had to borrow some money to get home. |
| 3. I cannot speak French | my mother comes from Paris. |
| 4. The car was stuck in the snow | we always have a shovel in the boot. |



Now

• With a partner, decide how you would finish these sentences:

1. Chris was run over by a car and was sent to hospital although ...
2. My alarm didn't go off this morning so ...
3. All the shops in the High Street were shut because ...
4. We had booked a room in the hotel but ...
5. I hate swimming since ...

• Turn over and write five sentences of your own using connectives

Task 17

33. Homophone hunt

Homophones are words that sound the same but have different spellings and meanings.

Can you select which is the correct one in each sentence?

Example: *The weather is so unpredictable at the moment. But whether it's cold or hot tomorrow, we'll still go on our picnic.* (WHETHER, WEATHER)

Your turn!

1. I just don't _____ any more. There is _____ reason for his disgraceful behaviour! (NO, KNOW)
2. _____ do you think is the ugliest? (WITCH, WHICH)
3. The _____ of us would like _____ go _____ the beach _____. (TO, TOO, TWO)
4. As he was walking _____ the shop window, he saw a man who had _____ out on the floor inside. (PASSED, PAST)
5. _____ going to a place _____ we can _____ whatever we like. (WEAR, WE'RE, WHERE)
6. Do you know the _____ way to _____ an essay? (WRITE, RIGHT)
7. Come _____. I can't _____ you when you are so far away. (HEAR, HERE)
8. This _____ _____ once have been unpainted. (WOULD, WOOD)
9. I _____ him when he was just _____ in the neighbourhood. (KNEW, NEW)
10. Be _____ and pay your _____. (FARE, FAIR)





Finding information and evidence

in a text (1)

Level 4 readers can find information in short texts, or selected areas of longer texts.

Level 5 readers can find information from larger amounts of text, and find evidence to support opinions.

Always read a text once to get a general idea. Then read it again, focusing on finding out what you need to know.

★ Use a highlighter pen to target points in the text that will help you with the answers.

This advert for a DVD rental company has a lot of information to persuade people to use their service.

lots to choose from

FILMS FOR FREE

FREE TRIAL AND CINEMA TICKETS

LOVEFiLM is the UK's biggest and best online DVD rental service, delivering DVDs to your door. The site carries **65,000-plus titles**, including games and a downloads service. Try the service for free and then become a full member by choosing one of our rental packages. Prices start from £3.99 a month for a 'capped' package and £9.99 a month for an 'unlimited' package. LOVEFiLM's unlimited packages allow you to watch as many DVDs as you like, with free postage both ways and no late fees.

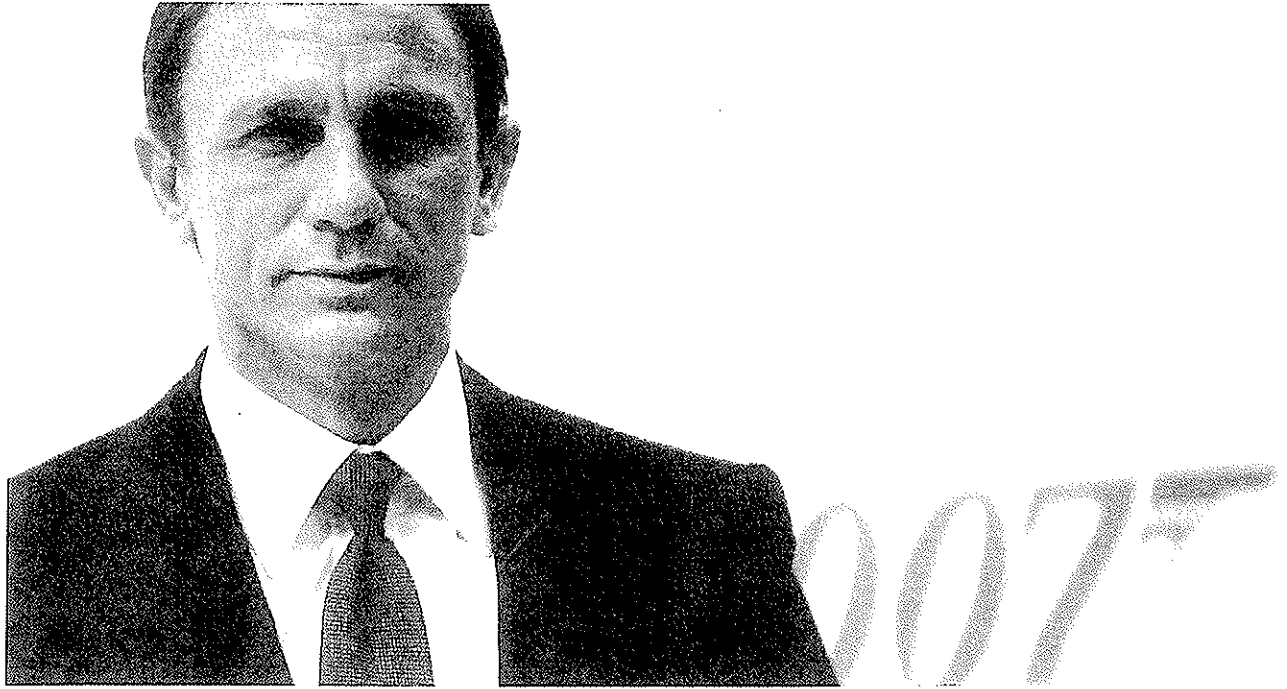
To redeem this offer, visit lovesfilm.com and enter the code NW3CN2.

Expires 27 June.

Draw the table and write down five good things mentioned in this advert to attract customers, and then say what you think is good about them. An example has been done for you.

Good things to attract customers	What is good about them
1. 65,000-plus titles	Lots to choose from
2.	
3.	
4.	
5.	

2 Read this short magazine article about Daniel Craig.



Daniel Craig, the new James Bond, told his personal trainer that he had to 'look like I could kill someone when I take my shirt off' when he started to prepare for his new role as 007 James Bond.

He gave up smoking, exercised five times a week and stopped drinking beer every day. His workouts lasted about 45 minutes but they were hard. His trainer was an ex-Royal Marine soldier who really put him through his paces. He hadn't done much gym work before. He needed to be fit, not so much because he needed to look good, but because he had to be able to do the stunts and the very many complicated fight sequences. This wasn't his normal work. And as for looking good – he achieved that too!

Draw the table.

- a) Find four changes Daniel Craig made to his life while preparing for his role as James Bond. Quote from the text to give the evidence for your answer. An example has been done for you.

Change	Evidence
<i>stopped smoking</i>	<i>gave up smoking</i>

- b) Give two reasons why Daniel Craig did this training.



★ Don't forget the highlighter!

What does the writer mean but not tell you directly? (1)

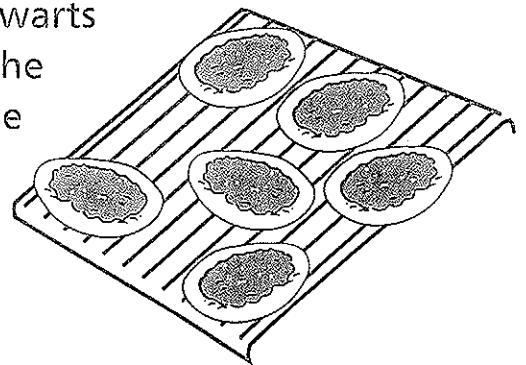


Level 4 readers can understand some of the writer's meanings, but often explain them using the writer's words.

Level 5 readers can understand the writer's meanings and explain them in their own words.

- 1 In this autobiography, the writer remembers a moment from his childhood.

One day my father came home from work, and even before he had taken off his coat he grabbed one of our jam tarts from the wire cooling rack. He couldn't have known they had come from the oven only a minute or two before. His hands flapped, his face turned a deep raspberry red, beads of sweat formed like warts on his brow, he danced a merry dance. As he tried to swallow and his eyes filled with the sort of tears a man can only summon when he has boiling lemon curd stuck to the roof of his mouth, I am sure that I saw the faintest of smiles flicker across my mother's face.



Toast by Nigel Slater

- a True or False? Write down your answer.

- Father has warts.
- Father was delighted.
- Father was hungry.
- Father turned red with anger.
- Father was in pain.
- Mother was worried about father.

- b Write down the evidence from the text for any that you think are true.

- c *I am sure that I saw the faintest of smiles flicker across my mother's face.*
What does this quotation suggest about the mother?



★ When you think you understand the writer's meaning, go back and check it makes sense with the whole text.

2 This story is about girls' football. Two boys are watching them play.

Bert and Wayne stood together on the sidelines and watched the girls' teams kick off.

'This is going to be rubbish. I don't want to watch a load of girls,' moaned Wayne, taking out his mobile and checking his messages.

'Well, there you're wrong. Watch Bella, number seven. She's a legend. Scored more goals than you this season, that's a fact,' said Bert, his eyes on the game.

'It'll be about as gripping as a Spanish lesson – you just rate Bella and any excuse to see her. I know you!' laughed Wayne sarcastically, his eyes fixed on his mobile screen.

'Well, who wouldn't?' replied Bert, dreamily, his eyes firmly fixed on number seven.

'I wouldn't, that I can ...,' began Wayne, looking up, only to be interrupted by a shout from his friend.

'Wow! Magic! Straight into the corner.' Bert yelled.

'... Right. Yeah, ... awesome.' Wayne stared at Bella in disbelief and shook his head. 'Not bad for a girl. ... Should have laid it off to the winger really – she was in a better position.'

Bert smiled to himself. It was good to be right, for once.



a) Copy and complete this table to explain what the writer suggests about the characters of Bert and Wayne.

	The writer suggests he ...	Evidence from the text
Bert		
Wayne		

★ Use your own words to explain your ideas.

b) What do you learn about Bert and Wayne in this text?

Practise writing up your comments in your own words by answering this question in one paragraph.



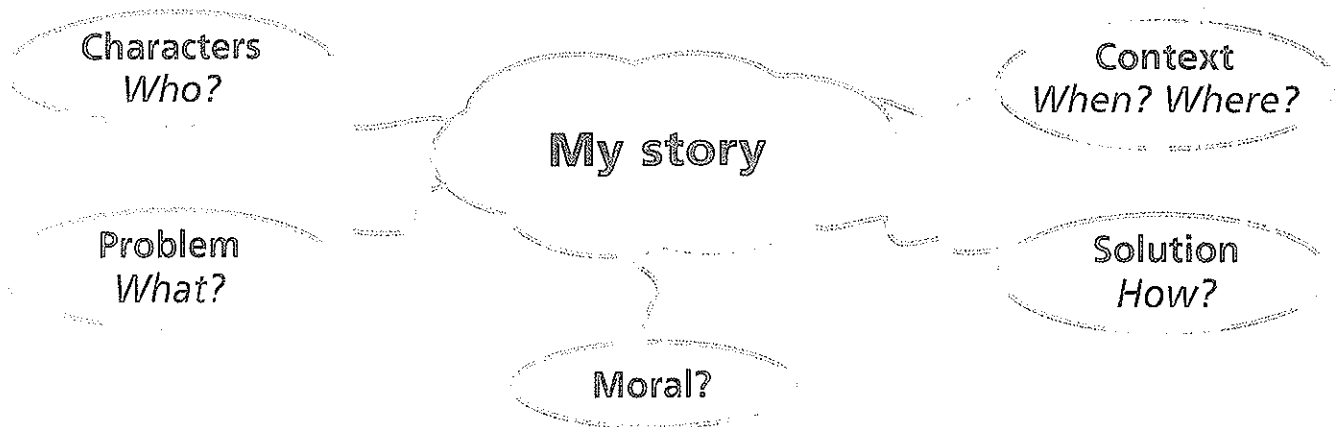
Commenting on the organisation of texts (1)

Level 4 readers can identify the basic organisation of a text.

Level 5 readers can identify the pattern of ideas in a text and make comments about it.

It is useful to look at the opening and the ending of the text to find out what they do.

Writers have a mental map of their work. The reader needs to understand that map.



An ending may be a surprise to YOU, but that is because the WRITER has planned it that way!

What do openings do? Write down True or False

- a) Introduce characters
- b) Describe locations
- c) Give an opinion
- d) Make a statement
- e) Ask a question

Yes, that was a trick question. Openings can do almost anything. Understanding WHY a writer chooses an opening is the challenge!

2 What kinds of endings are these? Write out each sentence and label each one with these types of endings: cliff hanger summary request

- a) All in all, everyone had a wonderful day at the theme park: eating ice cream, enjoying the rides and getting soaked!
- b) Who knows whether the ghost will walk again?
- c) Will you get involved and help us to make a change?



★ Just labelling the ending will not get you any marks. You have to explain how it fits the text.

- 2 This story is set in China, long ago. It is about Lu Si-yan, a Chinese girl, whose father has died. She lives with her mother and her Uncle Ba. They are very poor.

Chapter One: To Market

I loved my baby brother, until Uncle took me to market and sold me. He was the bright, shiny pebble in the water, the twinkling star in the sky. Until Uncle took me to market and sold me. Then I hated him.

‘Lu Si-yan,’ Uncle greeted me early one summer morning, ‘today is a big day for you. From today, you must learn to find your own way in the muddy whirlpool of life. Your mother and I have given you a good start. Now it is your turn.’

My mother stood in the shadows of our kitchen, but she didn't look at me and she didn't say a word. Uncle took me tightly by the wrist. As he led me from the house, my mother reached out her hand towards me and clawed the air as though trying to pull me back. Then she picked up my little brother and hid behind the door, but I saw her face wither with pain and, in that moment, fear gripped my heart.

‘Where are you taking me, Uncle Ba?’ I cried.

‘It's for the best,’ he replied, his mouth set grimly.

‘You're hurting my arm,’ I cried.

He pulled me past the scorched patchwork terraces of my family's smallholding, scattering hens and ducks along the way, and out on to the dusty track that led steeply up to the road. There, we walked, Uncle brisk and businesslike, me dragging my feet in protest, until we came to the bus-stop.

‘Where are we going, Uncle Ba?’ I whimpered this time.

‘To market,’ he said.

Spilled Water by Sally Grindley

- 3 What kind of ending is this?

cliff hanger summary request

- 4 Explain why you think this.

- 5 How does the opening paragraph link to the ending of the chapter?

- 6 Most of the chapter is about Lu Si-yan and her uncle. Why does the writer add a paragraph about her mother in the middle of this section?



★ DO NOT tell the story. Think about how it is organised.

Test yourself: practice reading tests

Reading test 1: Haunted?

Text A Read the passage and answer the questions in your book.

In this story, Dinah Glass is a new girl at a very strange school. It is her first day and she has to meet the headmaster.

As she stepped through, Dinah glanced quickly round the room. It was the tidiest office she had ever seen. There were no papers, no files, no pictures on the walls. Just a large, empty-topped desk, a filing cabinet, and a bookcase with a neat row of books.

She took it all in in one second and then forgot it as her eyes fell on the man standing by the window. He was tall and thin, dressed in an immaculate black suit. From his shoulders, a long, black teacher's gown hung in heavy folds, like wings, giving him the appearance of a huge crow. Only his head was startlingly white. Fair hair, almost as colourless as snow, lay round a face with paper-white skin and pallid lips. His eyes were hidden behind dark glasses, like two black holes in the middle of all the whiteness.

She cleared her throat. 'Hello. I'm Dinah Glass and I—'

He raised a long, ivory-covered hand. 'Please do not speak until you are asked. Idle chatter is an inefficient waste of energy.'

The Demon Headmaster by Gillian Cross



- 1 Find two words in paragraph 1 to sum up how the headmaster's office looks.
- 2 From paragraph 2, find three things the headmaster was wearing. The first one is done for you.
gown
- 3 *a long, black teacher's gown hung in heavy folds, like wings, giving him the appearance of a huge crow.*
Explain the effect of using this language to compare the headmaster to a crow.
- 4 In paragraph 2, Dinah describes the headmaster's eyes as *like two black holes*.
Explain how this description helps to make him seem unpleasant.
- 5 The writer first describes the headmaster's room and the headmaster's appearance. Then, the headmaster speaks.
What is the effect of organising the story in this order?

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Text B

This text comes from a travel book about the county of Cornwall.

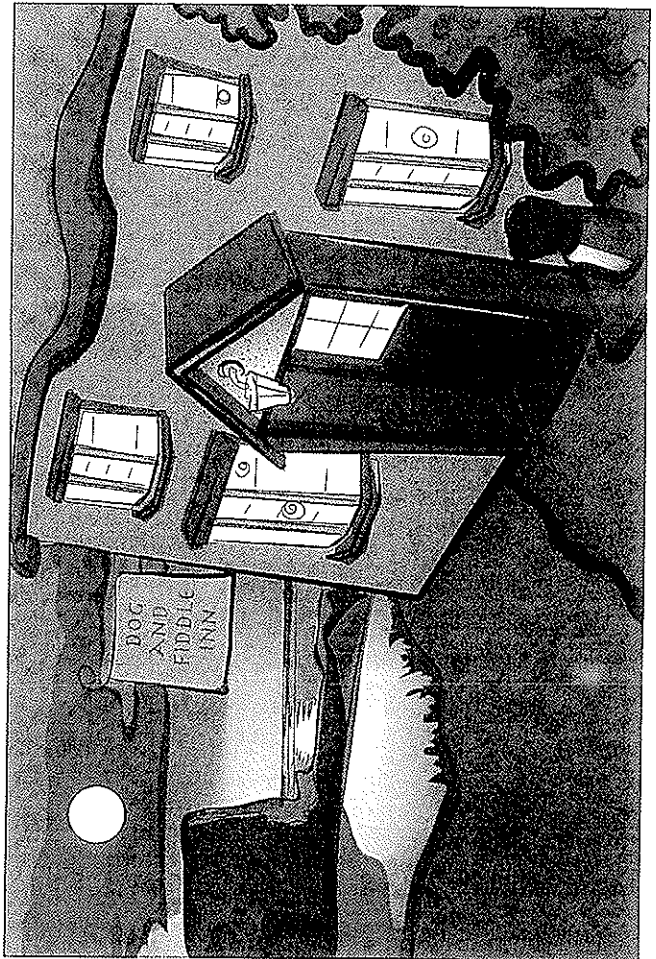
Dog and Fiddle Inn, Barncastle Road

This part of the Cornish coast is renowned for its smuggling stories and this little travellers' resting place has an eerie story of its own. Some say that, from this particular inn, a long winding tunnel ran down to the coast and had entrances in more than one of the local bays. The smugglers brought ashore their ill-gotten gains, came through the maze of tunnels and into the cellars of the inn.

From places in the locality, people swear they hear the ghostly wailing sounds of a poor, drunken fiddler who, one night, explored the tunnels beneath the inn and, along with his dog, never reached the end. What can be heard, they say, is his ghost playing mournful tunes accompanied by his sadly howling dog as they try to find their way.

Others say, however, that the spooky noises are made, once in a while, by the current owner of the inn to keep the tale alive and boost his trade. You'll have to make your own mind up on that one.

Aside from all that, we recommend a visit because, even if you don't hear the fiddler and his dog, you can be assured of a warm welcome, comfortable overnight accommodation, excellent ales and delicious home-made food to set you on your way. A double room is £75.00 including breakfast and there is a very reasonably priced food tariff.



Task 22

- 6 Are these statements True, False or Does not say? Write your answer in your book.
The story about the ghostly fiddler:
- a) is true.
 - b) is untrue.
 - c) is useful to the inn keeper.
 - d) is putting people off visiting the inn.

- 7 Complete the sentence correctly.

According to the story,
the fiddler and his dog ...
... drowned in the sea.
... got lost in the tunnels.
... were saved by smugglers.
... were killed by the inn keeper.

- 8 In paragraph 2, the writer creates a *ghostly* effect in telling the tale.
Give three other words which add to this effect.

- 9 The text comes from a travel book.

- a) What is the overall purpose of the text? Choose the correct answer.
- ☆ To describe a character from an old story.
 - ☆ To persuade you to visit the Dog and Fiddle.
 - ☆ To tell a story about smuggling.
 - ☆ To give advice about holidays in Cornwall.
- b) Explain how you know this is the purpose of the text and give evidence from the writing.

Draw the following table.

- 10 Each paragraph in the text has a different purpose. Put the number of each paragraph beside its purpose. One has been done for you.

Function	Paragraph number
a) Introduces the story	
b) Give hotel details	4
c) Tell the tale	
d) Question the story	

The Closet Creature

by Kelly Hashway

Bump! Bump! Scratch!

Adam opened his eyes and pulled the covers up to his chin. He stared around his room, searching the darkness for the thing that was making those scary sounds.

The closet door moved as something banged on it from the inside.

"Who's there?" Adam asked in a shaky voice.

The closet slowly began to open. Adam jumped out of bed and ran to the closet door, slamming it shut with his palms. He grabbed his desk chair and propped it against the door handle. Then he ran out of his room and down the hall. His brother's door was wide open, and Adam jumped onto David's bed.

"Adam?" David asked in a groggy voice. "What are you doing in here?"

Adam tugged on David's arm. "There's something in my closet!"

"You probably had a bad dream. Go back to bed."

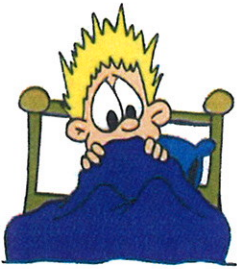
Adam yanked the blankets off the bed. "It wasn't a dream. I was awake, and the closet door starting opening by itself!"

David sighed. "Fine. But when we don't find anything, you have to promise to leave me alone for the rest of the night."

Adam nodded. David reached into his desk drawer and pulled out a flashlight. Then they headed to Adam's room. Adam stopped in the doorway. He could hear something scratching his closet door.

"Do you hear that?" Adam asked.

David nodded. He walked over to Adam's bed and pulled the case off one of the pillows. He opened the pillowcase.



"You open the door very slowly, and I'll grab whatever it is."

Adam slid the chair to the side and pulled the closet door open a crack. Something banged against the door, trying to force it open. Adam took a deep breath and opened the door a few more inches. A small furry creature ran right into the pillowcase.

"I got it!" David said, closing the pillowcase and holding it in the air.

"What is it?" Adam moved closer as David peeked inside.

David put the pillowcase on the bed and an orange cat climbed out. Adam scooped the cat up. "Apricot? How did you get trapped in my closet?"

David laughed. "The poor cat. If I was locked in your closet with your stinky shoes, I'd be banging on the door to get out, too!"

"Poor, Apricot," Adam said. "You were probably more scared than I was."



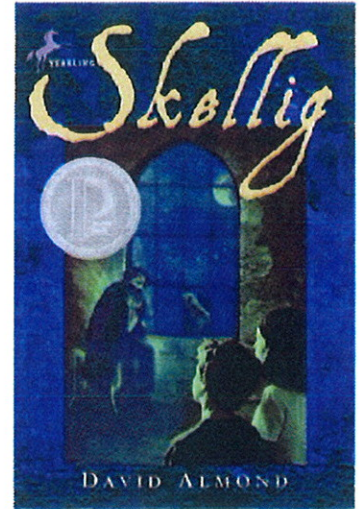
Read the story and answer the following questions:

1. What happened right after David went into Adam's room?
2. What did David plan to do with the pillowcase?
3. What was making the strange sounds in Adam's closet?
4. Write three adjectives that describe David. Explain why you chose each word.
5. List the main characters and briefly describe them.
6. Tell where and when the story takes place. Be specific.

Skellig by David Almond

Chapter 8

When he came down from his bath, Dad started moaning that there was no bread and there were no eggs, and in the end he said, 'I know. Let's have a takeaway, eh?' It was a light went on in my head. He had the menu from the Chinese round the corner in his hand. 'We'll get it in for when your mum gets back,' he said. 'What'd you fancy?' '27 and 53,' I said. 'That's clever,' he said. 'You did that without looking. What's your next trick?' He wrote it all down. 'Special chow mein for Mum, spring rolls and pork char sui for you, beef and mushroom for me, crispy seaweed and prawn crackers for the baby. And if she won't eat them, we will and serve her right, eh? She'll be back on boring mother's milk again.'



He phoned the Chinese, gave me the cash, and I ran round to collect it all. By the time I got back again, Mum and the baby were there. She tried to make a fuss of me and kept asking me about the journey and about school. Then the baby puked over her shoulder and she had to get cleaned up. Dad belted through his beef and mushroom and the seaweed and prawn crackers. He said he was all clogged up with Ernie's dust and he swigged off a bottle of beer.

When he saw I was leaving half of mine, he reached over with his fork. I covered it with my arm. 'You'll get fat,' I said. Mum laughed. 'Fatter!' she said. 'I'm famished,' he said. 'Worked like a bloomin' slave for you lot today.' He reached out and tickled the baby's chin and kissed her. 'Specially for you, little chick.' I kept me arm in front of the food. 'Fatso,' I said. He lifted his shirt and grabbed his belly with his fingers. 'See?' said Mum. He looked at us. He dipped his finger into the sauce at the edge of my plate. 'Delicious,' he said. 'But enough's enough. I've had an ample sufficiency, thank you.'

Then he went to the fridge and got another beer and a great big lump of cheese. I tipped what was left of 27 and 53 into the takeaway tin and put it in the outside bin.

Read the text and answer the following questions:

1. What were numbers 27 and 53 on the Chinese menu?
2. What did the baby do to Mum when she was fussing over Michael?
3. What were Mum and Michael teasing Dad about?
4. What were are used to describe people in Chapter 8 (Clue: there are three!)?
5. What meals from the Chinese did Dad order for Mum and himself?

Robert Burke

Melbourne, Australia, 1860.

In those days nobody knew what was in the middle of Australia. There might be a great lake or unknown cities. There might be more strange animals to find. Somebody had to explore Australia by walking from the South to the North. This man was Robert Burke.



Burke was born in Ireland. He was in the army there and then he joined the police. Later, he left Ireland and moved to a city called Melbourne, in Australia. He became a policeman there.

Burke liked police work. But sometimes it was boring. He wanted to do more with his life. Exploring Australia might bring him fame and fortune. But there was a problem. Exploring a new country takes a lot of skill. You have to be ready when things go wrong. You have to have a plan. You have to know what to take and what to leave behind. Burke had never explored anywhere before. He knew nothing about leading a team. He made mistakes. The group began to make good progress. But the land was dry as a bone. Another explorer, Wills, was worried they would run out of water. But Burke was in too much of a rush to worry. He didn't even stop at water holes. It might slow him down.

If they spotted one in the afternoon he'd just pass by. He made his team march 16 hours a day. It didn't matter how thirsty they got.

But in the end even burke had to stop for water. They'd reached some mountains, where there were deep valleys. In the valleys were dark pools of good water. They filled their water bags. If they hadn't come across the pools, they'd have died of thirst.

We learn quite a few things about Robert Burke from this text. Read it and answer the following questions in full sentences.

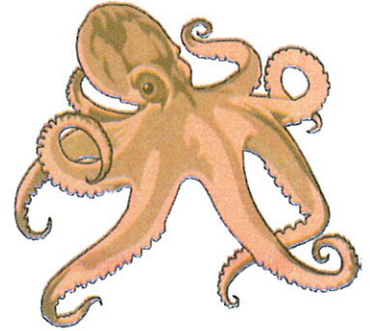
1. What was Burke's first job?
2. What was Burke's second job?
3. What did Burke want to do with his life?
4. What were the mistakes Robert Burke made? (Choose words from the text to help you answer the question).
5. Why do you think he would make a good explorer? (Choose words from the text to help you answer the question).
6. What had he done in his past to make him a good team leader? (Choose words from the text to help you answer the question).

MAGICIAN OF THE SEA

by Kelly Hashway

What do three hearts, eight arms, and one huge brain add up to? An octopus, a creature that can do amazing things.

Octopuses are extremely intelligent. They can learn new things just like humans. They've even learned a few tricks to get them out of sticky situations. If an octopus is threatened by a predator, such as a shark or bird, it can use some pretty incredible skills to get away. Octopuses don't have teeth or sharp claws to defend themselves. Instead, they use more clever ways to fool their attackers. Octopuses like to hide themselves in the sand on the bottom of the ocean floor. How you ask? Well, the octopus is like a chameleon because it can change the colour of its skin to match the sand. And this colour change, or camouflage, happens in less than a minute.



Some octopuses like to stay in more shallow water where there are rocks and coral. Because octopuses are invertebrates, meaning they don't have backbones, they can squeeze themselves into small spaces between the rocks to get out of reach of their predators. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus. By the time the ink clears and the predator can see again, the octopus has swum away or hidden. It's very much like a magician doing a vanishing act.

If you think that's a neat trick, then you'll love what else these creatures have up their sleeves. If an octopus is being attacked, it can actually make itself look like a venomous sea snake. It will bury itself in the sand, keeping two arms visible. It will change the colour of those arms to match a sea snake. But what if there's no time to hide? If an octopus is in trouble, it can break off one of its arms. The arm will then change colours and squirm around in the water to distract the predator while the octopus swims away to safety. Don't worry though. The octopus's arm will grow back.



There is one kind of octopus that has venom to use in defence. The blue-ringed octopus is tiny; it could fit in the palm of your hand. Predators might think this size makes the octopus a great snack, but they know to stay away. The blue-ringed octopus is very poisonous and can kill predators much larger than itself, including humans.

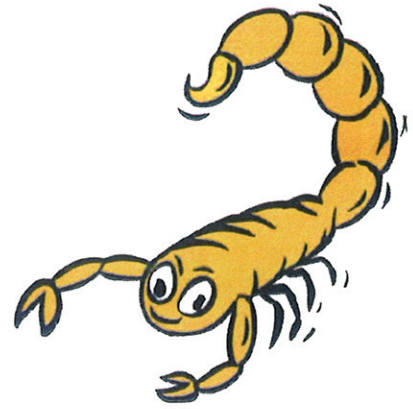
So the next time you see an octopus in the aquarium or while you're snorkelling, remember that inside that oversized head is a very large brain, making them a clever addition to the sea.

Read the text and answer the following questions:

1. List four ways that an octopus defends itself.
2. Explain how shooting ink helps an octopus to escape from predators.
3. What happens to an octopus if it loses one of its eight arms?
4. What is the writer's purpose for writing this article?

Hitchhikers in the Bathroom

by **Liana Mahoney**



Imagine this. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not alone in the bathroom. Your heart pounding, you turn toward the tiny intruder to get a better look.

You're horrified to see that it has eight legs and a pair of oversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and it's no more harmful to you than a housefly. This tiny bathroom bug is called a pseudoscorpion (SOO-doh-SCOR-peeuhn). But don't be fooled by its name. It's not really a scorpion; it's just a relative. The pseudoscorpion is a kind of arachnid (uh-RAKnid), which means it is closely related to spiders, scorpions, and mites. Like scorpions, pseudoscorpions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scorpions have.

Pseudoscorpions usually live outside in mulch, under tree bark, and in leaf litter. So how do they end up in the bathroom? They use those pincer-like claws to hitch a ride on other bugs, such as flies and beetles. When these insects come in, so do the pseudoscorpions – attached to their legs!

These tiny arachnids prefer moist places. Since the bathroom tends to be humid after bathing and showering, it's a likely place to find them. But they are easily overlooked. Most pseudoscorpions are only about two to eight millimeters long.

Pseudoscorpions don't bite or sting humans, and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, mites, and small flies. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!

Read the article and answer the following questions:

1. If you wanted to find a pseudoscorpion outdoors, where would you look?
2. Identify two similarities and two differences between pseudoscorpions and real scorpions
3. How can pseudoscorpions be helpful to humans?

Foggy Figure

by Kelly Hashway



Justin and Mary woke up early, even though they were vacationing at their uncle's lake house. The night before, Uncle Thomas told them about the Foggy Figure that haunts the lake. Justin and Mary were determined to see the ghostly creature before their vacation was over.

"Is it foggy outside?" Mary asked, as Justin peered out the window.

"Yup! Let's go!" Justin let go of the curtain and rushed to the door with Mary on his heels.

It was only 5:00AM, so everyone else in the house was still asleep. As they crept through the kitchen to the back door, Mary sniffed the air. It had the faint scent of coffee and something sweet. She shrugged it off and followed Justin out the door, down the back steps, and out onto the boat dock. The fog had settled over the lake, making it impossible to see anything.

"Do you see anything?" Mary asked, leaning forward for a closer look.

"Nothing. Do you think Uncle Thomas was just trying to scare us with that story?"

Uncle Thomas did have a good imagination. He'd been telling Justin and Mary stories for years, but this was the first scary story. Mary had a feeling it wasn't made up.

Mary shook her head. "Remember what Uncle Thomas said? The Foggy Figure haunts the lake. We're on the dock. Maybe that's why we can't see him. The people in the story were in boats."

"You want to go out on the water?" Justin asked.

Mary looked around; trying to find Uncle Thomas's boat, but the fog was too thick.

"Mom and Dad will be really angry if we go out on the lake alone in this fog," Justin said.

Mary shrugged. "Maybe we don't have to go anywhere. We could sit in the boat while it's docked. That wouldn't be dangerous."

"Okay." Justin crept toward the end of the dock. He could barely see the outline of the boat. "I'll go first." He carefully lowered himself into the boat and then reached for Mary's hand.

Mary climbed into the boat and sat beside him. She was getting nervous now that they were on the water. "See anything?"

They looked around, and gradually, the fog began to lift. Mary turned around and screamed. "The Foggy Figure!" It was in the boat with them!

Justin and Mary hugged each other in fear, but then they heard a laugh. Justin leaned toward the Foggy Figure. "Uncle Thomas?"

"I knew that story would get you two out of bed early enough to take a boat ride with me."

Mary sighed, happy there was no Foggy Figure after all. Justin looked relieved, too.

Uncle Thomas laughed. "What do you say? I packed a breakfast for us."

Mary smiled. She *had* smelled coffee. And Uncle Thomas had packed pastries for them, too.

"Let's do it," Mary and Justin said.

Read the story and answer the following questions:

1. When does this story take place?
2. What stories did Uncle Thomas tell Justin and Mary about?
3. Based on the information in the story, which word best describes Uncle Thomas: scared, hard-working, lonely or creative? Explain your answer.
4. Why didn't Justin and Mary take the boat out on the lake alone?
5. Find an example of a tense moment. What made this moment tense?



Volcanoes

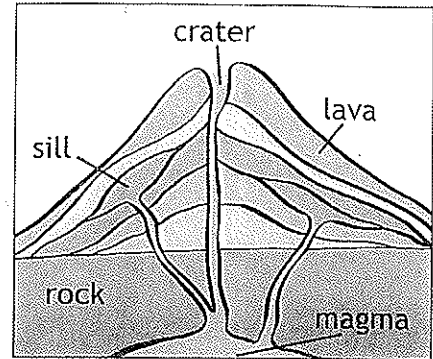
How is a volcano formed?

The earth's core is made of a liquid called **magma**, which is red-hot, molten rock. When this **magma** rises to the earth's surface, or **crust**, bubbles of gas are formed in it.

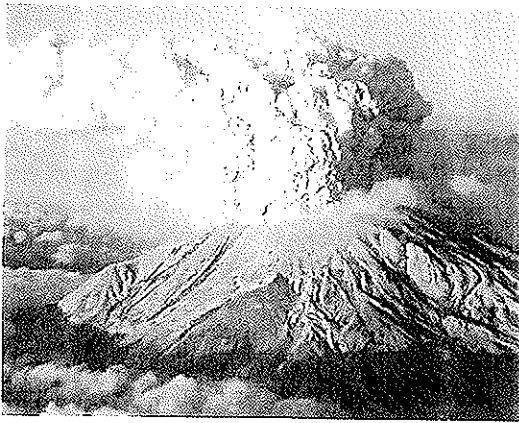
These trapped bubbles get very hot and build up high pressure – sometimes high enough to explode. This is called an **eruption**. In an eruption, the pressure becomes too high and super-heated magma bursts out of the earth. Once it has escaped, it slowly cools, and becomes solid rock once more.

After many eruptions, this cooled rock builds up to form the cone of the volcano.

Note:- lava is what magma is called when it reaches the surface.



Volcano cross-section



Mount St Helens erupting in 1980

Why are some volcanoes more destructive than others?

There are different kinds of volcanoes. This depends on the type of magma in the earth where the volcano has been formed.

In places where the magma is thin, the bubbles of gas can escape easily, pressure does not build up very much, and there is less chance of an explosion. Lava just oozes out slowly and runs down the side of the volcano.

In places where the magma is very thick and sticky, the gas bubbles become trapped and high pressure builds up. The volcano will eventually explode, throwing out super-heated rocks and gas clouds and causing major devastation to the surrounding countryside.

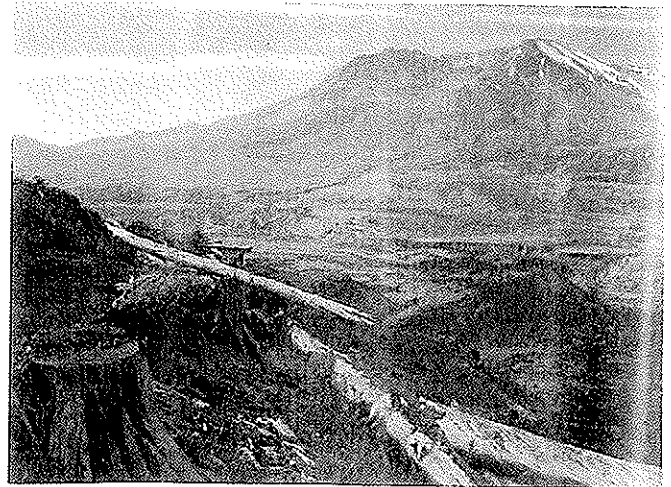
What are the most dangerous things about volcanoes?

Pyroclastic flows are avalanches of hot ash, pumice and gas. They can cause terrible destruction to the environment, killing people, plants and animals and destroying whole towns.

Burning gas clouds and **falling ash** can suffocate people and animals, and destroy forests and crops.

Many people die after an eruption through **famine** or **disease**, because they have lost all their possessions.

Volcanic eruptions often cause **tsunamis**, huge tidal waves that destroy coastal areas and kill many people and animals.



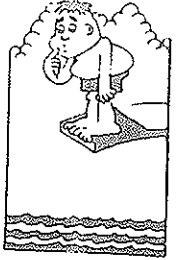
Devastation caused by Mount St Helens' eruption

Read the text and answer the following questions:

1. How does an eruption occur?
2. Why is an eruption of thick and sticky magma more destructive than thin magma?
3. How does each image link with the information next to it?

Capital letters and full stops

Remember:
 the word 'I' is always a capital letter.
 e.g. I want to go swimming.



Below are five sentences. Rewrite them with 'I' instead of 'i' and put in the capital letters and full stops.

1. that is not where i want to go

.....

2. he told me that i was good at football

.....

3. that is the game i would like for my computer

.....

4. i ran very fast in the race

.....

5. i told my friend that i could go to her house for tea

.....

Change the 'you' to 'I' and add the capital letters and full stops.

There are two sentences in some of the examples.

1. you will see john at sarah's house

.....

2. you always wear blue shoes

.....

3. you can go to her party

.....

4. he read that book you read it first

.....

5. you love cakes she likes cheese

.....

6. you do not turn left you turn right

.....

Task 31

Capital letters and full stops

In your ordinary handwriting, rewrite the passage below in five sentences, beginning each with a capital letter and ending each with a full stop. You will also need to keep some capital letters in other places.

MY SISTER ALICE IS TWO SHE WENT SHOPPING WITH MY MUM MY MUM IS CALLED PAT WHILE THEY WERE SHOPPING ALICE ATE A WHOLE BAG OF RAISINS MY MUM SAID THIS HAD KEPT HER QUIET

.....
.....
.....
.....
.....

Do the same with the passage below. There are four sentences.

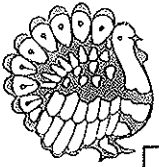
MY NAME IS SAM I LIVE IN GREEN STREET, OLDHAM I HAVE A BROTHER CALLED JAMES AND A SISTER CALLED ANNE MY DAD WORKS IN MANCHESTER

.....
.....
.....
.....

Do the same with the passage below. There are four sentences.

I WENT TO PARIS I MET MY COUSIN PHILIPPE HE TOOK ME TO SEE THE EIFFEL TOWER FROM THE TOP OF THE EIFFEL TOWER I SAW PARIS

.....
.....
.....



Capital letters and full stops

Remember:

always use a capital letter for special days.
 e.g. Christmas Day, Easter Day, Good Friday,
 Ramadan, Mother's Day, Hanukkah,
 Chinese New Year, Diwali.



Add the capital letters and full stops.

1. i am going to the match on saturday

2. next week we celebrate hanukkah

3. i am going to venice in july

4. i think that easter is in march this year

5. gita told me that ramadan is in october

6. in australia christmas is in the summer

7. i have bought my mother a rose for mother's day

8. people put on lights in their homes to celebrate diwali

9. we have chocolate eggs on easter sunday

10. my birthday is on thursday

11. thanksgiving day is in november

12. we are going away on august bank holiday monday

The comma



Remember:
the most common use of the comma is to separate different parts of a sentence.
A comma makes the meaning of a sentence clearer.
e.g. I can dive, swim two lengths and float.
N.B. You do not usually need a comma before or after the word 'and'.

Rewrite the sentences below and add the commas.

1. When I try to sharpen a pencil the lead always breaks.
.....
2. He jumped over the box climbed the wall bars and fell off the top.
.....
3. We went to the flat saw Mr Blake but decided not to have it.
.....
4. I like to go to work come home and have a bath.
.....
5. When I went to America I saw the Grand Canyon.
.....
6. If you go to the sales early you might find some bargains.
.....
7. Tomorrow instead of having lessons we are going on a school trip.
.....
8. Whenever it rains I forget my umbrella.
.....
9. My sister will run in a marathon race next week if her cold is better.
.....
10. As it was fifty years since the end of the Second World War there were many celebrations.
.....
.....

The comma

Remember:
 a comma is used when adding a name.
 e.g. The driver, Mr. Walker, is tall.



Rewrite the sentences below and add the commas.

1. I saw the two largest dogs Ringo and Paul chasing the cat.

.....

2. One of my teachers Miss Jones has a loud voice.

.....

3. The well-known children's book Heidi is set in Switzerland.

.....

4. Our next-door neighbour Mr. Edwards has ten pet rats.

.....

5. One of the most famous paintings in the world the Mona Lisa is in Paris.

.....

6. The film about a pet otter Ring of Bright Water is very sad.

.....

Remember:
 a comma helps to make a meaning clearer.
 e.g. It's time to eat, Mary.

Rewrite the sentences below and add the commas.

1. I went to hear a group play Susan.

.....

2. Did you know Patrick Jean?

.....

3. I went to feed Bilbo the sea lion John.

.....

The exclamation mark

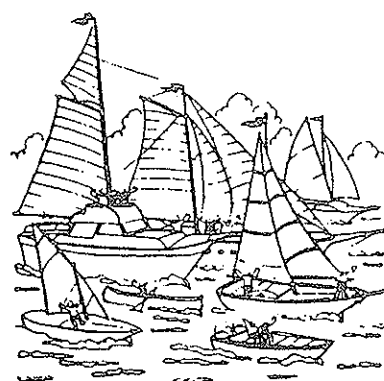
An exclamation mark can also be used for special effect or emphasis.

e.g. Come here! Your homework is in a mess!

Come here. I have a cake for you.

In each set of examples, one line needs exclamation marks and the other needs full stops. Add the correct punctuation.

1. My watch is wrong I must get it mended
My watch is wrong I'm late
2. The Queen has arrived Stand up
The Queen has arrived She looks very well
3. Please help me I am looking for my hamster
Please help My hamster has escaped
4. Stop The traffic light is red
Please stop here I want to go to the bank
5. Take this tray quickly It's too heavy
Take this tray There are some sandwiches on it for you
6. You can move the ladder now The paint is dry
Move The ladder is falling
7. Watch out The boat is sinking
Watch out for the boat It is coming into harbour
8. Wait for me please My sandal is undone
Wait My foot is bleeding
9. My goodness That was a narrow escape
We were lucky to get tickets The queue was very long



The apostrophe

An apostrophe is used to show that a letter or letters are missed out.

e.g. I am hot. I'm hot.

The apostrophe takes the place of the a.



Write the examples below in full without the apostrophes.

Note: only one letter has been left out.

I'm	.....	.....	wasn't	.....	.....
you're	.....	.....	didn't	.....	.....
he's	.....	.....	couldn't	.....	.....
she's	.....	.....	wouldn't	.....	.....
it's	.....	.....	shouldn't	.....	.....
we're	.....	.....	haven't	.....	.....
they're	.....	.....	doesn't	.....	.....
isn't	.....	.....	hasn't	.....	.....
aren't	.....	.....	that's	.....	.....
weren't	.....	.....	what's	.....	.....

Make the examples below into one word by using an apostrophe.

did not	.....	how is	.....
here is	.....	were not	.....
there is	.....	you are	.....
where is	.....	who is	.....
have not	.....	are not	.....

Write some sentences of your own using the apostrophe.

.....

.....

.....

.....

.....