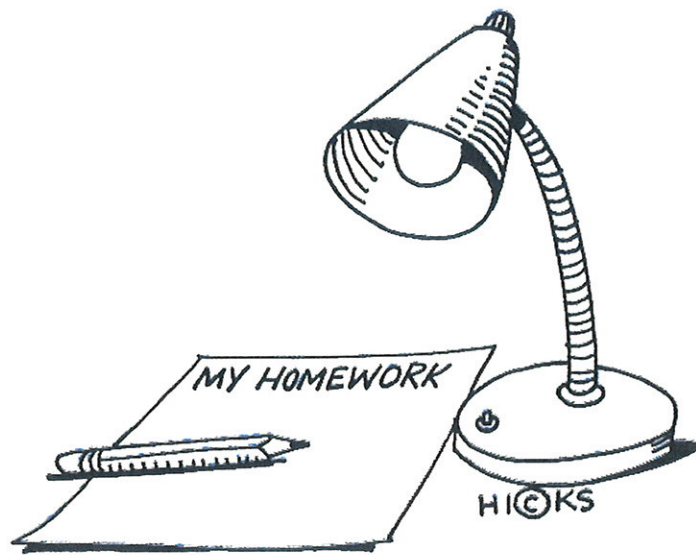


English Homework



Year 7

Level 3 - 4

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)			
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12	(K)			
13	to, two and too			
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15	our and are			
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19	What does the writer mean but not tell you directly?			
20	How to read texts			
21	Test yourself: practice reading tests – Reading test 1			
22	Reading test 2: Emergency!			
23	The Skeleton Key			
24	Hyperbole Café			
25	Robert Burke			
26	Achoo!			
27	Superhero Joey			
28	Saving sharks			
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 question mark (1)			
34	The question mark (2)			
35	The exclamation mark			
36	The comma			

Task 1

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

Use the examples to help you

1. Just add -ing

e.g. walk - walking

ask
do
dream
go
jump
pack
say
send
think
clean

2. Short vowel sound – double the last letter

e.g. chat - chatting

clap
fit
hop
hug
let
plan
run
skip
shut
shop

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

e.g. bite – biting

care
decide
drive
hope
write
save
share
shine
take
make

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)

Beat
Cheat
Eat
Flight
Grass
Knight
Night
Sight
Site
Tight

Task 3 (B)

Bite
Feet
Fright
Heat
Light
Meat
Meet
Right
Sleet
Treat

Task 4 (C)

Bleat
Fight
Neat
Night
Peat
Seat
Sheet
Slight
Spite
Wheat

Task 5 (D)

Dig
Digger
Digging
Ghost
Run
Runner
Running
Stop
Stopped
Stopping

Task 6 (E)

Bright
Fleet
Kite
Main
Mainly
Might
Plight
Right
Sweet
Write

Task 7 (F)

Beg
Beggar
Begged
Big
Bigger
Biggest
Gentle
Hum
Hummed
Humming

Task 8 (G)

Decide
Dine
Dining
Dinner
Ride
Rider
Riding
Win
Winner
Winning

Task 9 (H)

Central
Centre
Dream
Dreamer
Dreaming
Hidden
Hide
Hiding
Writing
Written

Task 10 (I)

Drop
Dropped
Dropping
Some
Sun
Sunnier
Sunny
Wet
Wetter
Wettest

Task 11 (J)

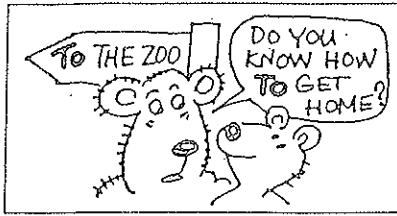
Count
Counted
Counter
Feel
Feeling
Felt
Gym
Trick
Tricked
Tricky

Task 12 (K)

Blast
Blasted
Blasting
Hug
Hugged
Hugging
Ride
Rider
Riding
Warm

Task 13

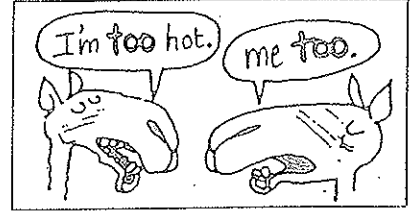
to, two and too



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.

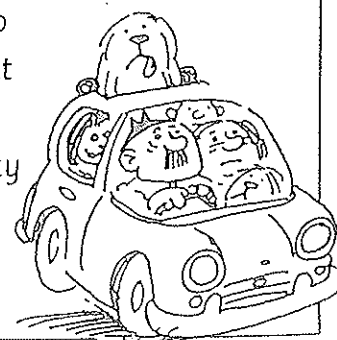
The two meanings of 'too'

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.

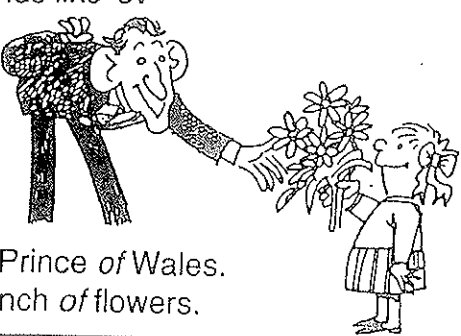
'Me too,' said her brother.



Task 14

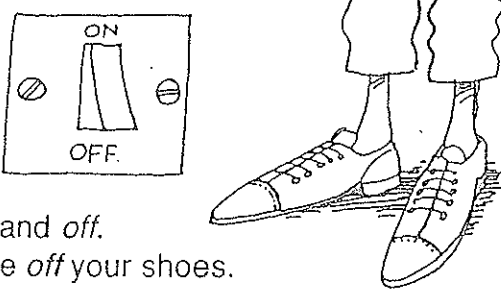
of and off

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:

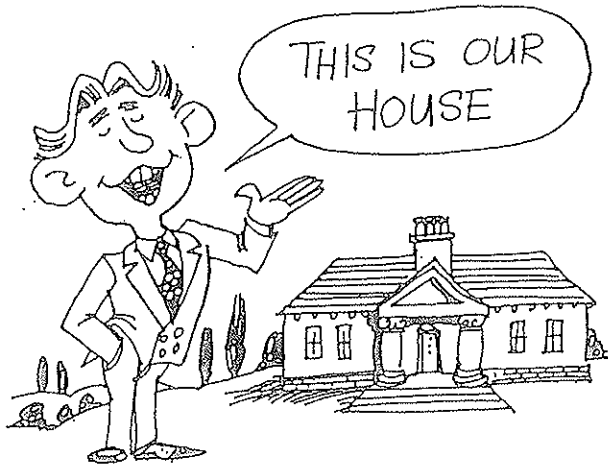
- 1 The King _____ Spain's daughter came to visit me.
- 2 The clock fell _____ the shelf and landed on the cat.
- 3 We are _____ to sunny Spain.
- 4 There are lots _____ boys called James.
- 5 A pair _____ robins have made a nest in our garage.

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).



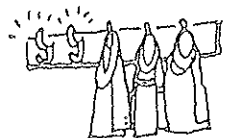
are is part of the verb 'to be' (like is).

Complete:

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

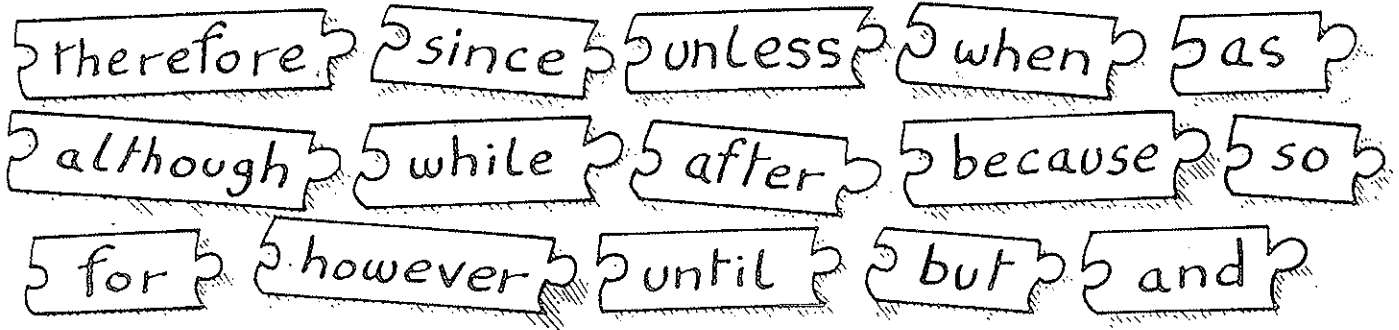
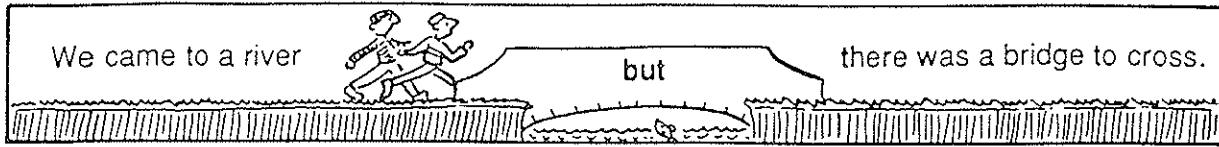
Fill **our** or **are** into the spaces:

- 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.



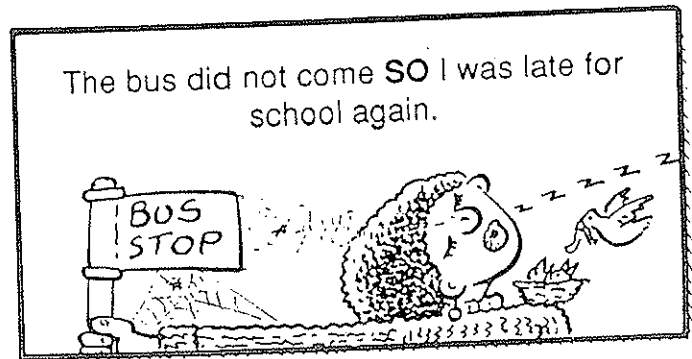
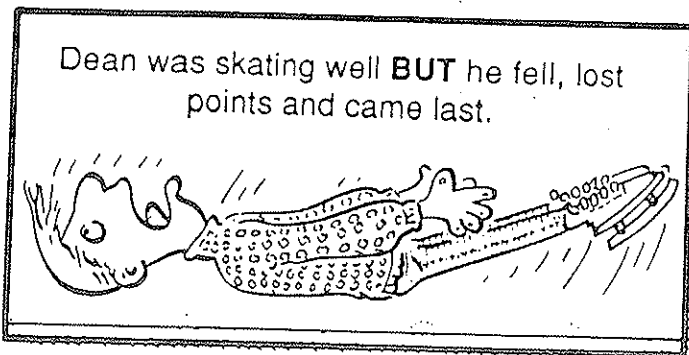
Connectives

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

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 in a text (1)



Level 3 readers can find information from short sections of text.

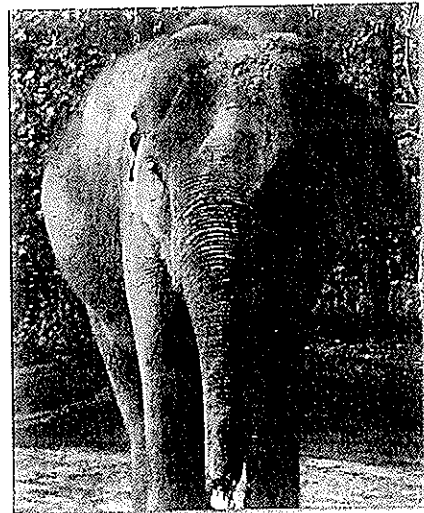
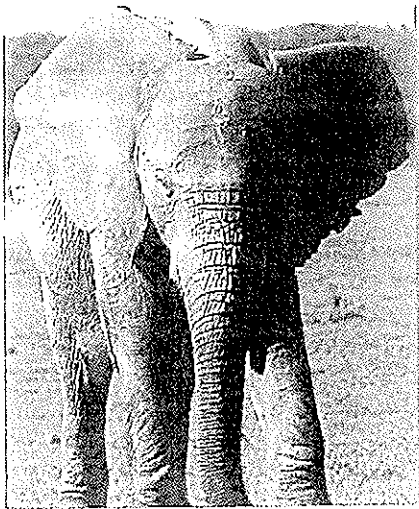
Level 4 readers can find information in short texts, or selected areas of longer texts.

TIP * When looking for information, read the text first, then read the question, then read the text again to look for the answer (even if you think you know it!).

Read this text and write down at least three things an elephant uses its trunk to do.

The most distinctive feature of an elephant is its trunk. The elephant uses it to breathe and smell, as well as to pick up food and water.

An elephant can suck up 55 litres of water at a time through its trunk.



Read the following text.

African and Asian elephants are not quite the same. African elephants are larger than Asian elephants and they have bigger ears. African elephants' ears are fan-shaped and can be as big as 1.5 metres.

Asian elephants have smaller ears, triangular in shape. Their trunks are different, too. The Asian elephant has just one lip at the end of its trunk. The African elephant has two.

smaller type of elephant

fan-shaped ears

triangular ears

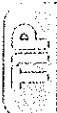
ears up to 1.5 m wide

one lip on trunk

two lips on trunk

Place the information from the boxes under the right column:

African elephant	Asian elephant



★ Remember: TEXT ⇒ QUESTION ⇒ TEXT
Don't miss out any stage!

3 Read the text and write down a list of what each species of fox eats.

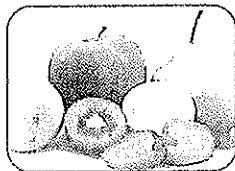
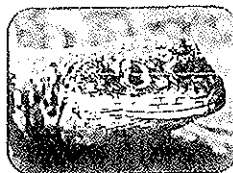
Desert Dogs

Several kinds of wild dogs live in deserts. The fennec fox has large ears that help it hear prey animals such as insects and lizards in the dark. Jackals, such as the black-backed jackal, are omnivores. They eat grasses and fruits, and also scavenge chunks of flesh from dead animals.

Desert Food Chains by Richard and Louise Spilsbury



Jackal



Fennec fox

4 Read this text and answer the questions below. In this story, a young boy brings a new pet back to the house he lives in with his aunt.

'What's that you're hiding there, Billy? Show me, show me at once.' And she took Billy by the shoulder and swung him round to face her. Billy expected her to scream but she did not. Her mouth gaped in horror as she backed away from him, knocking over the kitchen stool behind her. 'Get that thing out of here,' she whispered. 'Get it out. Billy, either you put that thing out of that door this minute or ... or ... Billy, either it goes at once, or you both go. Do you understand me, Billy? Do you understand what I'm saying?'

'Yes, Aunty May,' said Billy. And with the fox cradled against him he walked to the front door and opened it. 'Goodbye,' he said, and he was gone before she could collect herself.

Little Foxes by Michael Morpurgo

- Did Aunty May scream?
- What did she knock over?
- What was Billy hiding?
- What did he do at the end of the story?

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



Level 3 readers can understand some of the writer's simple meanings.

Level 4 readers can understand the writer's meanings, and explain them simply.

TIP ★ In questions, the word 'suggest' means you have to understand what the writer is telling you without actually saying it.

1 In these sentences the writer uses words to *suggest* something about the people in the text. What does the bold phrase suggest? Write down the sentence and choose two possible answers from the options to show what has been suggested.

a) Lori gave Josh a **weak smile** and then turned away.

Lori is **happy** **sad** **angry** **disappointed**.

b) It was hard work walking in that heat with Marco **leaning on her arm** all the time.

Marco is **old** **injured** **glad** **unkind**.

c) My brother Simon **did a disappearing act** when there were jobs to be done.

Simon is **lazy** **a magician** **crafty** **hard-working**.

TIP ★ Sometimes you have to look at more than one clue for the right answer.

2 Which answer do *all* the **bold** clues suggest to you? Choose one answer.

a) Mum **banged the plates down** on the table, her **lips tight**, her eyes **narrowed** and her **movements brisk**.

Mum is **busy** **worried** **angry**.

b) Harry's **steps felt light** as he left Marnie at the bus stop. She'd said 'Yes'. She was coming with him to his match tomorrow. He **grinned broadly** and **laughed**.

Harry is **pleased about something** **thinks something is funny** **is being spiteful**.

c) The tiger swished its tail back and forth as it crouched down before him. Its lips curled back slightly from its teeth and its eyes held a steady stare.

The tiger is **playful** **about to attack** **in pain**.

TIP ★ Do not just repeat the words the writer has used. Look for what they *suggest*.

TIP

★ Always make sure you have some 'evidence' for your answers.

3 Read this extract from a teenager's diary. Look for clues to help you do the task below.

Luke's diary

Bad weather so I expected football coaching to be off. But, luckily, it wasn't. Danny was on top form. I'm sure he can't remember all our names because he calls everyone 'dude'. I asked him about it once and he agreed that I was right - but it's funny because he can always remember which football teams we support. Although he is a bit of a nutcase, he is an excellent coach. My game has really improved. But his jokes - they are seriously no good.

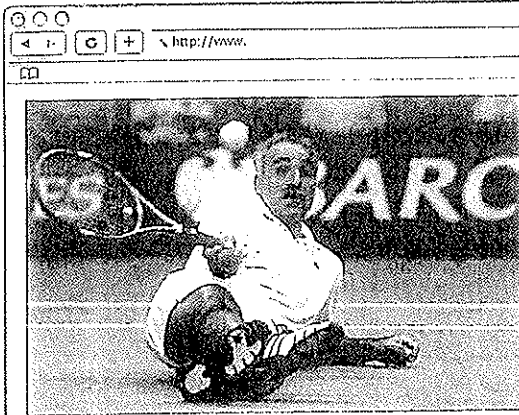
Write down whether these are True or False and then write down the phrases from the text that helped you to find the answers. This text suggests that...

- a) Luke is pleased to be going to football.
- b) Luke enjoys Danny's jokes.
- c) Danny forgets everyone's names.
- e) Danny is very good at his job.

TIP

★ A phrase is more than one word.

4 Read this text about a tennis player and answer the questions below.



Mansour Bahrami is the most entertaining tennis player of all time - the joker of the tennis world. His skilful trick shots have the crowd applauding and cheering. Serving with six balls in his hand, playing whilst sitting in a chair, play-acting with his doubles partner and pretending to have arguments with his opponents are only a few of his antics ...

Tennis is never dull when the clown prince takes to the court.

- a) Find three words that *suggest* people like to watch Bahrami play tennis.
- b) Find two phrases used to describe Bahrami that *suggest* he is funny.

3 Describe what happens in each section by writing down the sentence that links with each label. One has been done for you.



offers hope

describes suffering

Goodbye, Loyal Little Donkey? ←

gives a promise

quickly catches reader's attention

Day after day, this little donkey had to march miles along busy, dangerous roads so his owner could feed his family. Carrying a heavy load, it was only a matter of time before he stumbled and fell.

Without our organisation, horses and donkeys around the world would be left to die by the roadside. Now we desperately need your help to pay for the cost of our mobile animal hospitals – bringing urgent help to suffering animals.

asks for money

£25 COULD PAY FOR EMERGENCY TREATMENTS FOR 50 ANIMALS.

Your gift will be spent treating working horses and donkeys, where the need is greatest.

TIP

★ Looking at the 'job' of each section helps you to understand the organisation of a text.

4 Find a leaflet of your own. Identify the 'job' of each section.

How to read texts.

To reach Level 4, you need to be able to: locate **ideas** and **information** and show **understanding**.

Show you can achieve Level 4 by answering the questions on this poem.

Arithmetic

I'm 11. And I don't really know
my 2 Times Table. Teacher says it's
disgraceful.
But even if I had the time, I feel too tired.
Ron's 5, Samantha's 3, Carole's 18 months,
and then there's the Baby. I do what's required.

Mum's working. Dad's away. And so
I dress them, give them breakfast. Mrs Russell
moves in, and I take Ron to school.
Miss Eames calls me an old-fashioned word:
Dunce.
Doreen Maloney says I'm a fool.

After tea, to the Rec. Pram-pushing's slow
but on fine days it's a good place, full
of larky boys. When 6 shows on the clock
I put the kids to bed. I'm free for once.
At about 7 – Mum's key in the lock.

Gavin Ewart



Answer in **sentences**, using details from the poem. Put in **as much information as you can**, so long as it helps you answer the question.

1. Who does the speaker in the poem look after?
2. What jobs does she do each day?
3. Why does she have to look after the family?
4. Imagine you are her form teacher. Write the first paragraph of a report about her for the high school to which she will be moving next term.

Test yourself: practice reading tests

Reading test 1: Love Affairs

Text A

This football article is written by a sports writer for a daily newspaper.

Probably the
only man I will
openly say
that I love ...



I am passionate about Manchester United – the team and every single one of the players. Yes, every single one of them. But THIS man I love. No, it's not Beckham. Not Ronaldo. Not Giggs ... It's that super substitute*, that Norwegian 'Baby-Faced Assassin', that Ole Gunnar Solskjaer.

But now my love affair must come to an end as he retires from the game. So I find myself writing this. No more for me the agony of waiting to see the cameras turn to show him warming up on the side line and then ... yes! My heart leaps. He's coming on!

Solskjaer must be the substitute who has scored more goals than any other in premiership history? Yes, he must be. He's scored 29 goals after coming on from the substitutes' bench, often with only 20 minutes of the game left. And remember the nailbiting we did in the 1999 European Cup Final? Then that heart-stopping moment at the end of the game when Sheringham headed the ball and Solskjaer flicked it into the net ... GOAL!! ... and we all went crazy. Unbelievably amazing! My special man had scored the winner – I basked in his glory.

A football supporter knows there are highs and there are lows. Ole brought me so high that day in May 1999, so high I'll never, ever forget it or him. He's probably the only man I will openly say that I love.

** substitute – a player who takes the place of another player during a match*

1 Solskjaer plays for a) _____. In 1999, he played in the final of the b) _____.

AF2

1

2 *My love affair...*

2 marks

Explain what the writer means by his **love affair** with Solskjaer.

AF5

2

The writer uses 'love affair' to show that he

3 marks

2 In the third paragraph, the writer chooses words to show how tense and exciting the game was. Write down the headings of the two columns: **shows tension** and **shows excitement** and write the words and phrases from the footballs under the right heading.

2 marks



4 Identify the writer's purposes. Write down True or False

AF6

The writer wants to:

4

- a) support his favourite team.
- b) make us feel sorry for his favourite player.
- c) say goodbye to his favourite player.
- d) tell us about his feelings for his favourite player.
- e) amuse us with his writing.

5 What does each paragraph in the text do? Write out the sentences (a) to (d) in your book and add the correct paragraph number next to each of the sentences.

AF4

5

- a) Gives facts and information.
- b) Explains why he is writing the text now.
- c) Explains his feelings.
- d) Tells us who or what the text is about.

2 marks

Reading test 2: Emergency!

Text A

In this story Ellie describes an attack on her boyfriend, Dan, by two skinheads. They are all at a party.

The attack

The heaviest of his mates lumbers over to Dan. There's a thud, a squeal and then Dan is sprawling on the floor.

'Dan!'

'Shut up or you'll get it too,' says the skin. 'Did you pop him one, Sandy?'

'Help!' Dan screams, staggering up. His white T-shirt is stained dark red. 'He's stabbed me! I'm bleeding, look!'

Screams echo right around the room as Dan lurches forwards and then sinks to his knees.

'What have you done now, Sandy? Quick! Run for it!' the skinhead yells, shoving me aside and taking to his heels. The others follow him. No one dares stop them.

.....

'Dan!' I say, bending down, clutching him, trying to prop his head on my knees. 'Someone dial 999, and get an ambulance!'

'It's OK,' says Dan, trying to sit up. 'I don't need an ambulance!'

'Are you crazy? You've been stabbed!'

'No, I haven't,' says Dan, grinning. 'Those thugs have gone, haven't they?' I thought they might run for it if they thought I was bleeding to death. I don't think that guy even had a knife. He just punched me in the stomach and I fell over.'

'But the blood!'

'Smell it,' says Dan, holding out his sopping T-shirt.

'Yuck!'

'It's the punch. I spilled it all over me.'

1 What does the word 'lumbers' tell you about the way the skinhead's mate moves? AF5 1
'Lumbers' suggests that he moves _____ and _____ . 2 marks

2 In the first section, the skinhead says, 'What have you done now, Sandy?' He says this because: AF3 2
★ he realises they could be in a lot of trouble. 1 mark
★ he wants to cause more trouble. Choose the correct option.
★ he sees the blood and is upset.
★ he thinks Dan has just been punched.

3 Find and copy a phrase in the first section that tells you the skinheads run off quickly. AF5 3
1 mark

4 'Are you *crazy*?' AF5 4
What is the effect of putting this word in italics? 1 mark

5 Explain how Dan has managed to trick the skinheads. AF3 5
2 marks

Write out these lists in your book and complete the task below.

6 Who makes which sound? Look at the different sounds in the passage and draw lines to match them up. AF2 6

Sound	Made by	
a) thud	skinhead	2 marks
b) squeal	people in room	
c) scream	Dan	
d) yell	Dan	

The Skeleton Key

by Kelly Hashway

Erik rang his grandparents' doorbell and silently wished the next four hours would go by quickly. He didn't want to give up his entire Saturday afternoon at his grandparents' house where there were no kids in the neighbourhood.

"You're right on time," Grandma Bethany said, opening the door. "There's tea and cake in the dining room."

Cake? At least the first ten minutes would go by quickly. Erik hung his coat on the rack by the door and saw a strange looking key hanging on a hook. "Grandpa Bill, what's this funny key for?"

"That's a skeleton key. It opens the best room in this house," Grandpa Bill whispered so no one else could hear. "It's the room I go to when your grandmother tries to make me help with the dishes."

"What's so special about the room?" Erik asked.

"It's a game room," Grandpa Bill said. "Take the key and see if you can find the room by the time I finish my tea."

Erik grabbed the key and stared at it. "A skeleton key? It looks old." Erik decided the oldest things in the house were probably upstairs in the walk-up attic. He headed past the dining room and to the stairs.

Grandpa Bill sipped his tea and shook his head.

Erik knew that meant he was going the wrong way. He headed back to the front door where he'd found the key.

Erik thought about the oldest part of a house. "The basement! It's the first part that's built." He rushed to the basement door and looked at the lock. It was different from a normal lock. He slid the key inside and turned it. With a click, the door opened.

Erik switched on the light and walked down the stairs. The basement was one giant room with a pool table in the middle and a dartboard on the far wall.

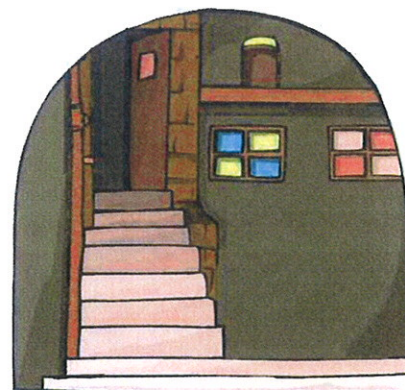
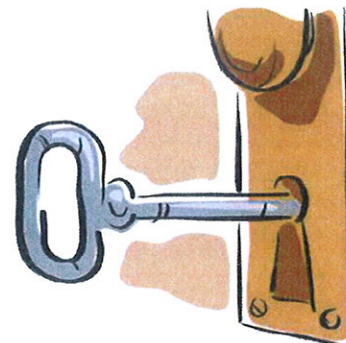
"Awesome!" Erik said.

"Ever learn to play pool?" Grandpa Bill asked, coming down the stairs.

"No," Erik said.

"Well then, grab a cue from the rack and I'll teach you."

Erik smiled. The next four hours were going to fly by.



Read the story and answer the following questions:

1. What is the setting of this story?
2. Why didn't Erik want to visit his grandparents' house at the beginning of the story?
3. What did Grandpa tell Erik that the skeleton key opened?
4. Why did Erik think the key would open the attic door?

Hyperbole Cafe

by Lill Pluta

Welcome to our restaurant
Where every thing's gigantic.
A hundred waiters hold one dish.
Our kitchen can get frantic.
Our soup is deeper than the sea.
Our noodles stretch a mile.
The bread is longer than a train.
It's sure to make you smile.
We pile our peas up mountain high.
One cookie hides the moon.
We pour our iced tea into boats.
We hope you'll visit soon.



Hyperbole (pronounced: hy-PER-bol-ee) is an exaggerated phrase used in writing that is not meant to be taken literally.

Write a sentence that uses hyperbole to describe each item below:

Example: a quick runner

James runs faster than a speeding bullet.

1. A large pile of snow
2. A heavy English book
3. A deep puddle of water
4. A tall boy
5. A quiet girl
6. A cold day
7. A small living room
8. A clever girl

Robert Burke

Task 25

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.

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

1. Where was Burke born?
2. What was Burke's first job?
3. What was Burke's second job?
4. What didn't Burke like about his second job?
5. What did Burke want to do with his life?
6. Why was Burke not the best choice for the task?

Achoo!

by Cynthia Sherwood

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!

Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body.

Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air.



Using a tissue or "sneezing into your sleeve" captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? Some people say that happens to them often. Scientists believe the UV rays of the sun irritate the nose lining of these people so they sneeze.

If someone nearby sneezes, remember to tell them "Gesundheit!" That is a funny-looking word which is pronounced "gezz-oont-hite." It is the German word that wishes someone good health after sneezing.

Read the text and answer the following questions:

1. Which parts of your body work together when you sneeze?
2. What does the German word 'Gesundheit' mean?
3. Why do people sneeze when they walk into bright sunlight?
4. List three reasons why people sneeze.

Superhero Joey

by Katherine Rollins

Joey put on his mask.
He flapped his cape in front of the mirror.
This is the best costume, he thought.
I'm sure to win the contest.

Joey skipped downstairs.

"Here I come to rescue you!" Joey shouted.
"Nice costume," said Joey's dad.
"I'm a superhero," said Joey.

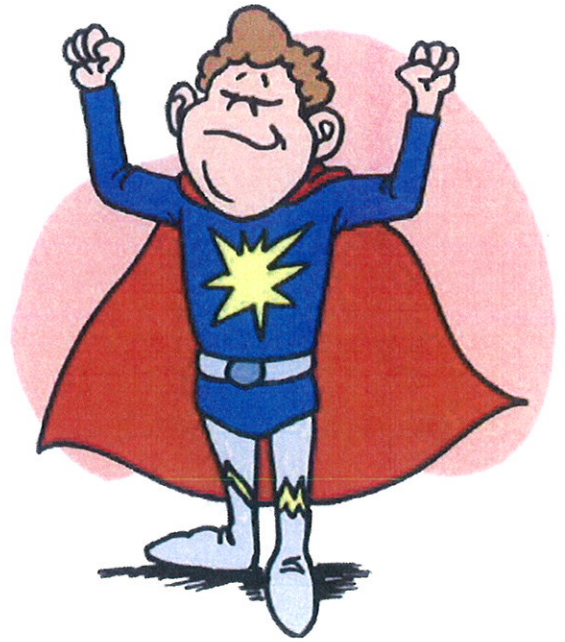
"Joey," said Mom, "I need you to watch Mindy at the party."
Joey looked at his little sister. "But Mom, superheroes don't have kid sisters."

"Well this superhero has a sister," said Mom.
"What will Mindy's costume be?" asked Dad.
"I'm not sure," said Mom.
Joey got an idea. "I know!"

Joey took Mindy upstairs to his room.
He dug through his closets.

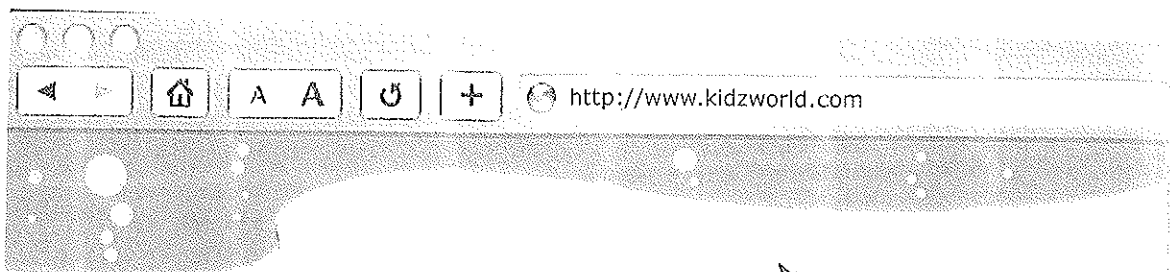
Joey found his baby blanket.
He put it around Mindy's shoulders.

At the party, Superhero Joey and his sidekick Supergirl Mindy won first prize!



Read the story and answer the following questions:

1. Why was Joey dressed like a superhero?
2. What was Joey supposed to do at the party?
3. Name all four characters in this story.
4. What did Joey put on Mindy when he dressed her up as Supergirl?



Saving Sharks

Sharks are evil, scary creatures that need to be wiped off the face of the planet, right?

Wrong. In fact, you're way more likely to be killed by a pop machine falling on you, than by being eaten by a shark. Since sharks are near the top of the ocean food-chain, they play an essential part in marine ecosystems. Check out what some peeps are doing to save these misunderstood fish.

Why do sharks need to be saved?

The Sea Shepherd Conservation Society is a non-profit organisation dedicated to protecting the marine environment. Their work with sharks focuses on trying to protect these giant fish from illegal 'shark finning'. Sharks are often caught and killed for their fins, which are used to make shark fin soup (a delicacy in many countries). Sharks are caught, killed and their fins are removed before their bodies are dumped back in the water. Because of these practices, many shark species are already extinct.

What are the sea shepherds doing?

Sea Shepherd crewmembers have followed shark poachers (peeps who fish for sharks illegally) and filmed their activities to educate people on the brutality of shark fishing. They also try to teach the public and world governments about the beauty of sharks and their importance to the marine environment.

What can you do to help save sharks?

Refuse to eat shark fin soup and don't eat in restaurants that serve shark fin soup.

Spread the word to your peeps about illegal shark fishing.

Convince the 'rents to make your next vacation shark-friendly. Consider going diving with the sharks as part of an 'eco-tourism' package. The more money that goes into this kind of tourism, the more governments will realise that saving sharks is just plain smart.

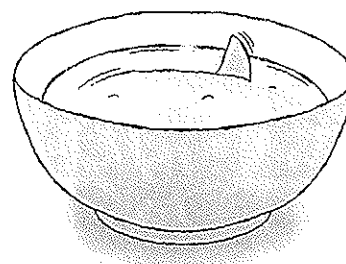
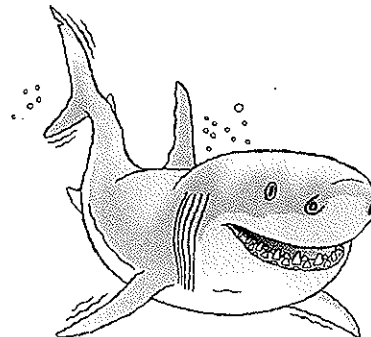
Sharks – did u know?

The Great White shark can grow up to 19–21 feet (5.8–6.4 metres) long.

There are more than 350 species of shark.

Sharks shed their teeth. Some species can go through as many as 30,000 teeth in their lifetime.

Text © Kidzworld Media



Read the text and answer the following questions in your exercise book.

1. Find one example in the first paragraph where the writer has used slang or informal language.
2. What are shark fins commonly used for?
3. Name one thing that sea shepherds are doing to try and save sharks.
4. Why is the section 'Sharks – did u know?' in a separate text box?
5. Who is the target audience for this text? How do you know?

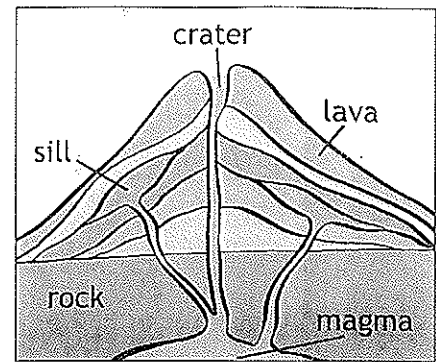
Volcanoes

How is a volcano formed?

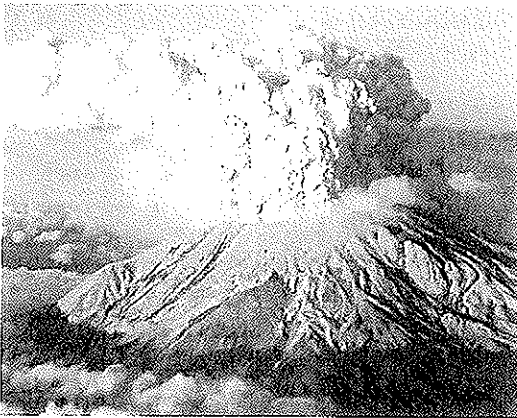
The earth's core is made of a liquid called **magma**, which is red-hot, molten rock. When this **magma** rises to the earth's surface, or **crust**, bubbles of gas are formed in it.

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.

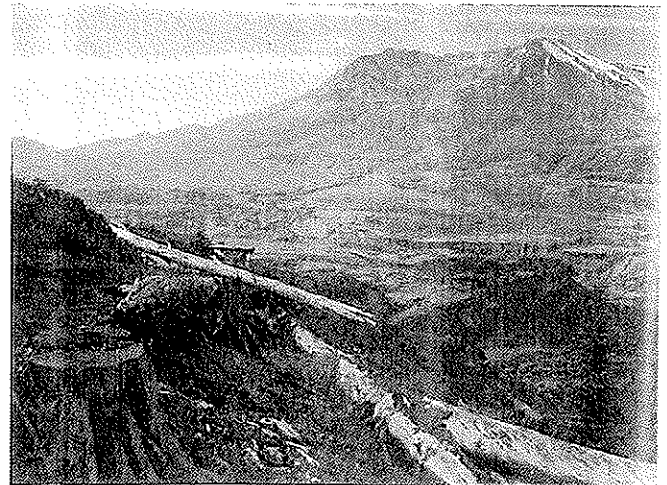
What are the most dangerous things about volcanoes?

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.



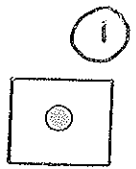
Devastation caused by Mount St Helens' eruption

Read the text and answer the following questions:

1. What is magma called when it reaches the surface of the earth?
2. What causes a larger explosion: magma that is thin and runny or magma that is thick and sticky? Why?
3. Name three devastating effects of volcanic eruptions.
4. What do we call the top of the volcano where the lava escapes?

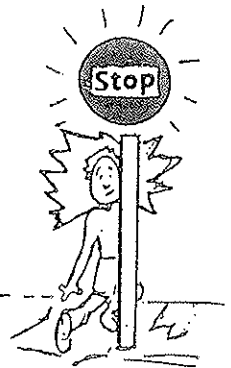


Capital letters and full stops



A sentence begins with a capital letter and ends with a full stop.
It always has at least one verb.

e.g. We like to take our dog for a walk.



When you write your own sentences,
always remember these rules.

Add capital letters and full stops to each sentence below.

1. my cat likes to drink milk

.....

2. we often go camping in the holidays

.....

3. there are thirty children in my class

.....

4. it was too cold to swim in the sea

.....

5. we saw the fox under the tree

.....

6. one day we all went for a bicycle ride

.....

7. sometimes it snows in winter

.....

8. my friend cut her finger on the knife

.....

9. we had a lovely time at the fair

.....

10. it is dangerous to play with matches

.....

11. we are going for a long walk today

.....

12. my sister is very good on the computer

.....

Capital letters and full stops



Remember:
always use a capital letter for a name, e.g. James, Carol.

Add capital letters and full stops to make two sentences in each line.

1. i put on my music john did not like it

.....

2. we went to the fair I had a ride on the dodgems

.....

3. i go to school on the bus ann walks to school

.....

4. please come to my house it is harry's birthday

.....

5. i had lunch with gill david did not

.....

6. the bell rang susan ran to open the door

.....

7. linda began to play the trumpet peter left the room

.....

8. goldfish do not bite hamsters do

.....

9. i am going skating janet said that she would come, too

.....

10. that house is said to have a ghost i do not believe in ghosts

.....

11. i love fish chips give me tummy ache

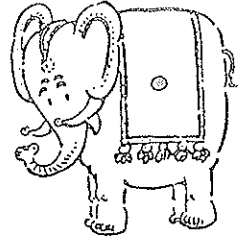
.....

12. i am going to see my uncle tom will come with me

.....

Capital letters and full stops

3



Below are four sentences. Rewrite them, putting in the capital letters and the full stops.

elephants have trunks they do not use their trunks like straws they fill only the tip of the trunk with water they spray the water into their mouths

.....

.....

.....

Below are four more sentences. Rewrite them, putting in the capital letters and the full stops.

a whale is a mammal there are eighty kinds of whale an adult sperm whale may have a brain which weighs nine kilograms we do not know if this means that the whale is very clever

.....

.....

.....

.....

Below are seven sentences. Rewrite them, putting in the capital letters and the full stops.

a snake has two skins the outside skin is hard and scaly and does not grow the inside skin is soft and does grow the snake, as it grows bigger, sheds its outer skin the inside skin is then outside this skin dries and becomes hard a new inner skin grows

.....

.....

.....

.....

.....

.....

.....

The question mark



Remember:
 every question must end with a question mark.
 e.g. What is the time?



Rewrite the questions and add the question marks.

1. How are you

.....

2. Where is he

.....

3. Have you done your homework

.....

4. How much is that

.....

Remember:
 the question mark finishes a question.
 So the next word must begin with a capital letter.
 e.g. What is the time? It is ten o'clock.

Add the capital letters, question marks and full stops.

There is a question and answer on each line.

1. how are you i'm very well

.....

2. can you swim i can almost swim

.....

3. do you like fish yes, we love it

.....

4. where are you going we're going to ireland

.....

The question mark



Write the question to each answer, putting in the question marks.

- 1.It's half-past two.
- 2.I am very well.
- 3.Turn right at the church.
- 4.We put them in the loft.
- 5.Yes, I shall need my umbrella.
- 6.I took him for a long walk.
- 7.No, she has stopped crying.
- 8.They are in the shed.

Space it out.

Space out the words and put in the capital letters, full stops or question marks. The first one is done for you. You will find both a question and a sentence in 6 and 7.

- 1. canyoucomefortea
Can you come for tea?
- 2. whattimedoesthetrainleaveoxford
.....
- 3. didyouknowthatdrcarsonwenttbuckinghampalace
.....
- 4. iaskedjoantomypartyinglasgow
.....
- 5. canyoushowmethestatueofwilliamblakeinbridgwater
.....
- 6. whereisyourothershoe ileftitindiana'sbag
.....
- 7. thatisoneofthewaystodover doyouknowanotherway
.....

The exclamation mark



An exclamation mark is used to express shock, surprise, delight or anger.

e.g. Help!

Add the exclamation marks or full stops.



1. Beware Help
2. I've won first prize
3. I'm drowning Help
4. Come quickly The house is on fire
5. Be quiet Dad is listening to the football results
6. Goodness He's coming back in five minutes
7. What a dreadful film Shall we go home and watch a video?
8. Don't panic They've put out the fire

Make up sentences which need exclamation marks.

.....

.....

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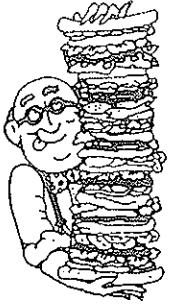
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Add the question marks, exclamation marks or full stops.

1. Sit still I am trying to cut your toenails
2. Listen Can you hear the thunder
3. Have you seen the Loch Ness Monster Of course not
4. Quick The bus is leaving
5. Can you go to camp Gosh No
6. It is very late Why are you still awake
7. Goodness Have you seen the state of the carpet
8. Quick The cat's been sick

The comma

Remember:
commas are used to separate items on a list.
e.g. I ate cakes, jelly, sandwiches and sausages.



Rewrite the sentences below and add the commas.

1. I went to the shops and bought apples oranges and grapes.
.....
2. We took the car to have the tyres the water and the oil checked.
.....
3. My house has a lounge kitchen bathroom and two bedrooms.
.....
4. You can run skip hop or jump.
.....
5. Do not forget your ruler pencil rubber or pen.
.....
6. I can run quickly slowly sideways or backwards.
.....

Remember:
a comma can change the meaning of a sentence.
e.g. I met Peter, James and John.
I met Peter James and John.

Rewrite the sentences below and add the commas where needed.

1. I met George Michael and his group.
.....
2. I met George Michael Ben and Paul.
.....
3. I went on the swings the roundabout and the slide with two friends
called April May and June.
.....
.....