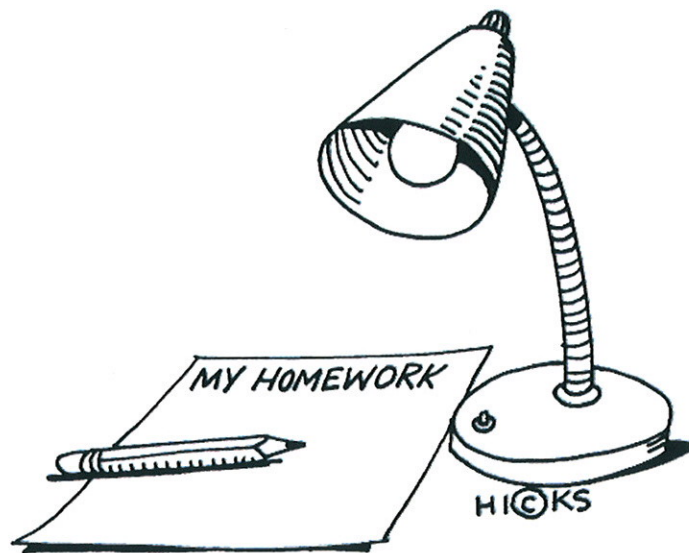


English Homework



Year 7

Level 6-7

Contents

Task	Task type	Date set	Date due	Completed (tick)
Spelling				
1	(A)			
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3	(C)			
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12	i before e			
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Reading				
18	Finding information in a text			
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21	Test yourself: practice reading tests – Reading test 1			
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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 1

Exhaustive
Explosive
Manic
Novelist
Photograph
Richest
Sensational
Specialist
Teenager
Tomorrow

Task 2

Enjoyable
Envious
Investigative
Invincible
Ocean
Reliable
Respectable
Retrospective
Tangible
Terrific

Task 3

Adorable
Agreeable
Breakable
Credible
Disposable
Edible
Horrible
Indestructible
Irresistible
Legible

Task 4

Attention
Collision
Confusion
Corrosion
Diction
Dietician
Discussion
Electrician
Magician
Mission

Task 5

Accommodation
Concentration
Conscience
Consequence
Environment
Furthermore
Imaginary
Knowledge
Necessary
Possession

Task 6

Abominable
Consonant
Explanatory
Improvise
Moreover
Prioritise
Proportion
Proposition
Technique
Unfortunately

Task 7

Compromise
Decision
Illiterate
Incident
Marvellous
Parliament
Prosperous
Stationary
Stationery
Voluntary

Task 8

Competition
Completion
Contribution
Deletion
Devotion
Education
Emotion
Foundation
Promotion
Revolution

Task 9

Demonstration
Distribution
Intuition
Motion
Opposition
Petition
Position
Repetition
Station
Translation

Task 10

Immature
Immobile
Impatient
Impolite
Inaccurate
Inactive
Inattentive
Incapable
Irrational
Irregular

Task 11

Adjacent
Antibiotic
Anti-climax
Anti-clockwise
Demonstration
Irresponsible
Miscalculate
Miscount
Notion
Questionnaire

Task 12

Adjoin
Adventure
Adventurous
Credible
Decision
Decisive
Gorgeous
Memorable
Miscellaneous
Naughty

Task 12

SPELLING 1: i before e



- Probably the most famous spelling rule in English is: *i before e, except after c*. It means that in most words you will find 'i' is followed by 'e', not the other way round. However, in words that have the letter 'c' before the 'ie'/'ei' combination, the rule is reversed, so 'e' comes before 'i'.

Examples: believe, achieve, relieve – all 'i' before 'e'

Examples: receive, deceive, conceive – all 'e' before 'i', because of the 'c'.

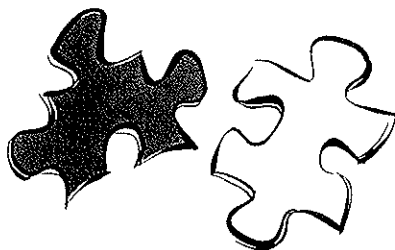
- BUT**, there are exceptions. We will look at them on the next page!

TASK

Choose the correct spelling of each word below and write it in your English book. Check your answer in a dictionary or at dictionary.com.



- | | | |
|--|---|--|
| 1. a) achieve
b) acheive
c) acheeve
d) acheve | 5. a) niece
b) neice
c) neece
d) niece | 9. a) conceeve
b) concieve
c) conceive
d) conceve |
| 2. a) frend
b) freind
c) friend
d) frenid | 6. a) relieve
b) releive
c) relleeve
d) releve | 10. a) ceeling
b) ceiling
c) cieling
d) celing |
| 3. a) feeld
b) feild
c) field
d) feld | 7. a) peece
b) peice
c) piece
d) pecie | 11. a) preceive
b) percieve
c) perceive
d) perceive |
| 4. a) greef
b) greif
c) grief
d) grefi | 8. a) receive
b) receeve
c) recieve
d) receive | 12. a) receipt
b) recipt
c) reciept
d) receipt |



Add any new words to your vocab book!

SPELLING 2: i before e – the exceptions



- *i before e except after c* is a helpful rule, because it will lead to you getting most words right that fit that pattern.
- However, there are exceptions. There are words that ought to be 'ie' but are 'ei'.
- All the examples on this page are **exceptions**, so they **disobey** the rule.

TASK

Choose the correct spelling of each word below and write it in your English book. Check your answer in a dictionary or at dictionary.com.



- | | | |
|--|--|--|
| 1. a) weight
b) wieght
c) waight
d) weieght | 5. a) wierd
b) weerd
c) werde
d) weird | 9. a) foraign
b) foreiegn
c) foreign
d) foriegn |
| 2. a) heieght
b) hight
c) hieght
d) height | 6. a) freight
b) freieght
c) frieght
d) fraight | 10. a) reign
b) riegn
c) reiegn
d) raign |
| 3. a) seeze
b) sieze
c) seize
d) seiese | 7. a) ieght
b) aight
c) eieght
d) eight | 11. a) lesure
b) liesure
c) leiesure
d) leisure |
| 4. a) wier
b) weir
c) weer
d) wiere | 8. a) eiether
b) either
c) iether
d) eether | 12. a) viel
b) veil
c) veiel
d) vail |



Add any new words
to your vocab book!

EXTENSION

Design some posters to illustrate the exceptions to the rule. Think of some mnemonics to help students remember the correct spellings.

SPELLING 5: -gh/-ght

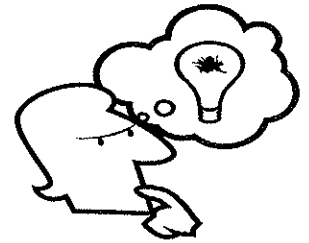


- Another common pattern in many spellings is '-gh' and '-ght'.
Examples: If you find something funny, you **laugh**.
If you think about something, you have a **thought**.

TASK A

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They all feature the '-ght' ending.

1. If someone teaches you, you have been _____.
2. If you get nothing, you get _____.
3. One more than seven is _____.
4. If you were seeking, you have _____.
5. If you like boxing, you like a _____.
6. After the evening, comes the _____.
7. A medieval soldier could be a _____.
8. Another word for power is _____.
9. If you are clever, you are _____.
10. The opposite of heavy is _____.
11. An island off the south coast of England is the Isle of _____.
12. If you are scared, you are _____.
13. The opposite of loose is _____.
14. If you make a catch, you have _____.
15. If you bring something, you have _____.
16. If you should do something, you _____.
17. If you were in a battle, you have _____.
18. If you can see, you have _____.
19. If you measure how high something is, you find out its _____.
20. If you find out how heavy something is, you discover its _____.
21. If there is no rain, there may be a _____.



TASK B

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They all feature the '-gh' ending.

1. The opposite of smooth is _____.
2. If you go from one end of a tunnel to the other, you go _____.
3. If you do something really well, you do it _____.
4. Animals eat from a _____.
5. If a puzzle is hard, you call it _____.

EXTENSION

Can you find any other examples of words that use '-gh' or '-ght'?

SPELLING 6: Sound-a-likes

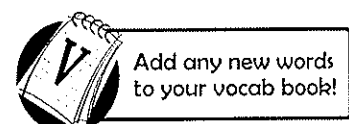


- Homophones are words that sound alike but are spelt differently.
 - They are a common source of mistakes when writers choose the wrong one.
- Example:* To decide who gets what is to allot.
To have many is to have a lot.

TASK

Copy the following sets of sentences into your English book. Complete them by adding the correct missing words.

1. To speak up is to speak _____
To be permitted is to be _____
2. If you say you did go somewhere, you say you have _____
In tomato sauce, you might find a baked _____
3. The name of a colour _____
What the wind did _____
4. A piece of wood is a _____
When you are not having fun, you are _____
5. If you smash something, you will see it _____
If you slow a bike down, you use the _____
6. You walk on _____
At the shops, you _____
You say, good _____
7. An obstacle _____
Something that is rough is _____
8. You start a letter with _____
A woodland animal is a _____
9. A white powdery food stuff _____
Something that grows in the garden _____
10. Where the water goes _____
Someone who is very good at something is _____
11. On your head, you have _____
An animal, a bit like a rabbit _____
12. A group of animals is a _____
If you listened, you would have _____
13. The place we are in is _____
When you listen, you _____
14. Referring to a man, you would mention _____
A song sung in church is a _____
15. You might dig a _____
If you have two halves, you have a _____
16. A word that is short for an aeroplane _____
A type of chocolate _____
17. Seven days make a _____
The opposite of strong is _____
18. The second person is _____
A type of tree is _____
A female sheep _____



SPELLING 4: -tion/-sion/-cion

TASK

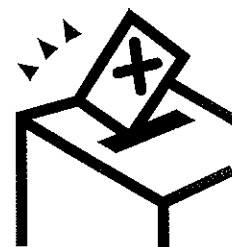


- '-tion' endings are common in English.
- Young children tend to make wild guesses about how to make the '-tion' sound.
- Here is a chance for you to practise that particular pattern.

Example: A description of the meaning of a word is called a definition.

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They all feature the '-tion' ending.

1. A place where you catch a train is called a _____.
2. A piece of writing that describes someone is called a _____.
3. If you are naughty, you might get a _____.
4. When you want someone to listen, you have to get their _____.
5. Keeping your mind on your work means keeping your _____.
6. In the mirror, you would see your _____.
7. A detective needs to do some _____.
8. The ball hit a defender and went into the net from the _____.
9. Use sun-cream for _____.
10. If you catch a disease, you have an _____.
11. When you react, you show a _____.
12. The inspector carried out an _____.
13. When you make a mistake, you should do your _____.
14. Love is a kind of _____.
15. We get to vote in an _____.



TASK



- Not all words that include the sound '-tion' use the letter 't'.

Example: If you extend something, you have an extension.

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They use a different letter combination to make the '-tion' sound.

1. If you suspend something, you have a _____.
2. You measure something to find its _____.
3. If you suspect something, you have a _____.
4. If you decide something, you make a _____.
5. If you revise something, you do your _____.
6. If you submit something, you make a _____.
7. If you are a spy with a job to do, you're on a _____.
8. If you are precise, you show _____.



Add any new words to your vocab book!

EXTENSION

Try to write an explanation of why you might use '-tion', '-sion' or '-cion' in the examples

Task 17

SPELLING 7: Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

TASK A



There, their, they're

- **There** is the most common spelling. It refers to places – over **there**. It also works in sentences like: **there** are four sides on a square.
- **Their** refers only to situations when something belongs to some people – the house belongs to them; it is **their** house.
- **They're** is short for 'they are' – **they're** coming to see us today.

Copy the following sentences into your English book, adding in the correct missing words.

1. The entrance is over _____.
2. It is _____ turn.
3. _____ very busy today.
4. I don't like Macdonald's; I dislike _____ burgers.
5. How many are _____?
6. _____ is no excuse.
7. _____ on _____ way.
8. What is _____ to do here?
9. Why are _____ no British teams in the finals?
10. I like the way they play _____ instruments.



TASK B



Your, you're

- **Your** means belongs to you – that's **your** pencil.
- **You're** is short for 'you are' – **you're** coming to see us today.

Copy the following sentences into your English book, adding in the correct missing words.

1. It was _____ fault.
2. _____ not playing very well today.
3. _____ very busy today.
4. I don't like _____ hair cut.
5. Which is _____ painting?

TASK C



Its, it's

- **It's** is short for 'it is' – **it's** Tuesday.
- **Its** refers to something belonging to it – the dog likes **its** bone.

Copy the following sentences into your English book, adding in the correct missing words.

1. _____ time to go home.
2. Look at the chair. You have bent _____ leg.
3. _____ always raining.
4. I don't like the carpet. _____ pattern is too busy.
5. The sun has got _____ hat on.

Reading

Finding information in a text (1)



Level 6 readers can find relevant information from different places in a text to provide a summary or to support opinions.

Level 7 readers can select precise and relevant information to support research and argument

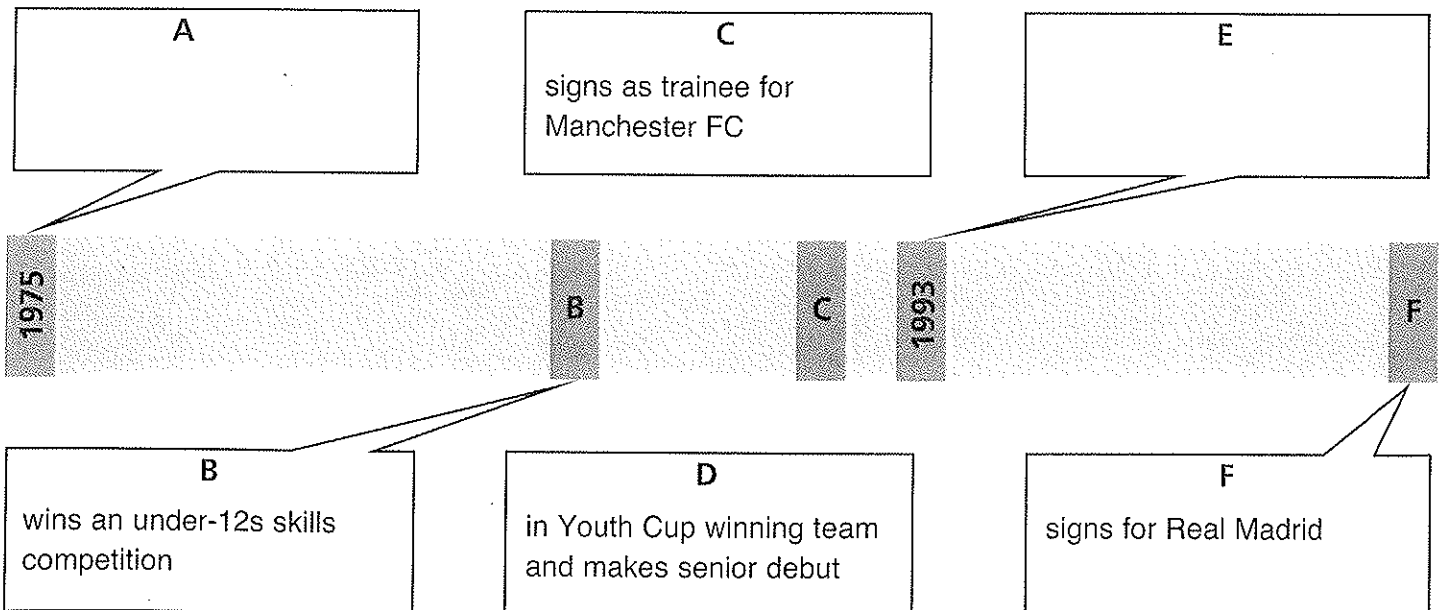
TIP ★ Quickly read the text to get a general idea of what it is about. Then hunt for the information you need.

1 a) Scan this fact file about the famous footballer David Beckham to find how many football clubs he has played for in Europe.

Signing as a trainee for Manchester United in 1991, David Beckham was taking his first steps down the road to footballing celebrity. Born in London in 1975, he grew up with parents who, though recognising his talent, could have had no idea that he would sign as a full professional for not one, but two world-class clubs: Manchester United in 1993, and Real Madrid in 2003.

His star quality emerged when he won a footballing skills competition for under 12s at a soccer school organised by the ex-Manchester United player Bobby Charlton. The prize was two weeks of training with famous Spanish club Barcelona, so 1986 must have been doubly memorable for the young Beckham! Then he was spotted by a Manchester United scout while playing for Waltham Forest under 12s. After some years visiting and training with United, he decided to sign for them as soon as he was old enough to attain trainee status. The following year he was a member of their Youth Cup winning team, and he made his senior team debut, before eventually signing as a full professional in January 1993. He would play 311 games, score 74 goals and win 11 medals before joining Spanish giants, Real Madrid.

b) Draw a timeline and fill in the missing dates and information using the extract to help you.



- 2 Read this text from a celebrity website where readers can add their comments in a discussion forum.

CelebNews forum: Your views on the news

Summer Storm has just launched her new website based on her new house. The site is a tour around a fantasy version of her mansion and it has an online chat forum for site users. 'It is fun but there's a disturbing element of exploitation of her son, Brook,' wrote CelebNews Online Editor.

WHAT DO YOU THINK?
POST YOUR COMMENTS HERE:

I think it is very sad when someone with the Summer Storms' lifestyle can put her little boy, Brook, in the spotlight like that. I think she will regret doing this, and should edit it out. Apart from that, it's fun to explore, but expensive. Oh yes, her new single gets lots of publicity!
Diane

- a) Find two good points and two bad points about the site, according to the writer above.
- b) Now read these comments from the website and the summaries.
Write down the person's name for (i), (ii) and (iii).

Summary of comment
i) Feels it's a very successful publicity stunt. Name:
ii) Likes the site but sees two faults with it. Name:
iii) Thinks it's just a heartless way to make money. Name:

Comments
I am no fan, but I think it's a good idea to build a communication channel to connect a popstar directly to her audience. It's a site for people who are interested in Summer Storm, not people who don't like her. <i>Simona</i>
It is a chronic exploitation of kids who don't have credit cards but do have pre-pay mobile phones. It charges £1.50 a pop for a password that runs out after 15 days and then it's another £1.50 phonecall to get a new password! I'm sure Summer Storm will make a lovely heap of cash! <i>Tony</i>
I think most of the people writing in are missing the point. You all looked at it, thought about it, may have even paid for a password, and probably clicked to listen to her new single. You might not like Summer Storm but she got you, didn't she? The woman wants to sell her record for heaven's sake! <i>Anna</i>

★ Check the **details** of each opinion before you make your choice.

- 1 Read this text. It comes from a story set in the 1890s about the fictional detective Sherlock Holmes. A client seeking help has arrived ...

A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.

‘Good morning, madam,’ said Holmes cheerily. ‘My name is Sherlock Holmes. This is my intimate friend and associate, Doctor Watson, before whom you can speak as freely as before myself. Ha, I am glad to see that Mrs Hudson has had the good sense to light the fire. Pray draw up to it, and I shall order you a cup of hot coffee, for I observe that you are shivering.’

The Speckled Band by Sir Arthur Conan Doyle

- a) Write down any words or phrases from the text that you think might be useful in preparing an answer to the question:

What evidence is there in this extract to suggest that Holmes can be a thoughtful host?

- b) Next, read this answer and check whether it includes all the information you found.

What could be added to this paragraph in order to improve it?

Holmes shows he's thoughtful because he's welcoming and cheerful when he meets the lady. He explains who Doctor Watson is to put the lady at ease and so she can feel free to talk. He's also very considerate because he thinks the woman is 'shivering' with cold and suggests she move nearer to the fire. He offers her 'hot coffee' to make her more comfortable.

- 2 Now read the next part of the text and practise writing an extended answer.

‘It is not cold which makes me shiver,’ said the woman in a low voice, changing her seat as requested.

‘What then?’

‘It is fear, Mr Holmes. It is terror.’ She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless, frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of thirty, but her hair was shot with premature grey, and her expression was weary and haggard. Sherlock Holmes ran her over with one of his quick, all-comprehensive glances.

‘You must not fear,’ said he soothingly, bending forward and patting her forearm. We shall soon set matters right, I have no doubt. You have come in by train this morning, I see.’

‘You know me, then?’

‘No, but I observe the second half of a return ticket in the palm of your left glove ...’

The Speckled Band by Sir Arthur Conan Doyle

What impression do you get of Sherlock Holmes during this conversation? Refer closely to the text to support your answer.

Evaluating the effect of text organisation on the reader (1)



Level 6, readers can identify and comment on how texts are organised.

Level 7 readers can evaluate the effect of some features of text organisation.

Some texts are organised using a 'pattern'. If you can find this pattern, you can think about **why** it is used and whether it is **effective**.

- 1 Read this story about a girl, Kate, who changes into a wolf – and enjoys it. This section describes the build-up to the change.

It's late. The moon, full and fat, is blindingly bright through the window above Kate Folan's bed. It's not a comforting light. It only makes the wide night sky seem even blacker.

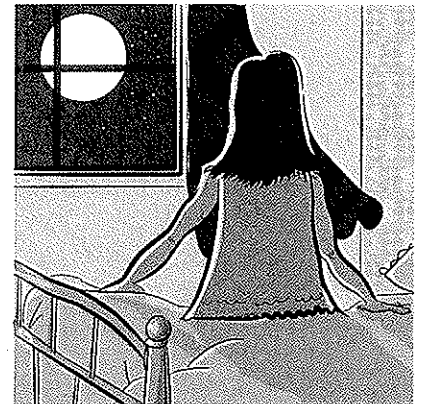
Kate can feel it through the glass, bathing her sweating skin like iced water.

She's so hot.

She leans over and heaves open the window. Her shaky breath mists out and mingles with the humid night air. She lifts the damp dark hair from the back of her neck, to expose it to the cool breeze.

So many scents and sounds carry in from outside ...

There's a tiny electric buzz sparking in her bones. It tickles and warms her, as if her whole body is itching on the inside and she has no way to scratch. It's maddening. Dizzying.



The Wereling: Wounded by Stephen Cole

- a) Use the list in the table to identify any features in this story. List the features in your book and write down the examples from the text.
- b) Think about the effect of the feature on the rest of the text. Copy and complete the table in your book.

Features	What is the effect on the text?
Long sentences	
Short sentences	
Single word sentences	
Lists	
Short paragraphs	Show the main action in small pieces which focuses more attention onto each part – creating a jerky effect ... maybe to show how the change feels to Kate.



Kate shuts her eyes, shakes her head. She wants to let go. To lose the fear and the doubts — just give in to the craving. Why should she fight it? This has to happen ...

Kate's heart begins to pound. It feels like a fist knocking against her ribs, so hard it hurts. She can see its movement beneath the soaked white cotton of her night-clothes.

The moon seems incandescent, like it has caught fire.

Kate knows now. It will happen tonight. The burning heat now pounding through her body seems to be melting her bones. The pain is delicious, irresistible. Kate wonders how she could ever have wished it away.

The change feels maddeningly near now. Why won't it come?

The Wereling: Wounded by Stephen Cole

How does the writer organise this text to build up tension?

You may use the student example as a starting point. Write about the writer's use of sentences, paragraphs and questions.

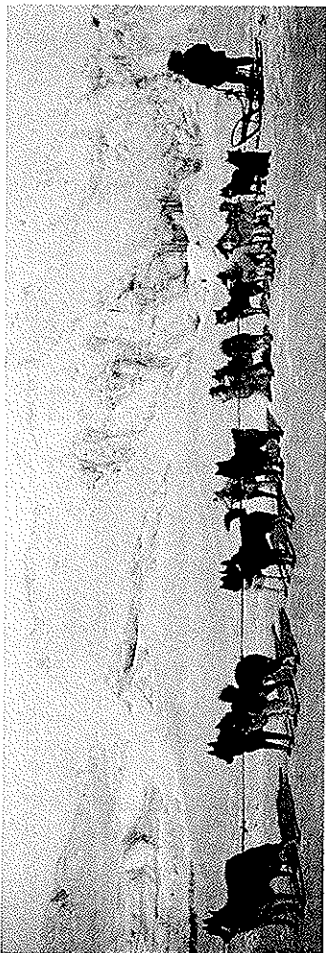
The writer generally uses short paragraphs with short sentences to give a quick rhythm to the text, like her heart beat.

Test yourself: practice reading tests

Reading test 1: Extreme conditions

Text A

Read this real-life account set in the frozen wastes of Alaska, just below the Arctic Circle. In 1925 medicine was desperately needed in an isolated town and the only way to get it there was by dog sled. Shannon was the sled driver and Blackie the lead dog. The first part of the journey followed the Tanana River.



As they crossed the Tanana to the trail on the east bank, the dogs surged forward in their collars, panting heavily and leaving behind wisps of steam that hung for a moment like ghosts along the trail. On any other occasion, the veils would have been beautiful to watch, but on that evening they were a sign that the dogs were moving too fast in the severe cold. In addition, the route was in atrocious shape. A few days earlier, a horse team dragging heavy freight had punched deep holes in the trail. For years the horse teams had been the bane of the dog rigs.

Shannon's team fought to keep its footing, but finally Shannon accepted that the trail was too broken up to be of use. Shouting, 'Haw!' he ordered Blackie to turn left and lead the team onto the Tanana River. The temperature would be several degrees colder on the frozen river than on the steep bank but at least the path had not been broken up by horses.

Shannon was taking a big risk. In any type of weather, travelling over a river can be extremely dangerous. River ice is in a constant state of transformation. It can be smooth along one stretch and a jumble of craggy ice sculptures on the next. The large frozen peaks are strong enough to support a truck, but the narrow valleys in between can easily crack underfoot.

It was nearly pitch dark, and though Shannon was fighting the numbing cold, he had managed to stay alert, and was watching for hazards along the river. He was particularly worried about overflow, a phenomenon that can occur in any type of winter weather, but which at 50 degrees below is life-threatening. Overflow occurs when water bursts through the surface and seeps over the top of the ice. The pent-up water can be under such pressure that it forms a geyser sometimes three or four feet high and the slick may spread for miles across the ice.

In warmer weather, many sled dogs love to splash through overflow, but in temperatures below zero a dog will do his best to avoid it. If a team drives through overflow in the bitter cold, a driver must stop immediately, cut down boughs of spruce, and build a fire to dry his moccasins and socks. A delay could cost him his toes, his foot, or his life.

The Cruellest Miles: The Heroic Story of Dogs and Men in a Race Against an Epidemic by Gay Salisbury and Lancy Salisbury

1 Explain why the dogs found it difficult to use the same trail as the horses.

AF3

1

2 marks

2 In paragraph 1, give two words or phrases that suggest what the breath of the dogs looks like.

AF5

2

2 marks

3 From paragraphs 3 to 5, give three risks Shannon could face.

AF4

3

3 marks

4 'River ice is in a constant state of transformation. It can be smooth along one stretch and a jumble of craggy ice sculptures on the next. The large frozen peaks are strong enough to support a truck, but the narrow valleys in between can easily crack underfoot.' (para 3)
In this quotation, the last two sentences have a similar structure – the first part contrasts with the second part. What effect is created by that structure?

AF4

4

2 marks

5 'A delay could cost him his toes, his foot, or his life.' Explain how the structure of this sentence emphasises the danger of delaying to build a fire.

AF5

5

2 marks

6 What is the overall impression given by this text? Choose one answer.

AF6

6

1 mark

Shannon was confident he would reach his destination safely.

The dogs were already tired at the start of the journey.

Shannon was aware that he was putting his life in danger.

Shannon knew the river was safer than the east bank trail.

Task 22

Text B

Read this story, set in the wilds of Australia. Adrian and Paul are part of a group of seven schoolchildren who have become separated from their school group on a hiking expedition. They are trying to make their own way back to town when they are overtaken by a storm.

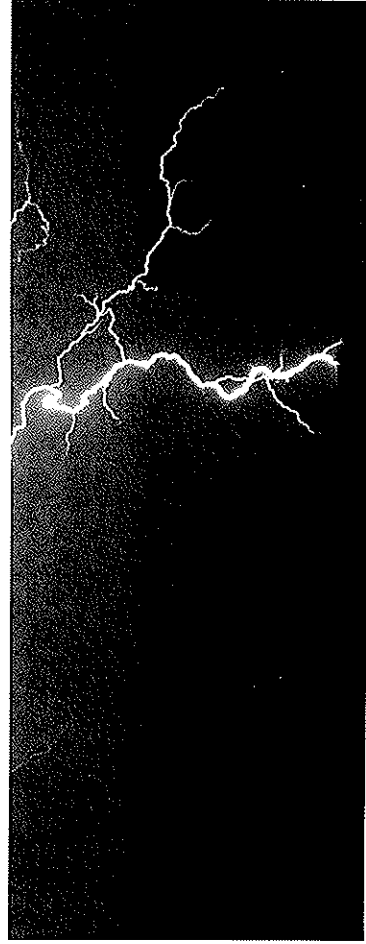
At a quarter to four by Adrian's watch it started raining again; steady, solid rain, but not accompanied by the violent winds and thunder of the day before. Hail didn't fall and the rain didn't roar as though its one desire was to destroy them, but in a very short time they were drenched and cold and the forest floor turned into a gloomy vault that was not at all friendly. The light was weird, as though belonging to another epoch in time or perhaps to another world. Once, from a hilltop, they caught a glimpse of the upper reaches of the bluff far behind them, with cloud swirling round it like smoke. It was low cloud such as they saw in the wet season, that sagged out of heavy skies and sometimes stayed on the mountain-tops and in the gullies for days.

They plodded on and on. They knew they were heading in the right direction, but they had long since lost the old path and were gradually forced lower into the valley towards the road, to avoid wash-aways and landslides. There were times they had to wallow calf-deep through mud. They had seen storm damage before, but nothing like this. Never had such a volume of wind, hail and rain struck their mountains so fiercely and in so few hours. Spread over a week the dry land would have absorbed the rain, but too much had come too quickly, and now it was raining again.

Two thousand yards to the south of the town they reached the road. They were very, very tired, but not too tired to read the story it told.

It was pitted with deep holes and the wheel-ruts had been cut to ditches by fast-flowing water. And water still flowed, red with earth, in the direction of the invisible township, ever cutting deeper into the surface of the road, until diverted by fallen boulders or snapped trees, or cascaded over the side towards the river. It simply wasn't a road any more.

Hills End by Ivan Southwell



7 What weather had they had the day before?

AF2 7

1 mark

8 Explain what the choice of words in the phrase 'a gloomy vault' suggests about the forest.

AF5 8
2 marks

9 Quote a sentence from paragraph 2 that suggests they were advancing slowly and wearily.

AF3 9
1 mark

10 In paragraph 4, what is meant by 'the story'?

AF3 10
2 marks

11 Explain how the writer gives an impression of the power of the storm. Support your ideas with references from the text.

AF6 11
5 marks

You should consider:

- ★ the description of the storm the day before;
- ★ the difficulties the storm created on their journey towards the road;
- ★ what they saw when they reached the road.

Watership Down tells the story of a group of rabbits on a journey in search of a new home. This extract, from the opening, focuses on the brothers Hazel and Fiver, and explains why the journey begins...

The Sign

An extract from *Watership Down* by Richard Adams

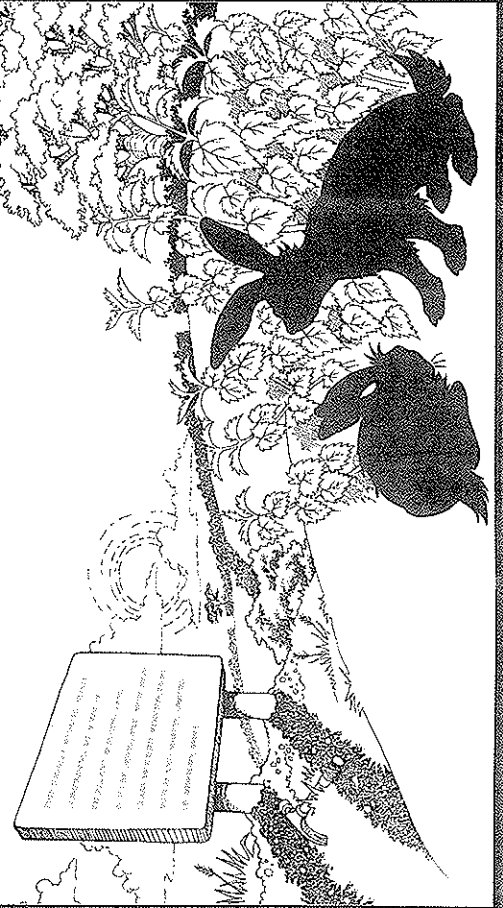
The grass was wet and thick near the stream and they made their way up the opposite slope, looking for drier ground. Part of the slope was in the shadow, for the sun was sinking ahead of them, and Hazel, who wanted a warm, sunny spot, went on until they were quite near the lane. As they approached the gate he stopped, staring.

'Fiver, what's that? Look!'

A little way in front of them, the ground had been freshly disturbed. Two piles of earth lay on the grass. Heavy posts, reeking of paint, towered up as high as the holly trees in the hedge, and the board they carried threw a long shadow across the top of the field. Near one of the posts, a hammer and a few nails had been left behind.

The two rabbits went up to the board at a hopping run and crouched in a patch of nettles at the far side, wrinkling their noses at the smell of a dead cigarette-end somewhere in the grass. Suddenly Fiver shivered and covered down.

'Oh, Hazel! This is where it comes from! I know now – something very bad! Some terrible thing – coming closer and closer.'



He began to whimper with fear.

'What sort of thing – what do you mean? I thought you said there was no danger?'

'I don't know what it is,' answered Fiver wretchedly. 'There isn't any danger here, at the moment. But it's coming – it's coming. Oh Hazel, look! The field! It's covered with blood!'

'Don't be silly, it's only the light of the sunset. Fiver, come on, don't talk like this, you're frightening me!'

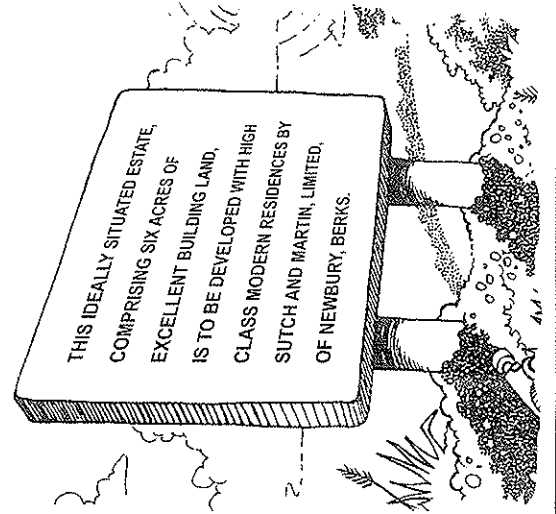
Fiver sat trembling and crying among the nettles as Hazel tried to reassure him and to find out what it could be that had driven him beside himself. If he was terrified, why did he not run for safety, as any sensible rabbit would? But Fiver could not explain and only grew more and more distressed.

At last Hazel said, 'Fiver, you can't sit crying here. Anyway, it's getting dark. We'd better go back to the burrow.'

When at last Hazel had got him back to the ditch, he refused at first to go underground and Hazel almost had to push him down the hole.

The sun set behind the opposite slope. The wind turned colder, with a scatter of rain, and in less than an hour it was dark. All colour had faded from the sky: and although the big board by the gate creaked slightly in the night wind (as though to insist that it had not disappeared into darkness, but was still firmly where it had been put), there was no passer-by to read the sharp, hard letters that cut straight as black knives across its white surface.

It said:

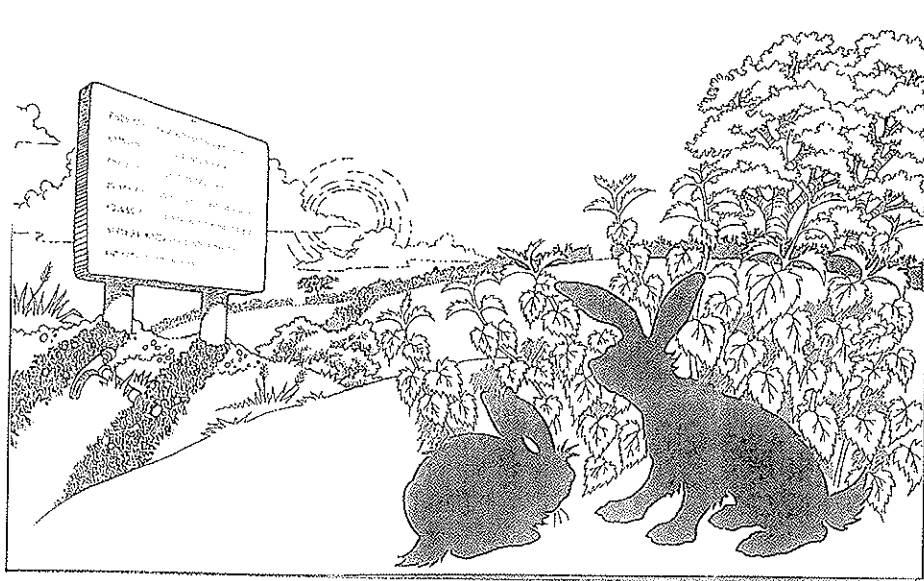


The Sign

(An extract from 'Watership Down by Richard Adams)

Read the extract and answer the following questions:

1. What did Hazel and Fiver find?
2. Find the quote in the fourth paragraph which shows how Fiver felt.
3. Fiver knows that a danger is coming. What is this danger?
4. Look at the paragraph beginning '*The sun set behind the opposite slope*'. How does the atmosphere change?
5. '*sharp, hard letters that cut straight as black knives across its white surface.*' What is the effect of describing the sign in this way?
6. Find and copy two words or phrases on the sign that make the housing development sound attractive.
7. This extract is from the beginning of the book. What do you think makes readers want to read the rest of the book? You should write about:
 - The way the extract is written
 - What the characters are like
 - What you learn about the situation



This extract is from a short story by Doris Lessing. It is about a 14-year-old girl who chooses a puppy against the wishes of her mother.

Chosen

It was my father who decided we must have a dog, but choosing one turned out to be more difficult than we thought. After my mother had turned down a dozen puppies, we asked ourselves if any dog, anywhere in the world, could possibly be good enough. But, when we found it, this new puppy was to be my dog. I had decided this. And the fact was that I didn't want a good, noble and well-bred dog – the kind that my mother longed for. I didn't know what I did want, but the idea of such a dog bored me.

That summer we went to stay on an isolated farm with my father's friend, Mr Barnes. It was night when we arrived, and an almost full moon floated above the farm. The land around was black and silent, except for the small incessant noise of the crickets. The car drew up outside the farm and as the engine stopped there was the sound of a mad, wild yapping. Behold, around the corner of the house came a small black wriggling object that threw itself towards the car, changed course on almost touching it, and dashed off again. 'Take no notice of that puppy,' said Mr Barnes. 'It's been stark staring mad with the moon every night this last week.'

We went into the house and were fed and looked after. I was sent upstairs so that the grown-ups could talk freely. All the time came the mad high yapping. In my tiny bedroom I looked out onto the space between the house and the farm buildings, and there hurtled the puppy, crazy with the joy of life, or moonlight, weaving back and forth, snapping at its own black shadow – like a drunken moth around a candle-flame, or like ... like nothing I've ever seen or heard of since.

That, of course, was my puppy. Mr Barnes came out of the house saying, 'Come now, you lunatic animal...', almost throwing himself on the crazy creature, which was yapping and flapping around like a fish as he carried it to its kennel. I was already saying, like an anguished mother watching a stranger handle her child: 'Careful now, careful, that's my dog.'

Task 24

Next day, after breakfast, I went to announce my decision. My mother at once said: 'Oh no, not that puppy. We'll never be able to train him.' Mr Barnes said I could have him with pleasure. My father said he didn't see anything wrong with the dog, if a dog was healthy that was all that mattered: my mother sighed and sat silent. The atmosphere of adults disagreeing with each other was familiar to me. I didn't say a word. I simply knew that things would work themselves out, and the puppy would be mine. Was right on my side? It was. Should anybody but myself choose my dog? No. Very well then, I had chosen. I chose this dog. I chose it. Too late, I had chosen it.

Three days and three nights we spent at the Barnes' place. On the last night of our stay I crept out in the cold moonlight to sit and watch the tiny, black, hurtling puppy. When I finally went to my bed, I fell asleep dreaming of the little dog with brown, buttony, beautiful eyes, and I knew I couldn't leave him behind.

We took him away next morning. It was a long drive home and all the way the puppy yawned and wriggled on my lap, then lay on its fat back, its four paws sprawled every-which-way. My father demanded irritably that the dog should be 'thoroughly trained', and I answered 'yes', only half hearing him. My head ran in circles like the puppy's own wild movements, dizzy with a mixture of joy and alarm. This was my dog. My responsibility.

Chosen

Read the text and answer the following questions:

1. Explain one impression you get of the girl's mother from paragraph 1. Support your answer with a quotation from this paragraph.
2. How does the whole of paragraph 2 build up to the introduction of the puppy?
Support your ideas with quotations from this paragraph.
3. In paragraph 7, the puppy is on the girl's lap as it is taken home. Explain what the choice of language in the following quotation suggests about the way the puppy is lying: *its four paws sprawled every-which-way*
4. *Was right on my side? It was. Should anybody but myself choose my dog? No.* (paragraph 5)
How does the use of language in this quotation show that the girl is determined to choose her own dog?
5. What impressions do you get of the girl's character from her attitude towards her parents and towards the puppy?
Support your ideas with quotations from the whole text.



Biography

Arthur Conan Doyle (1859-1930)
 Arthur Conan Doyle is famous for the many stories he wrote about the character Sherlock Holmes. With Watson, he tried to solve a crime, but never complicated. Conan Doyle also wrote adventure stories featuring a character called Professor Challenger.

Baskerville Hall

Over the green squares of the fields and the low curve of a wood there rose in the distance a grey, melancholy hill, with a strange jagged summit. Rolling pasture lands curved upward on either side of us, and old gabled houses peeped out from amid the thick green foliage, but behind the peaceful and sunlit countryside there rose ever, dark against the evening sky, the long, gloomy curve of the moor, broken by the jagged and sinister hills.

At every turn Baskerville gave an exclamation of delight, looking eagerly about him and asking countless questions. To his eyes all seemed beautiful, but to me a tinge of melancholy lay upon the countryside, which bore so clearly the mark of the waning year. Yellow leaves carpeted the lanes and fluttered down upon us as we passed. The rattle of our wheels died away as we drove through drifts of rotting vegetation – sad gifts, as it seemed to me, for Nature to throw before the carriage of the returning heir of the Baskervilles.

Our driver half turned in his seat.

'There's a convict escaped from Princetown, sir. He's been out three days now, and the warders watch every road and every station, but they've had no sight of him yet.'

'Who is he, then?'

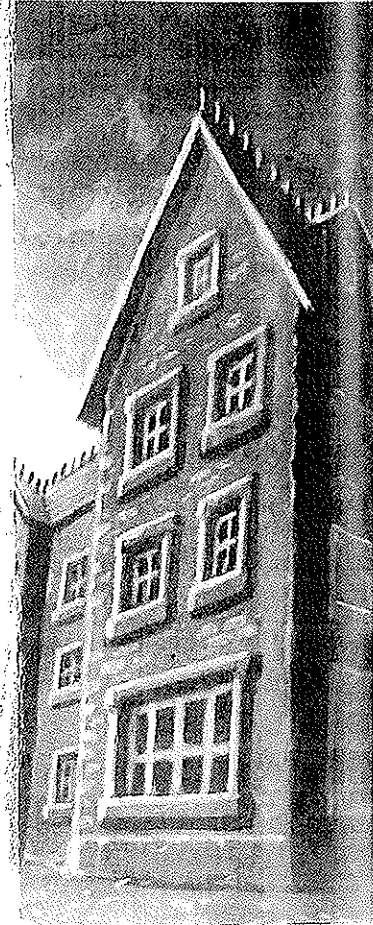
'It is Selden, the Notting Hill murderer.'

The road in front of us grew bleaker and wilder. Now and then we passed a moorland cottage. Suddenly we looked down into a cuplike depression, patched with stunted oaks and firs which had been twisted and bent by the fury of years of storm. Two high, narrow towers rose over the trees. The driver pointed with his whip.

'Baskerville Hall,' said he.

Its master had risen and was staring with flushed cheeks and shining eyes. The lodge was a ruin of black granite and bared ribs of rafters.

Through the gateway we passed into the avenue, where the wheels were again hushed amid the leaves, and the old trees shot their branches in a sombre tunnel over our heads. Baskerville shuddered as he looked up the long, dark drive to where the house glimmered like a ghost at the farther end.



Read the extract from 'The Hound of the Baskervilles' and answer the following questions:

1. Draw a table in your exercise books and list all the words and phrases that create a happy, calm atmosphere and all the words and phrases that create a tense, worried atmosphere.

Happy and calm	Tense and worried
Rolling pasture	Jagged summit

2. How do Baskerville's feelings change during the extract?
3. Explain how the writer creates suspense or tension in the extract.

READING 'The Badger'



- The difficulty of this passage is: EASY
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.
- This poem is by John Clare (1793-1864). In it he describes how men hunt a badger with dogs.



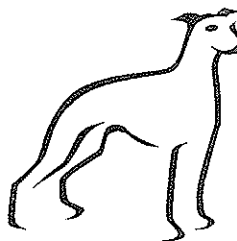
The Badger

When midnight comes a host of dogs and men
Go out and track the badger to his den,
And put a sack within the hole, and lie
Till the old grunting badger passes by.
He comes and hears - they let the strongest loose.
The old fox hears the noise and drops the goose.
The poacher shoots and hurries from the cry,
And the old hare half wounded buzzes by.
They get a forked stick to bear him down
And clap the dogs and take him to the town,
And bait him all the day with many dogs,
And laugh and shout and fright the scampering hogs.
He runs along and bites at all he meets:
They shout and hollo down the noisy streets.



He turns about to face the loud uproar
And drives the rebels to their very door.
The frequent stone is hurled where'er they go;
When badgers fight, then everyone's a foe.
The dogs are clapped and urged to join the fray.
The badger turns and drives them all away.
Though scarcely half as big, demure and small,
He fights with dogs for hours and beats them all.
The heavy mastiff, savage in the fray,
Lies down and licks his feet and turns away.
The bulldog knows his match and waxes cold,
The badger grins and never leaves his hold.
He drives the crowd and follows at their heels
And bites them through - the drunkard swears and reels.

The frightened women take the boys away.
The blackguard laughs and hurries on the fray.
He tries to reach the woods, and awkward race,
But sticks and cudgels quickly stop the chase.
He turns again and drives the noisy crowd
And beats the many dogs in noises loud.
He drives away and beats them every one,
And then they loose them all and set them on.
He falls as dead and kicked by boys and men,
Then starts and grins and drives the crowd again;
Till kicked and torn and beaten out he lies
And leaves his hold and cackles, groans, and dies.



-John Clare-

Read 'The Badger' and answer the following questions:

1. Who hears the noise of the hunt?
2. Who and what does the badger beat or scare in the poem?
3. What impression do you get of the badger from the poem?
4. How does Clare's language make the scene seem vivid and powerful?
5. Why does the poem repeat so much about the fighting badger?

Task 27

READING *A Christmas Carol*



- The difficulty of this passage is: **MEDIUM**
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.



- This is a passage from *A Christmas Carol* by Charles Dickens (1812-1870). In this famous book, Dickens depicts the miserable Scrooge, who hates Christmas. He is visited by ghosts, who make him change his ways. Here, early in the book, Dickens describes Scrooge.

Oh! But he was a tight-fisted hand at the grind-stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.



Read the extract from 'A Christmas Carol' and answer the following questions:

1. Select the strongest phrase in the passage. Why did you choose it?
2. How does Dickens build up a vivid impression of Scrooge's character?
3. How does the description of the weather add to our impression of Scrooge in this passage?
4. What is effective about the opening and ending of this passage?

READING 'Pay the Penalty'



- The difficulty of this passage is: **EASY**
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.



- This is a section from a story about a boy called Charlie and his problems and triumphs on the football pitch. This comes early in the story and sets up Charlie's main worries for the rest of the story.

Charlie picked himself up and wiped the mud from his face. Jonesy handed him the ball: "Here," he said, "you won us the penalty; you'd better take it." Charlie couldn't believe it: he'd never taken a pen before; it was the last minute of normal time; this was United's only chance to equalise and stay in the Under 15's cup.

"No," said Charlie, weakly, but no-one seemed to hear him.

Charlie carefully placed the ball on the spot, noticing as he did just how muddy and cut up the ground was in the penalty area. Looking up, into the keeper's face, he saw his hard, mean, piggy little eyes staring back at him. Suddenly, this ordinary boy seemed to take on giant proportions: his hands seemed like dinner plates; his thick-set body blotted out most of the goal mouth. Waves of anxiety crashed over Charlie. "If I look to the left," he thought, "the keeper will think that I'm going to place it that way, and he'll dive to that side; then I can trick him and slam it into the empty right hand side. But, hang on," Charlie reasoned, "surely the goalie will guess that I'm tricking him, so he'll cover the right hand side, knowing that's where I'm going to place it. So, I'd be better to go left after all. But what if he just does the obvious and falls for the trick ..."

Sweat was dripping down Charlie's forehead. He could hear the brothers and sisters of the team members chanting his name. "Go on Charlie!" muttered some of his team mates. The ref blew his whistle. This was it. Heart pounding, breath panting, legs a little wobbly, he started his run up: his moment of truth!

Just as he was about to strike the ball, Charlie felt the ground slip beneath his standing foot. With his whole body tilting awkwardly, he kicked the ball high into the air and way over the bar.

From his undignified position on his back in the mud, he could hear the groans, the jeers and the cheers of the opposition. The referee was blowing his whistle for full time. It was all over. United had lost, and it was all Charlie's fault.

Smudge's voice was the first he heard distinctly: "You idiot!" he bellowed. "Why did you take that pen? Anyone else would have scored, anyone!" Then all the others joined in, blaming him, questioning why he had taken the penalty at all. Hopelessly, he tried to explain that it wasn't his idea, but no-one was listening. Even Jonesy, whose idea it had actually been, now turned on him: "Have you ever even taken a pen before?" he asked fiercely. Charlie knew now that he would never live this moment down.



Read 'Pay the Penalty' and answer the following questions:

1. Select one sentence that shows you that Charlie is nervous.
2. Select one sentence that builds up tension in the story.
3. What different emotions does Charlie feel in this story?
4. Which techniques does the writer use? To what effect?

READING 'The Sack of Troy'

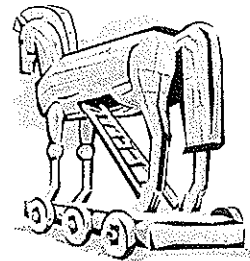


- The difficulty of this passage is: MEDIUM
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.



- This is a modern version of the story of how Troy was destroyed. After a long siege, the Greeks tricked the Trojans with a wooden horse. The Trojans thought it was a peace offering, and they took it into the city to be burned for the gods. The Greeks who hid in the horse let the rest of the army into the city, and so it was destroyed. Cassandra had warned the Trojans not to take the horse in, but she was cursed to see the future but to never be believed.

Through the dark and silent streets, four Greek warriors secretly hurried. Each sped swiftly to one of the four massive gates that had barred the way for so long. At the same time, the Greek ships were stealthily returning to the Trojan shoreline, and the masses of armed soldiers were disembarking. The battalions huddled together in the darkness, awaiting the signal from within the city, feeling tense but exhilarated, scarcely daring to believe that Odysseus's audacious plan could work. What would the night have in store for them? Would the Trojans put up a fight or would they just tamely surrender, once they knew that their defences had been breached? Certainly, after all the celebrating that had taken place in Troy that evening, few of the Trojan warriors would be ready for a fight – to a man they lay in drunken sleep, little imagining that the hour of their defeat was at hand.



Suddenly, a torch was hurled high above the main gate. The Greeks recognised the sign and scurried rapidly towards the town. There it was – the main gate to the city: wide open. Other regiments found the other gateways similarly gaping. Troy was at their mercy. Once the bands of men had assembled at each corner of the city, as confirmed by the owl hoots that each team leader made in turn, Odysseus himself let out a wild whoop of joy and release, which was echoed by the thousand cries of the Greek soldiers, as they charged headlong into the city, waving swords and torches about their heads. Soon buildings were ablaze; sleepy grooms lay dead, their throats cut with a single swipe of a blade; the Trojans, first singly and confused, then in groups and in increasing panic, were emerging from their homes to see what was causing the commotion. Greeks were everywhere, flying through the streets and alleys in murderous fury. It seemed, suddenly, that the whole city was on fire. The blackness of the starless night had given way to a wayward orange glow – as the flames leaped higher, ripping through the timber houses and flaring wildly when they reached the straw roofs.

Panic spread through Troy faster than the flames. At once, the city was a mad rush of people, fleeing they knew not where. Women, men and children were all made victims of the Greeks' swords. Years of frustration and pent up rage were released in a single hour of merciless violence. No one was to be spared. An old man, staggering across the market place, in search of his family, was run through by a well-aimed spear. Three teenage fighters, struggling to buckle on their armour, as they stumbled from their barracks, were downed in a hail of spiteful arrows. The gutters ran red with blood. The screams of horrified innocents curdled the air. The Trojans had no chance.

Read 'The Sack of Troy' and answer the following questions:

1. Who gives the signal for the Greeks to enter the city?
2. How can you tell that the Trojans were unprepared?
3. How does the writer's language make you sympathise with the Trojans?
4. How does the writer suggest that this event was a tragedy?

The comma



Remember:

a comma is used when adding a description.

e.g. Lucy, a fluffy, gentle cat, likes crisps.

Rewrite the sentences below and add the commas.

1. Janice a tall pretty girl won the race.

2. The River Trent a large river in England is very wide in parts.

3. The clown a funny fat man had a white face and a red nose.

4. The match watched by twenty thousand people took place at Wembley.

5. Julius Caesar a powerful Roman soldier conquered England.

6. The prince a young and handsome man married a duchess.

7. The lion a bold and proud animal is known as the king of the beasts.

8. The cave so deep and narrow was dangerous for potholers.

9. The bride's dress being made of pure silk showed all the creases.

10. The apple tree although old and gnarled always produces lovely apples.

11. A Christmas Carol a famous book by Charles Dickens has been made into a film.

Speech marks

Remember:
you do not always have to use the verb *to say*.
You can use other verbs:
e.g. to announce, to remark, to continue, to explain.

Here are more verbs of saying:

- | | |
|----------|------------|
| to ask | to shout |
| to think | to mutter |
| to reply | to whisper |
| to yell | to cry |

Rewrite the following examples, putting in the capital letters, the speech marks and all other punctuation.

1. it was a sad day for me remarked the old engine driver when the last steam train ran
2. the play starts at eight o clock replied the theatre manager
3. by the way she continued i shant be going to the match this saturday
4. as he walked along john muttered to himself i wish i hadnt spent all my pocket money
5. this is the best way to solve the problem the teacher explained
6. the organiser announced the fathers race will start in five minutes
7. victoria whispered to her best friend please sit next to me at the tea party
8. i am not quite sure of the directions nicola thought but i am sure i must turn right



Revision page

Rewrite the following sentences. Add all the punctuation marks and capital letters.

1. she smiled and said i hope you enjoyed your holiday

2. grandma said im nearly eighty

3. i love watching cricket matches said jonathan

4. the machine said start printing page one

5. the coat suits you said the assistant and its in the sale

6. ive just had a haircut said rapunzel to the prince so youd better buy a ladder

7. i love pork chops said the wolf to the three little pigs

8. if there are no batteries said john the torch wont work

9. long john silver said this parrot has sharp claws

10. the tyre is flat said the mechanic because there is a nail in it

11. amanda said i love chocolate

12. dry the glasses carefully said mum or you might break one

The belonging apostrophe

The apostrophe has another use.

It is used with **s** at the end of a noun.

It shows that something or someone belongs to that noun.

e.g. the dog's tail

the tail of the dog

e.g. my friend's sister

the sister of my friend

e.g. the car's driver

the driver of the car

Put the apostrophes into the examples below.

1. the horses head

2. the fishs fin

3. the cats owner

4. the lorrys tyres

5. the babys rattle

6. Williams uncle

7. my dads job

8. the teams mascot

9. Jennys bag

10. the swimming pools edge

11. the Queens head

12. the rats tail

13. the dogs dinner

14. the boys cricket bat



Make up four examples of your own.

.....

.....

.....

.....

Put in the apostrophes in the sentences below.

1. The wasps sting hurt the child.

2. I hope the dogs bark will not wake the neighbours.

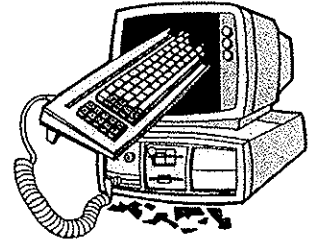
3. It is Janes birthday next week.

4. Do you know if that is Stephens photograph?

5. Can you find your mothers purse?

The apostrophe

Revision page



Space out the words and put in the apostrophes.
The first one is done for you.

- | | |
|---------------------------------|-------------------|
| 1. I think it's fun. | I think it's fun. |
| 2. He's going to Africa. | |
| 3. She hasn't had her haircut. | |
| 4. What's on the television? | |
| 5. It's a good book. | |
| 6. He doesn't mind. | |
| 7. Where's my bag? | |
| 8. We're not going to the fair. | |
| 9. She's a teacher. | |
| 10. That's a good idea. | |

Letters are sometimes missed out between a noun and a verb.

- e.g. The computer's broken. The computer is broken.
e.g. The computer's broken down. The computer has broken down.

Rewrite the sentences below replacing the apostrophes with the missing letters.

1. My friend's sad. He's lost his pen.
2. He hasn't chosen me to play in the team.
.....
3. They aren't willing to see if it's the right colour.
.....
4. Who's going to see if the little boy's all right?
.....
5. We're not sure if he's won the cup.
.....
6. The hat's too big.
7. Where's the mouse? The cage's empty.
.....

The colon

A colon is used to introduce an explanation or reference to the first part of a sentence.

e.g. He told me his problem: he is very lonely.

Add the colons to the examples below.

1. The audience left the theatre the fire bell had rung.
2. That maths exercise is difficult I do not understand algebra.
3. As soon as the director heard her sing he knew here was a star.
4. Tom was glad his football shirt was red and white his favourite colours.
5. I am going to the cinema there is a film I really want to see.
6. The book I am reading is exciting I want to finish it
7. The plant has died mum forgot to water it

Rearrange the words, adding the colons and full stops in the following sentences.

1. cannot ski We raining snow there and is it no is



2. library I to went the wanted science I book a

3. frightened dog was The firework made bang loud a had the

4. lotion We suntan need use to today hot the very is sun

5. to We stand had was the full train very

6. ice the Don't cake soft is too the icing



Task
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The semicolon



A semicolon makes a shorter pause than a full stop.

It is often used instead of a full stop to join ideas more closely together in one sentence rather than two sentences.

e.g. It was dark and cold; it was raining



Add the semicolons to the examples below.

1. The sea was rough the waves crashed on to the rocks.
2. The oranges were easy to peel they were very sweet and juicy.
3. Jane loved the book she read three more chapters.
4. The chairs were put away the table was cleared.
5. The cargo was loaded the passengers were seated.
6. He climbed five flights of stairs two more and he would be there.

Add the semicolons and all other punctuation to the sentences below.

1. great minds think alike fools never differ
.....
2. the ring sparkled the diamonds flashed
.....
3. no man is an island everyone needs a friend
.....
4. we have to go we are late already
.....
5. a wise man is often silent a fool often talks too much
.....
6. it was a clear cloudless night the stars shone brightly
.....