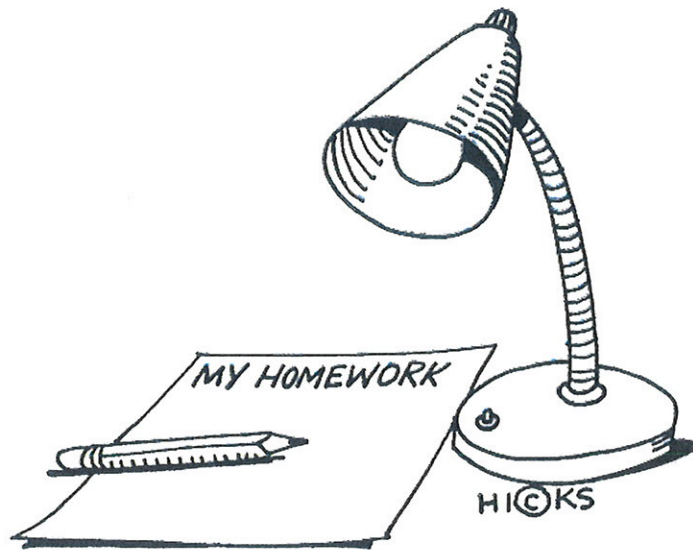


# *English Homework*



*Year 8*

*Level 3 - 4*

## Contents

| Task               | Task type                                     | Date set | Date due | Completed (tick) |
|--------------------|---|----------|----------|------------------|
| <b>Spelling</b>    |   |          |          |                  |
| 1                  | Spelling Homework                             |          |          |                  |
| 2                  | Spelling Homework                             |          |          |                  |
| 3                  | Spelling Homework                             |          |          |                  |
| 4                  | Spelling Homework                             |          |          |                  |
| 5                  | Spelling Homework                             |          |          |                  |
| 6                  | Spelling Homework                             |          |          |                  |
| 7                  | Spelling Homework                             |          |          |                  |
| 8                  | Spelling Homework                             |          |          |                  |
| 9                  | Spelling Homework                             |          |          |                  |
| 10                 | Double Letters                                |          |          |                  |
| 11                 | Prefixes and Suffixes                         |          |          |                  |
| 12                 | Problem Words                                 |          |          |                  |
| 13                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 14                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 15                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 16                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 17                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 18                 | Word puzzles – 9 letter word grid             |          |          |                  |
| 19                 | Riddles                                       |          |          |                  |
| <b>Reading</b>     |   |          |          |                  |
| 20                 | Finding information in a text                 |          |          |                  |
| 21                 | Locating and using information                |          |          |                  |
| 22                 | Index   |          |          |                  |
| 23                 | Finding patterns in a text                    |          |          |                  |
| 24                 | Some highlights from the history of animation |          |          |                  |
| 25                 | First Aid: Bleeding                           |          |          |                  |
| 26                 | Stargirl                                      |          |          |                  |
| 27                 | Mirror, Mirror on the wall                    |          |          |                  |
| 28                 | Fan Mail                                      |          |          |                  |
| 29                 | Tallest Man                                   |          |          |                  |
| <b>Punctuation</b> |   |          |          |                  |
| 30                 | Punctuation: Sentences                        |          |          |                  |
| 31                 | Punctuation: Sentences                        |          |          |                  |
| 32                 | Punctuation: Sentences                        |          |          |                  |
| 33                 | Punctuation: Sentences                        |          |          |                  |
| 34                 | Punctuation: Commas                           |          |          |                  |
| 35                 | Punctuation: Commas                           |          |          |                  |

# 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

- Amount
- Climb
- Decide
- Forty
- Guard
- Health
- Issue
- Lonely
- Material
- Pattern

Task 2

- Dairy
- Diary
- Fierce
- Height
- Lovely
- Modern
- People
- React
- Safety
- Until

Task 3

- Design
- Develop
- Fulfil
- Listen
- Relief
- Saturday
- Threw
- Weight
- Write
- Writing

Task 4

- Clothes
- Energy
- Peaceful
- Quiet
- Quite
- Sauce
- Survey
- Weird
- Women
- Woman

Task 5

- Brake
- Break
- Chemist
- Choose
- Chose
- Fierce
- Happened
- Modern
- School
- Surely

Task 6

- Ache
- Chef
- Chorus
- Christmas
- Deposit
- Echo
- Elastic
- Furniture
- Pupil
- Solid

Task 7

- Basic
- Basically
- Collage
- College
- Comical
- Complete
- Cruel
- Engine
- Insure
- Positive

Task 8

- Accident
- Cookery
- Horrible
- Like
- Likable
- Mystery
- Ocean
- Parent
- Silent
- Terrible

Task 9

- Activity
- Brilliant
- Cloak
- Clock
- Crowd
- Ground
- Idiot
- Million
- Onion
- Shadow

## Task 10

## SPELLING Double Letters



Another common problem in spelling is the use of double letters in the middle of words.

For short words, double the final letter when you add '-ed', '-ing' or '-er' (*except* when the word ends in '-x', '-w', or '-y').

### TASK

Add the suffixes indicated to each of the following words, writing out the whole word in your English book.

1. -er

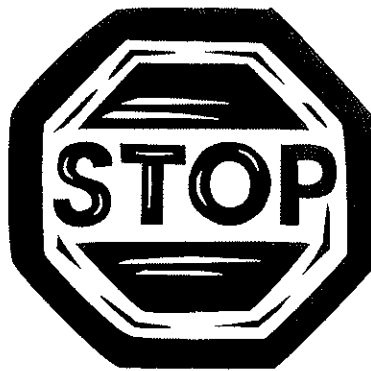
hit  
fit  
sit  
blot  
fat  
spit  
split  
bat  
mat

2. -ing

stop  
crop  
cut  
shut  
fit  
sit  
pat  
drop

3. -ed

top  
tip  
flip  
flop  
snog  
flog  
plot  
prop  
trap



### EXTENSION

Design a poster to illustrate this rule.



**Prefixes** are the letters that go on the start of words. For example:

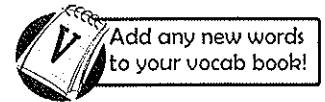
| <i>prefix</i> | <i>whole word</i> |
|---------------|-------------------|
| anti-         | → antibody        |
| semi-         | → semidetached    |
| dis-          | → dishonest       |
| under-        | → underrated      |

**Suffixes** are the letters that go on the end of words. For example:

| <i>suffix</i> | <i>whole word</i> |
|---------------|-------------------|
| -less         | → ageless         |
| -ness         | → friendliness    |
| -ance         | → reassurance     |
| -age          | → wastage         |

### TASK

- a) Add the prefix or suffix indicated to the words below, writing the whole word out in your English book.
- b) List as many other examples as you can of whole words which use each prefix or suffix (e.g. for the prefix *anti-*, you could list anticlimax, antiseptic, antihero, etc.).



1. Dis-

appear  
advantage  
satisfy  
similar

4. -ness

sleepy  
foolish  
hopeless  
idle  
careless

2. Un-

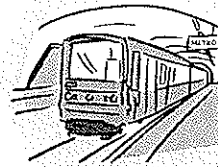
necessary  
natural  
encumbered  
sophisticated

5. -ary

function  
caution  
example

3. Under-

achieve  
represent  
state  
rehearse  
ground



### EXTENSION

- a) Below are five common **prefixes**. For each one, think of two or three examples of whole words which use them and write them in your English book. *Hint*: a dictionary might help you!
- ex-      fore-      micro-      non-      pro-
- b) *-ish* and *-ment* are two common **suffixes**. For each one, think of as many examples of whole words which use them and write them in your English book.
- c) Make a list of any other suffixes and prefixes you can think of.
- d) For each one you listed in c), list as many examples of whole words as you can find.



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

## TASK A

**Advise, advice**

**Advise** with an **s** is the verb. You use it to depict the act of advising.

Advise will be seen with a subject: I, he, she, it, people's names.

*Examples:* I advise you. I am advising you. He advised you. Paul will advise you.

**Advice** with a **c** is the noun. You use it to depict the substance: a piece of advice.

Advice will be seen with verbs: gave, is, was, received, got.

*Examples:* I gave you advice. This advice is free. Advice is welcome.

Complete the sentences below in your English book. Is the missing word "advise" or "advice"?

1. The \_\_\_\_\_ you gave me was very valuable.
2. I \_\_\_\_\_ you to listen to your teachers.
3. My \_\_\_\_\_ is: stay positive.
4. He \_\_\_\_\_ me to make the most of life.
5. They \_\_\_\_\_ us to listen to more music.
6. The best \_\_\_\_\_ I ever had was: think of others too.

## TASK B

**Practise, practice**

**Practise** with an **s** is the verb. You use it to depict the act of practising.

Practise will be seen with a subject: I, he, she, it, people's names.

*Examples:* I practised the violin. He practises every day. You need to practise.

**Practice** with a **c** is the noun. You use it to depict the substance: an example of practice.

Practice will be seen with verbs: is, was, did.

*Examples:* This practice is dangerous. The practice session was great. He did his practice.

Complete the sentences below in your English book. Is the missing word "practise" or "practice"?

1. It was an important \_\_\_\_\_ session.
2. He \_\_\_\_\_ nearly every day.
3. His veterinary \_\_\_\_\_ is very successful.
4. I don't \_\_\_\_\_ enough.
5. Which is the \_\_\_\_\_ piece?



## TASK C

**Whole, hole**

**Whole** means complete: the whole story.

**Hole** means a pit or gap in something: my jumper has a hole in it.

1. Write five sentences that would feature **whole** in your English book.
2. Write five sentences that would feature **hole** in your English book.

# Word Puzzles



## 9 letter word grids.

Using the letter grids below, how many words can you find? You can only use each letter once (or as many times as it appears in the grid) and every word must have at least two letters. There is also a nine letter word hiding in each grid – can you find it?

Task 13

|   |   |   |
|---|---|---|
| C | D | O |
| I | P | B |
| L | R | A |

Task 14

|   |   |   |
|---|---|---|
| T | L | O |
| L | F | A |
| S | O | B |

Task 15

|   |   |   |
|---|---|---|
| B | M | W |
| S | O | O |
| O | R | K |

Task 16

|   |   |   |
|---|---|---|
| F | R | O |
| T | W | P |
| E | O | L |

Task 17

|   |   |   |
|---|---|---|
| A | I | E |
| D | B | R |
| S | K | M |

Task 18

|   |   |   |
|---|---|---|
| C | R | T |
| E | E | I |
| U | S | N |

## Word Play

Task 19

Look at the clues below and see if you can make new words by changing just one letter in each of these words.

1. Change NEAT into something close
2. Change READ into a motorway
3. Change RISE into a flower
4. Change FAIR into a couple.
5. Change SENT into something to sit on.
6. Change BEAR into a fruit
7. Change FAST into a direction
8. Change ZONE into something to give to a dog
9. Change BEAT into an animal
10. Change PALE into a strong wind

# Finding information in a text

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.

1 Read this text about pasta and fill in the gaps in the task that follows.

If you are new to cooking, pasta will probably be one of the first things you learn to cook. University students say it is their perfect food – quick to cook and cheap to buy. It is made from just flour, water and salt but some types also contain eggs. Though it is easy to cook you have to get the timing right. Overcooked pasta leads to an unpleasant glue-like meal.



Copy and complete these sentences in your book.

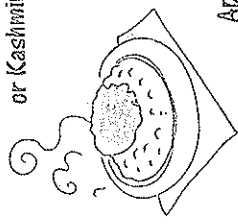
2 \_\_\_\_\_ students eat a lot of pasta because it is **a)** \_\_\_\_\_ and \_\_\_\_\_

3 \_\_\_\_\_ . Pasta sometimes contains eggs but usually it is just water, \_\_\_\_\_ and **b)** \_\_\_\_\_

4 Read this menu and answer the questions that follow.

**Today's specials**

**Chargrilled peppers and baked onions in a tomato pasta**  
or **Kashmir turkey curry with wild rice and an onion relish**

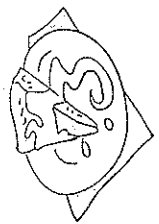
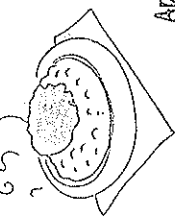


**Vegetables**

Baby new carrots with parsley  
Steamed broccoli  
Green beans cooked with walnuts

**DESSERT**

Apple pie and thick brandy-flavoured cream  
New York cheesecake  
Banana ice cream with chocolate sauce

5 Answer the following questions:

- 1 What is served with wild rice?
  - 2 Which vegetable is steamed?
  - 3 What flavour is the pie?
- 6 Write down the food from the menu that you want to order.
- 1 You had curry yesterday and you want a change.
  - 2 You don't want broccoli or beans.
  - 3 You love chocolate.

## Task 20

\* Identify and highlight key words while you read.

3 Read the script below. Write down the name of each boy and they type of pizza he ate.

**Nick:** I went to the pizza place on Sunday with Abdul and Charlie. It was great. Have you been, Tom?

**Tom:** Yes, I've been there. I had the Three Cheese Pizza.

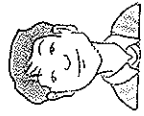
**Nick:** I had the Hot and Spicy one. My mate Charlie had it too. You should try it.

**Tom:** What, me? No, I don't do hot and spicy stuff. I'd rather eat nothing!

**Nick:** Abdul wouldn't eat it either. He just had plain Cheese and Tomato.



Charlie



Abdul



Tom



Nick



4 Read the news report to find the information. Copy and complete the sentences below.

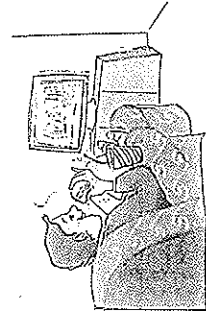
**Adverts for foods high in fat, salt and sugar have been banned during television programmes aimed at children under 16, in an effort to tackle obesity levels in children.**

But programme makers say the quality of children's programmes will suffer because they will lose an estimated £39 million in advertising income.

before the 9 p.m. watershed.

The move is the latest stage in a crackdown on junk food advertising during programmes aimed at, or appealing to, children.

Health campaigners had called for a complete ban



a) The ban is aimed at children aged \_\_\_\_\_.

b) The ban is on foods containing a lot of \_\_\_\_\_ and \_\_\_\_\_.

c) Programme makers may lose about £ \_\_\_\_\_.

d) Campaigners want to stop the advertising of \_\_\_\_\_ before \_\_\_\_\_ p.m. at night.



# Locating and using information:

## Locating information

The librarian has provided a details sheet for the books in the class library.

***Journey to the Land of Noz* by Robin P O'Connor**

A 'choose-your-own adventure' book in which you, the reader, travel to the Land of Noz to fight the evil Bungruns. Lots of thrills along the way, and hilarious consequences when you choose the wrong path!

***Horrid Horrors: Fright in the Night* by S L Twine**

Another addition to this well-loved series. A girl spends the night in a deserted school haunted by the old caretaker.

***Hare Today & Other Animal Poems* by Kevin Brundle**

Simple but funny animal poems for younger readers.

***Historical Horrors: Rat Pie & Other Revolting Recipes* by Sheila Pringle**

History brought to life through fascinating facts and cool cartoons.

***Jon's Magical Journey* by Lee Lewis & Paul Potter**

This beautifully illustrated book is about a young boy's trip to the centre of the earth in search of the truth.

***The Battle of Hastings* by Professor Jim McCloud**

All the information, timelines and historical images you could want. An excellent reference source.

***The Life of Badgers* by Sue Hedge**

Badgers come to life through the full-colour photos and easy-to-follow explanations.

***Horrid Horrors: Fear at the Funfair* by S L Twine**

Yet another popular tale from S L Twine, the queen of the horror story.

***Historical Horrors: Heads on the Block* by Matt Andrews.**

What was it really like having your head chopped off? Did Henry VIII sharpen the axe personally? All you wanted to know about horrible Henry, but were too bored to ask.

***Poems from Around the World* by Rita Kumar**

A collection of rhymes, limericks, haiku poems, sonnets and much more – over 300 pages of wonderful verse.

### Activity



Decide which books are:

- for reluctant or weaker readers
- funny
- factual
- about imaginary people
- poetry books
- for horror fans.

## Task 22

# Index

acid rain, 15  
algae, 14  
archaeologists, 3

bacteria, 13  
batteries, 20, 21  
bins, 3, 4, 5, 19, 20  
bottles, 16, 18, 19

cans, 3, 16, 18, 19  
cars, 15, 21  
catalytic converter, 15  
CFC gases, 15  
chamber pots, 22  
compactor, 6  
compost, 8, 16, 19, 22

dangerous waste, 7, 11, 14–15

energy, 18  
energy from waste, 9, 11, 13, 19

factory waste, 2, 7, 15  
farm waste, 2, 14  
fly-tips, 20

garderobes, 22

greenhouse gases, 15

incinerators, 10–11, 18

landfills, 6, 7, 8–9, 10, 11, 18, 20  
leachate, 9  
lead, 15, 21  
litter, 3, 5, 8

magnet, 11, 18  
methane gas, 9, 13  
mine waste, 2, 18

nitrites, 14  
nuclear waste, 14

oil, 14, 18, 20  
ozone layer, 15

packaging, 16  
packer blade, 4  
paper, 16, 17, 19  
phosphates, 14  
plastic, 3, 16, 21  
pollution, 7, 14–15, 18

rags, 16, 20

raw materials, 16, 18  
recycling, 3, 7, 11, 16–17, 18–19,  
20, 21, 22

recycling banks, 19, 20  
rubbish collection, 2, 4, 5, 19, 20  
rubbish trucks, 2, 4, 6, 10

scrap metal, 11, 20, 21  
septic tank, 12  
sewage, 12, 13, 14, 22  
sewage works, 12, 13, 14  
sewers, 12  
shanty towns, 2  
smog, 15  
space junk, 3  
street cleaners, 5, 23

toilets, 12, 22  
toothed-wheel compactor, 8  
transfer stations, 6–7  
tyres, 21

waste centres, 8, 19  
waste gases, 9, 10, 11, 13, 15

Zabeleens, 16

Read through the index from a science book. Answer the following questions:

1. What do you notice about the organisation of the entries in the index?
2. On which page would you find information on each of the following topics?
  - Packaging
  - Tyres
  - bacteria
3. Where do you normally find the index in a book?
4. How could you use this text to help you find more information on landfill?

# Finding patterns in a text



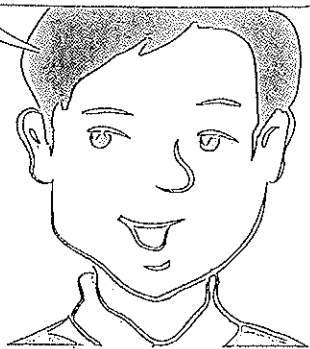
Level 3 readers can identify some simple features of text organisation.

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

**TIP** ☆ If the writing focuses on one thing and then moves to another, the writer *chooses* to organise it this way. Look out for any **changes** in the text. Think about why they happen.

1 These two texts describe going to a theme park. Which description do you like the best?

Up, down, round and round.  
The fun was never-ending.  
Then I was sick.



Tom

I was sick after going on lots of rides. It was really good fun going up and down, round and round.



Kirsty

2 Show how each description is organised by copying out the sentences and filling in the gaps.

a) Tom's description:  
First of all, he describes \_\_\_\_\_. Then he tells you \_\_\_\_\_.

b) Kirsty's description:  
First of all, she describes \_\_\_\_\_. Then she tells you \_\_\_\_\_.

c) I prefer \_\_\_\_\_'s description because \_\_\_\_\_.

3 a) Write a three-sentence account of a disastrous event giving the ending first.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Write about the same event but give the ending last.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



★ A **phrase** is more than one word and less than a full sentence, e.g. *The man began to shout and wave his hands about.*

4 Read this story and answer the questions below. A young girl called Ramona tells her parents and brother she is going to run away.

Ramona made up her mind to shock her parents, really shock them.

'I am going to run away,' she announced.

'I'm sorry to hear that,' said Mr Quimby.

'When are you leaving?' enquired Ramona's mother politely.

The question was almost more than Ramona could bear. Her mother was supposed to say, Oh Ramona, please, please don't leave me!

'Today,' Ramona managed to say with quivering lips. 'This morning.'

'She just wants you to feel sorry for her,' said heartless Beezus. 'She wants you to stop her.'

Ramona waited for her mother or father to say something, but neither spoke. Finally there was nothing for Ramona to do but get up from the couch. 'I guess I'll go pack,' she said, and started towards her room.

*Ramona and Her Mother* by Beverly Cleary

8) Write down the correct phrase to fill the gap.

The writer suggests that Ramona \_\_\_\_\_ to run away.  
is determined    is happy    doesn't really want    is desperate

9) Write down clues in the text that explain why you think this.

10) The writer suggests that Ramona's parents are \_\_\_\_\_.  
cruel to her    shocked by her    used to her    worried about her

11) Write down clues in the text that explain why you think this.

12) Write down two phrases from the text that suggest that Ramona is very upset.

13) The word \_\_\_\_\_ suggests Beezus doesn't care about Ramona's feelings.



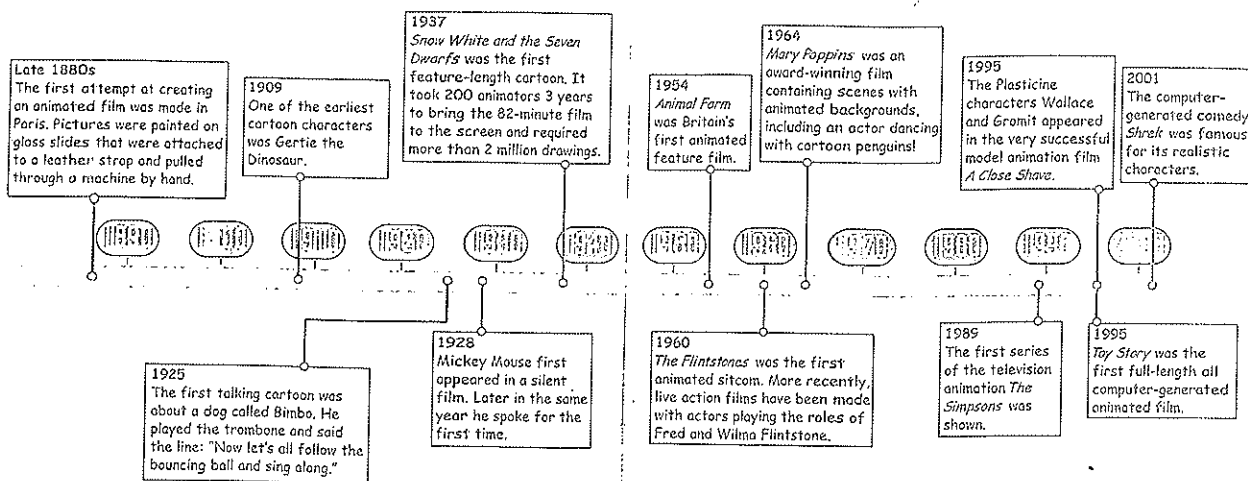
★ You will generally need to use your own words to explain what the text suggests to you.

5 Write an instruction to tell your friend how to find out what the writer is suggesting in a text, e.g. Look for ... and ... that give you ... .

# Some highlights from the history of animation

## Some highlights from the history of animation

Animated films today look very different from those seen in the past. These pages show some of the important developments in the history of animation.



Read the text and answer the following questions:

1. What two things did Mickey Mouse do in 1928?
2. About how many drawings were needed to make *Snow White and the Seven Dwarfs*?
3. What was the name of Britain's first animated feature film?
4. What cartoon animals featured in *Mary Poppins*?
5. In what year did Gertie the Dinosaur first appear?
6. What was the name of the first full-length all computer-generated animated film?
7. Put these events in the right order, from earliest to latest:
  - First animated sitcom
  - First talking cartoon
  - First full-length computer-generated animation
  - First animated feature film in Britain

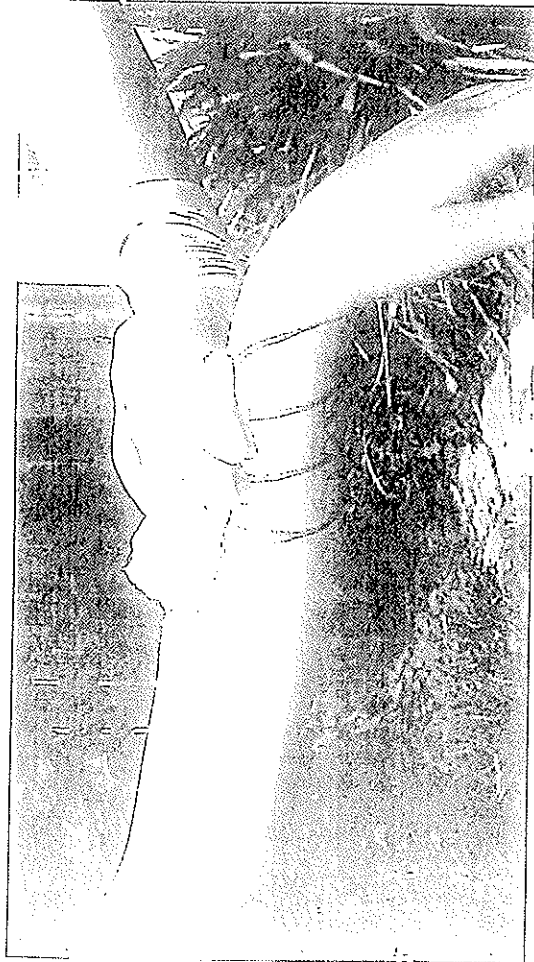


## Text B

This text is from a first aid book.

Read the text and answer the questions in your book.

### FIRST AID: Bleeding



If someone is bleeding, your main priority is to stop the bleeding as quickly as possible. Pressing down on the wound and lifting the affected part of the body are what's needed. Sit the patient down. If it's an arm or a leg that's bleeding, you should use something to cover the wound, put your hand over it, squeeze it tight and raise the limb.

People may well feel shocked if the cut is bad, so they might feel dizzy. If this happens, lay them down, with their legs lifted. The last thing you want is for them to fall over while you're trying to treat the bleeding. You should call an ambulance if someone is so dizzy they can't stand up.

Dial 999 and ask for an ambulance. The ambulance control room will ask you for information so they can help you quickly. They will:

- 1 check the telephone number you are calling from in case you get cut off;
- 2 ask the exact place you are calling from to be sure of finding you;
- 3 ask you what the problem is;
- 4 ask if the patient is breathing;
- 5 advise you how to help the patient until the ambulance arrives;
- 6 tell you to lock pets (especially dogs) away before the crew gets there so they can get to the patient as quickly as possible.

7 Write these instructions in the correct order in your book.

- a) Raise the arm or leg.
- b) Squeeze tight.
- c) Cover the wound.
- d) Put your hand over it.
- e) Sit the patient down.

8 Look at the numbered list in the text. Give two problems that might slow down the ambulance crew's arrival.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

9 Why does the writer use numbered points in one section of the text?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10 Who is this text written for?

Choose one answer and then explain why you think this.

- a doctor      ordinary people

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Stargirl



I had to admit, the more I saw of her, the easier it was to believe she was a plant, a joke, anything but real. On that second day she wore bright-red baggy shorts with a bib and shoulder straps — overall shorts. Her sandy hair was pulled back into twin plaited pigtails, each tied with a bright-red ribbon. A rouge smudge applied each cheek, and she had even dabbed some oversized freckles on her face. She looked like Heidi. Or Bo Peep.

At lunch she was alone again at her table. As before, when she finished eating, she took up her ukulele. But this time she didn't play. She got up and started walking among the tables. She stared at us. She stared at one face, then another and another. The kind of bold, I'm-looking-at-you stare you almost never get from people, especially strangers. She appeared to be looking for someone, and the whole lunchroom had become very uncomfortable.

As she approached our table, I thought: What if she's looking for me? The thought terrified me. So I turned from her. I looked at Kevin. I watched him grin goofily up at her. He wiggled his fingers at her and whispered, "Hi, Stargirl." I didn't hear an answer. I was intensely aware of her passing behind my chair.

She stopped two tables away. She was smiling at a pudding-bodied senior named Alan Ferko. The lunchroom was dead silent. She started strumming the uke. And singing. It was "Happy Birthday." When she came to his name she didn't sing just his first name, but his full name: "Happy Birthday, dear Alan Fer-ko-o-o-o-h"

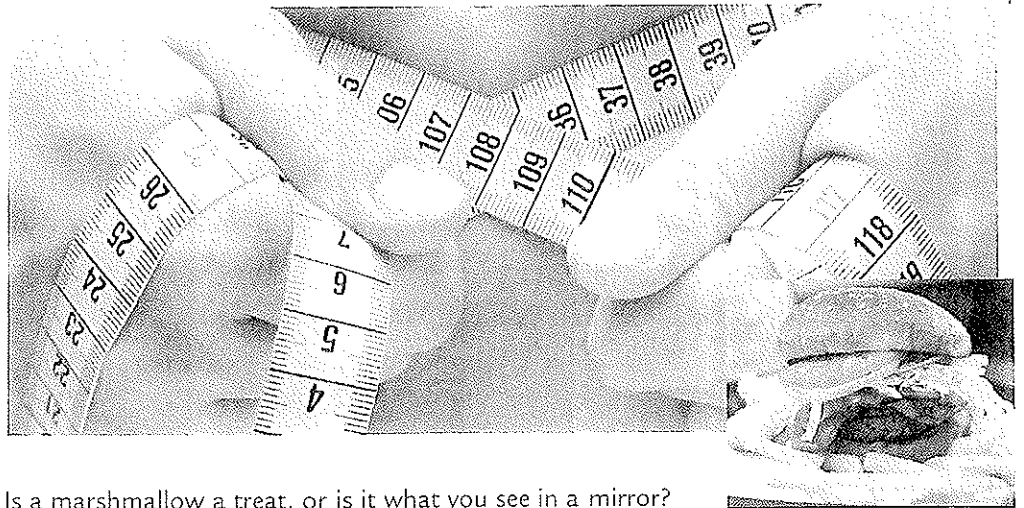
Alan Ferko's face turned red as Bo Peep's pigtail ribbons.

Extract from *Stargirl* by Jerry Spinelli

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

1. What was the girl wearing?
2. Which two characters does the narrator compare her with?
3. How does the writer suggest that the girl doesn't have any friends?
4. Why do you think 'the whole lunchroom had become very uncomfortable'?
5. How does the writer show that Alan was embarrassed?

# Mirror, 10111M on the Wall



Is a marshmallow a treat, or is it what you see in a mirror?

With fast food restaurants on every high street, how many times do you hear the phrases, 'fancy a Chinese?', 'how about an Indian?', 'let's get a pizza'. And why not? Certainly, we can get hold of this food with relative ease; if we can't be bothered to walk to the take-away we can ring and someone will bring it to our door; if we don't even want to waste energy talking we can email or text – therefore, why bother peeling that carrot?

Yet medical research reveals that as our waistlines expand so do the illnesses associated with being overweight. Type 2 diabetes is a disease in which blood sugar levels are above normal. High blood sugar is a major cause of coronary heart disease, kidney disease, stroke, amputation, and blindness. Moreover, you develop coronary heart disease, you may suffer from angina (chest pain), abnormal heart rhythm, heart attack, congestive heart failure or sudden cardiac death.

Similarly, women with a waist measurement of more than 88 cm (35 inches) and men with a waist measurement of more than 102 cm (40 inches) may have an increased risk of obesity-related diseases.

Despite this, we still go for 'extra cheese' or 'a side order of fries'. As a result the Department of Health has reported that being overweight or obese cost the NHS £4.2 billion in 2007 and this could rise to £6.3 billion in 2015.

However, it's up to you to make the change – try snacking on fruit, chopped carrot, cucumber and celery sticks. Likewise, instead of heading to the chippy this weekend try something a bit more exciting like rock climbing, snowboarding, or just plain old walking!

It all depends on what you want to see in that mirror ...

**Read the text and answer the following questions:**

1. Find three examples of fast food mentioned in the leaflet.
2. What three ways of ordering fast food are mentioned in the leaflet?
3. Name three illnesses associated with being overweight, as mentioned in the leaflet.
4. What healthy changes does the writer suggest in the leaflet?



# FAN MAIL



Dear Mr Spielberg,

I have decided to write to let you know that I think you are the best director in all the world.

I have seen lots of your films, and my favourite one is Jurassic Park. What I like best about this movie is the part when you catch sight of the Tyrannosaurus for the first time. The sound effects are so real it's like the dinosaur roar is happening in your own room.

I know this isn't a new film any more, but I believe it's a great feat to create such believable effects and so it doesn't matter how old the film is, it is still amazing.

There aren't so many epic films being made these days. You would think that more film directors would try to sell films like this as they would be popular.

Anyway, I just wanted to let you know how much I like your films.

I don't know whether you'll have time to write back. I understand that you're probably too busy making new films to reply. (Anyway, I'd faint if you did!)

Best wishes,

Bronti Saurus

P.S. I hope you like this stationery. My father flew back from New York last week and brought it for me.

**Read the text and answer the following questions:**

1. Why has Bronti written this letter to Mr Spielberg?
2. What is Bronti's favourite film?
3. What does Bronti like about this film?
4. How does Bronti suggest that she would like Mr Spielberg to write back?
5. Why does Bronti think that Mr Spielberg might like her stationery?

# Tallest man

## Human beings

The record for the tallest man ever was held by Robert Pershing Wadlow (USA, below), who stood at 2.72 m (8 ft 11.1 in).

His record is one of the most popular Guinness World Records and is recognized as a true classic.

### Early days

Robert Pershing Wadlow (USA) was born at 6.30 am in Alton, Illinois, USA, on 22 February 1918 to Addie and Harold Wadlow (both USA). Robert was the eldest of five children. He had two sisters and two brothers, all of whom were of normal height and weight. His birth weight of 3.85 kg (8 lb 8 oz) gave no indication of the amazing growth that was to come. In fact, Robert grew at a normal rate until the age of two, when he underwent a double hernia operation.

From then on, he grew at an astonishing speed so that by the age of five he stood 1.63 m (5 ft 4 in) tall and weighed 48 kg (7 st 7 lb). By the age of nine he was able to carry his 1.8 m (5 ft 11 in), 77 kg (12 st) father up the stairs of the family home. With a peak daily food consumption of 8,000 calories, his greatest recorded weight was 223 kg (35 st) on his 21st birthday.

### Robert Wadlow height chart

| Age  | Height                | Weight               |
|------|-----------------------|----------------------|
| 5    | 1.63 m (5 ft 4 in)    | 48 kg (7 st 7 lb)    |
| 8    | 1.83 m (6 ft)         | 77 kg (12 st)        |
| 9    | 1.89 m (6 ft 2.25 in) | 82 kg (12 st 12 lb)  |
| 10   | 1.99 m (6 ft 5 in)    | 95.6 kg (15 st)      |
| 11   | 2.00 m (6 ft 7 in)    | -                    |
| 12   | 2.10 m (6 ft 10.5 in) | -                    |
| 14   | 2.26 m (7 ft 5 in)    | 137 kg (21 st 7 lb)  |
| 15   | 2.34 m (7 ft 8 in)    | 161 kg (25 st 5 lb)  |
| 16   | 2.40 m (7 ft 10.4 in) | 170 kg (26 st 10 lb) |
| 17   | 2.45 m (8 ft 0.38 in) | 143 kg (22 st 7 lb)  |
| 18   | 2.53 m (8 ft 3.5 in)  | -                    |
| 19   | 2.58 m (8 ft 5.5 in)  | 218 kg (34 st 4 lb)  |
| 20   | 2.61 m (8 ft 6.75 in) | -                    |
| 21   | 2.65 m (8 ft 8.25 in) | 223 kg (35 st)       |
| 22.4 | 2.72 m (8 ft 11.1 in) | 199 kg (31 st 5 lb)  |



Robert Wadlow is remembered by his family as a 'quiet young man who overcame a unique handicap, and who was an inspiration to all of those that knew him'. His record remains one of the most popular and memorable in the 50-year history of *Guinness World Records*.

### Read the text and answer the following questions:

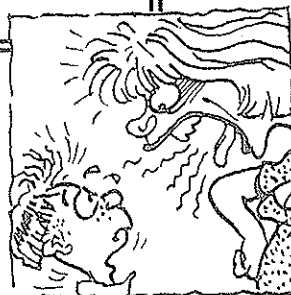
1. What is the record for the tallest man ever?
2. How many children were there in Robert's family?
3. At what age did Robert start growing abnormally?
4. What was Robert's height and weight at the age of 14?
5. What type of person was Robert according to this text?

# Punctuation: Sentences

## Point 1: Where to use capital letters

Where would you place **capital letters** in this story?

elliott got everything right in the test. he smiled. mrs witt, his teacher, told the class he had done well. elliott smiled again. then mrs witt noticed that elliott had got the same answers as christopher. the boys had to explain what had happened. christopher said he had got everything right because he had learnt everything the night before. elliott said that was why he had got everything right too. mrs witt asked elliott to explain. he said that he had got everything right because christopher had learnt it all the night before. mrs witt was not amused. elliott stopped smiling.



# Punctuation: Sentences

## Point 2: Where to use full stops

---

Elliott got carried away when he wrote his diary that evening.

- Where should he have put **full-stops** to end his sentences?
- Where did he miss out **capital letters**?

mrs witt went wild in school today she has no sense of humour she told us to get the best mark we could in our test i did that by copying off christopher then she said I should have done my own work i told her that if i had done it myself my mark would not have been as good she shouted at me again teachers can be very confusing

## Point 3: Where to use question marks

---

When Mrs Witt got in touch with Elliott's parents about his recent behaviour, they were angry. This is what his father had to say to him.

"I am really worried about you. What do you think you are doing. You know you have to work at school. Can you see why Mrs Witt is disappointed in you. Do you think you can go through life copying off Christopher. Will he let you. You need to change your attitude — immediately."

- Where does his speech need **question marks**?

# Punctuation: Sentences

At National Curriculum Level 3, you are expected to write in sentences. Here is an extract of autobiographical writing by someone who has not reached that level:

I remember one day I went to the shops with my friend shahena when we got there we had no money shahena got angry she blamed me for forgetting it why was it my fault I got angry as well we both started fighting my dad came past and laughed at us because we were both covered in dirt then we stopped shahena went home

## Activity 1

1. **Read** the above extract out loud.  
Where you **pause**, you probably need to put in some **punctuation**.
2. **Copy out** the extract on a separate piece of paper.  
Improve it to Level 3 by putting in:

- **nine** full stops
- **one** question mark
- **ten** capital letters.

Read it out loud again to make sure you have put the punctuation in the right places.

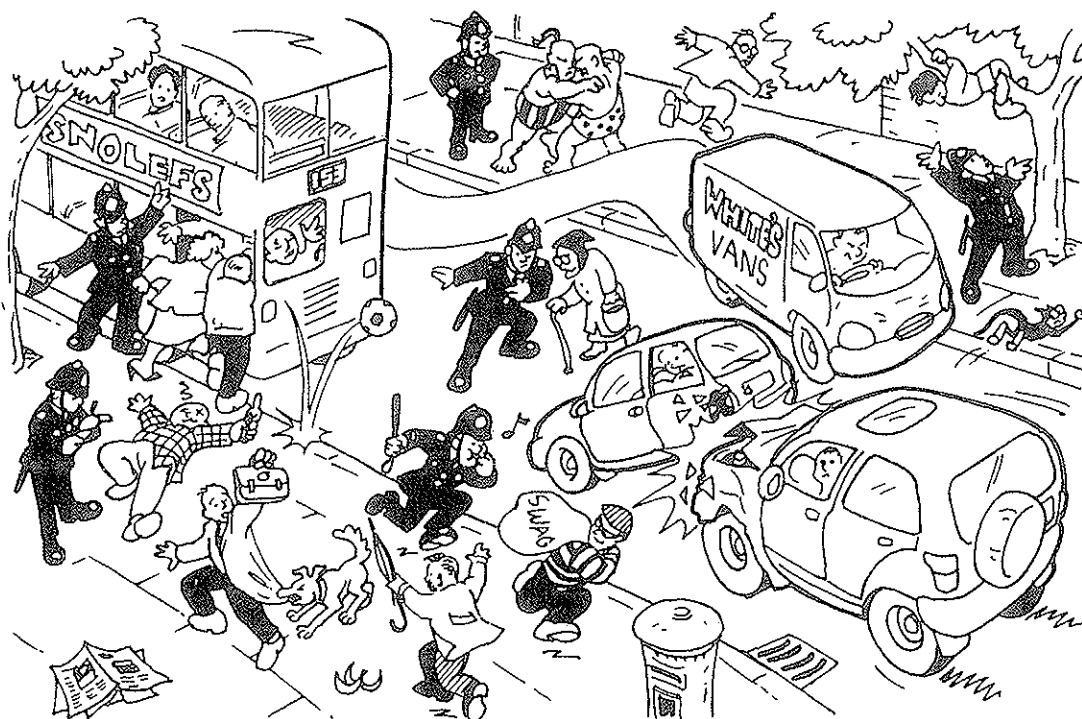
## Activity 2

the town centre was full of people dogs were barking old men sold balloons and young men sold ice cream music blared out from speakers on passing floats it was a wonderful carnival the same question seemed to be on everyone's lips why don't we have a carnival like this more regularly let's hope the town council decide to make it an annual event

1. **Copy out** this conclusion to a newspaper article, as shown above.
2. **Correct it by including** all the missing **punctuation**:
  - **full stops**
  - **capital letters**
  - **a question mark.**
3. **Compare** your punctuation with other people's efforts.  
**Have you got it right?**

# Punctuation: Sentences

## Task 1



Imagine you are the sergeant in charge of the police officers in the picture.

Write **five questions** you would ask them about:

- what was happening
- or
- what they were doing.

You **must** make sure you use **capital letters** and **question marks**!

## Task 2

Write **fifteen sentences** to describe what is happening in the picture.

You can write about:

- the vehicles and drivers
- the passers-by
- the police officers.

Use **capital letters** and **full stops**!

## Task 3

Read your answers **out loud** to someone else, to make sure they make sense.

**Correct** any sentences that **confuse** them.

# Punctuation: *Commas*

## Point 2: Commas to add information to a main sentence

---

- We can write sentences that contain more information by **adding extra information**, using noun phrases.

Here we will look at **noun phrases**, which tell us more about nouns.

1. Suhra, a quiet girl, cries for the home she has lost in Bosnia.
2. A large crowd turned out to see Marge Simpson, the new Prime Minister.
3. I live in Blackpool, a famous town, which has a tower and promenade.
4. Pat visited Fuerteventura, one of the Canary Islands, before coming home.

- **Insert noun phrases after the underlined nouns** in this explanation:

We had permission to be out of school. The headteacher said we had to get our games kits. We decided to take the bus. When we arrived, my Mum was out. That was why I was heading for the garage, to see my Dad. A woman said I should be at school. I suppose she went straight to the telephone box and told you about me.

## Task 3 5

# Punctuation: *Commas*

### Task 1

Write out this extract from a Level 3 letter, **correcting** the punctuation errors in it. Include **commas** to lift it to Level 4.

My uncle a strange man with three toes on his left foot has come to stay so I've had to move out of my bedroom. I don't like sleeping in the living room. Sadie our dog tends to lick my face in the night. It is funny the first time but gets annoying when it keeps happening. I have to keep some of my clothes my school stuff my *Dreamcast* and even my dirty socks downstairs. I hope our guest dear unwanted Uncle James will leave soon. I need my room back.



### Task 2

Write ten sentences of your own in which you describe something that makes you angry.

It might be:

- ⊙ a person
- ⊙ something that seems unfair
- ⊙ certain behaviour
- ⊙ people's attitudes
- ⊙ a rule or set of rules.

Include:

- ⊙ **three lists**
- ⊙ at least **two sentences**
- ⊙ **extra information** to add to the nouns.

### Task 3

Read your answers **out loud**.

Make sure all your:

- ⊙ **capital letters**
- ⊙ **commas**
- ⊙ **full stops**

are in the **right places**.