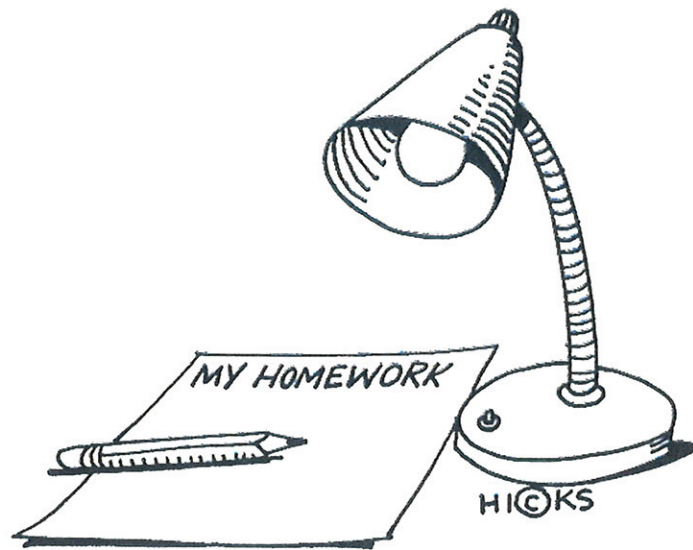


# *English Homework*



*Year 9*

*Level 3 - 4*

## Contents

Task	Task type	Date set	Date due	Completed (tick)
<b>Spelling</b>				
1	(A)			
2	(B)			
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6	(F)			
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22	Jamie and the Skylarks			
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25	Cycle to Your Heart's Content Exmouth			
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27	Southdown Adventure			
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<b>Punctuation</b>				
30	Capital letters and full stops (1)			
31	Capital letters and full stops (2)			
32	The question mark			
33	Capital letters, commas, question marks and full stops			
34	The belonging apostrophe			
35	The apostrophe – Revision page			

**Learn the following spellings. For each word, write a sentence that uses it correctly.**

Task 1

**(A)**

swamp  
swallow  
dwarf  
swat  
swarm  
reward  
swan  
towards  
beware  
wander

Task 2

**(B)**

swollen  
sword  
swore  
awoke  
what  
when  
where  
who  
would  
your

Task 3

**(C)**

teacher  
reader  
driver  
farmer  
Londoner  
islander  
villager  
voyager  
manager  
teenager

Task 4

**(D)**

these  
their  
while  
with  
didn't  
every  
possible  
icicle  
noodle  
fable

Task 5

**(E)**

write  
writing  
do  
doing  
drive  
driving  
spend  
spending  
decide  
deciding

Task 6

**(F)**

obstacle  
humble  
terrible  
miracle  
bundle  
tumble  
circle  
grumble  
rumble  
bicycle

Task 7

**(G)**

example  
crumple  
dimple  
ample  
simple  
sample  
trickle  
cable  
kettle  
hobble

Task 8

**(H)**

pickle  
reliable  
cattle  
puddle  
probable  
stubble  
cuddle  
little  
wiggle  
bubble

## Task 9

### Plurals



A plural is a word that shows that there is more than one of something.

Most plurals are formed by adding an '-s' to the singular word.

*Example:* cat → cats

Easy! But some words take a different kind of plural: Words ending with '-f' sometimes change the '-f' to a '-v', then you add '-es'.

*Example:* wolf → wolves

Words ending in '-s', '-x', '-z', '-ch', '-sh' take '-es' as the ending.

*Example:* church → churches

Some words change quite a bit and have an irregular plural.

*Examples:* man → men    child → children    mouse → mice

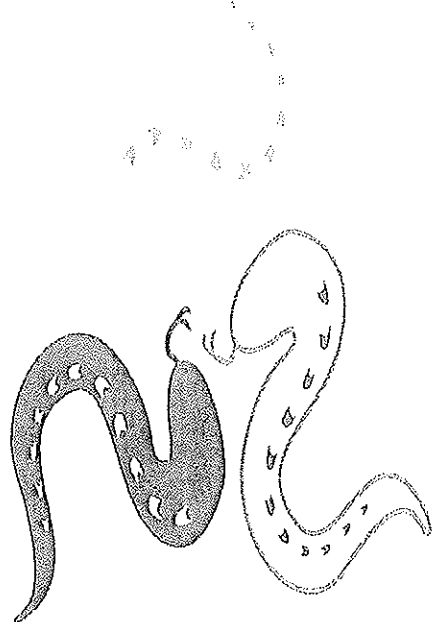
Some words are the same in the plural and the singular.

*Example:* sheep → sheep

### TASK

For each of these words, write the plural in your English book.

- |              |              |
|--------------|--------------|
| 1. school    | 14. fish     |
| 2. snake     | 15. fox      |
| 3. sneeze    | 16. louse    |
| 4. catch     | 17. house    |
| 5. latch     | 18. woman    |
| 6. wish      | 19. calf     |
| 7. quiz      | 20. kiss     |
| 8. search    | 21. dish     |
| 9. miss      | 22. guess    |
| 10. swindler | 23. fez      |
| 11. box      | 24. wash     |
| 12. elf      | 25. cash     |
| 13. catcher  | 26. business |



### EXTENSION

Make a poster to illustrate the rules for making plurals.

# THERE, THEY'RE, THEIR

There can be used for three things.

- to indicate a **place** – over **there**
- to **point out** a thing or place – **there** is
- to **comfort** someone – **there, there**

1 Fill in the gaps in these sentences.

- a I want to go \_\_\_\_\_.
- b He said softly, '\_\_\_\_\_, \_\_\_\_\_.'
- c \_\_\_\_\_'s nothing to worry about.
- d What reasons are \_\_\_\_\_ for the problem?
- e He's down \_\_\_\_\_.

there

Their means **belonging to them**. Even though it shows belonging, it doesn't have an apostrophe.

- They picked up **their** books.
- The bear ate **their** lunch.

2 Fill in the gaps in these sentences.

- a \_\_\_\_\_ luggage had been lost.
- b She had taken \_\_\_\_\_ names.
- c He told them \_\_\_\_\_ jobs.
- d There was a sad look on \_\_\_\_\_ faces.

THEIR

They're is a short version of **they are**. The a is left out, and an apostrophe fills the gap.

- They're** coming after us.
- I wonder if **they're** staying.

3 Fill in the gaps in these sentences.

- a \_\_\_\_\_ going to fail.
- b If \_\_\_\_\_ here, I'm going!
- c What \_\_\_\_\_ doing is dangerous.
- d \_\_\_\_\_ not leaving yet.

THEY'RE

ACTION

4 Now complete these sentences with **there, they're** or **their**.

- a Look over \_\_\_\_\_.
- b \_\_\_\_\_ clothes were where they had left them.
- c The men were here yesterday but \_\_\_\_\_ not today.
- d They said \_\_\_\_\_ was no point in staying.
- e \_\_\_\_\_ getting closer: I can hear \_\_\_\_\_ voices.
- f She hugged him and said '\_\_\_\_\_'; \_\_\_\_\_ is nothing we can do.'
- g Don't argue: I know \_\_\_\_\_.

there – place  
they're – they are  
their – belonging to them



## Task 11

### SPELLING 7: Problem Words

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

#### TASK A



#### To, two, too

**To** is used in various ways: go **to** your house; **to** listen well; he is going **to** come today. It is not easy **to** confuse, because the other two words are very precise in their meaning.

**Two** is the number: **2**.

**Too** is used for: **too** much; I can come **too** (as well).

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

1. I am \_\_\_ tired to play.
2. It is \_\_\_ o'clock.
3. He is \_\_\_ busy today.
4. I want \_\_\_ visit your house.
5. I went \_\_\_ the zoo.
6. The animals went in \_\_\_ by \_\_\_.
7. The water is \_\_\_ hot.
8. What is there \_\_\_ do here?
9. What are you going \_\_\_ do?
10. There are \_\_\_ days in a weekend.

#### TASK B



#### Where, wear, were

**Where** is a question word, used to find out about places: where are you?

**Wear** refers to clothes: what shall I wear?

**Were** sounds different. It is part of the verb *to be*: they were happy.

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

1. They \_\_\_\_\_ excited.
2. I like to \_\_\_\_\_ fashionable skirts.
3. \_\_\_\_\_ is the entrance?
4. They \_\_\_\_\_ insulting.
5. \_\_\_\_\_ did you go?



#### TASK C



#### Our, are

**Our** means belongs to us: it is our house.

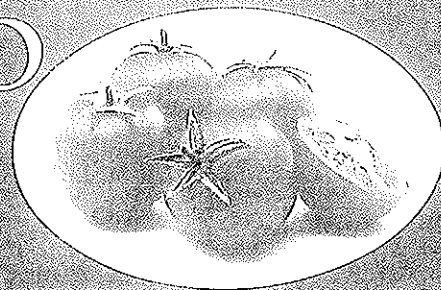
**Are** is part of the verb *to be*: we are happy.

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


1. \_\_\_ dog is not like yours.
2. That is \_\_\_ right.
3. Rights \_\_\_ balanced against responsibilities.
4. We love \_\_\_ school.
5. We \_\_\_ good students.


# POMODORO PIZZA

*A friendly, family-run restaurant,  
established in 1986, with a passion  
for bold flavours!*





## Pizza

**Pomodoro Special**   
Marinated cherry tomatoes, fresh  
basil, pesto, creamy mozzarella and  
chilli oil £9.95

**Pizza Rustica**   
Goats' cheese, spinach, caramelized red  
onions £10.70

**Pizza Pollo**  
Torn delicately-spiced chicken, hot  
peppers, garlic and red onions £10.85

**Quattro Formaggi**   
Classic four cheese pizza, with our special  
blend of ricotta, mozzarella, gorgonzola  
and parmesan £8.40


**Pizza Vegetariana**   
Flavoursome vegetable pizza with a  
mixture of artichokes, mushrooms,  
peppers, tomatoes and olives £9.20

## Pasta

**Lasagna**  
Baked pasta layered with a hearty  
Bolognese sauce, béchamel sauce  
and the freshest tomatoes, finished  
with a bubbling layer of creamy  
mozzarella £7.95

## Pasta Pesto

Penne pasta with torn chicken, mushrooms,  
red peppers and mozzarella in a creamy  
pesto sauce and finished with peppery  
rocket £8.45

**Cannelloni**   
Pasta filled with the finest ricotta and  
spinach, baked in béchamel and a fresh  
tomato sauce and finished with a sprinkle  
of parmesan £7.95

## Melanzane Parmigiana

Who needs pasta? – a traditional Italian dish  
of baked aubergine, tomato and garlic –  
topped with buffalo mozzarella £7.45



- 1 How many different pizzas are on the menu?
- 2 How many different types of pasta dish are on the menu?
- 3 True or false: the menu tells you a bit about the history of the restaurant?
- 4 How many dishes are suitable for vegetarians?
- 5 Which pizza is topped with artichokes?
- 6 Which pasta contains aubergine?
- 7 Which pizza contains chicken?
- 8 How many dishes contain parmesan?

# Japanese man releases hundreds of worms in train

Tue Nov 25, 10:01 am ET

TOKYO (AFP) – A Japanese man was arrested for releasing hundreds of beetle larvae inside a moving express train to try to scare female passengers, police said Tuesday.

"I wanted to see women get scared and shake their legs," police quoted 35-year-old Manabu Mizuta as saying.

He was arrested on the spot by a patrolling police officer after releasing the creatures on the Keihan line in Osaka prefecture.

"He would go close to women on the train, any woman, and pour out the worms from containers," said a police spokesman.

Local police had been on alert after 18 similar cases of released worms had been reported this month by the same train operator.

"When the arrest was made, the man had nearly emptied a container, which is believed to have held 200 worms," he said. "You cannot count them because there are so many."

Mizuta had 10 containers in his backpack estimated to contain a total of 3,600 worms, police said.

"We have the worms sitting inside the police station right now," the spokesman said. "You see them wriggling inside their clear cases. It's really disgusting."



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

1. In which city was the Japanese man arrested?
2. Why was he arrested?
3. What reason did the man give for his actions?
4. What is the man's name?
5. Where did the man keep the worms?



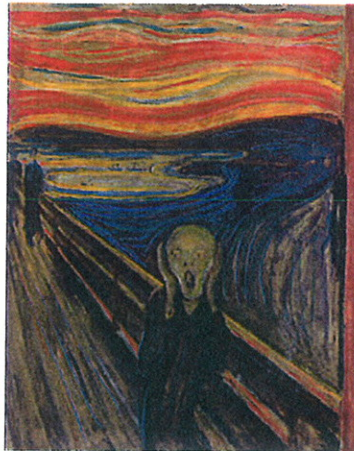
## Understanding why the writer chooses a word (1)

Level 3 readers can identify simple language features.

Level 4 readers can identify interesting language and make simple comments about it.

1. Write down six words in your book to help you to describe this picture.

E.g. painful



2. Read this short paragraph about a man on a train. Draw the table. Put the **bold underlined** words and phrases into three groups in your table to show how they help to build up an impression of the man.

The man in the seat opposite to me had a **button nose** and **small, piggy eyes**. He was **well-dressed** in a **smart pin-stripe** suit but his tie was **frayed** and **stained**. The newspaper he had opened at the start of the journey was **still unread**, as he kept looking around him **anxiously**, as if expecting someone else to arrive.

Positive impression	Negative impression	Neutral impression

3. Words can be quite similar, but their effect is different. Explain the difference between the following pairs of words.

- bullying and bossy
- house and home

## Understanding why the writer chooses a word (2)

**Level 3** readers can identify simple language features.

**Level 4** readers can identify interesting language and make simple comments about it.

### Tip:

Writers **choose** each word they use. They **choose** the word so that it has a particular **effect** on the reader.

The word will suggest ideas to the reader.

1. What creature, person and natural power do you associate with the words in the table below?  
Draw and fill in the table following the examples.

Word	Animal	Person	Natural power
roar	lion	Army sergeant shouting at troops	Waves crashing into a cave on the seashore
thunder			
bark			
whine			

2. This is the beginning of a Roald Dahl story, *The Landlady*. A young man arrives in a new town. Read the extract and answer the questions.

Billy Weaver had travelled down from London on the slow afternoon train with a change at Swindon on the way, and by the time he got to Bath, it was about 9 o'clock in the evening and the moon was coming up out of a clear starry sky over the houses opposite the station entrance. But the air was deadly cold and the wind was like a flat blade of ice on his cheeks.

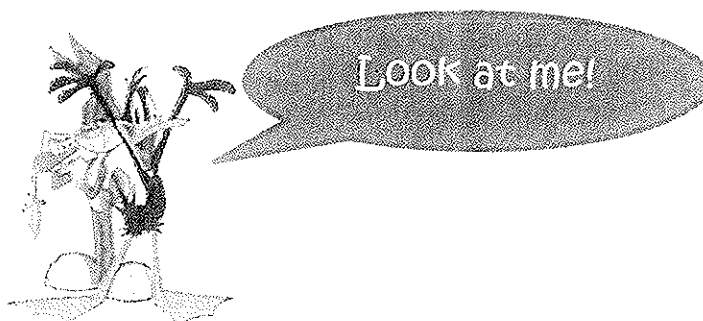
- a) The writer could have used 'very cold' instead of 'deadly cold'. Why is 'deadly' a better choice? What does it suggest?
- b) The writer could have used 'the wind was like ice'. Why is 'like a flat blade of ice' a better choice? What does it suggest?

## Understanding why writers sometimes use very short sentences

**Level 3** readers can identify simple language features.

**Level 4** readers can identify interesting language and make simple comments about it.

The length of a sentence can have an effect on the reader, so writers sometimes choose to use short sentences. Short sentences never appear by accident. They always have a job to do.

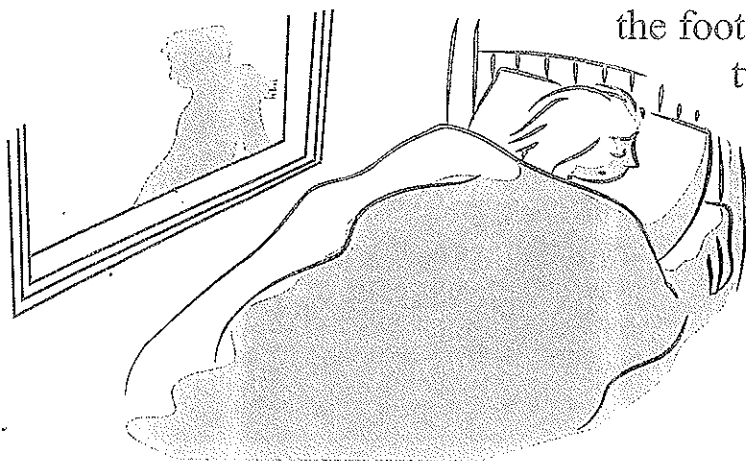


1. Read this story, in which Cassy's father comes home, bringing some problems to the family.
  - (a) Write down the two short sentences.
  - (b) Who does the writer want to draw attention to by using short sentences?
  - (c) Suggest how Cassy might be feeling in the second short sentence. How do you know?

He came in the early morning, at about half past two. His feet padded along the balcony, slinking silently past the closed doors of the other flats. No one glimpsed his shadow, flickering across the curtain or noticed the uneven rhythm of his steps.

But he woke Cassy. She lay in her bed under the window and listened as the footsteps stopped outside. There were two quick, light taps ... like a signal.

Cassy sat up slowly. She heard the door of the back room open and Nan come hurrying out.



*Wolf* by Gillian Cross

2 Read this extract, in which Simon deals with his anger. Do the exercises that follow.

a) → Simon had had enough this time. Enough really did mean enough.

He began by carefully tearing the pages from the open book on his desk. Next he opened up a wardrobe and pulled trousers, jumpers, t-shirts onto the floor. He ripped posters from the walls. He kicked over his lamp. He smashed the mirror. He shouted. He cried. He collapsed.

b) →

The short sentences in this story have different 'jobs'. Write down the label that would correctly match box (a), (b) and (c).

bring the action to a close

emphasise a feeling

speed up the action

★ When you think you know *why* a short sentence is used, check that your idea fits in with the story.

3 Read this extract, in which two boy detectives find themselves in an unwanted fight.

The question hung in the air like a DVD on pause. The two friends looked at each other in horror. In a flash, they realised the terrible trap they had fallen into.

With only a moment's hesitation, Ashley threw himself like a battering ram against the first man. The second man raised his gun, but Finlay was too quick. Picking up a brick, he bashed it against the man's hand as hard as he could. Bones cracked.

Punches flew wildly, sending them all off balance and spilling off the pavement into the road. Cars swerved. Horns sounded. A bus glanced past. Fighting back was no longer on the minds of the two boys as they just tried to survive the traffic.

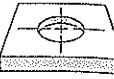
(a) Write down the short sentences in your book.

(b) Complete these sentences in your book to show what 'jobs' the short sentences are doing.

I. The writer has used the first short sentence to...

II. The second group of short sentences is used to...

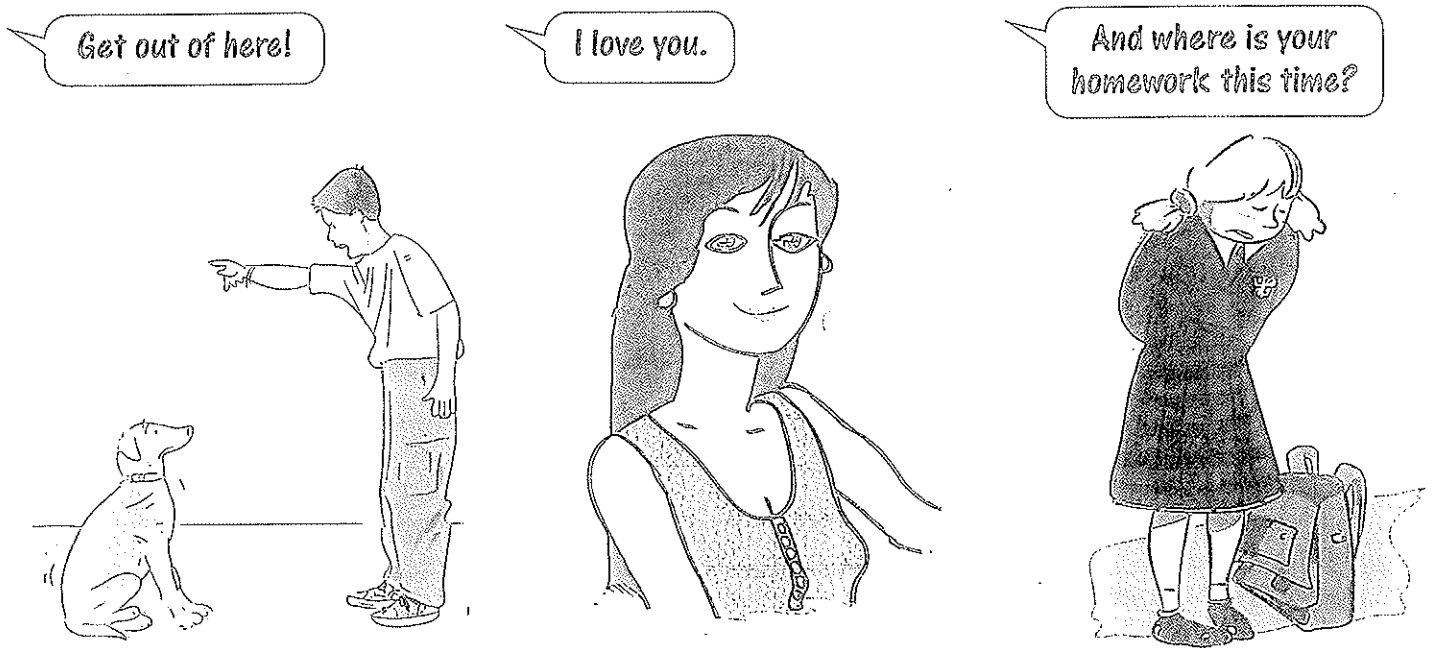
# Identifying the writer's purpose (1)



Level 3 readers can identify the main purpose of a text.

Level 4 readers can identify and make simple comments about the purpose of a text.

When you speak to people, you have an effect on them.



It is the same with writing. Writers will think about the effect they want to have on the reader and then *choose* information and words to achieve this effect.

**TIP** ★ Imagine how the writer would read the words to you. What kind of voice would they use?

Read these short texts. What effect does the writer want to have on the reader? Choose from the words or phrases below. There may be more than one correct answer!

- a) The news is not good. We wait in hope ... Join me tomorrow at 8.
- b) If you want to join the Ambulance Service, you'll need five GCSEs and four years' driving experience.
- c) If you are visiting Bahrain, stay at The Al Dana Resort Hotel with its private beach and heated outdoor pool. Try its famous international restaurant and then relax in its marble lounges.
- d) He's new on the comedy circuit but, as far as I'm concerned, he has nothing new to amuse us.

inform	describe character	advise
persuade	amuse	
create suspense	give an opinion	

- 2 Read this story in which a girl has just seen her brother disappear under a mud slide. Then answer the questions that follow.

I pounced through the creek to where he'd been standing and started scrabbling at the dirt, yelling out his name. The earth was heavy and sticky: my fingers left slick gouges behind them but hardly took anything away. I screeched to him over and over, thinking that if he could hear me he'd be comforted, all the while thrashing at the mud, spattering it into my hair and eyes and spitting it out with my cries.

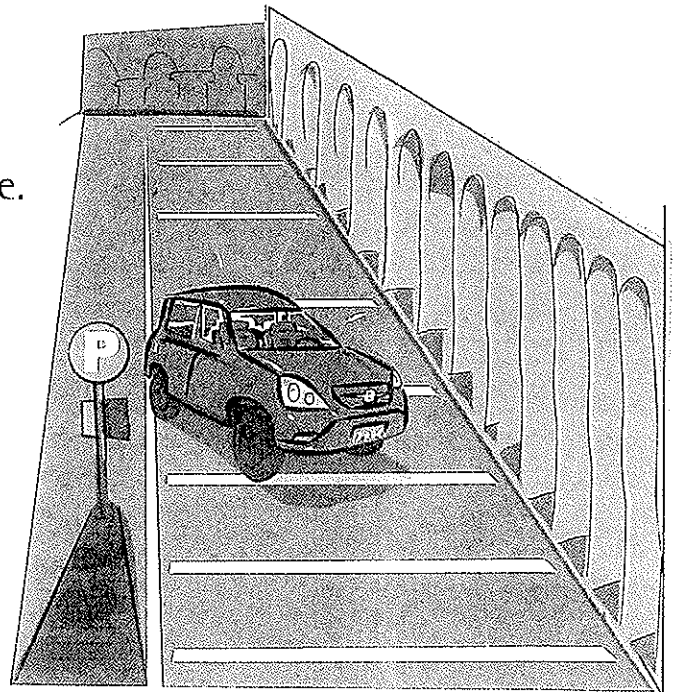
*Thursday's Child* by Sonya Hartnett

- a) What is the writer trying to do in this text?  
describe a character    create tension    give an opinion
- b) What clues are there in the text to tell you that this is the writer's purpose?
- 

- 3 Read this text, in which the writer focuses on car parking in Rome.

I love the way the Italians park. You turn any street corner in Rome and it looks as if you've just missed a parking competition for blind people. Cars are pointed in every direction, half on the pavements and half off, facing in, facing sideways, blocking garages and side streets and phone boxes, fitted into spaces so tight that the only possible way out would be through the sun roof.

*Neither Here Nor There* by Bill Bryson



- a) What is the writer trying to do in this text?  
advise    entertain    give information    give an opinion
- b) What clues are there in the text to tell you that this is the writer's purpose?
-

# Identifying the writer's purpose

Level 3 readers can identify the main purpose of a text.

Level 4 readers can identify and make simple comments about the purpose of a text.

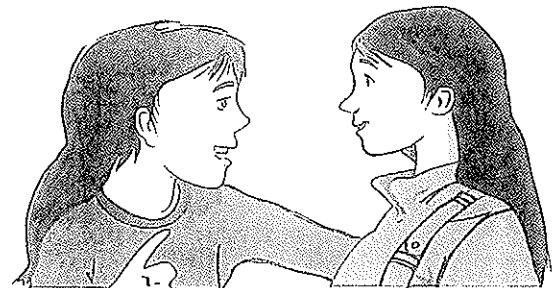
Copy the diagram below into your book. Find the pairs of speech bubbles with the same purpose and draw a line to link them with the purpose in the centre. One has been done for you.

<p>a This will really make you laugh - then he fell flat on his face on the ice!</p>	<p>b Look! It's a real bargain. Only £15! You've got to bid for it.</p>	<p>c I suggest that you buy a size larger than you usually wear.</p>	<p>d That supply teacher - she's like a tiger. Never smiles, only snarls.</p>	<p>e The medicine will help you. Take it at the same time every day.</p>
<p>persuade</p> <p>advise</p> <p>inform</p> <p>describe character</p> <p>amuse</p>				
<p>f When we came out of the dentist's the tooth fell out! We nearly died laughing.</p>				
<p>g Look on our website <a href="http://www.rightmake.net">www.rightmake.net</a> and click on the links.</p>				
<p>h Cara is a bit of a nightmare but she's good fun really.</p>				
<p>i I'll be really careful. Honestly, nothing can go wrong.</p>				
<p>j Don't take that moped out in this ice. I wouldn't. It's dangerous.</p>				



★ Read the texts aloud so you know what the writer *sounds* like.

Read this dialogue. Decide what the purpose of each speech is and write down the number of the matching purpose given below in the box.



- a) Tania: Jenny! Hugh's asked me to the cinema on Saturday.
- b) Jenny: Oh, go on Tania, say you'll go with him. Go on.
- c) Tania: It starts at 8.00 and finishes about half ten. He'll drive ...
- d) Jenny: He's cool, Tania. Good-looking.  Got spikey dark hair and is tall and thin.
- e) Tania: Well, I might ... but there again I might not. We'll have to see ...
- f) Jenny: Look Tania, if I were you I'd go with him. That's what I'd do. You'll not get a better offer ...

- |                     |                          |                      |
|---------------------|--------------------------|----------------------|
| 1 giving an opinion | 4 creating suspense      | 7 giving information |
| 2 giving advice     | 5 describing a character |                      |
| 3 setting the scene | 6 persuading             |                      |

**PE** ★ A writer may tell you only the good or only the bad about something. The writer is in control of what information you are given.

Read this text, which is from Roald Dahl's autobiography *Boy*. He writes about his first experience of living away from home at St Peter's boarding school.

Complete the sentences in your book using the words from the box below.

I was homesick during the whole of my first term at St Peter's. Homesickness is a bit like seasickness. You don't know how awful it is till you get it, and when you do, it hits you right in the top of the stomach and you want to die.

The only comfort is that both homesickness and seasickness are instantly curable. The first goes away the moment you walk out of the school grounds and the second is forgotten as soon as the ship enters port.

- a) In the first paragraph, Roald Dahl wants the reader to \_\_\_\_\_.
- b) He uses \_\_\_\_\_ and \_\_\_\_\_ to describe what homesickness is like.
- c) In the second paragraph, the writer wants to \_\_\_\_\_.
- d) In both paragraphs, Roald Dahl wants to \_\_\_\_\_ the reader.

entertain	exaggeration	comparison
show that things get better	understand how awful he felt	

**PE** ★ Reading in the voice of the narrator or character will help you to recognise the viewpoint.

Read this extract from a letter and do the exercises that follow.

Dear Mum

I wonder what you're having for tea tonight. Is it the usual Monday tea? My favourite? Shepherds Pie? I had a weird Spanish fishy thing. Pie Ella or something ... Oh Mum, I sobbed myself to sleep last night. I feel awful, I hate it here. Can't I come home? I know you think I should try for longer but I am so miserable. Please let me come home. I don't think I can stand another two weeks here. I could paint the garden fence? Or get a job.

(a) What three things is the writer trying to do?

Inform      amuse      persuade      create suspense

(b) Write down three phrases from the text that match your answer from (a)



## Titanic

The Titanic set sail from Southampton at noon on Wednesday 10<sup>th</sup> April 1912. This was to be the ship's maiden voyage to New York, stopping first at Cherbourg in France then at Queenstown, Ireland, to pick up extra passengers.

The Titanic and her sister ship the Olympic, were bigger than any transatlantic liners that had been built before them. Titanic was approximately two hundred and sixty-eight metres long. She had four funnels and, measured from the very top of the funnels to the keel at the bottom of the ship, she had a height of approximately fifty-three metres.

At about twenty minutes before midnight on Sunday 14<sup>th</sup> April, Titanic struck an iceberg which tore a hole in the side of the ship. Water flooded in and the slow process of sinking began. Over the next few hours, many people fell or jumped into the freezing cold sea. They were not among the lucky ones who managed to find places on the ship's lifeboats. Nobody is totally sure how many people were travelling on the Titanic, though there were probably about two thousand, two hundred and twenty passengers and crew altogether. Of these, approximately seven hundred and five survived.

Write down the correct answer:

Titanic set sail on 10<sup>th</sup> April 1912 from:

New York

Cherbourg

Southampton

Queenstown

The length of the Titanic was approximately:

fifty-three metres

two hundred and sixty-eight metres

The bottom of the ship is called the:

keel

bow

funnel

stern

Answer the following questions:

At what time of day did Titanic set sail?

Where did Titanic stop on the voyage?

At what time of day did Titanic hit the iceberg?

Approximately how many people did not survive the disaster?

Use an encyclopedia to find two more facts about the Titanic.  
Write them on the back of this sheet.

# Railway

## Railway people - Signaller

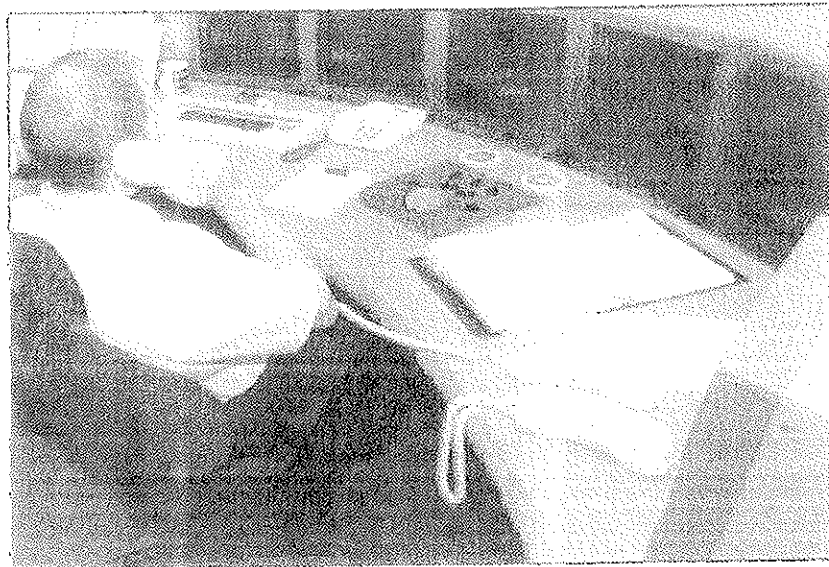
One of the most important jobs on the railway is that of the signaller.

The signaller controls the movement of all trains on the railway.

The signaller decides which train goes where and when.

There are currently around 7,000 signallers working in all parts of the country.

Across the country every single movement of every single train is controlled by one of nearly 40,000 signals.



A railway signaller



**National Rail**  
Britain's train companies working together

**Answer the following questions about this leaflet:**

1. What is the main purpose of the leaflet?
2. Identify one fact given about signallers in the leaflet.
3. What do signallers do?
4. What does the picture on the leaflet show?
5. Why do you think that National Rail is giving information about the role of signallers?

## Task 21

New College Retail Centre  
High Street  
Helston  
Cheshire

20/09/07

Dear Jenny,

Thank you for showing an interest in our retail training course at New College. We are now able to offer you an interview for a place. The interview is planned for:

Time and Date: 10 am, Tuesday 9th October 2007

Location: Room 203  
New College Retail Centre  
High Street  
Helston  
Cheshire

If you wish to attend this interview, please confirm by contacting the Retail Centre secretary, Jan Walters, whose telephone number is 0152 6788 1111.

As the retail industry is changing rapidly, you will be expected to complete a short test in reading and writing as well as a test of your number skills. This will take around 40 minutes and the interview will last no longer than 20 minutes. You are also asked to bring along your Record of Achievement and other evidence of qualifications.

The Head of the Department of Retail Training, Mrs Teresa Broadbent, will also take the opportunity to meet you during your visit to the college. It should be noted that there were 93 applicants for just 6 places and Mrs Broadbent would like to congratulate you on reaching this stage of the selection process.

We look forward to meeting you.

Yours sincerely,

Andrea Bennett (Personal Assistant to Head of Department of Retail Studies)

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

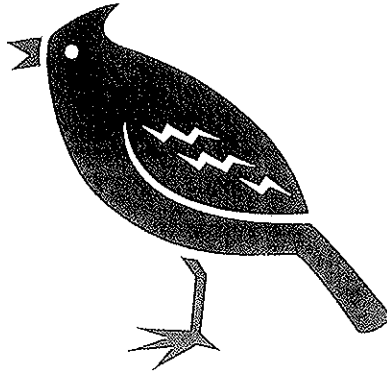
1. What is the purpose of the letter?
2. Who should Jenny contact if she wishes to attend this interview?
3. Why must Jenny complete a short series of tests?
4. When will the interview take place?
5. Why do you think that the Head of the Department of Retail Training would like to meet with Jenny to congratulate her on reaching this stage of the selection?

Read the passage below and complete the task that follows.



This is a passage from a children's novel. In it, a girl fights to defend her local nature reserve from being destroyed.

- The difficulty of this passage is: EASY



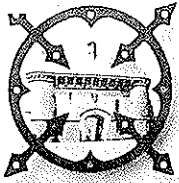
Out in the fields again, Jamie felt free. She threw back her head and hallooed as loud as she could. The vast sky was blue from one edge to the other; the air was clean, sweet even. She listened: nothing. Then she listened harder and the sounds started to emerge: a high pitched twittering – there was a skylark; a more melodious fluting – a thrush; the soft rushing of the wind the trees; the distant burr of a tractor; a dog barking in the farmyard on the edge of the wood; the silvery trickle of water over rocks – the nearby stream.

Here, Jamie could feel free; here, she could think; here, she could forget about her so-called family – all their rowing and stupidity. Everyone needs a place for themselves, and this was Jamie's.

She reached the footbridge and propped herself on the railing: her usual spot. She gazed contentedly out towards the hills that surrounded her. They were lush with green growth. Summer was taking over from spring. Everything was in its fullness: the trees, the shrubs, the grasses, the ferns – all rich with vibrant energy. In between the flat peak of one hill and the strange hump of the next, Jamie could see the distant moorland stretching out for miles. It seemed to her that she was alone in the world, that no-one else existed, that she could walk for mile after mile without ever being disturbed by noisy, ignorant people.

**Read the extract, 'Jamie and the Skylarks', and answer the following questions:**

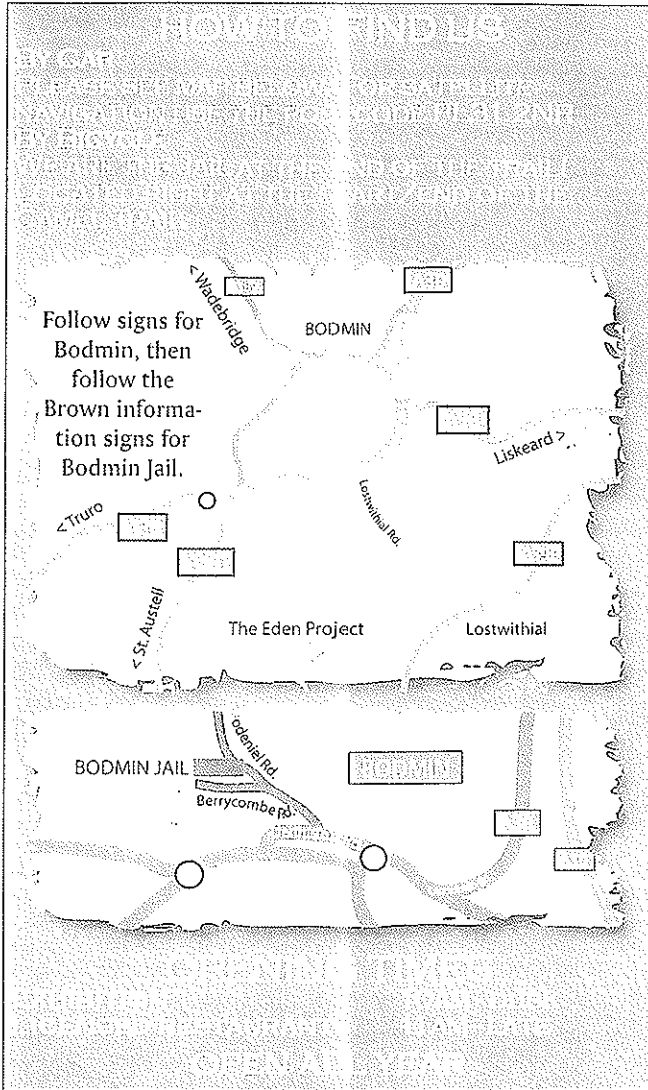
1. What is the first sound that Jamie hears?
2. What other sounds does she hear?
3. How does Jamie feel?
4. What is Jamie's family like?
5. Which senses does the author refer to?



SET WITHIN JUST UNDER  
THREE ACRES OF  
ORIGINAL BUILDINGS  
AND GROUNDS

# Bodmin Jail

SINCE 1779

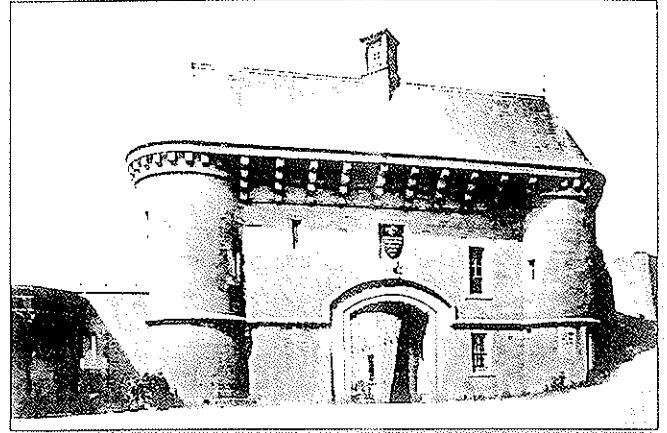


BERRYCOOMBE ROAD, BODMIN, CORNWALL,  
PL31 2NR.  
01208 76292

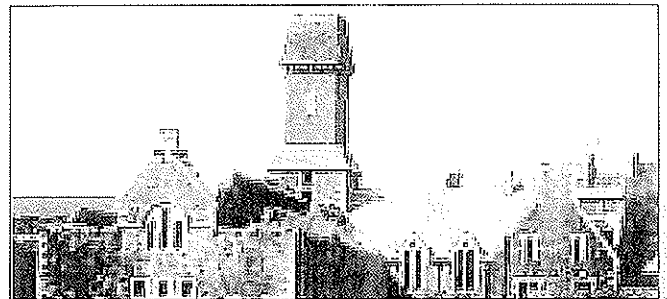
[WWW.BODMINJAIL.ORG](http://WWW.BODMINJAIL.ORG)



Please recycle this leaflet or pass it to a friend  
PRINTED BY PUBLICITY SOUTH WEST. TEL: 01726 861160



Visit this  
spooky  
all-weather  
family  
attraction



AS SEEN ON LIVING TV'S *MOST HAUNTED*

Read the leaflet and answer the following questions:

1. How do we know that there are not actual prisoners at Bodmin Jail?
2. At what time does the exhibition open?
3. What other attraction is located nearby?
4. Why might the writer describe the jail as 'spooky'?
5. What is the purpose of the images?

Read the passage below and complete the task that follows.



This is a passage from a horror story.

- The difficulty of this passage is: MEDIUM



The night was black; the moon was obscured by a thick blanket of cloud. In the still, silent graveyard, Perpetua shivered. Trying to shelter behind one of the crumbling gravestones, she waited for Tom to arrive. How could he be so late? Why did they have to meet in such a terrible place? A breath of wind moaned in the branches of the crooked yew tree; an owl whispered an eerie kind of hoot; somewhere in the distance a dog began to howl mournfully.

Suddenly, something fluttered right in front of Perpetua's face. She shrieked and flayed her arms about her wildly. One hand made contact with something: something winged, bony, leathery – a bat. Perpetua let out another scream. She leapt to her feet and began to run towards the old porched gateway; she felt that the bat was chasing her, swooping about her head, flapping and gliding across her path. Furiously, she windmilled her arms through the air, hoping to scare the wretched creature away. Why was it so persistent? Why would it not retreat?

Stumbling along the cinder path, Perpetua fixed her eyes on the gateway, feeling that if she could just get out of this place, she would be safe; she could go home and forget about this stupid midnight rendezvous. Just as her hand touched the top of the gate, she sensed that the bat had finally flown away. She sighed in relief. As she opened the gate, she muttered to herself, "That's it for you, Tommy Masters. Think you can play a trick on me ... stand me up ... You're dum..." Bump. Her exit was blocked. She had bumped straight into him. Who?

"Tom!?! Where did you come from?" Perpetua shouted. "I didn't see you ... How did you get there so fast? You must have come up the lane like ..." She fumbled for the words.

"Like a bat out of hell?" Tom ventured, with a kind of laugh in his voice.

Read 'The Vampires' and answer the following questions:

1. What type of tree is in the graveyard?
2. Which animals are mentioned in the passage?
3. Why is Perpetua waiting in the graveyard?
4. How does Perpetua feel?
5. Which words create an atmosphere?

# Cycle to Your Heart's Content Exmouth

If you haven't cycled for a while or have never felt confident on a bicycle, we have just the scheme for you. 'Cycle to Your Heart's Content' is an adult (16 and over) cycle training course aimed at people who live, work or study in, or around, the Exe Estuary. It is ideal for people who want to brush up on their cycle skills, go for a fun ride or even make new friends. With parts of the Exe Estuary Trail already open and the mainly traffic free Exmouth to Budleigh cycle path, there hasn't been a better time to get back on your bike!

**The Course:** Training is delivered over eight two-hour sessions starting in a traffic-free environment. Participants gradually develop the skills and confidence to cycle safely on road. Group sizes range between six and twelve. Training is delivered by experienced National Standard instructors.

**Where to meet:** Outside Exmouth Cycle Hire (off the Strand), 1 Victoria Road, Exmouth, Devon EX8 1DL

The eight week course is heavily subsidised by the Cycle Exeter project and costs just £20!\* This includes instruction, bike and helmet hire. Payment, by cheque, is required in advance.

\* reduced from £30

# Exmouth Programme 2009-2010

## Monday 9am - 11am

Start:	End:
4 <sup>th</sup> Aug 09	22 <sup>nd</sup> Sept 09
29 <sup>th</sup> Sept 09	17 <sup>th</sup> Nov 09
12 <sup>th</sup> Jan 2010	2 <sup>nd</sup> Mar 2010
9 <sup>th</sup> Mar 10	27 <sup>th</sup> Apr 10
4 <sup>th</sup> May 10	22 <sup>nd</sup> June 10
29 <sup>th</sup> June 10	17 <sup>th</sup> Aug 10
24 <sup>th</sup> Aug 10	12 <sup>th</sup> Oct 10
19 <sup>th</sup> Oct 10	7 <sup>th</sup> Dec 10

## Monday 6pm - 8pm

Start:	End:
5 <sup>th</sup> Aug 09	23 <sup>rd</sup> Sept 09
5 <sup>th</sup> May 2010	23 <sup>rd</sup> June 2010
30 <sup>th</sup> June 10	18 <sup>th</sup> Aug 10

## Monday 7pm - 9pm

Start:	End:
8 <sup>th</sup> Aug 09	26 <sup>th</sup> Sept 09
3 <sup>rd</sup> Oct 09	21 <sup>st</sup> Nov 09
16 <sup>th</sup> Jan 2010	6 <sup>th</sup> Mar 10
13 <sup>th</sup> Mar 10	1 <sup>st</sup> May 10
8 <sup>th</sup> May 10	26 <sup>th</sup> June 10
3 <sup>rd</sup> July 10	21 <sup>st</sup> Aug 10
28 <sup>th</sup> Aug 10	16 <sup>th</sup> Oct
23 <sup>rd</sup> Oct 10	11 <sup>th</sup> Dec 10



Read the leaflet and answer the following questions:

1. How old must you be to do the training course?
2. What size are the groups?
3. Where do the cyclists meet?
4. Is the cycle training programme only for people who have never cycled before?

## READING : 'Ah, well that's this world over'

Read the passage below and complete the task that follows.



This is a newspaper opinion piece. In it, the writer argues that we need to do something about the environment. This is the first half of the article.

- The difficulty of this passage is: MEDIUM



Ever seen that film *The Day After Tomorrow*? You know, the one where the whole of America freezes over in a couple of days, because of global warming. Yes, it freezes over, because of warming! Well, apparently the warming is going to melt the ice at the North Pole; this will turn the Atlantic cold and shut off the Gulf Stream – a flow of warm water and air that comes up from the Caribbean and heats North America and Europe. Without the Gulf Stream, there will be another Ice Age in the Northern parts of the globe! And guess what?! We'll all die. Depressing, huh?

"So what are we gonna do about it?" I hear you wail. Well, the answer is simple: switch off. Switch off your TV; switch off the million lights that are blazing all over your house; switch off the kettle, the computer, the DVD, the washing machine, the microwave, the lot! We all need to cut down on our consumption of energy. Why? Because making electricity creates greenhouse gases; and it's greenhouse gases that are making our planet heat up like a dog left in the car on a baking hot summer's afternoon.

OK, so you've flicked a few switches – we're saved, right? Well, not quite. We also need to start recycling a heck of a lot more. You see, we produce too much stuff; we consume too much stuff. Making all this stuff – all these plastic bottles, these tin cans, these magazines and papers – takes an awful lot of energy. So, if we could reuse some of it, we could cut down on those gases again.

What are greenhouse gases anyway? They're the gases that are produced when coal is burnt. We burn coal in our power stations. And what do the greenhouse gases do? They turn the planet into, you guessed it, a greenhouse. They get stuck in the atmosphere, blocking the exit of excess heat. So the planet can't cool down. Like a greenhouse, Earth will keep hold of its heat, getting hotter and hotter as time goes on. Good if you're a gardener trying to grow tomatoes; not so good if you're an iceberg trying to avoid being melted away into the sea.

Read 'Ah, well that's this world over' and answer the following questions:

1. Which film does the author mention?
2. What is the author's message?
3. What does the passage say about the effect of making electricity?
4. What feeling is created when the author uses negative language like 'We'll all die'?



Read the leaflet and answer the following questions:

1. Name four different activities available at Southdown Adventure.
2. How many quad bike tracks are there?
3. Find one sentence where the writer is encouraging the reader to take part in an activity.
4. How do you know that some of the activities could be dangerous?
5. What clues are there to show that the activities are fun?

**NORTH DEVON QUADS**

Here at North Devon's premier quad site we give you THE quad biking experience:

Three tracks, full equipment and training plus a range of hi-spec quads to ensure maximum thrills and excitement.

**SOUTHDOWN ADVENTURE**

THE ULTIMATE DAY OUT!

BOOK YOUR FUN NOW...

**01271 858791**

info@southdownadventure.co.uk  
www.southdownadventure.co.uk

**MEMBER**

**MINIMUM AGES:**  
 Quads - 6 years old  
 MadTrax - 16 years old  
 Clayshooting - 12 years old  
 Archery - 8 years old  
 Air rifles - 8 years old  
 Zorb - height restriction applies

**MAD TRAX**

Indestructible buggies, powered by 400cc engines - making them fast - REAL fast!

Take on your friends in an adrenaline charged race-off on our competition track - bumps, bends and jumps to test your skills...

...have you got what it takes to be The Champion?

**North Devon Field Sports**

Set in beautiful Devon countryside, we present a full range of disciplines to test your field sports skills: Clayshooting, Archery & Air Rifles

We cater for all abilities and ages plus providing all the equipment you need to enjoy the experience of Clay Shooting, Archery or Air Rifle coupled with friendly expert tuition.

**ZORB**

Why not have a go at the newest, craziest, most exhilarating sport to land in Britain?

Bounce, roll and race downhill at our specially created Zorb run.

Be one of the first to experience the most exciting Summer fun in the heart of North Devon...

Bring your family and friends and have a ball!

For exciting test the toughest, the low limit on growing excitement high for the world!

**Clayshooting**

**Archery**

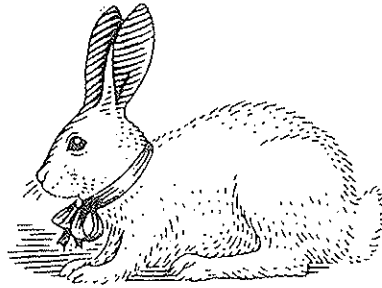
**Air Rifles**

Read the passage below and complete the task that follows.



This is part of the text from a campaign leaflet, persuading us to join a group dedicated to putting an end to animal testing. It is very biased and one-sided. It may not be true at all. What do you think? What would the scientists say in opposition to this view?

- The difficulty of this passage is: MEDIUM



Ever got shampoo in your eye? Stings doesn't it? Imagine having that feeling all day, every day, only a thousand times worse. Not nice, huh? Well, that's what some people do to animals – little puppy dogs and sweet innocent kittens – and they do it in the name of science and – believe it or not – in the name of beauty.

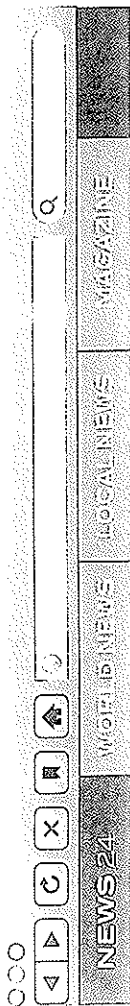
Animal testing is wrong and should be banned immediately. Torturing our fellow creatures for our own gain is never excusable. If a teenager put perfume in his pet's eyes, it would be a national disgrace, and he'd be branded the worst thug alive. But if a middle-aged man or woman in a lab coat does the same, we turn a blind eye. A blind eye: how ironic! Because blindness is just one of the conditions that so-called scientists inflict on our fellow creatures without a thought for their welfare.

Think of the misery, the wretched suffering, the agonising torment. An animal that is given no chance to live, no chance to play, no chance to enjoy freedom, life, happiness, must live its every waking moment in terror, dreading the next assault that the scientists will ruthlessly inflict upon it.

And for what? So that vain human beings can make themselves look pretty or smell sweet. Are you really worth it? Are you really that important? Is your make up, your shampoo, your perfume worth the appalling pain and unfathomable fear that animals in laboratories must endure?

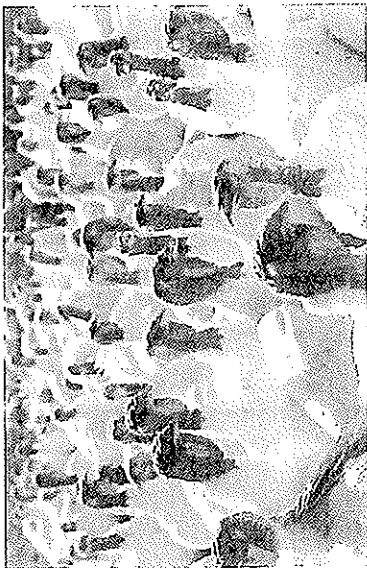
Read 'Because You're Worth It?' and answer the following questions:

1. What questions does the writer ask?
2. What positive language does the writer use in the first paragraph?
3. What does the writer say that some people do in the first paragraph?
4. What is the writer's message?
5. Which strong words does the writer use?



## From last breath to freezer in 16 hours. And not a twizzler in sight

At 6.30am every day the first turkeys arrive by lorry for slaughter, and are taken straight into a 'lairage' or holding area. After being 'settled' under dim blue lights that create artificial darkness, they are carried, in the crates they were delivered in – like chests of drawers – along a conveyor belt before being lowered into the unit in which their short lives will come to a swift and painless end.



Controlled atmosphere stunning (CAS) renders the birds unconscious within 10 seconds due to lack of oxygen; two minutes later they are dead. The freshly killed, still-feathered turkeys then start on a highly mechanized process during which they are scalded, plucked, eviscerated, decapitated, trussed, packaged and labelled.

First, the birds' feet are turned to point the same way before they are shackled and raised up onto a mechanized line that takes them on their journey to becoming a 'turkey product'. The two main arteries in their necks are cut by hand and the blood drained, before they are sent towards the

automated plucking machines, which extract the feathers with Wallace-and-Gromit style 'rubber fingers'. The unpleasant smell that permeates the air comes from the damp feathers, but staff apparently get used to it. Once dead, the birds spend 20 minutes on the production line until they arrive at the chilling area where they are kept for 16 to 24 hours prior to final trussing or butchery.

There is little waste. Blood is sold for use in products such as black pudding; livers, hearts and gizzards go to the Continent for use in pâtés; and testicles – a delicacy in the Far East – are exported. The whole turkeys are eventually united with a pack of giblets – though these are unlikely to be their own.

### Text A

- 1 What creates the artificial darkness?
- 2 What is a CAS?
- 3 How long does it take for the turkeys to become unconscious?
- 4 How long does it take for the turkeys to die?

## Song of the Battery Hen by Edwin Brock

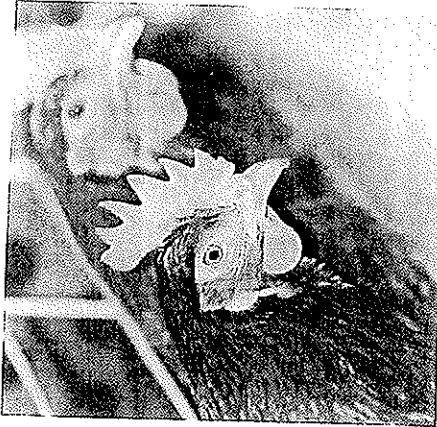
We can't grumble about accommodation: we have a new concrete floor that's always dry, four walls that are painted white, and a sheet-iron roof the rain drums on. A fan blows warm air beneath our feet to disperse the smell of chicken-dirt and, on dull days, fluorescent lighting sees us.

You can tell me: if you come by the North door, I am in the twelfth pen on the left-hand side of the third row from the floor; and in that pen I am usually the middle one of three. But even without directions, you'd discover me. I have the same orange-red comb, yellow beak and auburn feathers, but as the door opens and you hear above the electric fan a kind of one-word wail, I am the one who sounds loudest in my head.

Listen. Outside this house there's an orchard with small moss-green apple trees; beyond that, two fields of cabbages; then on the far side of the road, a broiler house. Listen: one cockerel crows out of there, as tall and proud as the first hour of sun.

Sometimes I stop cackling with the others to listen, and wonder if he hears me.

The next time you come here, look for me. Notice the way I sound inside my head. God made us all quite differently, and blessed us with this expensive home.



### Text B

- 1 Look at the first section of the poem. Using the writer's description, draw a brief sketch of the accommodation, using arrows and words to label its main features.
- 2 Write down one phrase which tells us what the hen telling her story looks like.

**Remember:**

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

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



1. my sister likes fish and chips my brother likes hamburgers

2. turn the music down it is too loud

3. it is cold today we will need our coats

4. the horse stepped on my foot it hurt

5. my stepbrother comes home today we are going to meet him

6. blow out the match it will burn your finger

7. we did our homework we then played football

8. put the ice cream in the fridge it will melt

9. my pen is blue his pen is black

10. our dog was ill we took him to see the vet

11. today is a holiday we hope that it will not rain

12. come quickly our cat has been found

# Capital letters and full stops



**Remember:**  
**always use a capital letter for a place name.**  
**e.g. England, Australia, London, Paris**

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

james was a king twice he was james VI of scotland he later became james I of england he was clever and witty and good with money he was also short and fat

.....

.....

.....

.....

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

sharks live in the sea there are many stories about sharks people in australia have to be careful when they swim some beaches have shark nets to protect swimmers from attack the great white shark is one of the most dangerous it has been known to bite off arms and legs it has even killed people i have never seen a great white shark

.....

.....

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.....

## The question mark

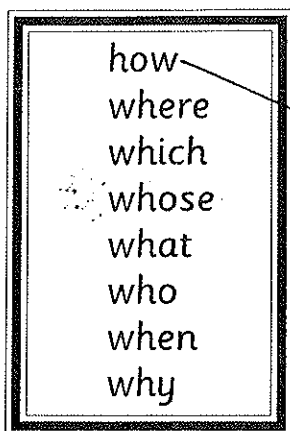
Special words can be used to introduce a question.

e.g. **Where?**      **Where are you going?**

Join the right question word in the box below to the right matching words in order to make a question.

The first one is done for you.

### Question words



### Matching words

- is your favourite lesson?
- would you like to do on your birthday?
- are you laughing?
- can I find your house?
- is the spare bulb?
- is it time for us to leave?
- turn is it?
- won the race?

Write a question word at the beginning of each example below in order to make a question.

1. .... is your name?
2. .... are you feeling?
3. .... team will win the match?
2. .... did you stamp on his foot?

You can turn a sentence into a question by changing the order of the verb.      e.g. **He is feeling better.**      **Is he feeling better?**

Change the sentences below into questions.

1. She has finished her homework.

.....

2. They are going to the club tonight.

.....

3. The teacher will give her the spelling book.

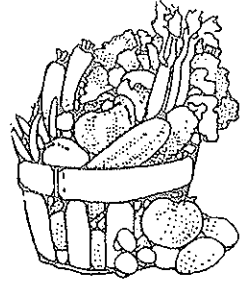
.....

4. The boy has put the stamps on the parcel.

.....

\*Capital letters, commas, question marks and full stops

Revision page



Add capital letters, commas, question marks and full stops.

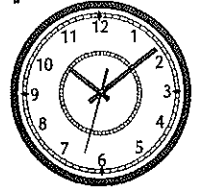
1. kevin keegan the well-known footballer became a manager
2. my favourite fruits are bananas apples and pears
3. the coach driver mrs. smith is a good and careful driver
4. did you know that the fat bear winnie the pooh likes honey
5. the old church saint mary's is on the corner
6. shall i buy red or white large or small potatoes from the market
7. by the way i am going to cornwall next week
8. my favourite aunt mrs spencer has a shop
9. the duke of westminster a very rich man has three children
10. did i tell you that i went to hear eric clapton sing jane
11. eros a famous statue stands in piccadilly circus
12. i saw the large tigers fred and sam at the zoo
13. the gospel of saint matthew the first book in the new testament tells of the life of jesus

\*See Page 44, (v).

## The belonging apostrophe

Rewrite the examples below using the belonging apostrophe.

The first one is done for you.



- |                                 |               |
|---------------------------------|---------------|
| 1. the lid of the jar           | the jar's lid |
| 2. the key of the shed          | .....         |
| 3. the pen of my teacher        | .....         |
| 4. the hands of the clock       | .....         |
| 5. the cover of the book        | .....         |
| 6. the legs of the chair        | .....         |
| 7. the neck of the giraffe      | .....         |
| 8. the roots of the tree        | .....         |
| 9. the brother of my uncle      | .....         |
| 10. the van of the milkman      | .....         |
| 11. the sword of the knight     | .....         |
| 12. the antlers of the deer     | .....         |
| 13. the lead of the pencil      | .....         |
| 14. the hem of the skirt        | .....         |
| 15. the throne of Queen Mary    | .....         |
| 16. the main exit of the school | .....         |
| 17. the tail of the cow         | .....         |
| 18. the ruler of the boy        | .....         |
| 19. the friend of Paul          | .....         |
| 20. the depth of the lake       | .....         |



## The apostrophes

### Revision page

#### The apostrophe which shows letters missed out

Add the apostrophes to the sentences below.

1. Wheres my drink?~
2. Its hard to understand.
3. I cant think straight.
4. I havent cleaned my teeth today.
5. We arent lucky.
6. Davids gone home.

#### The belonging apostrophe

Add the apostrophes to the sentences below.

1. The nurses uniform was white.
2. Flamingoes legs are very thin.
3. The conjurors trick was very clever.
4. The attics window is very small.
5. The two boys diving belts were heavy.

Look at the sentences below.

Underline the apostrophes in *blue* if they show letters missed out.

Underline the apostrophes in *red* if they show belonging.

1. He isn't here.
2. Simon's shorts are muddy.
3. Where's the picture? It's on the wall.
4. The trees' leaves are beginning to fall.
5. He wouldn't go on Space Mountain.
6. The Great Wall of China's steep.
7. Where's the rabbit's cage?
8. The photocopier won't work.
9. The yacht's cabin was small.
10. Is that Chris's bicycle? No. It's not.

