

English Skills Answers

6



Contents

Reading	Rescue	4	Writing		50
Activities		5	Language		51
Cloze		6	Reading	Elephants	52
Grammar		7	Activities		53
Writing		8	Writing		54
Language		9	Grammar		55
Reading	UFOs	10	Writing		56
Activities		11	Language		57
Cloze		12	Reading	The Bears	58
Grammar		13	Activities		59
Writing		14	Cloze		60
Language		15	Grammar		61
Reading	The Crocodile – An Endangered Species	16	Writing		62
Activities		17	Language		63
Cloze		18	Reading	Apollo 13	64
Grammar		19	Activities		65
Writing		20	Cloze		66
Language		21	Grammar		67
Reading	Plant Survival	22	Writing		68
Activities		23	Grammar		69
Cloze		24	Reading	The Battle of Marathon	70
Grammar		25	Activities		71
Writing		26	Cloze		72
Language		27	Grammar		73
Reading	The Grand Canyon	28	Writing		74
Activities		29	Language		75
Cloze		30	Reading	An Intrepid Traveller	76
Grammar		31	Activities		77
Writing		32	Writing		78
Language		33	Grammar		79
Reading	The Robin	34	Writing		80
Activities		35	Language		81
Phonics		36	Reading	The Pharos of Alexandria	82
Grammar		37	Activities		83
Writing		38	Language		84
Language		39	Grammar		85
Reading	The Sun King	40	Writing		86
Activities		41	Language		87
Cloze		42	Reading	Hungry for Gold	88
Grammar		43	Activities		89
Writing		44	Writing		90
Language		45	Grammar		91
Reading	Earthquakes	46	Writing		92
Activities		47	Phonics		93
Cloze		48	Language		94
Grammar		49	Grammar		95
			Grammar		96

Published by Collins
An imprint of HarperCollinsPublishers
77–85 Fulham Palace Road
Hammersmith
London
W6 8JB

Browse the complete Collins catalogue at
www.collinseducation.com

© HarperCollinsPublishers Limited 2011, on behalf of the author

First published in 2006 by Folens Limited.

ISBN-13: 978-0-00-743723-8

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London W1T 4LP.

British Library Cataloguing in Publication Data
A catalogue record for this publication is available from the British Library.

Every effort has been made to trace copyright holders and to obtain their permission for the use of copyright material. The authors and publishers will gladly receive any information enabling them to rectify any error or omission in subsequent editions.

Editor: Geraldine Sowerby
Layout artist: Patricia Hollingsworth
Illustrations: Tony Randall
Cover design: Martin Cross
Editorial consultant: Helen Whittaker

Printed and bound by L.E.G.O. S.p.A. – Lavis (Trento).

A Read the story.

Rescue



The dog at once jumped off the bank and in a few seconds reached the child and caught it firmly. Then he turned to swim back, but the swift-flowing water had got hold of him. Bravely he struggled and lifted the child out of the water but his powerful efforts to stem the current were in vain. Each moment he was carried still further down until he was on the brink of the fall, which, though not high, was the most

dangerous on the river. He raised himself high out of the stream with the *vigour* of his last struggle and then fell over into the *abyss*.

By this time the poor mother, as if she had *anticipated* the result, was already in a canoe, as close to the fall as it was possible for her to go with safety. The canoe danced like a cockle-shell on the turmoil of waters as the mother stood with uplifted paddle and staring eyeballs awaiting the reappearance of the child.

The dog came up instantly but alone, for the dash over the fall had wrenched the child from his grasp. He looked around eagerly for a moment and then caught sight of a little hand raised above the boiling flood. In one moment he had hold of the child again, and, just as the *prow* of the mother's canoe touched the shore, he brought the child to land.

The mother sprang to the spot, snatched the child from him and gazed in anguish on its deathlike face. Then she laid her cheek on its cold breast and stood motionless. After a few moments she was conscious of some slight movement in the little body and a gentle motion of the hand. The child still lived! Opening up her blanket she drew the covering close around the child, and sitting down on the bank, wept aloud for joy.



A Answer these questions. (Answer in sentence form where possible.)

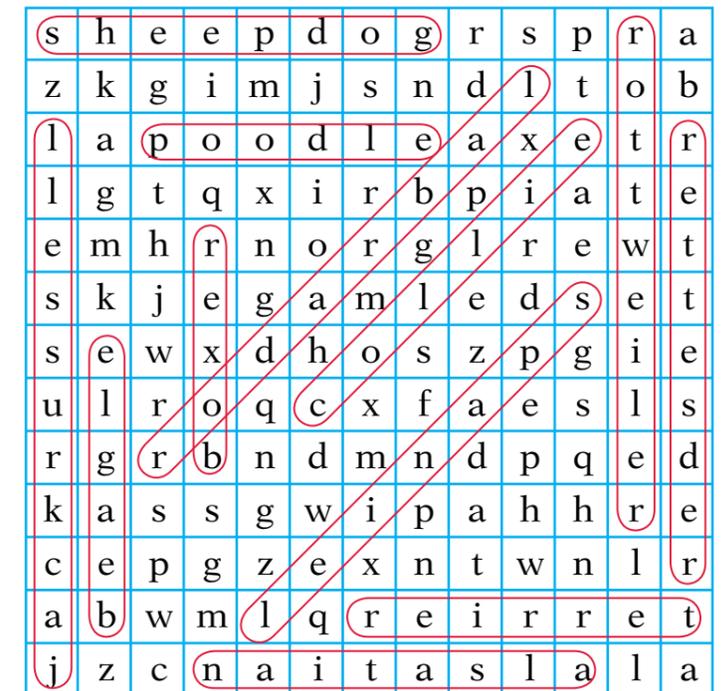
1. Because the water is flowing swiftly.
2. Because there was a waterfall that way.
3. She is below the fall because she is close to it but safe.
4. His efforts are described as powerful and he knows how to rescue the child.
5. He jumps in "at once" and catches the child again "in one movement".
6. It is too dangerous.
7. To listen for its heartbeat.
8. She sees it moving.
9. Write another title for the story.
10. Write a paragraph about an accident that happened to you.

B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Summarise the story in your own words. Use about ten sentences.

D Wordsearch: Dogs. Unscramble the words and find them in the grid.

- | | |
|-----------------|---------------------|
| 1. albrorad | <u>labrador</u> |
| 2. sarnile | <u>spaniel</u> |
| 3. ierretr | <u>terrier</u> |
| 4. obxre | <u>boxer</u> |
| 5. odopel | <u>poodle</u> |
| 6. agelbe | <u>beagle</u> |
| 7. cloiel | <u>collie</u> |
| 8. eshepgod | <u>sheepdog</u> |
| 9. ttoriwelre | <u>rottweiler</u> |
| 10. itsalaan | <u>alsatian</u> |
| 11. ckasjusrell | <u>jack russell</u> |
| 12. rdettsere | <u>red setter</u> |



E Pretend you lost your pet. Draw an eye-catching poster that you will post on the window in your local shop.

A Rewrite the passages using the words from the lists.

neighbour discovered fields country Africa sold found
empire wearing years supplied capital wearing scene

In 1430, the custom of wearing a diamond as a personal ornament began when Agnes Sorel started wearing one in the French court. For the next three hundred years, India supplied the diamond demand. In 1725, diamonds were found in Brazil and this country became the next chief supplier of diamonds. In 1867, in South Africa, a poor farmer's child discovered a pretty stone. A clever neighbour recognized it as a diamond, bought it, and when he sold it, diggers from all over flocked to the scene. Within a year, three great diamond fields were found and the city of Kimberley, the capital of the diamond empire, was born.

B

searching immense exterminate covered control large
sprayed grow crops square found

Locusts: These pests are really large grasshoppers, and do immense damage to crops on the ground when they gather in large swarms. It is even worse when they grow wings after about 40 days as "hoppers", and fly in huge numbers searching for food. One East African swarm covered an area of 250 square miles! Scientists have studied the behaviour of locusts, and have found that it is best to exterminate them at the "hopping" stage with poison on the ground. They are sprayed with poison from aircraft, and attacked with flame-throwers. What do you think of this type of locust control?



C

fend favourite eaglets rocky talons hooked kills feathers
bonnets goose claws small often before because also used



An eagle is about the size of a goose. It has a strong, hooked bill and powerful claws, or talons. The talons are used to grasp and hold the small animals, snakes and birds which the eagle kills and eats. The eagle's favourite nesting place is a high, rocky shelf on the side of a mountain. Its nest is called an eyrie and it is often the size of a small hut. Baby eagles (eaglets) are three months old before they can fly and fend for themselves. The Golden Eagle of North America is also called the War Eagle, because Native American tribes used its feathers for their war bonnets.

Capital letters are used for:

- The start of a sentence – **M**y father works very hard.
- The names of weekdays, months and festivals – The school is open from **M**onday to **F**riday.
- The names of people, a title when used with a name, titles of relations when used with actual names – **M**ary **J**ones is my friend.
She shook hands with **P**resident **M**caleese.
He met his **A**unt **M**ary in town.

A Rewrite the sentences, putting in the capital letters.

- Last Sunday, Tom and Mary visited Aunt Jane.
- Last Thursday, the school closed and remained closed until Monday.
- Joan Smith and Michael Murphy are cousins.
- Good Friday and Shrove Tuesday are dates in the Christian calendar.
- Mary and John Brown are my friends in school.
- Mrs Singh met Mrs Prasad.
- The Duke of Albany was a very rich man.
- The Queen of England has reigned for a long time.
- We saw Uncle Tom's new car.
- The lecture was given by Professor Makutsi.



Capital letters are used for:

- "I" when used on its own – **I** do not know why **I** failed my exam.
- The names of places and words made from the names of places.
Many **F**rench people come to **L**ondon in the summer.
- Titles of books, films, plays – Louis Stevenson wrote "**T**reasure **I**sland".

B Rewrite the sentences, putting in the capital letters.

- My Aunt Kate travelled from London to Paris by train.
- I ran until I thought I would collapse from exhaustion.
- Thousands of German and French supporters travelled to Japan to see the game.
- Shakespeare wrote the play "Julius Caesar".
- Everybody knows that Rio de Janeiro is a large city in Brazil.
- They grow oranges in Valencia in Spain.
- We went to see the film "Shrek 2".
- The River Indus flows through Hyderabad.
- I would like to read "Harry Potter".
- The plane flew from Kuala Lumpur to Beijing and then on to Tokyo.

A Read the following profile which Laura Brown has written about herself.

1. Name Laura Brown	Age Twelve	Birthday 5th June
Address Victoria Lane, York, England		
Height 1m 57cm	Weight 40kg	Hair Brown
Eyes Green	Brothers 2	Sisters None
Uncles 6	Aunts 3	
School Victoria Secondary	Principal Mrs Booth	Class Teacher Mr Evans
Pupils 785		



2. Friends: My two best friends are Mary Smith and Ann Young. Mary is tall and dark, with brown eyes and curly hair. Ann is small and fair, with straight hair. We play every day and on Saturdays we go swimming in the local pool.



3. Likes: Fish and chips, country walks, cats, pop music, nature programmes on TV.

4. Dislikes: Onions, visits to the dentist, mice, boastful people.

5. Hobbies: Cycling is my favourite hobby. I've had a bike for two years and whenever the weather is fine I cycle to the country with my friends. I have learned to repair punctures and maintain my bike in good condition.

6. Favourite Place: I love the moors where we often go walking at the weekends. I like to eat my sandwiches sitting in the bracken, listening to the skylarks singing and watching the clouds.

B Write your own profile, with headings similar to Laura's.

C Interview a parent or grandparent and write their profile.

A Rewrite these sentences using the opposites of the words in *italics*.

- The sea was very *rough* when the boat *arrived*.
- The *young* man walked *quickly up* the road.
- She *caught* the *sick* pigeon.
- Every *evening* he watched the sun *setting in the west*.
- He *sold* the *sour* grapes at a *low* price.
- They rowed *quickly* across the *shallow* lake.
- He *descended* to the *bottom* of the mountain with great *ease*.
- The *ugly* prince *lost* the *dull old* key.
- The *careless* driver set off at *dawn*.
- I *often* visit my *uncle* in Abu Dhabi.



B Rewrite these sentences using the opposites of the words in *italics*.

- The *public* house is situated near a *noisy* road.
- Mary *sold* a *small white* statue.
- The *senior* partner in the firm *bought* the house.
- The *guilty* man was punished by the *hero*.
- The *big* rats *advanced* along the dusty road.
- The *happy woman* cried when *she found her* dog.
- The *strong man* lifted the *heavy* bar over *his* head.
- The *humble* soldier waited for the train to *leave*.
- Joan has a *temporary* job in the *old* factory.
- The *expensive* case fell on the *rich* man's toe.



C Complete and write these sentences. The two words in each sentence must be opposite in meaning. Example: The strawberries were *sweet* but the lemons were *bitter*.

- He bought a new bicycle and sold his old one.
- I borrowed a book from the private library as the public library was closed.
- The oranges were plentiful but the prunes were scarce.
- The cats advanced along the street but when they saw the dogs they retreated.
- The exterior of the building was not as beautiful as the interior.
- The main entrance was guarded by police but I escaped through a side exit.
- The timber was rough but the plywood was smooth.
- He pleaded innocent in court but the jury found him guilty.
- He dived in at the deep end of the pool and swam to the shallow end.
- I was lucky to find a vacant space in the car park and I occupied it.

A Read the text.

UFOs

Two policemen were in a patrol car on a dark night in October 1967, when they suddenly noticed strange *pulsating* lights in the sky. Soon the lights began to move, skimming swiftly and silently over the tops of trees.

The startled policemen gave chase. Each time they caught up with them, the lights would suddenly accelerate away at *supersonic* speed and then slow down to about 60 kph, allowing the patrol car to catch up again. This game went on for twenty minutes, then the lights suddenly took off up into the skies and vanished. The mysterious object that the policemen had seen is known as a UFO, or an Unidentified Flying Object.



This event took place in England, and it caused a sensation in the newspapers at the time. But similar sightings had been happening for years. Back in 1948, the alarm sirens went off at Fort Knox in the USA when a giant, cone-shaped object was observed hovering in the skies. Four air force planes were immediately sent to investigate. One of the pilots, Captain Thomas Mantell, spotted the UFO and reported, "It's metallic... a tremendous size... it's climbing... I'm going to follow it..." Minutes later his aircraft crashed.

On January 10, 1964, a UFO is reported to have flown across the skies of Cape Kennedy during the firing of a missile. The radar followed the zigzag course of the UFO for fifteen minutes before it got back on the track of the missile. UFOs have also been sighted by astronauts during space missions. It is said that the Apollo 12 moon flight was, for a time, "escorted" by two UFOs, one in front and one following. One astronaut on board remarked that "they were very bright and seemed to be flashing at us".



But the most *baffling* story of all concerns a Brazilian named Antonio Villas Boars. His name first hit the headlines in 1957 when he claimed that he had been kidnapped by aliens and taken on board their spaceship. A doctor who examined Boars said that he was in an extreme state of shock and fear following some terrible *ordeal*. Boars claimed to have been held captive for four and a half hours while the aliens carried out a series of tests on him. Many people do not believe him, but Boars has never changed his story.

What do you think?

A Answer these questions.

1. Unidentified flying object.
2. They were on patrol.
3. Travelling at a very fast speed.
4. They accelerated away and then slowed down.
5. England.
6. USA.
7. Fifteen minutes.
8. That he had been kidnapped by aliens.
9. No, he never changed his story.
10. Do you believe in UFO's



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Summarise the story in your own words. Use about ten sentences.

D Wordsearch: Body. Find the words in the grid.

1. spine
2. shoulder
3. lungs
4. heart
5. fingernail
6. hair
7. eyelashes
8. stomach
9. kneecap
10. liver
11. skin
12. brain

m	x	s	h	o	u	l	d	e	r
k	z	q	s	w	r	s	j	b	e
e	p	h	c	k	d	p	u	r	y
y	l	k	s	m	i	i	h	a	e
f	i	n	g	e	r	n	a	i	l
h	v	e	n	w	f	e	i	n	a
e	e	e	u	a	a	z	r	k	s
a	r	c	l	t	k	h	m	f	h
r	h	a	a	x	e	d	y	e	e
t	k	p	h	c	a	m	o	t	s

Cloze

A Rewrite the passages using the words from the lists.

treasure plaited pistol reached coloured saw terror wounds
ship lighted huge body down infamous

Blackbeard: The infamous pirate Blackbeard was a huge savage-looking man with a beard that reached half way down his chest. When going into action he plaited his beard and tied each plait with a coloured ribbon. With lighted tapers stuck in his hat and a pistol in both hands, he must have struck terror into all who saw him. He spread terror along the coast of America and stole vast treasure from other ships. He died – with over twenty wounds in his body – fighting a ship of the British Navy.



B

moving hawk machine around backwards needed was blades
things real space difficult straight has sometimes



Helicopter: A helicopter can do many things that an aeroplane cannot. It can fly straight up or straight down, backwards or sideways. It can hover over one spot, like a hawk in the air, and it can take off or land in a very small space. A helicopter has no wings but it has a set of blades that whirl around.

Because of this, it is sometimes called a “whirly-bird”, and the air moving over the whirling blades gives the lift needed to make the machine fly. The first real helicopter flight was made in America in 1939, and it is a difficult machine to pilot.

C

tied original vicious mast seven fury storm hatches
frightened age coast produced had afterwards himself deck

Turner: One of the greatest and most original painters was Joseph Turner (1775–1851). At the age of sixty seven, he found himself on board a steamboat caught in a vicious storm off the English coast. The frightened passengers scurried below deck battening down the hatches for safety. But not Turner; he had himself tied to the ship’s mast so that he could experience the terrible fury of the storm! Not long afterwards he produced a wonderful painting of what he had seen – called “Snowstorm: steamboat off a harbour’s mouth”.

Grammar

A Insert the capital letters where needed.

1. The ship sailed into the harbour.
2. Joel went to Eilat on his holidays.
3. The teacher said, “Open your books.”
4. Paul gave the football to Michael.
5. Adeline Yen Mah wrote the book “Chinese Cinderella”.
6. When I reached the river it was in flood.
7. Many people lost their lives when the Titanic sank.
8. The River Seine flows through Paris.
9. I like reading Greek legends.
10. The date today is Wednesday, 21 July.



B Complete the following sentences using capital letters.

1. Perhaps he is Italian as his father lives in Italy.
2. She is a Parisienne. She comes from Paris and speaks French.
3. I am an Athenian. I am from Athens.
4. My friend is from Spain. He is Spanish.
5. Maybe he is from Portugal as he speaks Portuguese.
6. Danish cheese is manufactured in Denmark.
7. They are Venetians. They come from Venice.
8. When we went to Japan we tried to speak Japanese.
9. I am Sven. My home is in Sweden. I speak Swedish.
10. The Finns live in Finland and speak Finnish.

C Insert the capital letters.

1. We do not go to school on Christmas Day.
2. Muslims all over the world celebrate Ramadan.
3. November comes between October and December.
4. Muriel’s mother made pancakes on Shrove Tuesday.
5. My summer holidays lasted from June to September.
6. We are going on holiday on the second Friday in March.
7. In the United States of America, the fourth of July is called Independence Day.
8. April the first is called April Fools’ Day.

Writing



Miss Dawn Gill,
10 Oriel Close,
St Albans,
Hertfordshire MK31 4JT
England

1. The stamp is placed at the top right-hand corner. Do you know why?
2. Write the name and address in good clear writing. Instead of 'Mister', write Mr. When writing to a woman, use Mrs, Miss or Ms.
3. The first line of the address should start well away from the top of the envelope and a little to the right.
4. A comma is placed at the end of each line except the last line.

A Write what the abbreviations mean.

Co.	<u>Company</u>	Pk	<u>Park</u>	Cl.	<u>Close</u>
St	<u>Street</u>	Gro.	<u>Grove</u>	Sq.	<u>Square</u>
Cres.	<u>Crescent</u>	Ave	<u>Avenue</u>	Tce	<u>Terrace</u>
Rd	<u>Road</u>	Dr.	<u>Drive</u>	Upr	<u>Upper</u>

B Draw an envelope and address it to yourself.

- line 1: name
line 2: street or road
line 3: town
line 4: county and postcode
line 5: country (if letter is being sent abroad)



Language

Its or It's

- a) **Its** – means belonging to something.
Example: The horse tossed **its** head in the air and pawed the ground with **its** hooves.
- b) **It's** – means it is or it has.
Examples: **It's** a wonderful day. **It's** been raining all night.

A

Write the sentences, using **its** or **it's**.

1. Its spines protects it from its enemies.
2. It's not certain if its leg is sprained.
3. It's a long way to Alaska but it's worth going there.
4. It's time to leave but it's raining heavily.
5. It's a shame its wing is broken.
6. It's summer and the swallow has returned to its nest.
7. It's been a long time since we visited this art gallery.
8. Its white tail bobbed up and down as it scurried into its burrow.
9. It's not often we have seen an otter in its holt.
10. When it's winter in Europe it's summer in Australia.



I or Me

- a) After the verb **to be** use **I**: It was **I** who knocked.
- b) After **prepositions** use **me**: The lion stared at **me**.
- c) After **let** and **between** use **me**: The money was divided between **Bill** and **me**.

B

Write the sentences, using **I** or **me**.

1. She gave me a sweet and I gave her an orange.
2. Let you and me go to the cinema tonight.
3. He pushed me and I stumbled.
4. Mary and I played chess.
5. Mother divided the sweets between Meera and me.
6. Halah is older than me but I am stronger than her.
7. The ball bounced between Tim and me but I caught it.
8. The angry goat chased me and I jumped over the ditch.
9. My brother is nearly as tall as me.
10. Rory is older than me but I am younger than Fiona.
11. She is almost as big as me.
12. The teacher asked me to do the sum on the board and I did it.
13. It was I who called to see you last night.
14. Do you think it was me who stole your pencil?
15. I am certain that it was not I who did it.

A Read the text.

The Crocodile – An Endangered Species

Experts believe that, unless they are protected, there will be no crocodiles living in the world in a few years time. Crocodiles' habitats have been destroyed by **irrigation** and dam building and many crocodiles have been killed by **poachers**.

Of the twenty-one species of crocodile in the world, fifteen are endangered. The surviving numbers of the species are rapidly declining.

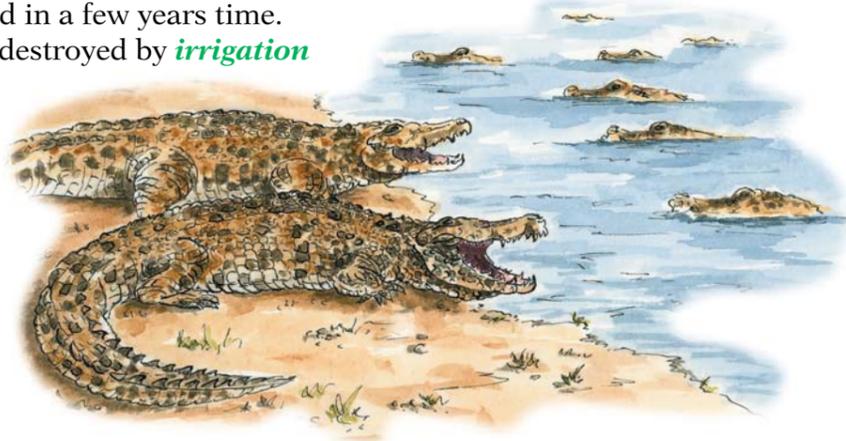
There are 280 Orinoco crocodiles left surviving. There are 11,000 Siamese crocodiles, but none of these are in the wild; they all live on crocodile farms. It is so long since anyone has seen a Chinese crocodile that it is thought to be extinct. Of the Gharial crocodiles, 60 survive in India and 40 in Nepal.

Crocodiles existed 200 million years ago, and survived when the dinosaurs died out. Now they are in danger of becoming extinct because of bad management of the environment and because their skin is sometimes used to make shoes and handbags.

Conservationist studies of crocodiles have discovered some amazing facts. Depending on the species, fully grown crocodiles range in size from one metre to seven and a half metres. They weigh from a few kilograms to well over a tonne. Some estimates say that they can live for 100 years. Crocodiles grunt, hiss, chirp and growl. Each noise carries a message. They also communicate under the water by blowing bubbles. They are cunning enough to track down prey, strong enough to tackle animals as big as a water buffalo and gentle enough to crack open an egg so as not to injure the young inside. Those species of crocodile that live in salt water are the biggest and most dangerous.

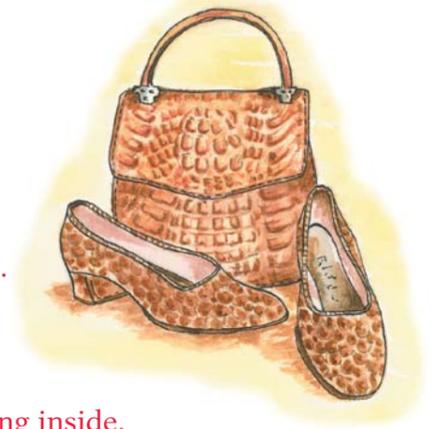
The Ancient Egyptians had so much respect for crocodiles that they actually built a whole city, known as Crocodilopolis, for them to live in. Specially chosen priests would enter the city, **adorn** the crocodiles' legs with golden bracelets, open the jaws of **basking** crocodiles and put roasted meat, cakes and wine mixed with honey into their gaping mouths.

Today, a lot of people are only interested in crocodiles for one reason, their valuable hide skin. Manufacturers in Europe and America pay huge prices for crocodile skin. Although strict laws against the sale and purchase of crocodile skin have been enforced worldwide, poaching is still carried out on a large scale. The supply of crocodiles is not endless. If we are not careful, these reptiles, which have lived on this planet longer than humans, will no longer exist.



A Answer these questions.

1. Irrigation, dam building and poaching.
2. Twenty-one
3. Bad management of environment and poachers.
4. From a few kilograms to well over a tonne.
5. They grunt, hiss, chirp and growl and blow bubbles.
6. In salt water.
7. A city for crocodiles.
8. Because their skin is so valuable.
9. They can crack open eggs, without injuring the young inside.
10. Name four other animals in danger of extinction.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

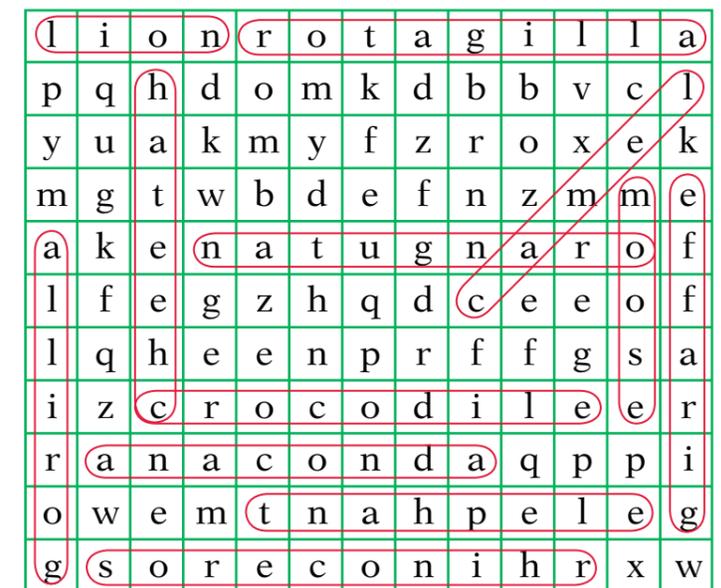
C "Strange". Choose another word for "strange".

surprising unfamiliar unusual haunted foreign novel eccentric peculiar

- | | | | |
|---------------|------------|--------------|---------------|
| 1. foreign | 3. novel | 5. eccentric | 7. surprising |
| 2. unfamiliar | 4. haunted | 6. unusual | 8. peculiar |

D Wordsearch: Wild Animals. Unscramble the words and find them in the grid.

- | | |
|---------------|-------------------|
| 1. fgiraef | <u>giraffe</u> |
| 2. ioln | <u>lion</u> |
| 3. ahceteh | <u>cheetah</u> |
| 4. gallitaro | <u>alligator</u> |
| 5. occrieldo | <u>crocodile</u> |
| 6. pehletan | <u>elephant</u> |
| 7. ogriall | <u>gorilla</u> |
| 8. omeso | <u>moose</u> |
| 9. rinhcoreso | <u>rhinoceros</u> |
| 10. mcale | <u>camel</u> |
| 11. atnguanro | <u>orangutan</u> |
| 12. adnacona | <u>anaconda</u> |



E Design a badge that you might wear highlighting the need to protect our endangered species.

Cloze

A Write the passage using the words.

flippers pursued leave species congregate continent inspecting against southern mainly series hollow hatch stories replaced result learns skin collect helpless look quite two whales land zoos water

Penguins are found mainly around the shores and off-shore islands of the Antarctic continent. Even though they breed on shore, they are really at home in the water, and obtain their food in the sea. Penguins eat fish, squids and small crustaceans. They swim entirely with their flippers, using their feet for steering. With such enemies as sharks, killer whales and leopard seals, penguins have to be fast. When being pursued by an enemy, penguins sometimes proceed in a series of leaps, partly swimming and partly jumping out of the water.

At breeding time, penguins leave the sea, and large numbers congregate together in the same place year after year. Usually one or two eggs are laid in the nest of grass or in a hollow lined with stones. However, there are two species which lay only one egg. This egg, which rests on the feet, is covered by a fold of skin on the lowest part of the body.

When they hatch out, the chicks are covered by a thick down. While one parent goes to the sea to collect food, the other stays and guards the chick. Soon, the down is replaced by feathers. When this happens, Junior goes to the sea and learns to swim.

Penguins are quite helpless on land and would be quite defenceless against land enemies. But, in the southern Polar regions where they live, there are no large land animals, with the result that they have no fear of anything on land.

Explorers tell stories of penguins visiting and inspecting their camps. Some penguins in zoos become very attached to the people who feed and look after them.

B Write the passage using the words.

period people grasses interesting foraging any when frightening stay temperament feed instances believed deepest large awkward declining

When you go to a zoo, one of the most frightening and indeed interesting animals to be seen there is the hippopotamus. These are large smooth-skinned mammals that were originally found in the deepest rivers of Africa. They sometimes reach a weight of four tonnes. They have a habit of resting by day and foraging by night. During the day, they stay on the sandbanks or half-submerged. At night they come out on land to feed on vegetation, particularly the grasses and reeds along the edges of waters. Even though the hippopotamus looks very awkward when moving on land, it can actually gallop when necessary. The hippo is much hunted for its fat, flesh and hide, and in some areas of the world, their numbers are declining rapidly. In conditions of captivity, the hippo can live for up to a period of 50 years. Generally, the hippo is believed to have a placid temperament, but there are many instances of attacks by hippos on people, and it certainly would not be advisable to take any chances with them.

Grammar

A noun is a name word. It names some person, place, animal or thing.

**Example: A pack of dogs frightened the sheep in the field.
Kim and Leanne ate pancakes with their friends.**

A Rewrite this paragraph and underline the nouns.

It was a glorious September day, with the warm sun shining brightly in the blue sky. High up in the air, the lark was filling the heavens with melody, and from tree and hedge came the sweet notes of thrush, blackbird and robin. The sheep were lying peacefully in the shade of the trees, and the horses were knee-deep in the river. Down in the valley, the machines were noisily cutting the golden corn; but louder than the noise of the machines were the shouts of the children, bathing in the cool pool by the ash grove.



B Write the plurals of these nouns. Use a dictionary if you're unsure.

Singular	Plural	Singular	Plural	Singular	Plural
branch	<u>branches</u>	salmon	<u>salmon</u>	buffalo	<u>buffalo</u>
face	<u>faces</u>	child	<u>children</u>	ox	<u>oxen</u>
nose	<u>noses</u>	tooth	<u>teeth</u>	deer	<u>deer</u>
penny	<u>pennies</u>	cargo	<u>cargoes</u>	chief	<u>chiefs</u>
army	<u>armies</u>	hero	<u>heroes</u>	hoof	<u>hooves</u>
cry	<u>cries</u>	echo	<u>echoes</u>	piano	<u>pianos</u>
flea	<u>fleas</u>	dwarf	<u>dwarfs</u>	man	<u>men</u>
thief	<u>thieves</u>	fly	<u>flies</u>	grotto	<u>grottos</u>
roof	<u>roofs</u>	wolf	<u>wolves</u>	cod	<u>cod</u>
potato	<u>potatoes</u>	goose	<u>geese</u>	sheep	<u>sheep</u>
woman	<u>women</u>	foot	<u>feet</u>	volcano	<u>volcanoes</u>

C Write the missing nouns.

open night rodents tail crops now anything considered
common day diseases world

House mice are small, brown-grey rodents with a pointed snout, large ears and a long tail. They are nocturnal animals, which means they are active at night and sleep during the day. Originally from Asia, they are now found all over the world. One of the most common land-based mammals after humans, house mice are found in areas where people live and also in open fields. House mice will eat almost anything. Because of their liking for cereal crops and the fact that they carry several diseases that can be caught by humans, they are often considered a pest.

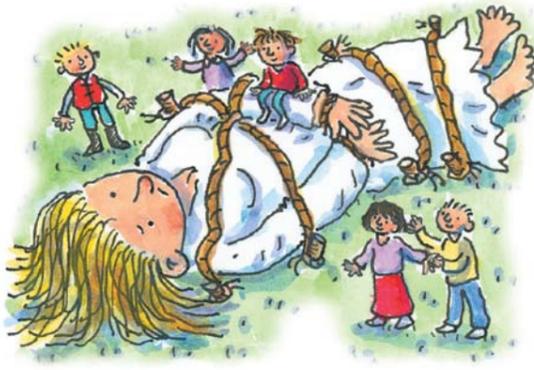
Writing

A Write a story called *Marooned On a Desert Island*. Use the help words and phrases.

shipwrecked in a hurricane
raft washed ashore
explored island built hut
gathering coconuts and berries
made weapons
hunting and fishing loneliness
lit beacon fires red sail on horizon



B Write a story called *A Strange Dream I Had*. Use the help words and phrases.



journey to a strange land
tired and weary deep sleep
army of little people
worked furiously tied down
struggling to break free
flight of the "little people"
awoke from dream

C Write a story called *A Chariot Race in Ancient Rome*. Use the help words and phrases.

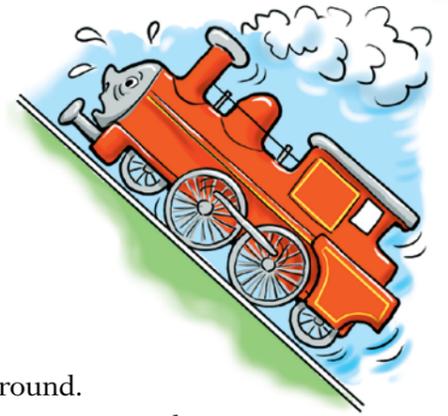
packed with people fanfare of trumpets parade of chariots starting signal
great roar of excitement neck and neck terrible collision
one charioteer forges ahead carried shoulder high



Language

A Choose an appropriate verb to fill in the blank spaces in the following sentences.

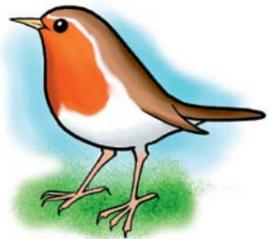
- The cornered fox _____ fiercely.
- The old engine _____ noisily up the hill.
- The hungry baby _____ all night long.
- The rabbit _____ with terror as the trap _____ on his forelegs.
- The horses _____ through the swollen river.
- The huge wave _____ against the rocks.
- The windows _____ loudly in the violent storm.
- The explorers _____ slowly through the marshy ground.
- The cat _____ from her basket by the fire when she _____ the mouse.
- The alarm bell _____ the sailors from their sleeping cabins.
- Slowly he _____ his way through the dense undergrowth.
- The car _____ in order to avoid knocking down the pedestrian.



B Choose an appropriate adjective from the given list to describe each of the birds and then finish the sentence.

proud tireless tiny gentle little graceful swift tawny

- The little robin hopped from _____.
- The tawny owl flitted across _____.
- The swift lark soared high in _____.
- The gentle blackbird flew into _____.
- The proud eagle swooped down _____.
- The graceful swan flapped her wings when _____.
- The tireless seagull glided towards _____.
- The tiny wren hopped along _____.



C Fill in the blank spaces in the following sentences with **was** or **were**.

- My mother was in hospital and my sisters were in school.
- Her dress was black and her shoes were white.
- The stockings were red and the coat was brown.
- You were in Paris when she was in London.
- She was wrong and you were right.
- They were cycling but Mary was walking.
- She was frightened but I was not.
- The boy was crying but his friends were laughing.
- Her gloves were stolen when she was at the dance.
- It was night and we were far from home.

A Read the text.

Plant Survival

Plants first appeared on earth 400 million years ago. Insects arrived 100 million years later. Ever since, a fierce war has raged between the two.

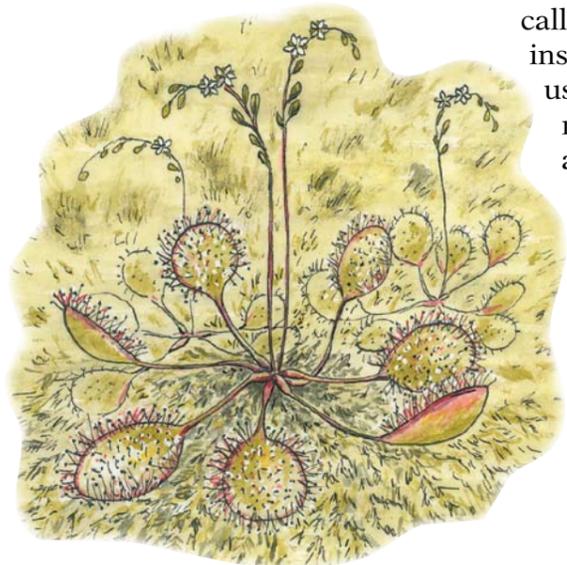
At first it does not seem likely that the plants would stand any chance in the battle. Plants, unlike insects, cannot move. Plants are vastly outnumbered by insects; an *average* oak tree will have tens of thousands of insects feeding on it. The great *naturalist*



Charles Darwin once carried out an interesting experiment to show how insects destroy plants. He dug and cleared a piece of ground about one metre square and then began counting all the tiny weeds as they sprang out of the earth. Out of the 357 plants that grew, 295 were destroyed by insects.

However, despite this fierce *onslaught*, plants are well able to survive. Scientists now know that plants have been using deadly chemicals and poison gas to *deter* their enemies! One type of potato releases a chemical that will kill any greenfly attacking it. Tomatoes can release a gas that kills attacking worms. Trees produce a poison called tannin when their leaves are chewed by hungry insects. Perhaps the most amazing defence of all is that used by the bracken plant. It will produce cyanide, the most deadly of all poisons, when the chewing insects attack. But bracken does allow ants to drink its nectar; the ants, in return, fight off other insects that attack the plant.

A small group of plants has launched a full-scale *offensive* against their enemies in this great war. These are the *carnivorous* plants. They have turned to trapping, killing and devouring insects.



A Answer these questions.

1. 400 million years ago.
2. Insects can move.
3. A great naturalist.
4. They release deadly chemicals and poison gas.
5. The majority of seedlings are destroyed by insects.
6. When the chewing insects attack.
7. They drink the nectar and in return fight off other insects.
8. Plants that trap, kill and devour insects.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Write the opposite of the words in *italics*.

1. *Winter* days are *short* and *cold*.
2. The girl was *crying* because she was *sad*.
3. The boy swam in the *deep* pool.
4. The *dry* sand was *hard* under my feet.
5. *Early* one *morning* the swallows flew *northwards*.
6. The *young* lady walked along the *wide* path.
7. The boy is *short* and *thin*.
8. The aeroplane flew *below* the *black* clouds.

D Wordsearch: Plants and Insects. Unscramble the words and find them in the grid.

- | | | |
|--------------|-------|-----------|
| 1. ebe | _____ | bee |
| 2. swpa | _____ | wasp |
| 3. efal | _____ | flea |
| 4. tnetel | _____ | nettle |
| 5. ebteel | _____ | beetle |
| 6. dersip | _____ | spider |
| 7. yscameor | _____ | sycamore |
| 8. erflbuytt | _____ | butterfly |
| 9. rgass | _____ | grass |
| 10. wolref | _____ | flower |
| 11. nat | _____ | ant |

p	b	c	d	d	f	x	b	a	g	g	z	p
d	d	e	p	h	r	e	s	m	n	n	b	e
u	g	p	h	x	e	e	d	p	r	f	e	b
w	g	b	k	t	w	a	a	n	y	b	f	u
d	p	a	l	t	g	p	s	a	w	x	d	t
c	d	e	f	r	w	x	n	c	d	p	o	t
e	k	b	a	t	n	a	g	w	h	p	r	e
r	k	s	m	o	p	b	c	g	f	d	r	r
o	s	x	h	d	e	l	t	t	e	n	e	f
m	a	w	f	s	p	i	d	e	r	k	w	l
a	z	k	p	p	t	x	w	u	p	d	o	y
c	a	a	e	l	f	y	t	t	k	b	l	e
y	y	h	c	a	d	r	k	c	d	c	f	g
s	k	m	p	d	h	w	z	d	b	c	a	w

E One word should not have appeared in the wordsearch. Which one and why?

Cloze

A Write the passage using the words.

bounced bounces still ordinary hear short least from
shout echo high might reflects waves

Echoes: As sound travels, it hits things in its path and bounces back just as a ball might bounce. An echo is made by the return of the sound waves to your ear. When you shout in a large yard with a high wall, you hear your own voice bounced back at you from the wall. In ordinary rooms sound bounces off the walls, but the trip is so short and fast that the echo occurs while you are still speaking. You can only hear an echo if you are at least 18 metres away from the surface that reflects the sound.

B Write the passage using the words.

distance distances nearest revolve does during have less about

Is the Moon always the same distance from the Earth? The Moon does not revolve around the Earth in a circle, but in an ellipse. It is, therefore, not always the same distance from the Earth. At its farthest point it is about 404,800 km away, and at its nearest about 355,200 km. Astronauts have to take these distances into account during a journey to the Moon because each kilometre less means a saving in fuel.



C Write the passage using the words.

could violent away almost far covered sunset noise
heard globe

Krakatoa: The eruption of the Krakatoa volcano in 1883 was so violent that the noise could be heard over 4,000 km away in Bangkok. The dust from the eruption covered almost every part of the globe, and for the next two years it formed a thin haze which could be seen in the sky at sunset, in places as far away as Dublin.



Grammar

Kinds of Nouns

- A **proper noun** is the special name given to one particular person, place or thing that you wish to distinguish in a special way. These nouns are always written with a capital letter.
Example: John, Hong Kong, SS Titanic, Friday, King Kong.
- A **common noun** denotes no one person or thing, but is common to all persons or things of the same kind.
Example: man, country, boy, chair, pencil, woman.
- A **collective noun** is the name of a group, collection of persons or things, considered as one complete whole.
Example: herd, crowd, swarm, pack.
- An **abstract noun** is the name of a quality, feeling or idea. It relates to things which cannot be seen, touched, felt or tasted. It is not associated with any object or objects.
Example: poverty, health, height, revenge, flight, love, charity.

A Write the nouns from each sentence. Write whether they are proper, common, collective or abstract.

- Yasmin (p) and Rajan (p) went to the seaside (com).
- Greece (p) is a country (com) in Europe (p).
- She is a woman (com) of great intelligence (abs).
- The chain (com) was made of gold (com).
- The dog (com) likes to eat meat (com) and chew bones (com).
- The depth (abs) of the river (com) was no problem to the diver (com).
- Tom (p) uses a tractor (com) when ploughing, but John (p) uses a team (coll) of horses (com).
- He managed to escape under the cover of darkness (abs).
- Honesty (abs) is the best policy (abs).
- A plague (abs) of locusts (com) ate all the wheat (com).
- The boy (com) chopped wood (com) for the fire (com).
- She travelled to Budapest (p) by train (com).
- Rabbits (com) eat grass (com) but otters (com) eat fish (com).
- We breathe air (com) into our lungs (com).
- The fisherman (com) filled his basket (com) with fish (com).
- A pack (coll) of hungry dogs (com) attacked the sheep (com).
- The owner (com) of the hotel (com) is a friendly person (com).
- Femi (p) kept his pet parrot (com) in a cage (com).
- The ship (com) struck a reef (com) but the crew (com) was saved.
- Many people (com) around the world (com) are working tirelessly for peace (abs).
- It gave me great pleasure (abs) to introduce the speaker (com).
- She witnessed the collision (abs) of two trains (com).
- The floor (com) was slippery.
- I could see the anxiety (abs) in his face (com).
- Scrooge (p) lived his life (abs) in misery (abs).



Writing

Language

A proofreader is someone who checks that a piece of writing has no mistakes. One of the things they check for is spelling.

Said
The word "said" is an over-used word. Always try and give variety and colour to your writing by carefully choosing another word.

A Proofread this letter from the Troll to the Billy Goat Gruff. Write the letter correctly.

The Troll,
Room 5,
Ward 1048,
Troll Hospital.
5 September

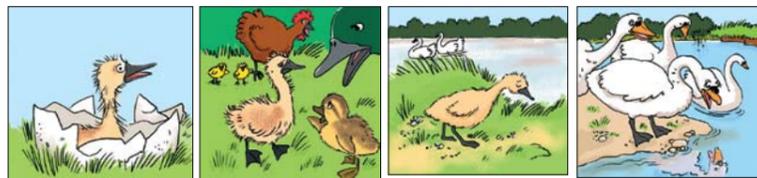
Dear Goats,
As you can see I'm writing to you from my hospital bed. I hope you're all happy, now that you've finally got rid of me. Well you haven't got rid of me, because I'll be back.
All I ever wanted was for us to be friends. But what did I get for my trouble? A terrible thumping. None of the other trolls can believe how horrible you were to me. They all get on very well with their goats.
Anyway like I said, I'll be back. I should warn you that I'll be bringing an army of trolls with me. I'm not going to take this lying down. It's time for me to fight back.
Yours sincerely,
Troll.



B The handsome prince is desperate to find Cinderella. He decides to put an advertisement in the newspaper. He can only use 15 words. Write an advertisement for him. (Remember he has the slipper.)

C Red Riding Hood is sick of wearing the same old clothes. She wants a "new" image. Design a new outfit for her. Describe it for Granny who can't see very well.

D Do you remember the story of "The Ugly Duckling"? Can you re-tell the story using just one paragraph?



E Write a different ending for your favourite fairy tale.

A Write another word for "said". The words are scrambled.

- | | | | | | |
|---------------|-------------------|---------------|------------------|---------------|------------------|
| 1. ddade | <u>added</u> | 11. torpetsed | <u>protested</u> | 21. mgrubedl | <u>grumbled</u> |
| 2. madittde | <u>admitted</u> | 12. makrrede | <u>remarked</u> | 22. clexaiedm | <u>exclaimed</u> |
| 3. avisdde | <u>advised</u> | 13. ortreted | <u>retorted</u> | 23. plexanied | <u>explained</u> |
| 4. gradee | <u>agreed</u> | 14. sghide | <u>sighed</u> | 24. feconseds | <u>confessed</u> |
| 5. snaerwed | <u>answered</u> | 15. eensder | <u>sneered</u> | 25. wishpeder | <u>whispered</u> |
| 6. stboaed | <u>boasted</u> | 16. gestgused | <u>suggested</u> | 26. asnrld | <u>sarled</u> |
| 7. ragbgde | <u>bragged</u> | 17. nwarde | <u>warned</u> | 27. ttmueder | <u>muttered</u> |
| 8. mocplinaed | <u>complained</u> | 18. lleyed | <u>yelled</u> | 28. amoedn | <u>moaned</u> |
| 9. carledde | <u>declared</u> | 19. oarred | <u>roared</u> | 29. urmedurm | <u>murmured</u> |
| 10. eqnuider | <u>enquired</u> | 20. finomred | <u>informed</u> | 30. wgorlde | <u>growled</u> |

B Write these sentences, using another word for said from the list.

jeered asked ordered groaned begged grumbled demanded
shouted whispered answered

- "The pain in my shoulder is getting worse," groaned Abid.
- "Your bike is not as good as mine," jeered Lin.
- "The teacher gives us too much homework," grumbled Tim.
- "Can you swim four lengths of the pool?" asked Paul.
- "I can easily swim four lengths," answered Mary.
- "There is to be no talking during fire-drill," ordered the teacher.
- "Please take us to the circus," begged the children.
- "I want my money back," demanded the customer.
- "Don't make a sound or they will hear us," whispered Baldev.
- "If you do not behave yourself, I will order you off," shouted the referee.



C Write these sentences, using another word for said.

- "Where is the pop concert being staged?" Andrew asked.
- The manager announced, "The show is about to commence."
- "I did not break the window," protested James.
- "Good gracious!" exclaimed the lady, "I have lost my purse."
- "My leg is wedged between the boulders," cried the injured man.
- "Don't make a sound," whispered Mr. Reilly, "the baby is asleep."
- "I am going to win first prize," claimed Sahira.
- "I work long hours and you pay me little money," complained the worker.
- "What a beautiful view!" gaped the tourist.



A Read the text.

The Grand Canyon



A canyon is a steep-sided valley cut by a river. The Grand Canyon in the state of Arizona in the United States of America is one of the most spectacular canyons in the world. It is 446 kilometres long and about 1.6 kilometres deep. Its width varies *significantly*, from just over a kilometre in some places, to over 29 kilometres in others.

The Grand Canyon has been forming gradually over the last six million years, as the Colorado River has cut through *successive* layers of soft rock, including limestone, sandstone and shale. The different layers vary in colour, and they all change shade during the course of a day, as the light changes. At sunset the red and brown layers look particularly strongly coloured.

The Grand Canyon has its own unique *climate*. The further down the canyon you go, the hotter and drier it becomes. Amazingly, temperatures at the bottom can be up to 14 degrees Celsius higher than at the top, and the average annual rainfall at the bottom is about a quarter of the rainfall at the top.

This wide range of weather patterns makes the Grand Canyon an ideal *habitat* for many different types of plants and animals. There are about 300 species of birds alone, and about 120 other species of animals, including beavers, bighorn sheep, elk, lizards, mountain lions and snakes. Grand Canyon rattlesnakes aren't found anywhere else in the world.

On the rim of the canyon there are a lot of ponderosa pine trees. On the south side, juniper and pinon pines grow in lower areas. Aspen, fir, and spruce live at the highest levels in the north. Cactuses grow throughout the canyon area, and are especially common in low areas.

Various Native American tribes have lived in the Grand Canyon area for the last four thousand years. Today, about 300 members of the Havasupai tribe live in a side canyon called Havasu Canyon.

The first Europeans to see the Grand Canyon, in 1540, were a group of Spanish explorers led by Garcia Lopez de Cardenas. The canyon wasn't given its current name until 1869, when the American geologist John Wesley Powell became the first person of European descent to lead a river expedition through the vast canyon.

In 1919, Grand Canyon National Park was *established*. The park is dedicated to preserving this natural wonder of the world, and protecting the plants and animals that live there.

A Answer these questions.

1. Arizona, USA.
2. 446 kilometres
3. Over millions of years where the Colorado river has cut through layers of rock.
4. Because the temperature goes up the further you go down the Canyon.
5. 4000 years.
6. Spain.
7. An American geologist called John Wesley Powell.
8. To preserve and protect the canyon and the plants and animals that live there.
9. Describe where you would go if you were an explorer.
10. Suggest another title for the text.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Summarise the story in your own words and in about ten sentences.

Wordsearch: The circus.

Unscramble the words and find them in the grid.

- | | | |
|---------------|-------|-------------------|
| 1. etezrap | _____ | <i>trapeze</i> |
| 2. agimanci | _____ | <i>magician</i> |
| 3. snowcl | _____ | <i>clowns</i> |
| 4. rife ertea | _____ | <i>fire eater</i> |
| 5. glerjug | _____ | <i>juggler</i> |
| 6. ghhtipero | _____ | <i>tightrope</i> |
| 7. igb tpo | _____ | <i>big top</i> |
| 8. abatcro | _____ | <i>acrobat</i> |
| 9. swastdu | _____ | <i>sawdust</i> |
| 10. hte grin | _____ | <i>the ring</i> |

j	u	g	g	l	e	r	t	l	f
a	b	i	g	t	o	p	i	a	i
y	t	t	s	t	t	s	g	m	r
c	h	a	p	r	l	a	h	k	e
l	e	b	l	a	r	w	t	n	e
o	r	o	l	p	e	d	r	d	a
w	i	r	n	e	p	u	o	j	t
n	n	c	g	z	d	s	p	y	e
s	g	a	u	e	m	t	e	e	r
m	a	g	i	c	i	a	n	a	g

A Write the passage using the words.

over farmer little which upon there realised off
approaching choice distance dropped crouched lazy where

Once upon a time, a donkey ran away from his master. He trotted into the woods, and there found a lion's skin.

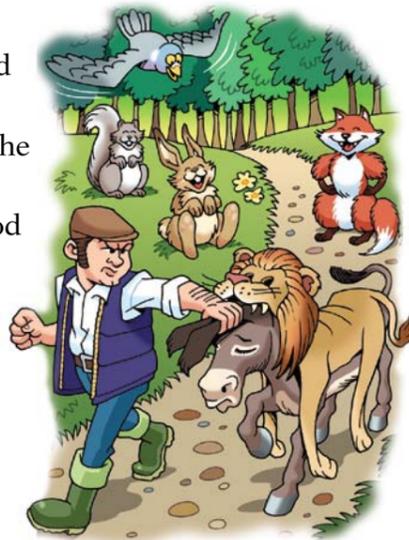
"What a great find," brayed the donkey. He dropped the skin over his back, so that from a distance he looked like a lion. All the little animals in the wood ran home and crouched down in fright.

The donkey grew lazy. "I will roar like a lion and then I can go where I like and get all the choice food for myself"

But all he could do was bray loudly, and the animals realised they had been tricked. The hare ran off and told the farmer where he would find his lazy ass.

The farmer set off for the wood, and approaching the donkey, grabbed him by his long ears which were sticking through the lion's skin.

"Once an ass, always an ass!" growled the farmer and led him back to his stable.



B Write the passage using the words.

carried kind talons indifferent mimic caught children
shepherd unable large as swoop trapped got could along
himself an for Moreover thick flew needless

The Eagle and the Daw

Once, a hungry eagle made a swoop at a small lamb, grabbed the little animal in its talons and flew off to its eyrie.

A foolish jackdaw, who tried to mimic everything he saw, attacked a large ram just as he had seen the eagle do.

The jackdaw tugged and tugged at the indifferent ram, but needless to say, could not move him. Moreover, his claws got entangled in the ram's thick fleece and he got himself trapped and unable to move!

That evening, the shepherd came along and caught him. The man clipped his wings and carried him home as a plaything for his children.

The children were delighted. "What kind of bird is this?" they asked. "Well, my dears," said the shepherd. "He will tell you himself that he is an eagle, but you can take my word for it that he is a daw!"

The **apostrophe** is used to show possession or ownership. It avoids the over-use of the word "of" or the words "belonging to". We insert an apostrophe (') before or after the letter **s**.

Rules

- (i) We generally use an apostrophe before the letter s ('s) to show that something belongs to one person.
Examples: the girl's hat ... means ... the hat of the girl.
the boy's school ... means ... the school of the boy.
- (ii) We generally use an apostrophe after the letter s (s') to show that something belongs to several people.
Examples: the girls' hats ... means the hats of the girls
the boys' school ... means ... the school of the boys
- (iii) If the plural of the word does not end in s we add 's to denote possession.
Examples: the mice's cheese ... means ... the cheese of the mice
the men's hats ... means ... the hats of the men
- (iv) If the word already ends in s or a sound like s, we either: (a) place the apostrophe after the s or the s sound or else (b) we add 's to form an extra syllable in order to make it easy for us to pronounce the word. Usage of words is the best guideline to follow here.
Examples: (a) for goodness' sake, Moses' people, for conscience' sake, the Times' editor.
(b) James's Street, Jones's Road, Charles's death.

A Rewrite the following sentences using an apostrophe to replace the words in italics.

1. The *sun's rays* shone on the *water's surface*.
2. The *horse's hooves* were cut and bruised by the sharp cobbled stones.
3. She bought an electric guitar in her *cousin's shop*.
4. The *teenagers' recreation hall* was badly damaged by fire.
5. At the jumble sale the ladies sold several *men's cardigans*.
6. The *two players' names* were reported to the referee.
7. They sell beautiful toys and clothes in the *infants' department*.
8. It seems that the *boat's sails* were smashed in the storm.



B Rewrite the sentences, inserting the apostrophe where needed.

1. The police *officer's* helmet lay on the table.
2. *Mansa's* friends arrived at the door.
3. Mr *Murphy's* cat and Mrs *Browne's* dog were killed last week.
4. The *ladies'* shoes and the *referee's* coat were stolen.
5. *John's* friend is staying at his *uncle's* cottage in the country.
6. *Men's* hats and *boys'* shoes are sold in that shop.
7. The *pupils'* classroom is bigger than the *teachers'* staff room.
8. In the *mind's* eye, the poet still saw the *child's* beautiful face.



Writing

Language

Sometimes we use a shortened version of a word.
 Example: phone (telephone) panto (pantomime) you're (you are)
 (Note: an apostrophe (') is placed where a letter or letters have been left out).

A Rewrite the full word(s) for these contractions.

- | | | | |
|-----------|-------------------|--------------|------------------|
| 1. prom | <u>promenade</u> | 11. he's | <u>he is</u> |
| 2. phone | <u>telephone</u> | 12. he'd | <u>he would</u> |
| 3. photo | <u>photograph</u> | 13. she'll | <u>she will</u> |
| 4. specs | <u>spectacles</u> | 14. you're | <u>you are</u> |
| 5. mag | <u>magazine</u> | 15. we're | <u>we are</u> |
| 6. plane | <u>aeroplane</u> | 16. what's | <u>what is</u> |
| 7. keeper | <u>goalkeeper</u> | 17. can't | <u>cannot</u> |
| 8. budgie | <u>budgerigar</u> | 18. don't | <u>do not</u> |
| 9. tele | <u>television</u> | 19. you'll | <u>you will</u> |
| 10. gym | <u>gymnasium</u> | 20. couldn't | <u>could not</u> |

B Rewrite the sentences using contractions.

- I **shan't** be able to go to the concert.
- It is cold outside and **it's** raining heavily.
- She **didn't** know the correct address.
- He's** the tallest boy in the class.
- I'm** sure **he'll** come this evening.
- That's** the girl **who's** acting in the play.
- We're** going to visit our aunt's house.



C Rewrite these sentences putting in an apostrophe where a letter or letters have been omitted.

- Don't** forget to come early to the party.
- She's** got the fastest motorbike **I've** ever seen.
- He **doesn't** know **who'll** be at the school drama tonight.
- They'll** be late coming, so **let's** not wait.
- There's** a ship I **haven't** seen before in the harbour.
- I'd** like to go to the play but **I've** got no money.
- We're** all going to the end of term party.
- If it **isn't** raining this evening, **we'll** go for a walk in the park.
- We **aren't** ready yet for the dance.
- What's** the matter?



A noun can be one of four genders.
 A noun denoting a male is of masculine gender.
 A noun denoting a female is of feminine gender.
 A noun denoting either sex is of common gender.
 A noun denoting neither sex is of neutral gender.

Examples:
 man, prince
 woman, princess
 child, sheep
 wall, box

A Write out these lists. Write f, m, c or n after each word to show the gender.

- | | | | | | |
|-----------|----------|--------------|----------|-------------|----------|
| 1. woman | <u>f</u> | 11. heroine | <u>f</u> | 21. father | <u>m</u> |
| 2. man | <u>m</u> | 12. huntress | <u>f</u> | 22. page | <u>n</u> |
| 3. boy | <u>m</u> | 13. stone | <u>n</u> | 23. teacher | <u>c</u> |
| 4. girl | <u>f</u> | 14. stallion | <u>m</u> | 24. hostess | <u>f</u> |
| 5. infant | <u>c</u> | 15. mother | <u>f</u> | 25. nephew | <u>m</u> |
| 6. table | <u>n</u> | 16. prince | <u>m</u> | 26. ewe | <u>f</u> |
| 7. bird | <u>c</u> | 17. dress | <u>n</u> | 27. floor | <u>n</u> |
| 8. mare | <u>f</u> | 18. cage | <u>n</u> | 28. brother | <u>m</u> |
| 9. donkey | <u>c</u> | 19. mouse | <u>c</u> | 29. thief | <u>c</u> |
| 10. aunt | <u>f</u> | 20. ship | <u>n</u> | 30. niece | <u>f</u> |

B Rewrite the sentences, writing the masculine of the words in *italics*.

- The **shepherd** gave **Francis** a present of a **ram**.
- The **hero** rescued the **landlord** from the **giant**.
- The **drake** and the **gander** attacked the **boy**.
- The **manager** ordered the **waiter** to serve the **man**.
- The **host** and **his son** welcomed the **duke**.
- The **lion** killed the **cock**.
- The **prince** spoke to the **mayor**.
- The **bachelor** visited the **abbot**.
- The **actor** and the **steward** spoke to the **emperor**.
- Joseph's grandfather** was once a **governor**.



C Rewrite the sentences, changing the masculines into feminines.

- The **instructress** is my **sister**.
- The **mistress** is my **mother**.
- The **ewe** attacked the **girl**.
- The **mayoress** talked to the group of **ladies**.
- The **heiress** to the estate had three **daughters**.
- The **queen** leads **her** army into battle.
- Her niece** married in Rome last week.
- The **waitress** served **her mother-in-law**.
- The **hind** ran through the forest.
- The **traitress** betrayed **her** country.



A Read the story.

The Robin



The robin was now *exceptionally* tame, and never hesitated to come into the house and onto my knee or hand. He appeared on the doorstep about nine o'clock each morning, and would sing in his unmistakable *strident* tones for breakfast. One morning I heard an unusually loud burst of song from him. There he was, inside the front room, perched on top of a clock before a large mirror and singing his loudest at his own reflection, the feathers on the crest of his head raised in obvious anger. But he did not attack the reflection in the two or three minutes I watched him. Before many days, he had investigated every room on the ground floor.

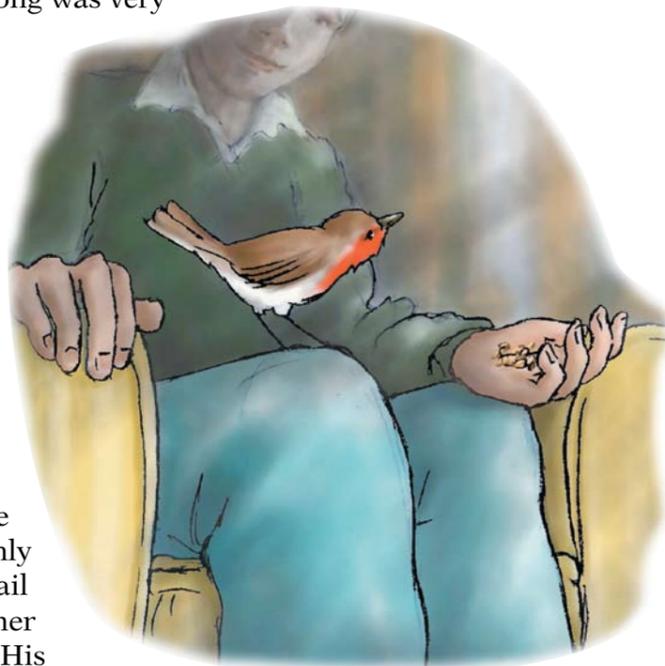
The different notes he produced interested me. His loud *aggressive* song was very *familiar*, but

often when he was feeding from my hand or knee, a number of cheeky sparrows would approach enviously, and immediately he would utter angry tic-tic-tic. Then again, if I made any sudden movement while he was on my knee, he would jump about a foot into the air, utter a sharp squeak and hover with rapidly beating wings like a tiny helicopter, before returning to my knee.

At the end of July, he was *moulting* and, in contrast to his usually *immaculate* appearance, was *bedraggled*. After another week, his appearance had become even

worse. He had only one tail feather left. His breast feathers were still more bedraggled and of a dull shade of red.

Four days later he was completely without a tail and no longer came up to the house. By the middle of August, however, he had a brand new tail and was as *spruce* as ever. His self-confidence and natural *aggressiveness* returned and he again chased away any sparrows that dared to come near.



A Answer these questions.

1. How, in your opinion, did the robin know when to come for his breakfast?
2. By feeding in the house and from the narrator's hand.
3. He had seen his own reflection.
4. They were not feeding from the narrator's hand.
5. He was losing his feathers.
6. He is described as "bedraggled" and his feathers are falling out.
7. Image, inspected, created, impertinent, self-assurance.
8. Wild, similar, quiet, timid, withdraw



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Summarise the story in your own words and in about ten sentences.

D Wordsearch: Birds. Unscramble the words and find them in the grid.

1. alswowl swallow
2. rstuhh thrush
3. esallug seagull
4. pwosrra sparrow
5. binor robin
6. elgae eagle
7. arkl lark
8. low owl
9. ewrn wren
10. ahwk hawk
11. rocw crow
12. itbtentr bittern

a	x	w	k	g	e	p	h	s	u	r	h	t
a	p	d	d	a	h	f	f	w	z	p	p	x
l	g	w	g	p	p	q	a	b	r	f	g	g
u	l	l	r	s	t	h	h	o	b	d	d	w
n	e	k	p	n	w	c	b	r	p	b	d	o
r	c	t	e	h	o	i	l	p	x	w	k	l
e	n	r	p	k	n	w	t	c	l	r	l	l
t	w	m	w	b	h	c	l	k	m	a	q	a
t	b	a	w	l	t	d	g	f	r	g	p	w
i	h	k	o	z	k	p	g	k	e	d	g	s
b	s	a	r	y	w	o	r	r	a	p	s	h
w	p	p	c	y	l	l	u	g	a	e	s	r

E Write out a list of birds that you have seen in real life (not in books or on TV.)

A All the words begin with B. Write the answers.

- The written life of a person. biography
- The ridge over the eyes. brow
- The rounded stem or shoot of an onion. bulb
- A writing-desk. bureau
- The name of the bear in Jungle Book. Baloo
- A farmer's store house. barn
- Perfect happiness. bliss
- To cut in halves. bisect
- A million million. billion
- The science of life. biology
- A place to sleep in a ship. berth
- A drone is one. bee



B All the words begin with H. Write the answers.

- A European country. Hungary
- This animal has spines for defence. hedgehog
- A small piece of cloth. handkerchief
- Very unpleasant. horrible
- The study of coats of arms. heraldry
- A plant used for flavouring. herb
- A large shed where aircraft are kept. hangar
- A mouth organ. harmonica
- A floor of or near a fireplace. hearth
- A river-horse. hippopotamus
- A flat shape with six sides. hexagon
- With an empty space inside. hollow



C There is only one correct spelling in each line. Can you write the correct spelling of the other two.

- | | | |
|----------------------------------|-------------------|------------------|
| 1. stretch, fractur, fourth | <u>stretch</u> | <u>fracture</u> |
| 2. imposible, jostel, journey | <u>impossible</u> | <u>jostle</u> |
| 3. laughtir, luxery, monthly | <u>laughter</u> | <u>luxury</u> |
| 4. Arctic, Olympick, pillar | <u>Olympic</u> | <u>pillar</u> |
| 5. rowdey, scoop, shortin | <u>rowdy</u> | <u>shorten</u> |
| 6. slippery, steadey, startel | <u>steady</u> | <u>startle</u> |
| 7. vacume, voluntery, wafer | <u>vacuum</u> | <u>voluntary</u> |
| 8. sheikh, beleive, recieve | <u>believe</u> | <u>receive</u> |
| 9. populer, postege, porridge | <u>popular</u> | <u>postage</u> |
| 10. commotion, caskit, biscuite. | <u>casket</u> | <u>biscuit</u> |

Pronouns are small words which take the place of nouns.
Example: The boy read the book. He read it from cover to cover.

Other pronouns

him	we	them	yours	these	those
any	us	theirs	this	which	whose
some	you	ours	that	who	whom

A Rewrite this passage and underline the pronouns.

"It is time for **me** to know **you** now. **You** are abusive and cantankerous like all pampered pets. **You** forget the times **I** have saved **you** from the cat, **who** will some day kill **you**. Next time **I** see **her** stalking **you** **I** will leave **you** to your fate. And when any strange mongrels or pups visit the house **I** will not hang around like **I** do. Good day to **you**," remarked Fido to **his** friend Mrs Rabbit.

B Write the sentences with the correct pronouns.

- Joan and **(I)** went for a walk.
- Who is there? It is **(us)**.
- Give **(her)** the money.
- The dog chased **(him)** and **(I)**.
- He invited John and **(I)** into the shop.
- The flood prevented **(them)** from proceeding.
- It seems to be **(him)**.
- Is that **(her)** in that blue hat?
- He gave **(them)** to **(him)**.
- He saw **(us)** in the street.
- It now appears it was **(him)**.
- She was certain it was **(them)**.



C Use the pronoun who to make ten sentences out of these statements.

- The passenger **who** left Paris airport at six arrived in Rome an hour later.
- The man **who** brought the cake is in the kitchen.
- The police officer **who** rescued the old man was awarded a medal for bravery.
- The boy **who** stole the apples was caught by the gardener.
- The politician **who** appeared on television defended the government.
- The child **who** ran across the road was knocked down by a car.
- The girl **who** trained every day won the gold medal.
- The surgeon **who** did the operation spoke to the patient that evening.
- The little boy **who** lost his schoolbag was crying in the yard.
- The centre forward **who** scored the goal was congratulated by his captain.

Writing

Notes

- (i) The writer's full address must be shown at the top right-hand side of the page.
- (ii) Names of houses begin with capital letters but no quotation marks ("...") are required.
- (iii) The date must be clearly indicated. You may write the date in a variety of ways.
Examples: 3 June 2006; June 3, 2006; 3/6/2006; 3/6/'06.
- (iv) Begin: Dear Mother, Dear Sir, Dear Madam, Dear Mrs O'Brien, and so on.
- (v) End: Yours truly, Yours sincerely, Yours faithfully, Yours respectfully, Your fond friend.

Sea View Hotel,
7 High Street,
Port Macquarie,
New South Wales

3 June 2006

Dear Mum and Dad,

Thanks for your welcome letter which I received this morning. I was excited when I saw it lying on the table. You have no idea how thrilled I was to receive the money. It felt like it was my birthday.

I am delighted to know that you are all well at home. Mary and I are having a wonderful time here in Port Macquarie. The weather is glorious, the people are kind and the food in this hotel is excellent. We are both learning to sail and go swimming every day.

Tell Tom that I'll write to him tomorrow. Remind him to feed Bonzo regularly. I miss you all. Give my love to May and Dan.

Your loving son,
Karl

A Write a short letter to a friend, inviting him or her to your birthday party.

B You are on holiday with your aunt. Write a letter home.

C A friend has left your school. Write a letter telling him or her all the latest news.

D Write a letter to a famous person inviting him or her to visit your school. The message should contain three paragraphs. (See the three points below.)

1. Introduce yourself. Describe your school. Explain why you are writing the letter.
2. Write about why you like this person. What's impressed you about him or her? Why should he or she come to your school?
3. Closing paragraph: Wish the person well. Indicate that you'll be looking forward to a reply. The ending should indicate your sincerity, for example, Yours sincerely.

Language

Prefixes

A prefix may be placed at the start of a word to form a new word.

Examples: **export**, **unsuitable**, **combine**, **vice-president**.

A Write two words that start with each of these these prefixes.

- | | | |
|--------------|---------------|-----------------|
| 1. com _____ | 6. im _____ | 11. bi _____ |
| 2. de _____ | 7. il _____ | 12. inter _____ |
| 3. dis _____ | 8. pre _____ | 13. sub _____ |
| 4. ex _____ | 9. tele _____ | 14. post _____ |
| 5. in _____ | 10. un _____ | 15. re _____ |

B Write the sentences using words with the prefix **un**.

1. The warning sign declared that it was **unsafe** to swim near the rock.
2. He **unlocked** the door and unleashed the alsatian dog.
3. Mrs Smith's electricity was disconnected because her bill was **unpaid**.
4. The injured player was **unable** to continue playing.
5. People who are **untrustworthy** are not loyal.
6. The patient was **unwell** after falling from the ladder.
7. At the inquiry, many facts previously **unknown** were revealed.
8. Helen was **unlucky** to fall and break her leg.
9. The ship's cargo was **unloaded**.
10. The tyrant king imposed **unfair** taxes on the people.
11. We had to rise at an **unnecessary** hour.
12. The **unruly** spectators disrupted the game.



C Write the opposite of these words by using a prefix.

- | | | | | | |
|--------------|---------------------|------------|-------------------|------------|-----------------|
| 1. correct | <u>incorrect</u> | 6. content | <u>discontent</u> | 11. aware | <u>unaware</u> |
| 2. obey | <u>disobey</u> | 7. polite | <u>impolite</u> | 12. pure | <u>impure</u> |
| 3. selfish | <u>unselfish</u> | 8. loyal | <u>disloyal</u> | 13. direct | <u>indirect</u> |
| 4. advantage | <u>disadvantage</u> | 9. order | <u>disorder</u> | 14. modest | <u>immodest</u> |
| 5. patient | <u>impatient</u> | 10. happy | <u>unhappy</u> | 15. lock | <u>unlock</u> |

D **Trans** means across. Write the meanings of these prefixes.

- | | | | | | |
|---------|---------------|----------|----------------------|--------|----------------|
| 1. bi | <u>two</u> | 4. post | <u>after</u> | 7. com | <u>with</u> |
| 2. ex | <u>out</u> | 5. inter | <u>between</u> | 8. ob | <u>against</u> |
| 3. ante | <u>before</u> | 6. sub | <u>less or under</u> | 9. pre | <u>before</u> |

A Read the text.

The Sun King

In the era of King Louis XIV (who lived from 1638–1715), France was the most powerful country in Europe. The kings of France had, for many generations, lived in great wealth and luxury. When Louis came to the throne, France was at the height of its power and glory. Louis, however, was not the best king France ever had. Instead of using his power to improve the lot of the poor people in his country, he surrounded himself with luxury and fine palaces. He considered himself to be the absolute owner of all things. As everything depends on the Sun for life, Louis believed that all of France depended on him – hence he demanded to be known as the Sun King.



Despite having a royal palace in Paris, he ordered another one built at Versailles, about 30km outside the city. Louis moved to Versailles, and forced all his nobles to do the same. He wanted them close at hand so that they would not *conspire* against him. The money for the *extravagant* life led by Louis and his nobles had to come from somewhere; it was raised by putting more and more taxes on the peasants of France, who as a result, became poorer and poorer and more and more dissatisfied with their condition.

Although France did have a Parliament at this time, Louis never allowed it to meet, preferring to make every decision himself. He had a team of ministers who ensured that his orders were carried out. Louis hated criticism and would not tolerate any opposition. People who disagreed with him were imprisoned without trial, usually in the Bastille, France's most famous prison. While the king and his nobles lived in luxury in Versailles and in other palaces throughout the country, the people who dwelt in the cities and in the countryside often did not have enough to live on. During the reign of Louis, several revolts broke out in Paris, attempting to overthrow the king and reduce the burden of taxation. All these revolts were quickly and ruthlessly *suppressed* by Louis' loyal troops.

Louis' reign lasted for more than 50 years, during which the power and wealth of France declined considerably. The desire for new conquests encouraged him to make war against Spain, Holland and Germany. Each of these wars, however, ended in defeat for France and gradually, the power of France began to decline.

Also at this time, many people in France became Protestant. Louis would not allow them to practise their religion in peace and he enacted laws which persecuted them. 50,000 of these people, who were called Huguenots, were forced to flee abroad. Most of these were hard-working craftsmen who had made a big contribution to France's growth. They were very much missed after their departure.

Louis XIV died in 1715, still surrounded by luxury, though France itself was financially ruined from his wars and building programmes. The seeds of the French Revolution of 1789, when the peasants rebelled and killed their king and many nobles, were certainly sown during the reign of this *despotic* king.



A Answer these questions.

- 77.
- No.
- Because he believed all of France depended on him.
- 30 km outside Paris.
- So they would not conspire against him.
- They were imprisoned without trial.
- Because of the burden of taxation.
- Because of expensive wars and building programmes.
- Protestants.
- The peasants.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Summarise the story in your own words and in about ten sentences.

D Wordsearch: European Union Countries. Unscramble the words and find them in the grid.

- arfnce France
- prcysu Cyprus
- setnoai Estonia
- inlfadn Finland
- ivltaa Latvia
- aaltn Malta
- opaldn Poland
- olsavika Slovakia
- iensvloa Slovenia
- erianld Ireland
- endswe Sweden
- aghnuyr Hungary

w	x	p	a	h	f	y	r	a	g	n	u	h
p	r	l	f	h	i	c	e	k	k	h	n	g
p	c	u	a	i	n	o	t	s	e	d	k	y
x	d	m	f	r	l	c	e	d	y	p	p	c
z	n	d	g	e	a	g	p	x	v	d	y	s
t	a	d	z	l	n	k	d	z	c	p	x	l
d	l	c	m	a	d	k	m	a	r	r	p	o
b	o	x	s	n	p	l	n	u	t	i	l	v
c	p	p	v	d	p	m	s	l	p	n	o	a
e	c	n	a	r	f	a	i	v	t	a	l	k
a	i	n	e	v	o	l	s	v	e	a	n	i
y	n	d	g	d	n	t	d	y	y	x	w	a
y	m	b	k	m	b	a	n	e	d	e	w	s

E Can you write out the other 15 European Union Countries?

Austria, Belgium, Bulgaria, Czech Republic, Denmark, Germany, Greece, Italy, Lithuania, Luxembourg, The Netherlands, Portugal, Romania, Spain, UK.

A Write the passage using the words.

hat sign century sneeze very believe many especially
customary health Tuesday see health

Sneezing

People long ago believed that a sneeze – “a little explosion in the head” – was a sign from the gods which could foretell either good or evil fortune. The present custom of wishing the sneezer good health or fortune – to forestall possible bad luck – dates back at least to the Ancient Greeks. In the 17th century it was very impolite to omit the wish, and it was customary to raise the hat and bow at the same time.

Sneezing to the right denoted good fortune, especially at the start of a journey; but to sneeze to the left, or near a grave, was very unlucky. Sneezing three times before breakfast is thought to predict a present before the end of the week. Some people believe it is a sign of good health to sneeze after a meal; anyone who does so regularly after dinner is expected to live to a great age.

There are many rhymes connected with sneezing. One runs: Monday for danger, Tuesday kiss a stranger, Wednesday for a letter, Thursday something better, Friday for sorrow, Saturday, see your lover tomorrow.



B Write the missing words.

oceans contain invisible Antarctic least various heat
evaporated leave prove rivers millions

Why is sea water salty?

Scientists believe that when the oceans were first formed millions of years ago the sea water was fresh. As rivers pass over the land on their way to the sea, they wash out of the ground various kinds of salts. Sometimes we talk about freshwater rivers. No river is absolutely fresh. All rivers contain a small percentage of salt which is being carried down to the sea. The heat of the Sun evaporates water from the sea; that is, it turns the water into a kind of invisible vapour. When sea water is evaporated, the salts in it are left behind.

You can prove this yourself by boiling salt water in a pan. The water will all disappear as steam and leave the salt at the bottom of the pan. The surface of the sea is generally more salty than it is lower down. In the Arctic and the Antarctic, where there are no great rivers to carry salts to the sea, the ocean is the least salty. The waters of the Dead Sea contain six times as much salt as the open ocean.

An adjective is a word that describes a noun or a pronoun. It may go before or after the noun or pronoun.

Example: It is a **cloudy and cold** day.
The day is **cloudy and cold**.

A Write the sentences, choosing suitable adjectives.

black yellow brown evergreen grey hazel red white
tawny purple friendly fair-haired blue piebald

- The gardener sprayed the red roses.
- The brown leaves withered and died.
- The piebald horse jumped over the fence.
- The elephant has white ivory tusks.
- The yellow daffodils waved in the evening breeze.
- The black beetle crawled under a mossy rock.
- The bog was covered with clumps of purple heather.
- The evergreen firs covered the mountainside.
- The Vikings were fair-haired warriors.
- The tawny owl hooted in the pine forest.
- The squirrel cracked the hazel nuts.
- The friendly dolphins swarmed around the boat.
- A grey mist hung over the valley.
- The lark sang in the clear blue sky.



B Write the following groups of words in interesting sentences.

Example: chestnut, galloped, colt,
The chestnut colt galloped across the open plain.

- | | |
|--------------------------------|----------------------------------|
| 1. timid, scurried, rabbit | 10. dainty, fluttered, butterfly |
| 2. little, hopped, robin | 11. gentle, soared, lark |
| 3. loathsome, glided, snake | 12. fallow, bounded, deer |
| 4. tawny, flitted, owl | 13. gentle, frisked, lamb |
| 5. clammy, leaped, frog | 14. hairy, swung, gorilla |
| 6. faithful, barked, dog | 15. plump, strutted, turkey |
| 7. saucy, screeched, parrot | 16. slimy, crawled, snail |
| 8. ponderous, ambled, elephant | 17. speckled, darted, trout |
| 9. graceful, glided, swan | 18. grey, scampered, squirrel |

C Rewrite the sentences using more descriptive phrases to replace the phrases in *italics*.

- | | |
|------------------------------------|---|
| 1. It was a <i>nice day</i> . | 6. Sanjay had a <i>marvellous time</i> . |
| 2. It was a <i>fabulous show</i> . | 7. The dress had <i>pretty colours</i> . |
| 3. She is a <i>lovely person</i> . | 8. It was a <i>very good game</i> . |
| 4. I like <i>sweet things</i> . | 9. The <i>bad</i> witch was <i>very cruel</i> . |
| 5. They are <i>nice people</i> . | 10. The <i>brave</i> hunter tracked the <i>big animal</i> . |

Writing

A proofreader checks that a piece of writing is correct and ready for printing. Proofreaders check for correct spelling and punctuation.

A Proofread these sentences. Each sentence has **three mistakes in spelling or punctuation, or both.** Find the mistakes and then rewrite each sentence correctly.

1. "Oh no," she said. " I forgot my pencil case."
2. Where would you like to go on holiday?
3. Ben doesn't know what he wants to do when he grows up.
4. At the sweet shop I bought some chews, a packet of crisps, an ice lolly and a chocolate bar.
5. We might find out soon whether there was ever life on Mars.
6. On Saturday we're going to watch the football. Do you want to come with us?
7. I've got a new mobile phone and it's amazing.
8. Our school team won the cricket tournament, and I was very proud when they went to receive the trophy.
9. Despite the constant rain, forgetting the sleeping bags, getting lost in the woods and the car breaking down, the camping trip went really well.
10. "Do you enjoy English lessons?" he asked.



B Proofread this 'zany' weather forecast. Rewrite the article correctly.

No fair weather ahead this weekend folks. I'm afraid it's batten down the hatches time as a storm of cats, dogs and elephants will strike on Friday night. Trees, houses even dinosaurs will be upruted by the gale force winds.

So sleep tight and don't let the bed bugs bite.

What are you doing on Saturday? If you're going to the concert, then you'd better bring an anchor and chain it to your foot. There will be showers of hail sweeping across the country. Some of the hailstones may be as big as bowling balls.

Those of you driving on the roads should bring your ice skates in case the car breaks down.

On Sunday, there will be heavy falls of snow. I guess you'll all be making snowmen in your backyards. Do you fancy yourself as a dare-devil? Why not go for a swim in the sub-zero sea. It won't kill you, I think. So go on, have a great weekend folks and enjoy this beautiful weather.

See you Monday with more good news.



Language

A Descriptive words. Group the following words under their correct headings.

cross lonesome frightened jolly sorrowful delighted scared cheerful
annoyed miserable furious joyful terrified gloomy vexed apprehensive

Fear	Happiness	Anger	Sadness
1. <u>frightened</u>	<u>jolly</u>	<u>cross</u>	<u>lonesome</u>
2. <u>scared</u>	<u>delighted</u>	<u>annoyed</u>	<u>sorrowful</u>
3. <u>apprehensive</u>	<u>cheerful</u>	<u>vexed</u>	<u>miserable</u>
4. <u>terrified</u>	<u>joyful</u>	<u>furious</u>	<u>gloomy</u>

B Choose a suitable word from the given list to complete the phrase. Write each phrase in a sentence.

tribe river shoe clock chair bottle saw needle hill corn

1. the leg of a chair
2. the brow of a hill
3. the tongue of a shoe
4. the mouth of a river
5. the neck of a bottle
6. the teeth of a saw
7. the eye of a needle
8. the face of a clock
9. the head of a tribe
10. the ear of corn

C Places.

vineyard aviary court gallery hold nursery zoo
theatre hospital mint

1. A ship's cargo is kept in a hold.
2. Plays are performed in a theatre.
3. Young shrubs are grown in a nursery.
4. Paintings are kept in a gallery.
5. Wild animals are kept in a zoo.
6. Birds are kept in an aviary.
7. Tennis is played on a court.
8. Money is made in a mint.
9. Operations are performed in a hospital.
10. Grapes are grown in a vineyard.



A Read the text.

Earthquakes

An earthquake is a shaking of the ground caused by the sudden breaking and shifting of large sections of the Earth's rocky outer shell. This process is happening all the time. Scientists estimate that there are more than 8,000 *minor* earthquakes each day. Of these, only about 1,000 are strong enough to be felt. At least 40 moderate earthquakes cause damage somewhere in the world each year. A really powerful earthquake only occurs, on average, once every two years, but when it does, the results can be devastating.

Most earthquakes occur along a fault – a *fracture* where sections of rock repeatedly slide past each other. Stresses in the Earth cause large blocks of rock along a fault to strain, or bend. When the stress on the rock becomes great enough, the rock breaks and snaps into a new position, causing the shaking of an earthquake. About eighty per cent of the world's major earthquakes occur in an area called the Ring of Fire, around the edge of the Pacific Ocean.

An earthquake causes damage in many different ways. During a very powerful earthquake the ground on either side of a fault may suddenly open up. Any structure that spans the fault may be torn apart, rock and soil along a slope may be loosened, triggering a landslide, or the banks of rivers and lakes may be torn apart, causing flooding. An earthquake on the ocean floor can create one or more large, *destructive* waves called tsunamis. Tsunamis may build to heights of more than thirty metres when they reach shallow water near shore. Ground shaking causes structures to move violently. Buildings may slide off their foundations, collapse, or be shaken apart. Fires may start if a quake *ruptures* gas or power lines. Sewage lines may break, and sewage may seep into water supplies. Drinking contaminated water can cause serious diseases.

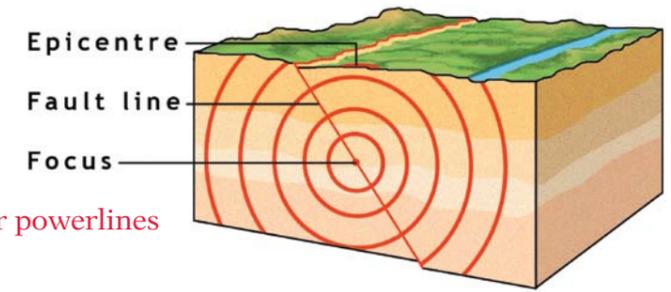
In areas where earthquakes are likely, knowing where to build and how to build can help reduce the effects of a quake. Buildings should not be built on areas near faults, on flood plains or on steep slopes that may be *subject* to landslides. Smaller buildings are bolted to their foundations and have special supports called

“shear walls”, which help resist rocking forces. Medium-sized buildings are often protected with devices called base isolators, which act like shock absorbers between the building and its foundation. Skyscrapers must be anchored deeply into the ground and need a specially strengthened framework. In earthquake prone areas, heavy appliances and furniture are often fastened down to prevent them from falling over when the building shakes.



A Answer these questions.

- 8,000.
- Every two years on average.
- A fault is a fracture in the Earth's rocky outer shell.
- An earthquake-prone area around the edge of the Pacific Ocean.
- Fires sometimes occur when gas or powerlines are ruptured.
- Tsunamis, landslides and flooding.
- Near faults, on flood plains or where steep slopes can cause landslides.
- They are bolted to their foundations and have special supports.
- They are devices which act as shock absorbers between the building and the foundations.
- A specially strengthened framework.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

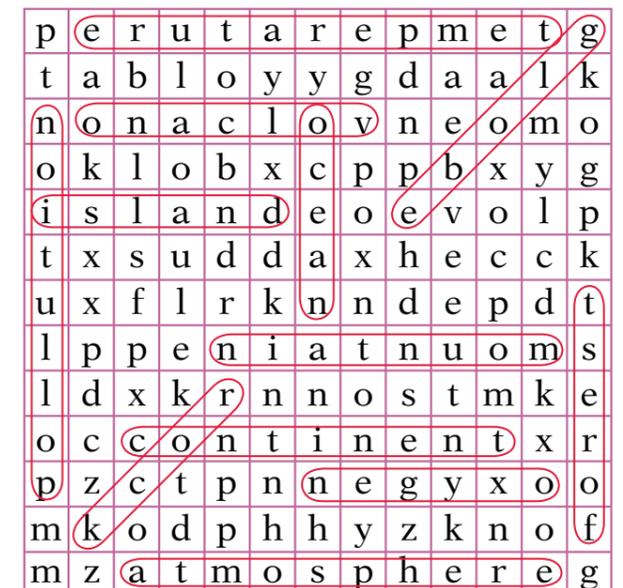
C Copy the paragraph and replace **then** with some of the words from the box.

at midday shortly afterwards suddenly eventually soon
while unfortunately almost immediately straight away

Caius came to collect the boys from school. *Immediately* they wandered back home through the bustling street. *Shortly afterwards* Marcus began kicking a stone along the ruts worn away by the carts that trundled along the roads after sunset. *Suddenly* they reached the crossroads. Caius stopped to chat with friends who collect water at the fountain. *While* they waited, Marcus and Julius peered into the shops. *Unfortunately* the shopkeepers were beginning to prepare for the midday rest. *At midday* they closed the great wooden shutters. Caius crossed the street and *eventually* Marcus and Julius followed him home.

D Wordsearch: The Earth. Find the words in the grid.

- volcano
- rock
- forest
- ocean
- mountain
- globe
- atmosphere
- oxygen
- temperature
- island
- continent
- pollution



Cloze

A Write the passage using the words.

seems size weigh object nothing times black flabbergasted
under dimmer heavy galaxy spin

Black holes

Scientists were flabbergasted when they discovered that there are black holes in space. How could they explain them? It seems that some stars are so massive that they begin to collapse under their own weight. As the star crushes itself, it gets dimmer and dimmer and its material becomes very dense and very heavy. A star that condenses itself down to about the size of the Earth is known as a White Dwarf. A teaspoon of material from it would weigh about five tonnes!

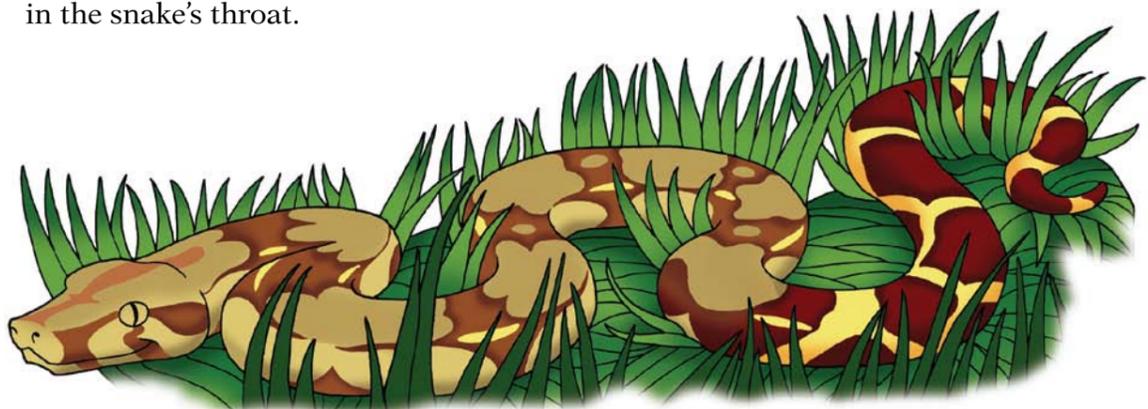
But some stars collapse completely into nothing: a black hole is left. It is believed that these holes spin round at the incredible speed of 1,000 times per second. Any object that fell into a black hole would be torn into a billion parts. Our galaxy may contain millions of these amazing black holes.

B Write the missing words.

times victim's native coils crushing snake's between everything
break stomach sticking usually body swallow feathers swell

Boa constrictor

The boa constrictor is a native of South and Central America. It dines on birds, lizards and mammals. Having seized its prey with its backward-pointed teeth, the snake coils its strong muscular body around the victim. The terrific pressure applied causes the animal to suffocate and die of heart failure. Since the snake's teeth are unsuitable for crushing and chewing food, everything eaten must be swallowed whole. The amazing reptile can swell out its elastic jaws to surround and swallow a creature many times its own size. The skin between the scales stretches out to store the food. Powerful digestive juices in the snake's stomach help dissolve and break up the big meal. The snake usually swallows its victim's head first. This prevents the fur or feathers of the unfortunate victim from sticking in the snake's throat.



Grammar

Adjectives formed from proper nouns begin with capital letters.
Example: The **S**panish footballer married the **M**exican dancer.

A Write the sentences, inserting the adjectives.

- The shopkeeper bought a chest of Indian tea.
- My aunt has a Siamese cat and a Scottish sheepdog.
- I enjoy American movies and Italian operas.
- The Chinese restaurant serves Danish cheese and French wines.
- The Russian Government expelled the British diplomat.
- We flew over the Welsh mountains and the Irish Sea.
- The lady bought an expensive Parisian perfume.
- Switzerland is famous for its Alpine rescue climbers.

B Form adjectives from the nouns. Use your dictionary if you are unsure.

- | | | | | | |
|---------------|---------------------|---------------|-------------------------|--------------|--------------------|
| 1. adventure | <u>adventurous</u> | 11. deceit | <u>deceitful</u> | 21. music | <u>musical</u> |
| 2. affection | <u>affectionate</u> | 12. disorder | <u>disorderly</u> | 22. misery | <u>miserable</u> |
| 3. angel | <u>angelic</u> | 13. energy | <u>energetic</u> | 23. mountain | <u>mountainous</u> |
| 4. anger | <u>angry</u> | 14. explore | <u>explorative</u> | 24. nation | <u>national</u> |
| 5. anxiety | <u>anxious</u> | 15. fire | <u>fiery</u> | 25. picture | <u>pictorial</u> |
| 6. attraction | <u>attractive</u> | 16. fury | <u>furious</u> | 26. sorrow | <u>sorrowful</u> |
| 7. child | <u>childish</u> | 17. giant | <u>gigantic</u> | 27. success | <u>successful</u> |
| 8. caution | <u>cautious</u> | 18. hero | <u>heroic</u> | 28. terror | <u>terrible</u> |
| 9. coward | <u>cowardly</u> | 19. joy | <u>joyous or joyful</u> | 29. value | <u>valuable</u> |
| 10. comfort | <u>comfortable</u> | 20. merriment | <u>merry</u> | 30. wool | <u>woollen</u> |

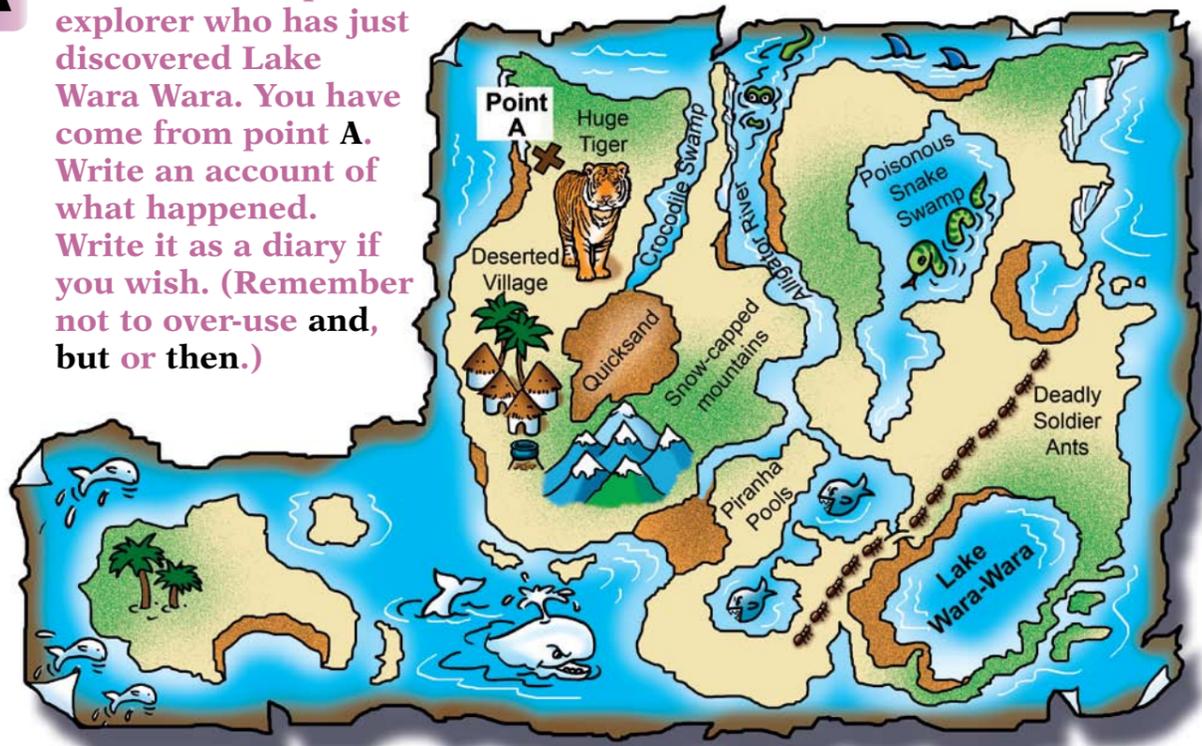
C Write the sentences with adjectives formed from the nouns.

- The influential lady helped the poor.
- The joyous occasion was marred by heavy rain.
- The old beggar was a pitiful sight to behold.
- The dangerous warrior brandished his sword.
- We were outnumbered and the situation was hopeless.
- The courageous man dived into the river and saved the girl.
- She is a charitable lady.
- The actress lived in a luxurious apartment.
- The obedient child went to bed.
- The victorious team paraded around the town.



Writing

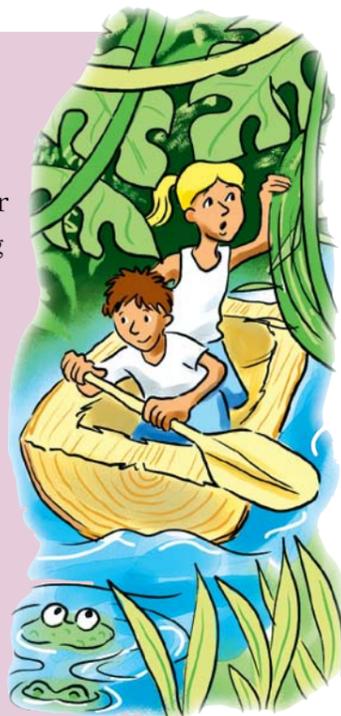
A Look at the map. You are an explorer who has just discovered Lake Wara Wara. You have come from point A. Write an account of what happened. Write it as a diary if you wish. (Remember not to over-use **and**, but **or** then.)



B You and your friend went on a jungle adventure. Write an account, in diary form if you wish. You might like to use some of these ideas and vocabulary.

hardy pack-animals
hot and humid (damp)
tangled vegetation
hacked away furiously
dense canopy of foliage (leaves)
dark and sinister
swarming flies
teeming beetles
gloriously coloured butterflies
chattering monkeys
whistling and screeching
twittering and chirping of birds
majestic eagle soaring
deep into the rainforest
treacherous quicksand
escaped unscathed (without injury)

the prowling jaguar
king of the jungle
trudged onwards
encountered huge tiger
terrified and trembling
mortal danger
kept upwind
crept away slowly
advanced steadily
an immense river
Amazon
paddled canoes
swift current
dangerous rapids
gigantic snakes



Language

Suffixes

A suffix is a group of letters added at the end of a word to form a new word.

Example: hope**less**, assist**ant**, hillock**.**

A Write two words for each of these suffixes.

able	like	ant	ion	hood	fy
acy	er	fold	ed	less	ment
en	ate	ess	ful	ee	ish
ly	ive	dom	ible	ician	wise
ary	ous	form	ation	ism	ways

B Write the sentences, completing the words with a suitable suffix.

- The prisoner of war tunnelled his way to free dom.
- In order to start the machine you must push the lever in a clock wise direction.
- Martin Luther was the founding father of protestant ism.
- The home less man was given shelter for the night.
- She was a very hard-working and efficient manager ess.
- He rang the office to in form his employer that he was ill.
- She sat down in a comfort able armchair and read the newspaper.
- The mission ary devoted his life to working for the poor.
- They listened attentively as the story began to un fold.
- A cure for the ill ness has been discovered late ly.



C Write the sentences, finding a word to match the suffix.

- She earned a lively hood as a solicitor.
- There will be many hope ful candidates in the next election.
- The care less gambler lost a fortune in Las Vegas.
- Our babysitter is a very cap able person.
- The pupil was given extra homework because of his child ish behaviour.
- The attract ive model wore a beautiful evening dress.
- The musician played a live ly jig on the violin.
- The orchestra played the first move ment of the symphony.
- The motorist was heavily fined for danger ous driving.
- The brave act ion of the fireman saved many lives.

A Read the text.

Elephants



Elephants are the largest animals that live on land. There are two main types of elephant: African elephants, which have large ears, and Indian elephants, which have smaller ears and are slightly shorter. African elephants live only in Africa, south of the Sahara Desert, while Indian elephants live in parts of India and Southeast Asia.

Because elephants are both extremely strong and highly *intelligent*, people have been taming and training them for thousands of years. Nearly two and a half thousand years ago Alexander the Great defeated a Persian army that rode elephants. Just over a hundred years later, Hannibal of Carthage used elephants to cross the Alps and invade Italy.

During the nineteenth century, an African elephant named Jumbo was the *prime* attraction at London Zoo. Visitors came from all over the world to see Jumbo, who was the largest animal in *captivity* at that time, standing 3.4 metres tall and weighing more than 6,600 kilograms. Jumbo was so famous that the word “jumbo” began to be used to describe anything extremely large.

Today, working elephants are still used to carry heavy loads in some Asian countries, and people throughout the world enjoy watching elephants in zoos. In Africa and parts of Asia it is still possible to see wild elephants in their natural environment, but how much longer this will be possible is uncertain, as the number of wild elephants has been *declining* steadily.

One reason for the decrease in the wild elephant *population* is hunting. Throughout history, people have hunted elephants for their ivory tusks. Until about twenty years ago, tens of thousands of elephants, especially African elephants, were killed every year. Ivory is used to make jewellery, carvings, piano keys and Japanese “signature seals” – traditional carved stamps used to print a person’s name. In the last twenty years, laws designed to protect elephants have been passed in many of the countries where they live, making it illegal to hunt them.

Another cause of the decline in elephant numbers is more difficult to deal with. As the human population increases, more and more of the land where elephants used to live is being used by humans. Every year, farming and industry destroy more and more of the elephants’ natural habitat. Despite the efforts of many conservation groups to save the elephant, it is not certain that there will be any wild elephants left in fifty years’ time.

A Answer these questions.

1. African and Indian.
2. African elephants have bigger ears.
3. In parts of India and Southeast Asia.
4. Its strength and intelligence.
5. They rode on their backs.
6. They use them to carry heavy loads.
7. For their ivory tusks.
8. Jumbo was the name of a famous zoo elephant.
9. Because of hunting and destruction of their habitat.
10. Because as the human population increases more and more of the elephants’ land is being used by humans.

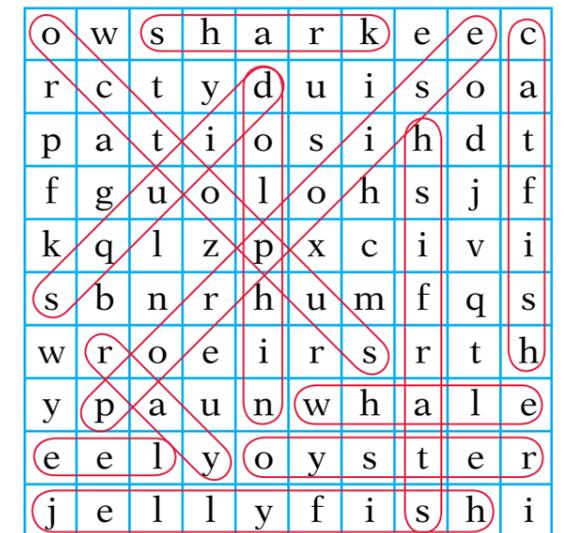
B Look up the words in *italics* in your dictionary. Write a sentence for each one.

C Summarise the story in your own words. Use about ten sentences.



D Wordsearch: Sea Animals. Unscramble the words and find them in the grid.

- | | | |
|--------------|-------|------------------|
| 1. skahr | _____ | <i>shark</i> |
| 2. dinolph | _____ | <i>dolphin</i> |
| 3. ewahl | _____ | <i>whale</i> |
| 4. poserpoi | _____ | <i>porpoise</i> |
| 5. sidqu | _____ | <i>squid</i> |
| 6. fatishc | _____ | <i>catfish</i> |
| 7. eljlishyf | _____ | <i>jellyfish</i> |
| 8. sharfist | _____ | <i>starfish</i> |
| 9. yra | _____ | <i>ray</i> |
| 10. teoysr | _____ | <i>oyster</i> |
| 11. ele | _____ | <i>eel</i> |
| 12. topocus | _____ | <i>octopus</i> |



Interjections are words 'thrown' into a sentence to express some sudden emotion or feeling, such as joy, sorrow, pain, triumph or surprise. An exclamation mark (!) is written after an interjection. **Examples: Hush! Hurrah! Oh! Alas!**

A Choose the most suitable interjections to fill the blank spaces.

Stop! Bravo! Open up! Alas! Hello! Oh! Hush! Good gracious! Halt!
Shame on you! Help! Ouch! Hurrah!

- Hello ! Who's speaking?
- Hush ! Don't make a sound.
- Ouch ! That hurts.
- Alas ! He died young.
- Hurrah ! We have won the cup.
- Good gracious ! What is that?
- Shame on you ! You pinched me.
- Help ! Man overboard.
- Halt ! Who goes there?
- Bravo ! He rescued the little girl.
- Open up ! Police on duty.
- Stop ! Road blocked.
- Oh ! The little girl is crying.

Exclamations!

To exclaim means to cry out in anger, surprise, joy, sadness, pain, warning, and such exclamations should be followed by an exclamation mark.

Example: someone admiring a view might say: "What a marvellous sight this is!"

Note: an interjection need not necessarily be used with these exclamations.

B Write the exclamations which the following people might make.

Example answer:

- Come on, faster!
- Stop, it's hot!
- Amazing!
- What a wash out!
- Pass the ball!
- Smoking kills!
- Hurrah, great race!
- Slow down!

C Questions and Riddles. Always begin a question with a capital letter and end it with a question mark. Write out these riddles correctly.

- What gets wetter the more it dries?
- What gets bigger the more you take from it?
- Which is heavier: a kilogram of stones or a kilogram of feathers?
- What is made dirty by washing?
- What is black and white and red all over?
- What goes up and never comes down?
- Where does a fish keep its money?
- Where did the zebra cross the road?



Adjectives change their form when they are used to compare one thing with another.

Example:

Laura is tall. Ben is taller. Ahmed is the tallest.

tall – the positive degree of the adjective.

taller – the comparative degree of the adjective.

tallest – the superlative degree of the adjective.

A Copy and complete the table.

Positive	Comparative	Superlative
1. young	<u>younger</u>	<u>youngest</u>
2. red	<u>redder</u>	<u>reddest</u>
3. bright	<u>brighter</u>	<u>brightest</u>
4. noble	<u>nobler</u>	<u>noblest</u>
5. empty	<u>emptier</u>	<u>emptiest</u>
6. pretty	<u>prettier</u>	<u>prettiest</u>
7. lucky	<u>luckier</u>	<u>luckiest</u>
8. generous	<u>more generous</u>	<u>most generous</u>
9. cautious	<u>more cautious</u>	<u>most cautious</u>
10. brilliant	<u>more brilliant</u>	<u>most brilliant</u>

B Be careful. These adjectives are irregular. Complete the table.

1. good	<u>better</u>	<u>best</u>
2. bad	<u>worse</u>	<u>worst</u>
3. little	<u>smaller</u>	<u>smallest</u>
4. much	<u>more</u>	<u>most</u>
5. old	<u>older</u>	<u>oldest</u>
6. late	<u>later</u>	<u>latest</u>
7. up	<u>upper</u>	<u>uppermost</u>
8. far	<u>farther</u>	<u>farthest</u>



C Write the sentences, choosing the correct words.

- This boy made the least number of errors.
- Hari was more cautious than his brother.
- The carpenter sawed off the rougher end of the log.
- There were fewer spectators than runners at the sports stadium.
- He is the smallest boy in the choir.
- The better team won the rugby final.
- Hana is the younger of the two girls.
- My eldest sister is in hospital.

A Write two list poems. One about trees and one about leaves.

Example:

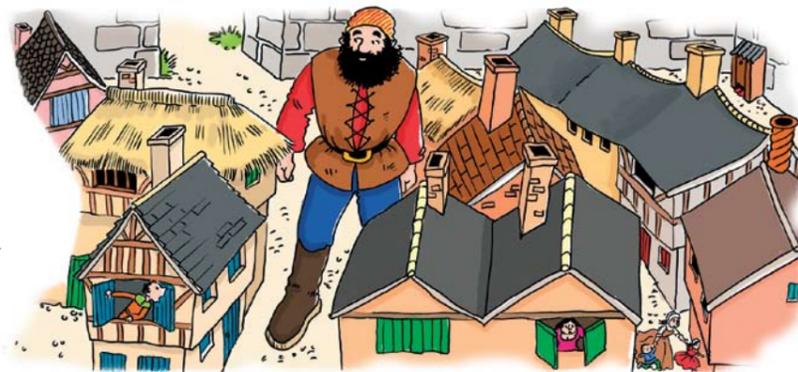
Happiness
 Happiness is Friday.
 Happiness is summer.
 Happiness is French fries.
 Happiness is no homework.
 Happiness is staying up late.
 Happiness is me!



Trees	Leaves
Trees are friendly	Leaves are waving
Trees are _____.	Leaves are whispering
Trees are _____.	Leaves are _____.
Trees are _____.	Leaves are _____.
Trees are _____.	Leaves are _____.
Trees are _____.	Leaves are _____.
Trees are _____.	Leaves are _____.
Trees are _____.	Leaves are _____.

B In an acrostic poem the title of the poem is spelled by using the first letter of each line. Look at this acrostic poem called *Giants*. Write your own acrostic poem about giants.

Gently up the lane
In boots as big as trees
A friendless giant came
No others did he see
The town is always empty
So frightening is he.



C Now choose two titles from the list and do the same as above.

Ghosts Dragon Unicorn Fairy Troll

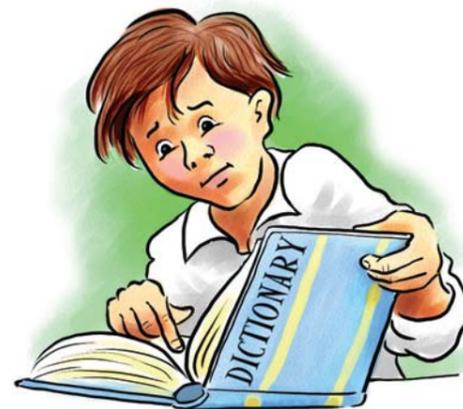
D Illustrate your poems.

A Which is the odd one out in the following lists.

1. seal, sheep, skunk, **sparrow**, squirrel
2. pike, trout, **whale**, herring, cod
3. rabbit, badger, **otter**, fox, hare
4. peach, pineapple, pear, **potato**, plum
5. oyster, mussel, **octopus**, periwinkle, whelk
6. fir tree, yew tree, pine tree, **beech tree**
7. donkey, **kangaroo**, mule, horse
8. magpie, **penguin**, cuckoo, robin, blackbird
9. stallion, filly, colt, **buffalo**, foal



B In the following, give one word meaning the same as and one the opposite of.



Word	Same	Opposite
rich	wealthy	poor
kind	<u>thoughtful</u>	<u>mean</u>
fat	<u>plump</u>	<u>thin</u>
bitter	<u>sour</u>	<u>sweet</u>
meeek	<u>mild</u>	<u>arrogant</u>
round	<u>circular</u>	<u>flat</u>
end	<u>finish</u>	<u>start</u>
hard	<u>solid</u>	<u>soft</u>
courageous	<u>brave</u>	<u>cowardly</u>
permit	<u>allow</u>	<u>forbid</u>

C A compound word is made up of two or more separate words. Example: ash + tray = ashtray. Complete the following words in order to form compound words.

- | | |
|-----------------------------|------------------------------|
| 1. _____ black board | 7. _____ Grand father |
| 2. _____ post man | 8. _____ pass port |
| 3. _____ lamp post | 9. _____ foot ball |
| 4. _____ brief case | 10. _____ coal mine |
| 5. _____ tea cup | 11. _____ dish cloth |
| 6. _____ zoo keeper | 12. _____ ship wreck |

D Use these similes to make interesting sentences.

- | | |
|----------------------------|--------------------------------|
| 1. As quick as lightning. | 8. As black as coal. |
| 2. As clean as a new pin. | 9. As heavy as lead. |
| 3. As clear as crystal. | 10. As fresh as a daisy. |
| 4. As silent as the grave. | 11. As swift as a deer. |
| 5. As busy as an ant. | 12. As graceful as a swan. |
| 6. As soft as putty. | 13. As poor as a church mouse. |
| 7. As fast as a hare. | 14. As weak as water. |

A Read the story.

The Bears

Suddenly, Ned felt that he must look over his shoulder. Whether it was that he noticed the bear looking at something *beyond* him, or that he heard sounds behind him, he was not sure; but he simply had to look round. If a man's hair can stand on end with horror, then Ned Blake's hair stood on end. He was sick with fear; so shaken that he nearly fell off the ledge. For there at the far end, blocking his way, stood another huge grizzly bear.

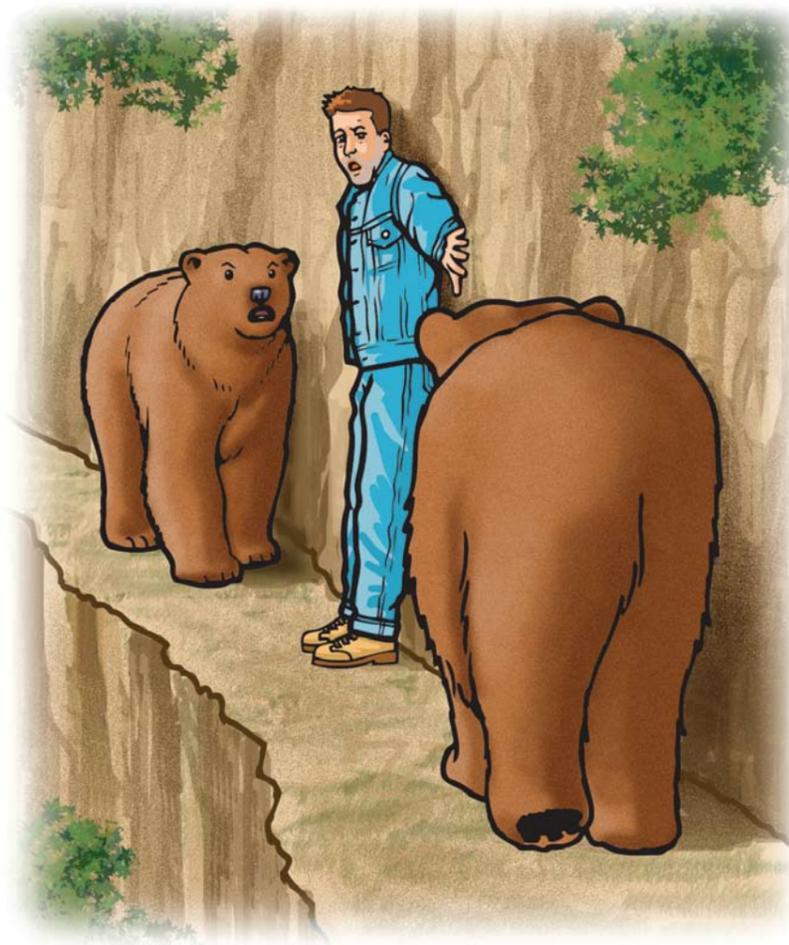
Ned was so dazed with terror that at first he thought he was going mad and seeing grizzlies everywhere. Yet the two bears were real; and one thing soon became plain – he was trapped.

Desperately he looked down into the *ravine*. He would certainly fall and be *dashed* to pieces if he attempted that route. He looked up at the rock wall above him. It was so *sheer* that not even a monkey could have managed to scale it.

Bitter thoughts rose in the man's mind as he remembered his rifle lying in the *gorge* below. A *menacing* growl from each side answered him. Ned lost his cool completely, and screamed and screamed again.

The next few seconds remained in Ned Blake's memory ever afterwards as a confused nightmare, ended mercifully by the touch of a *dangling* rope on his shoulder. Pulling himself together he grasped the rope firmly, and heaved himself up until he was half-way up the rockwall and could pause, feet *braced* against the rock, and looking down on the bears. Their growls became louder and angrier. Ned, not knowing that the animals were more interested in each other than in him, was *faint* with fear. When his brother finally dragged him to safety, he had only strength enough left to stagger away from the edge and gasp, "Let's go home."

The two bears advanced towards each other step by step – in no hurry, yet perfectly ready to fight.



A Answer these questions.

1. The sight of a second bear.
2. His hair stood on end. He was sick with fear. He was shaken.
3. He saw the bear looking beyond him. He heard sounds behind him.
4. He thought he must be imagining the bears.
5. He was on a high narrow ledge with a ravine below and a sheer rock wall above him.
6. Their aggressive instincts were focussed on each other.
7. His brother.
8. Write another title for the story.
9. Slowly.
10. As a nightmare.



B Look up the words in *italics* in your dictionary. Write a sentence for each one.

C Summarise the story in your own words. Use about ten sentences.

D Write the group phrases and find the group words in the grid. Use your dictionary if unsure.

brood nest plague school troop herd gaggle flock shoal
building skulk sloth litter team string

1. A sloth of bears
2. A brood of chickens
3. A flock of birds
4. A gaggle of geese
5. A herd of elephants
6. A nest of rabbits
7. A plague of insects
8. A school of whales
9. A shoal of herring
10. A troop of monkeys
11. A skulk of foxes
12. A team of oxen
13. A litter of puppies
14. A building of rooks
15. A string of horses

k	r	h	h	x	t	e	a	m	d	d	b	p
k	d	e	h	a	l	y	y	p	e	h	u	u
m	r	p	g	a	g	g	l	e	u	i	i	d
d	g	d	a	e	p	p	d	l	g	d	l	k
b	b	x	i	r	d	i	n	g	a	k	d	m
k	b	o	b	r	o	o	d	u	l	k	i	g
m	d	r	g	m	p	d	k	b	p	c	n	g
m	o	k	k	l	u	k	s	b	y	o	g	n
n	c	m	p	s	n	t	h	d	y	l	g	i
s	h	o	a	l	t	r	o	o	p	f	h	r
s	h	p	d	o	s	h	p	x	g	g	p	t
z	n	p	l	t	e	l	i	t	t	e	r	s
w	n	d	h	h	n	s	c	h	o	o	l	s

Cloze

A Write the passage using the words.

fact multiplied parent extinct factor Dutch
weight put now flightless soon Indian was

Dodo

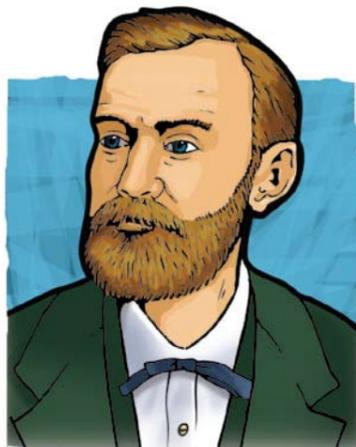
The Dodo is an extinct bird. They were giant birds weighing 25kg or more, at least seven times the weight of any pigeon which can fly. They were flightless birds, that lived on Mauritius Island, in the Indian Ocean. The island was discovered in 1507 by the Portuguese. Dutch, French and English ships soon stopped there. Sailors used to kill the Dodos for food. Another factor which led to the rapid extinction of the Dodo was the fact that pigs and monkeys put ashore by the Portuguese multiplied rapidly, the monkeys ate the Dodo eggs, and the pigs killed off the parent birds. The fact that the Dodo was a flightless bird was an obvious disadvantage. The bird survived until 1681, and is now extinct.



B Write the passage using the words.

anniversary committee Sweden first awards publicly established
prizes secret decide each won found only contribution
invented annual recommend

Alfred Nobel, the scientist from Sweden who invented dynamite, bequeathed most of his huge fortune to found the Nobel Prizes when he died in 1896. A fund was established for five annual awards to those who had made the biggest contribution in physics, chemistry, medicine, literature and peace. The prizes were first awarded in 1901. Five committees sit in secret to decide the prize-winners. Except for the peace prize, which can be won by a group, awards can be given only to individuals. The peace prize is publicly awarded in Oslo on 10 December each year, the anniversary of Nobel's death. The other four prizes are awarded in Stockholm. If you were on the peace committee or the literature committee, who would you recommend for the Nobel Prize?



Grammar

Most verbs are action or doing words. A verb can be one word, two words or even three words.

Examples: The cat **chased** the mouse.
The girl was **trying** her best.

A Write the sentences with the most suitable verbs.

1. The hungry hawk **devoured** the dead sparrow.
2. The old couple **strolled** along the beach.
3. The upset customer **complained** to the manager.
4. The timid rabbit **scampered** across the meadow.
5. The brave soldiers **defended** their fortress.
6. The goat **chewed** my hat.
7. The police car **screeched** to a halt.
8. Clear crystal water **gushed** from the rock.
9. Forked lightning **struck** the clock tower in the village.
10. The injured athlete **groaned** with pain.

B Write the sentences choosing your own verbs.

1. The bus _____ on the icy road.
2. The jet aircraft _____ across the sky.
3. The nervous soldier _____ through the jungle.
4. The audience greatly _____ the concert.
5. The old steam engine _____ along the track.
6. The agile dancer _____ through the air.
7. The volcano _____ during the night.
8. A thick blanket of snow _____ the gardens.
9. The startled deer _____ through the long grass.



C Write this passage in the future tense.

Juan **will race** home from school. He **will eat** his dinner and then **will go** to the Post Office to withdraw some money from his Savings Account. Once he **has** some cash, he **will head** for the Shopping Centre. At the Shopping Centre he **will look** for the Sports Shop. It **is** situated at the very end of the arcade and as he **enters** he **will immediately notice** the boxes of football boots on the shelves. It **will take** him about fifteen minutes to choose a suitable pair. He **will hope** they **will help** him win the final next week.

Writing

A Complete the following story.

Stealthily we tiptoed down the narrow winding staircase. The haunting silence of the castle sent cold shivers down my spine. Just as we were about to return Femi cried out, "Look! a rusty door."



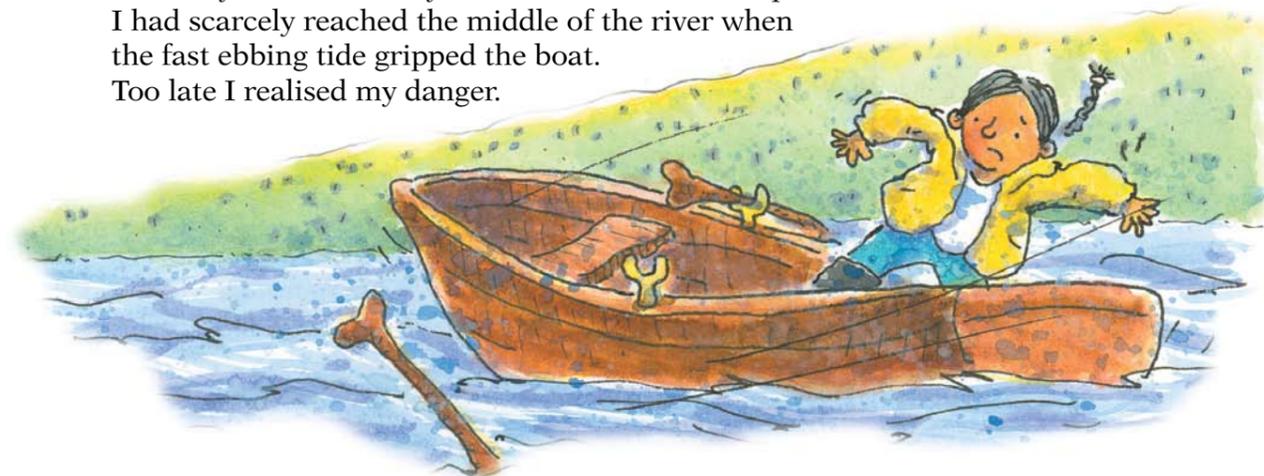
B Complete the following story.

The old fortune-teller sat there in silence. She had enormous golden rings dangling from her ears. I was feeling nervous as I sat down. In a soft whisper she murmured, "...



C Complete the following story.

Foolishly I had taken my uncle's boat without his permission. I had scarcely reached the middle of the river when the fast ebbing tide gripped the boat. Too late I realised my danger.



Language

A Change these nouns into verbs.

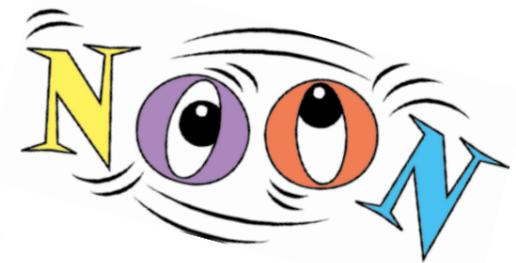
argument	<u>argue</u>	apology	<u>apologise</u>	success	<u>succeed</u>
laughter	<u>laugh</u>	confusion	<u>confuse</u>	memory	<u>memorise</u>
generator	<u>generate</u>	hesitation	<u>hesitate</u>	entrance	<u>enter</u>
failure	<u>fail</u>	complaint	<u>complain</u>	discussion	<u>discuss</u>

B Write the names of the class in alphabetical order.

- | | | |
|-------------|--------------|------------|
| P. Anderson | R. Connolly | A. Patel |
| J. Brown | K. Johnson | J. Ryan |
| R. Burns | J. Jones | B. Summer |
| C. Burton | P. McKenna | R. Summers |
| B. Butcher | C. Parker | S. Turner |
| R. Celini | B. Pasternak | B. Whelan |

C These three words do not change if spelt backwards: eye; eve; noon. Can you find twelve others?

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



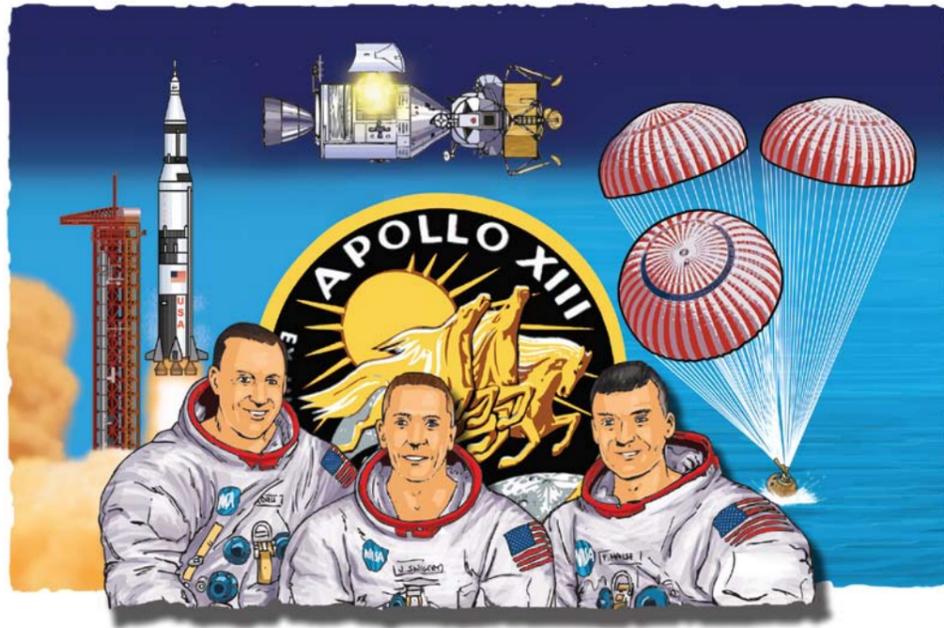
D Write they're, their or there in the blank spaces below.

There wasn't a cloud in the sky. The children put their coats on, as it was freezing outside. Their mother waved goodbye to them and remarked, "I wonder why they're so chirpy today! I hope they're careful". When they reached the frozen lake, they stood there and gazed at it for a while, before starting to skate. Suddenly there was a loud crack. There was no time to lose. They skated furiously to the edge and when Barry lost a skate he just left it there on the ice. Then an enormous hole opened right before their very eyes. As they trudged wearily inside, their mother sighed, "They're back already. They must have missed me!"



A Read the text.

Apollo 13



The Apollo 13 space mission, which blasted off on 11 April 1970, was due to make the third *lunar* landing. While on the Moon, the crew, James Lovell, Fred Haise and Jack Swigert, would collect rock samples, so scientists could learn more about the age and origin of the Earth's only natural *satellite*. The first two days of the flight went smoothly, but after fifty-six hours the crew heard a loud bang and felt a sudden jolt. Alarms started blaring and warning lights showed that one oxygen tank was empty, the other was losing pressure, and power was draining from the fuel cells that supplied the spacecraft with light, heat and electricity.

The "Lunar Module", the small craft designed to land on the Moon, was undamaged, so the astronauts switched off the power in the main spacecraft and moved into the Lunar Module. Mission Control instructed the crew to use the Lunar Module's engines to alter the course of the spacecraft. This course alteration pushed the craft into the influence of the Moon's gravity, which would then "slingshot" it back towards the Earth.

Although the Lunar Module had its own power and oxygen, it wasn't designed to support so many people for such a long time. The astronauts switched off everything that wasn't needed for life support, in the hope that power would last until they got back to Earth. Water was in short supply and the temperature fell close to freezing, making it very uncomfortable.

Before the spacecraft re-entered the Earth's atmosphere, the lunar module was *ejected*, and the crew moved back into the main part of the spacecraft. Would the spacecraft power back up, or would the remaining power have drained from the fuel cells? There was an added danger: the low temperatures had created condensation on the walls. This meant the electrical circuits could *short out* when the power was turned back on. To the astronauts' relief, the power came back safely.

Four days after the accident, the spacecraft splashed down in the Pacific Ocean. Despite grave danger, all three astronauts had returned home safely. It's hardly surprising, then, that the Apollo 13 mission is often referred to as a "successful failure."

A Answer these questions.

- To make a lunar landing and collect rock samples.
- Two.
- After 56 hours.
- The supply of light, heat and electricity was damaged.
- Because it was undamaged.
- To push the spacecraft into the influence of the Moon's gravity.
- Because it wasn't designed to support so many people for such a long time and they needed to save power.
- Four
- The astronauts returned safely, despite grave danger.
- What caused the accident on Apollo 13? Use reference books or the internet to find out.

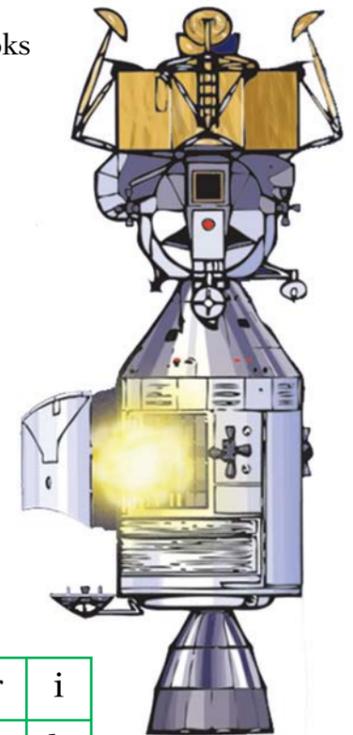
B Look up the words in *italics* in your dictionary. Write a sentence for each one.

C Summarise the story in your own words. Use about ten sentences.

D Wordsearch: Apollo 13. Find the words in the grid.

- astronaut
- mission
- Moon
- apollo
- spacecraft
- rocket
- accident
- successful
- lunar
- failure

q	u	a	l	s	s	w	e	r	i
y	t	p	l	u	n	a	r	a	b
m	s	j	a	c	r	s	g	h	o
i	j	f	c	c	o	t	w	s	t
s	p	a	c	e	c	r	a	f	t
s	p	i	i	s	k	o	p	o	n
i	l	l	d	s	e	n	o	n	o
o	k	u	e	f	t	a	l	m	o
n	c	r	n	u	i	u	l	v	M
b	n	e	t	l	u	t	o	z	r



A Write the story using the words.

life kidnapped abolished published sea trade business
because buy officer campaigning across adventure

Olaudah Equiano (c.1745–1797)

Olaudah Equiano is famous for his autobiography, in which he told his remarkable life story, and for the work he undertook campaigning to abolish the slave trade.

Olaudah grew up as the son of a chief in Guinea, but around the age of eleven he and his sister were kidnapped and sold into slavery. A few years later he was bought by Michael Pascal, a British naval officer, who brought him to England, where he learned to read and write.

Although Equiano fought for the British navy for several years, he was cheated of his pay and was sold to another sea captain who took him to the Caribbean and sold him to a merchant called Robert King.

Robert King treated his slaves extremely badly. Equiano, however, was luckier than most of the slaves on King's plantation. Because he could read and write, he was given a responsible job and after three years he had saved enough money to buy his freedom.

After becoming a free man, he returned to England and set up in business as a hairdresser, but he loved adventure and soon returned to sea.

In 1773, he joined a voyage of exploration to find a northwest passage to India across the North Pole and in 1775 he became involved in a project to set up a new plantation in Central America.

Equiano published his autobiography in the spring of 1789. He sold the book throughout Britain, undertaking lecture tours and actively campaigning to abolish the slave trade.

The efforts of Equiano and the abolitionist movement were successful in the end, but it took nearly forty-five years before slavery was abolished in Britain.



The Past Participle

(i) The past tense of a verb stands on its own.

Examples: You came. She went. We sang.

(ii) The past participle requires another verb with it, some part of the verb 'to be' or 'to have'.

Examples: He has come. It was taken.

A Complete this table.

Present Tense	Past Tense	Past Participle
They fly	they flew	they have flown
We know	we knew	we have known
You steal	you stole	you have stolen
She rises	she rose	she has risen
He creeps	he crept	he has crept
I wear	I wore	I have worn
They forget	they forgot	they have forgotten
You draw	you drew	you have drawn
We awake	we awoke	we have awoken
They ring	they rang	they have rung
He speaks	he spoke	he has spoken

B Write the sentences, choosing the correct form of the verb.

- They had **come** from miles around to attend the festival.
- As soon as he had **eaten** his meal he **ran** out the door.
- We had **swum** as far as the island in the river before he **spoke**.
- The sheriff **knew** that the horse had been **stolen**.
- The boy had **lain** there for hours.
- If I had **gone** for the doctor in time the man would not have **frozen** to death.
- The old man **knew** that his daughter had **won** the prize.
- When I had **drawn** the sketch I **gave** it to the lady.
- She **wrote** a letter to her friend but had **forgotten** to post it.
- The bicycle which he **rode** had been **stolen**.
- The boy **ran** away after he had **broken** the window.
- No sooner had he **risen** than a fat rabbit **ran** across the field.
- He had scarcely **awakened** when it **began** to snow.
- The coat he **chose** to buy was **torn**.
- The mayoress **shook** hands with the soprano who had **sung** in the concert.

Writing

Opening sentences that give variety to your essay-writing.

In the distance ...

On reaching the ...

Here the ...

Dismounting, ...

After a short rest ...

It seemed ...

After some time ...

Breathless we ...

Continuing ...

As we ...

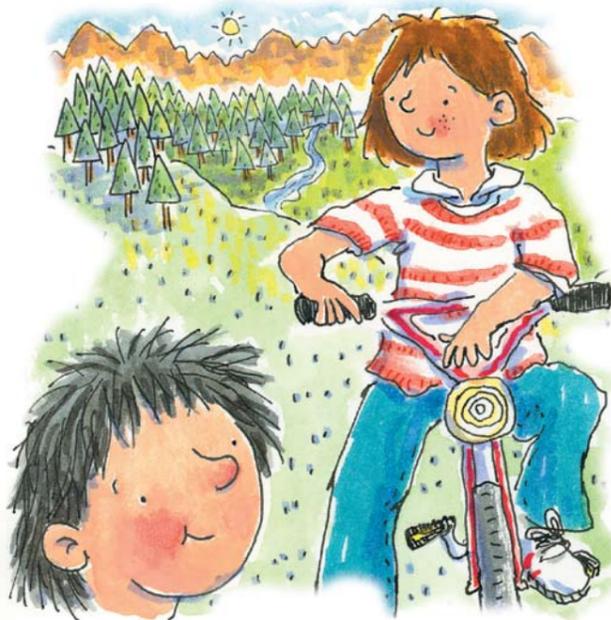
Occasionally ...

On approaching the ...

Leaving the ...

Eventually ...

A Write a descriptive story about a cycling trip with your friends.



glorious afternoon gentle breeze
 fleecy white clouds destination
 peace and contentment
 hum and drone of insects
 wooded hillside stately pines
 grove of silver-grey birch
 purple heather in bloom
 rushing mountain stream
 sparkling blue lake
 ruins of an old castle
 shrouded peak tops pearly haze
 natural trail explored hidden paths
 enjoyable afternoon
 the return journey



B You are a detective who has just arrived at the scene of a crime. Write a detailed description of what you see.

C Describe the getaway car shown here. Use 40 to 50 words. Underline the adjectives.



Grammar

A **simile** is a figure of speech comparing two unlike things and is generally introduced by **like** or **as**.

Example: We had to turn our heads in all directions.

We had to turn our heads **like** a lighthouse beacon.

A Write the simile.

bee lion swan ox thieves bulldog Punch fox dove
 eel Job deer Solomon hatter wolf snail

- | | | | |
|----------------------|----------------|----------------------|----------------|
| 1. as wise as | <u>Solomon</u> | 9. as tenacious as a | <u>bulldog</u> |
| 2. as slow as a | <u>snail</u> | 10. as thick as | <u>thieves</u> |
| 3. as slippery as an | <u>eel</u> | 11. as fierce as a | <u>lion</u> |
| 4. as cunning as a | <u>fox</u> | 12. as gentle as a | <u>dove</u> |
| 5. as busy as a | <u>bee</u> | 13. as graceful as a | <u>swan</u> |
| 6. as patient as | <u>Job</u> | 14. as hungry as a | <u>wolf</u> |
| 7. as pleased as | <u>Punch</u> | 15. as mad as a | <u>hatter</u> |
| 8. as swift as a | <u>deer</u> | 16. as strong as an | <u>ox</u> |

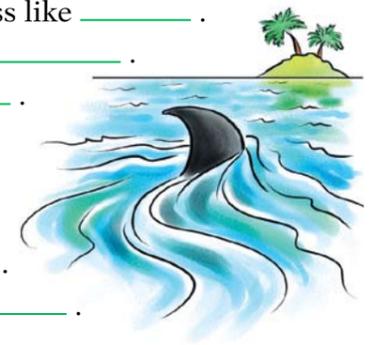
B These similes show the special qualities of things. Write them.

sturdy steady fresh large easy right tough cold
 weak clean keen soft

- | | | |
|-------------------------------|---------------------------------|-----------------------------|
| 1. as <u>steady</u> as a rock | 5. as <u>fresh</u> as paint | 9. as <u>easy</u> as A.B.C. |
| 2. as <u>sturdy</u> as an oak | 6. as <u>clean</u> as a whistle | 10. as <u>large</u> as life |
| 3. as <u>weak</u> as water | 7. as <u>soft</u> as putty | 11. as <u>right</u> as rain |
| 4. as <u>keen</u> as mustard | 8. as <u>tough</u> as leather | 12. as <u>cold</u> as ice |

C Complete the following sentences by adding striking similes.

- The rays of light from the camera penetrated the darkness like _____.
- The shark's fin cut through the water like _____.
- The diver emerged, gasping and snorting like _____.
- The sharks glided past like _____.
- The submarine rose like _____.
- The icy waters pierced my body like _____.
- The ship's shadow passed overhead like _____.
- Dumas resolutely faced his enemy as though _____.
- A dark shadow fell across us and it seemed as if _____.
- The men emerged from the water, tired and exhausted, as if _____.

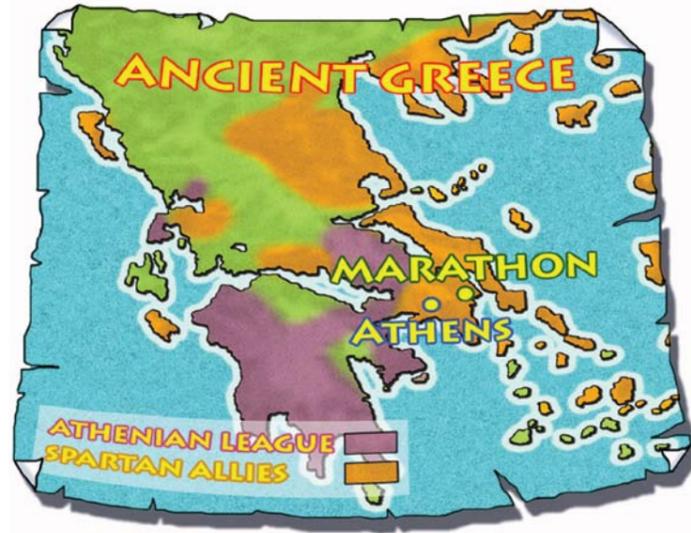


A Read the text.

The Battle of Marathon

Marathon, a coastal *plain* about forty kilometres northeast of Athens, was the site of one of the most important battles in the history of Ancient Greece. If the Athenians had lost the battle, Athens would have become part of the Persian Empire, and the history of Europe would have been very different.

In 490 BCE, King Darius of Persia sent an army and a *fleet* of about two hundred ships to conquer Athens. The Persians first destroyed Eretria, a city on the Greek island of Euboea, and then set sail for Marathon. The Athenian general Miltiades positioned his troops on the inland edge of the plain of Marathon, and the Persian army occupied the seaward edge. And they waited. Both sides were waiting for something that would give them an advantage in the battle. The Persians were waiting for a sign that their supporters in Athens had started a *civil war* in the city, while the Athenians were waiting for troops from Sparta.



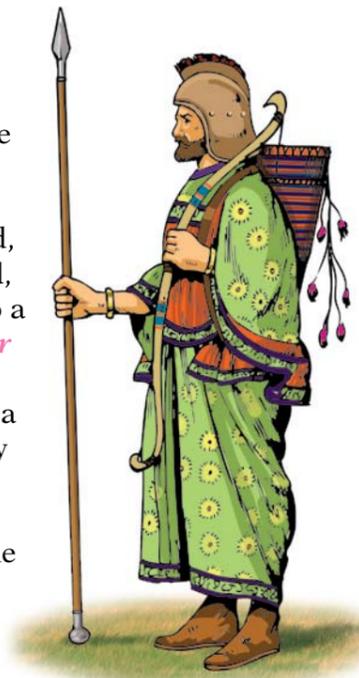
Both armies waited several days, but neither side received what they were waiting for.

A few days later, the Persian leaders, tired of waiting, and hoping that civil *unrest* had broken out in Athens by this time, loaded part of their army onto ships,

and prepared to sail to Athens and attack the city. Seeing their chance for a *victory*, the Athenians charged at the Persian soldiers left behind, and defeated them.

According to legend, General Miltiades sent the messenger Pheidippides from Marathon to Athens with news of the victory. Pheidippides ran the forty kilometres to Athens at top speed, delivered his message, and fell to the ground, dead. Today, the word "marathon" refers to a running race of 42.2 kilometres, *in honour of* the great battle.

When the Persian ships reached Athens a few days later, they found out that not only was there was no civil war in the city, but also that the Athenian army from Marathon had reached Athens before them. As a result, the Persians gave up and returned home.

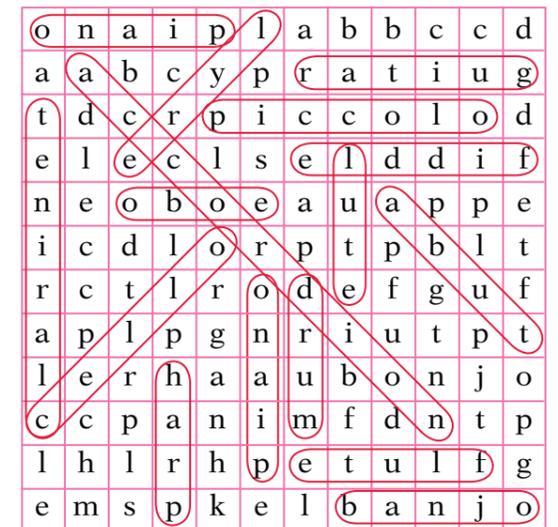


A Answer these questions.

1. A coastal plain.
2. About 40 kilometres northwest of Athens.
3. If the Athenians had lost it would mean that Athens belonged to Persia.
4. In 490 BCE.
5. Each side was waiting for an advantage.
6. They were waiting for the troops from Sparta.
7. They were waiting for civil war to break out in Athens.
8. The Persians sent part of their army away to attack Athens.
9. A messenger ran 42.2 kilometres from Marathon to Athens with news of the Athenians' victory. Today's marathon is named after the battle and is 42.2 kilometres long.
10. The Persians give up and went home because the Athenians had reached Athens before them.

B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Wordsearch. How many musical instruments can you find in the wordsearch? There are 16. They can read in any direction. Challenge a friend!



D These words are often misspelt. Can you write the correct spelling?

- | | | | |
|---------------|------------------|---------------|-------------------|
| 1. arguement | <u>argument</u> | 9. marraige | <u>marriage</u> |
| 2. baloon | <u>balloon</u> | 10. medecine | <u>medicine</u> |
| 3. beleive | <u>believe</u> | 11. muisence | <u>nuisance</u> |
| 4. colledge | <u>college</u> | 12. ordinery | <u>ordinary</u> |
| 5. heaven | <u>heaven</u> | 13. pidgeon | <u>pigeon</u> |
| 6. heros | <u>heroes</u> | 14. recieve | <u>receive</u> |
| 7. jewellry | <u>jewellery</u> | 15. resturant | <u>restaurant</u> |
| 8. lightening | <u>lightning</u> | | |

Cloze

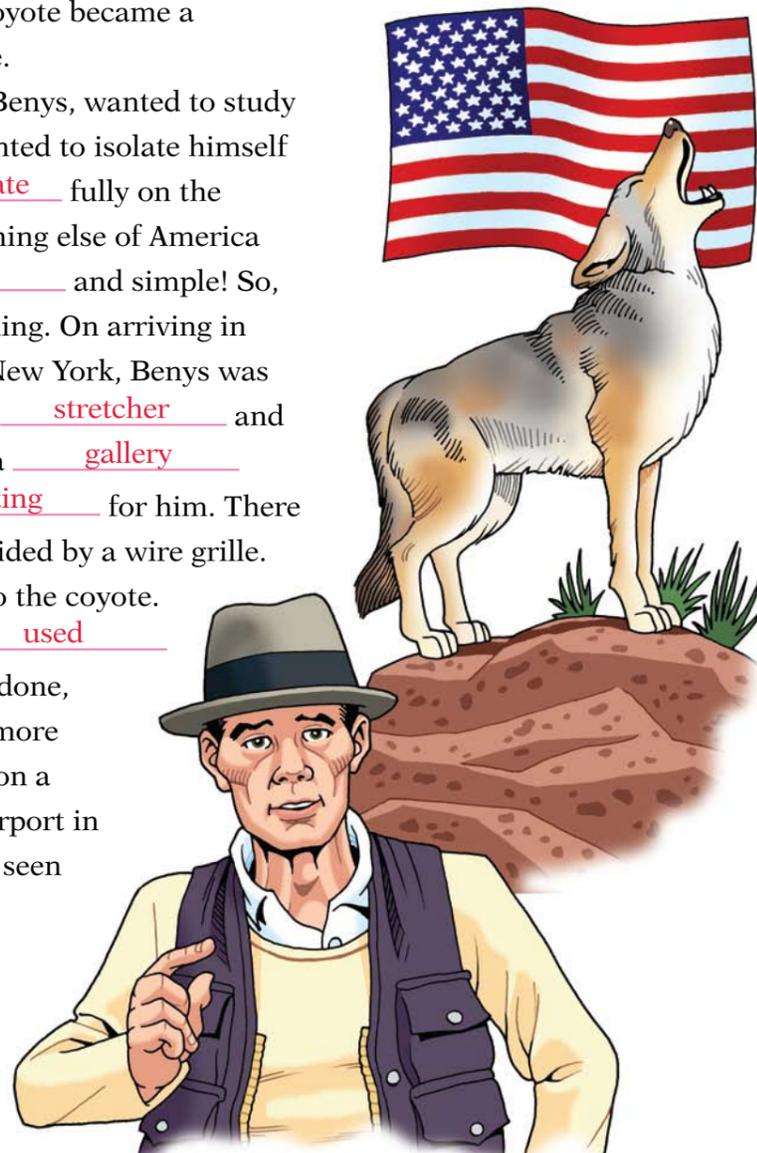
A Write the story using the words.

used hunts coyote sacred call tried nothing once
concentrate pure wrapped stretcher waiting symbol
extraordinary airport gallery ambulance

The coyote is a prairie wolf that hunts by night. It is found in Central and North America. The word comes from the Mexican, or Aztec, **coyotl**. (The language of the Aztecs, called Nahuatl, is still spoken today.) It feeds on small creatures and carrion. The coyote was sacred to the American native peoples. They used to call him “the trickster”.

But for white people, the coyote became a symbol of a menace.

The German artist Joseph Benys, wanted to study the coyote. He wanted to isolate himself with a coyote, to concentrate fully on the coyote. He wanted to see nothing else of America – just the coyote, pure and simple! So, he did an extraordinary thing. On arriving in Kennedy airport, New York, Benys was wrapped in felt, laid out on a stretcher and whisked in an ambulance to a gallery where a coyote was waiting for him. There was a room in the gallery, divided by a wire grille. He tried to talk to the coyote. After three days they got used to each other’s company. Job done, Benys was once more wrapped in felt, laid on a stretcher and taken to JFK Airport in an ambulance. He had seen nothing at all of New York – nothing but the coyote!



Grammar

An **adverb** is a word that modifies any part of speech except a noun or a pronoun. It generally modifies a verb and tells how, when or where the action took place.

Examples: He sang **sweetly**.
He ate **too quickly**.
She is **very sad**.

Modifies the verb **sang**.
Modifies the adverb **quickly**.
Modifies the adjective **sad**.

A Most adverbs are formed from adjectives by adding **-ly** to the adjective. Examples: wise ... wisely; smart ... smartly. Complete the following.

Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
1. heavy	<u>heavily</u>	6. sweet	<u>sweetly</u>	11. weary	<u>wearily</u>
2. faithful	<u>faithfully</u>	7. happy	<u>happily</u>	12. quick	<u>quickly</u>
3. certain	<u>certainly</u>	8. short	<u>shortly</u>	13. poor	<u>poorly</u>
4. humble	<u>humbly</u>	9. skilful	<u>skilfully</u>	14. hopeful	<u>hopefully</u>
5. obedient	<u>obediently</u>	10. simple	<u>simply</u>	15. high	<u>highly</u>

B Write the passage and underline the adverbs.

The house at the corner of the street was on fire. I hurried eagerly to the scene. The roof was ablaze. Men rushed frantically about the place with buckets of water. The fire was spreading rapidly, fanned by a still breeze. Blazing beams tumbled to earth as the flames greedily devoured the underlying supports. Showers of sparks burst brilliantly around in all directions, vividly illuminating the spreading shadows of night. In the distance the wailing of the fire brigade’s siren could be clearly heard.

C Write the sentences, replacing the words in italics with adverbs.

- The doors were closed *hurriedly*.
- The boy broke the window *accidentally*.
- The cat was lying *peacefully* beside the fire.
- The judge listened *carefully* to the jury’s verdict.
- Mina played the piano *skilfully* and Amira danced *gracefully*.
- Our aunt comes to visit us *occasionally*.
- I visit my aunt *regularly*.
- She spoke *angrily*.
- The driver drove the bus *cautiously*.
- Finally* the wedding day arrived.



Writing

Language

Quotation marks (“...”) are used when writing the actual words spoken. We call this direct speech.

When writing sentences, only the words spoken are written inside the quotation marks.

Example: Helen whispered, “The money is under the stone.”
“The money is under the stone,” whispered Helen.

A Write these sentences, inserting quotation marks, capital letters, commas and question marks where necessary.

1. John remarked, “The kestrel is nesting in the ruins of the castle.”
2. Tony inquired, “When will the new cinema open?”
3. “But that road is closed to traffic,” interrupted Kevin.
4. “Dress properly for the interview,” advised Shin.
5. “Why did Lantz leave so early?” asked Zindel.
6. “She recited the poem beautifully,” said Rani.
7. The singer complained, “The microphone was not working properly.”
8. Maria requested, “May I borrow your Spanish guitar?”
9. “We have the best football team,” boasted John.
10. “You must answer the question,” ordered the judge.



Remember: When writing the names of plays, books, newspapers, poems, boats, ships and aeroplanes, use quotation marks “...” and capital letters. Only the important words in the titles are written in capital letters.

B Write the sentences. Insert the quotation marks, capital letters and commas where necessary.

Examples: I saw the pantomime “Puss in Boots”.
He read “Huckleberry Finn”.

1. She christened the ship the “African Queen”.
2. I went to see the pantomime “Snow White and the Seven Dwarfs”.
3. Shakespeare wrote “Macbeth” and “Hamlet”.
4. At our local cinema I saw “Moby Dick”, “Jaws”, and “Mary Poppins”.
5. Steven Spielberg made the film “Raiders of the Lost Ark”.
6. “The Twits” was written by Roald Dahl.
7. Patrick Pearse wrote the poem “The Wayfarer”.
8. “Goldilocks” and “The Ugly Duckling” are two well-known pantomimes.
9. Jules Verne wrote “Twenty Thousand Leagues Under the Sea”.
10. John went to see the ballet “Swan Lake”.

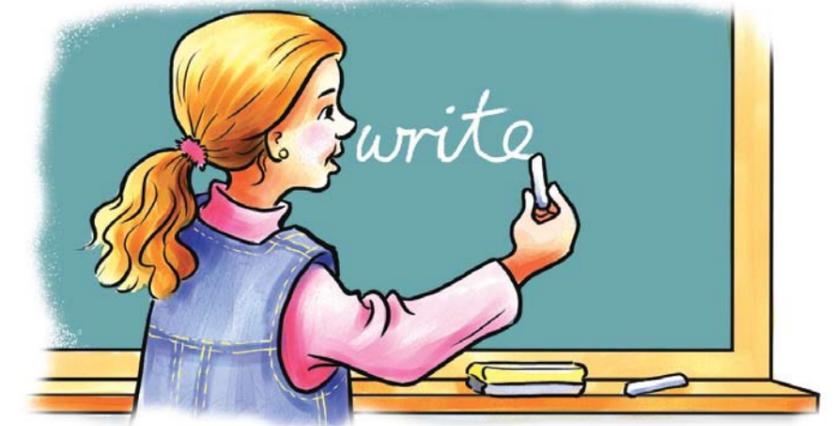
Homonyms are similar sounding words.
Examples: bare (bear), dear (deer)

A Write a homonym for each of these words.

- | | | | | | |
|----------|---------------|----------|--------------|------------|---------------|
| 1. crews | <u>cruise</u> | 6. their | <u>there</u> | 11. you | <u>ewe</u> |
| 2. hare | <u>hair</u> | 7. plane | <u>plain</u> | 12. cellar | <u>seller</u> |
| 3. made | <u>maid</u> | 8. waste | <u>waist</u> | 13. fair | <u>fare</u> |
| 4. night | <u>knight</u> | 9. pair | <u>pear</u> | 14. blue | <u>blew</u> |
| 5. sun | <u>son</u> | 10. none | <u>nun</u> | 15. here | <u>hear</u> |

B Write sentences to show the difference in meaning between the homonyms.

1. accept – except
2. aloud – allowed
3. board – bored
4. peace – piece
5. pray – prey
6. lead – led
7. faint – feint
8. dual – duel
9. current – currant
10. right – write



C Write the sentences choosing the correct word.

1. The wind **blew** the **clothes** away.
2. The wedding couple walked down the **aisle**.
3. The bank reported a healthy **profit**.
4. The hunter asked if he **would** find a squirrel in the **wood**.
5. The customer paid by **cheque**.
6. The front **brake** of the bicycle wasn't working.
7. A building **site** can be very dangerous.
8. The police arrived at the accident **scene**.
9. The team celebrated a **great** victory.
10. The boat was moored along the **quay**.
11. The golf **course** was extremely difficult.
12. The school **principal** addressed the assembly.

A Read the text.

An Intrepid Traveller

It was when she started reading books as a child that Dervla Murphy, Ireland's foremost travel-writer, first developed an interest in and love for travel. Her father was the county librarian in Waterford, and Dervla had access to a wide variety of books which fired her imagination for distant lands and her *determination* to see them for herself. Even as a child she would cycle widely in her native Waterford, and as a young adult she made cycling trips to Europe whenever possible.



Dervla Murphy's first major cycling trip was to India. She made the journey alone, her only companion being "Roz", her old *reliable* bicycle. After the journey, she stayed in India and worked with the Tibetan *refugee* children in Dharmasala. It had been her dream to travel to India and now that this had been realised she set her sights on further horizons.

Three years later, she travelled to Ethiopia and made a long and dangerous trek across the Ethiopian highlands. At the outset, the rough terrain blistered her feet, forcing her to abandon her journey for a week. Her only companion on this adventure was a faithful mule called "Jock". "Jock" bravely *accompanied* her for most of this *gruelling* trip, but due to *malnutrition*, he eventually had to be exchanged for a donkey. Although this was some years before the disastrous famine of 1985, food was very scarce in Ethiopia. Dervla herself lived on the Ethiopian diet of "injara" and "wat". "Injara" is a *fermented* bread made from "teff", a cereal grain *peculiar* to the Ethiopian highlands. Dervla found it had a bitter taste and it took her a while to get used to it. Generally, the "injara" is served with the "wat" which is a highly *spiced* stew of meat or chicken.

Although she was robbed three times, she generally found the Ethiopians to be warm and hospitable. In 1979, Dervla set off to Peru with her nine-year-old daughter, Rachel. They spent four months crossing 2,000 kilometres through the Andes, from Cajamarca in the north to the ancient Inca capital of Cuzco in the south. Once more, this was a difficult, *arduous* journey which involved crossing swollen rivers, avoiding dangerous landslides, ascending steep mountain paths and descending into treacherous ravines. The breathtaking scenery of the Andes amply *compensated* them, however, for these discomforts.

Dervla was once asked why she undertook these journeys, which so often involved great *physical* hardship and discomfort. She replied that her idea of hardship and discomfort would be to spend a week in the Hilton Hotel.

Dervla was once asked why she undertook these journeys, which so often involved great *physical* hardship and discomfort. She replied that her idea of hardship and discomfort would be to spend a week in the Hilton Hotel.

Dervla was once asked why she undertook these journeys, which so often involved great *physical* hardship and discomfort. She replied that her idea of hardship and discomfort would be to spend a week in the Hilton Hotel.

A Answer these questions.

- Through reading books.
- Her father was the county librarian.
- Asia, Africa, South America, Europe.
- She worked with Tibetan refugee children.
- Because of malnutrition.
- "Injara", a fermented bread and "wat", a spiced stew.
- Crossing swollen rivers, avoiding dangerous landslides, ascending steep mountain paths and descending into treacherous ravines.
- Her idea of hardship and discomfort would be a week at the Hilton Hotel.
- The breathtaking scenery.
- Write a paragraph about the most interesting journey you have undertaken.

B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Common contractions. The apostrophe is placed where the letter or letters have been omitted. He's means He is. Complete the following.

- | | | | | | |
|------------------|-----------------|-------------------|------------------|-------------------|----------------|
| 1. He'd | <u>He would</u> | 7. <u>You'd</u> | You would | 13. Isn't | <u>Is not</u> |
| 2. <u>He'll</u> | He will | 8. You're | <u>You are</u> | 14. <u>Hadn't</u> | Had not |
| 3. I've | <u>I have</u> | 9. <u>We've</u> | We have | 15. Can't | <u>Cannot</u> |
| 4. I'll | <u>I will</u> | 10. They'll | <u>They will</u> | 16. <u>Aren't</u> | Are not |
| 5. <u>You've</u> | You have | 11. <u>What's</u> | What is | 17. Didn't | <u>Did not</u> |
| 6. You'll | <u>You will</u> | 12. Was not | <u>Wasn't</u> | 18. <u>Won't</u> | Will not |

D Wordsearch: Capital Cities. Unscramble the words and find them in the grid.

- | | |
|--------------|-------------------|
| 1. nolodn | <u>London</u> |
| 2. iroca | <u>Cairo</u> |
| 3. eslssurb | <u>Brussels</u> |
| 4. idbunl | <u>Dublin</u> |
| 5. breraanc | <u>Canberra</u> |
| 6. egahnepoc | <u>Copenhagen</u> |
| 7. ituns | <u>Tunis</u> |
| 8. iczruh | <u>Zurich</u> |
| 9. ogsla | <u>Lagos</u> |
| 10. nsateh | <u>Athens</u> |
| 11. eibrutu | <u>Beirut</u> |
| 12. icnsoia | <u>Nicosia</u> |
| 13. ogobat | <u>Bogota</u> |
| 14. antehr | <u>Tehran</u> |
| 15. sloo | <u>Oslo</u> |

e	x	p	b	b	o	g	o	t	a	w	p	p
d	n	n	e	g	a	h	n	e	p	o	c	c
l	t	t	k	o	r	i	a	c	x	a	s	h
l	u	t	d	s	x	p	p	n	n	s	s	h
g	r	n	b	i	z	e	g	b	d	n	l	o
a	i	n	s	n	h	r	e	p	h	e	e	l
i	e	i	o	u	h	r	l	l	t	h	s	s
s	b	l	g	t	r	n	o	a	u	t	s	o
o	u	b	a	a	g	n	t	t	r	a	u	k
c	p	u	l	w	d	k	e	s	s	u	r	b
i	p	d	x	o	d	h	s	s	u	r	b	g
n	t	d	n	h	c	i	r	u	z	s	b	d
n	t	e	h	r	a	n	n	k	e	p	o	e

A There are 39 deliberate mistakes in this article. Write out the article correctly. You may need your dictionary.

On 6 March, 1475, **one** of the world's greatest painters and sculptors was **born** in Italy. **His** name was Michelangelo.

When Michelangelo was born, his parents were very poor, though at one time they had been one of the richest families in Florence. From his **early** days, Michelangelo wanted to **be** an artist. His parents **tried** to make him change his mind, but without **success**. They sent their son to the famous painter Ghirlandaio.

Later, Michelangelo entered the school for sculptors run **by** the **powerful** ruler of Florence, Lorenzo the Magnificent. Lorenzo was so impressed by the young **Michelangelo's** work that he took him into his **own** household. Michelangelo remained **there** **until** Lorenzo's death in 1492.

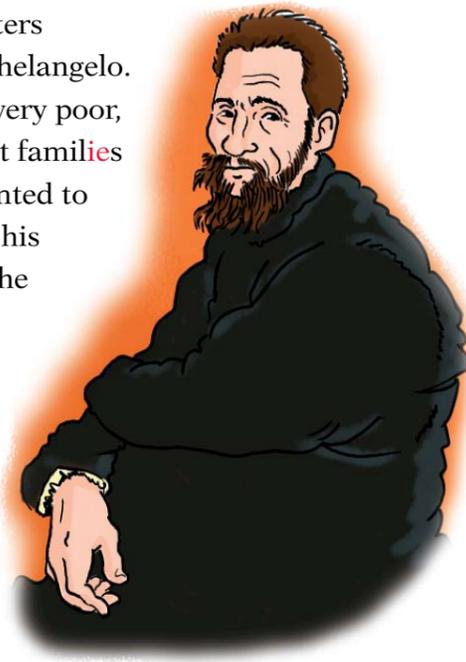
He was then called to the Vatican and was asked **to** work on a tomb that had to be **ready** for the Pope when he died.

In 1508, the Pope **ordered** him to decorate the **ceiling** of the Sistine Chapel in the Vatican. This work **took** him over four years, and is to this day one of the finest art **treasures** in the world.

Later, Michelangelo **designed** fortifications for the town of Florence, but his heart was in Rome, and he returned **there** in 1534.

The Pope **appointed** him chief sculptor, architect and painter to the Vatican. He **began** to paint his famous fresco, "The Last **Judgement**", on the end wall of the **Sistine** Chapel.

Michelangelo died in 1564 in Rome, but was **buried** in Florence.



A **conjunction** is a word used to join words, phrases and sentences together. It can come either at the start of a sentence or between groups of words in the sentence.

and	but	either (or)	neither (nor)	while
after	both	for	since	when
although	because	if	unless	whereas
as	before	least	until	yet

A Write the sentences, using conjunctions from the above list.

1. Anne passed her examination although she never seemed to study.
2. The referee looked at his watch before blowing his whistle.
3. The tenants hate the landlord because he is a cruel master.
4. Jin-Ho will sing if you play the piano.
5. Our cat has a long tail but a Manx cat has none.
6. He thought the book was stolen yet he had given it to his friend.
7. My brother is going to buy either a guitar or an MP3 player.
8. Since there is no electricity he will have to use candles.
9. When the wall is dry we shall begin painting.
10. The winner was neither proud nor boastful.

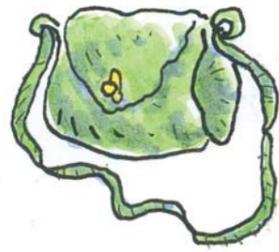


B Underline the conjunctions in these sentences

1. It rained all day and the boys remained indoors.
2. You will fail your test if you don't study.
3. Although I bought a ticket in the raffle I did not win.
4. Either you or I will have to drive the car.
5. I was terrified lest he should jump off the roof.
6. The car was speeding as it passed the school.
7. He will not go to school unless his mother brings him.
8. They started early so that they would finish in time for tea.
9. He speaks as if he knows everything.
10. I felt as though I had been there before.

Writing

A Choose one of the objects below. Write a description of the object using not more than ten single words, for example, small, plastic, and so on. (Do not mention the name of the object itself.) Test your friend to see if he or she can guess the object you have described.



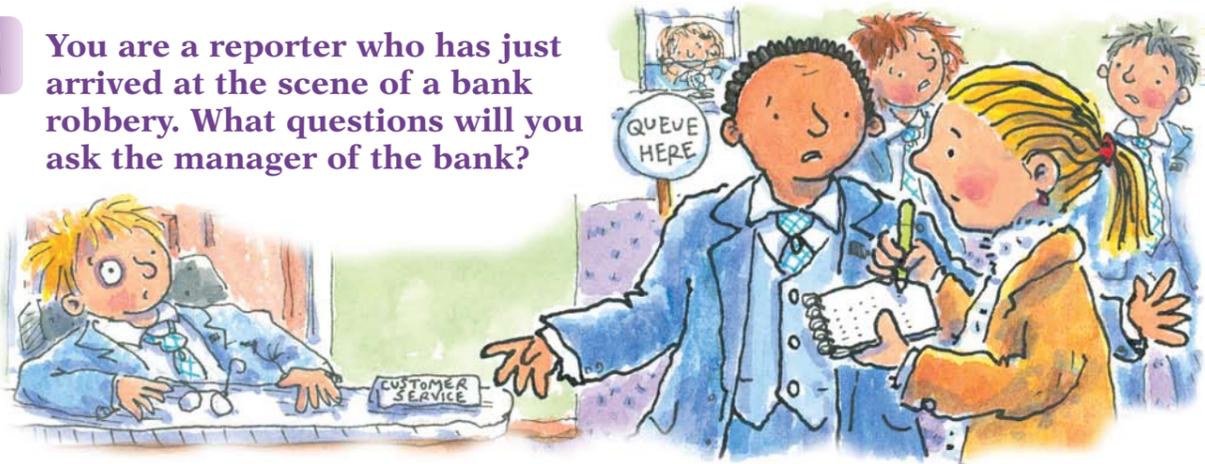
B You can only use twenty words to describe yourself. You must write sentences, not single words, for both your physical description and personality. Choose your words very carefully.



The man in the picture has just won the lottery! Write down ten adjectives you would use to describe how he might be feeling. Example: ecstatic.

D The same man has just realised that he has not got the correct numbers after all. Write down all the adjectives you would use to describe how he must be feeling now.

E You are a reporter who has just arrived at the scene of a bank robbery. What questions will you ask the manager of the bank?



F A genie has granted you five wishes. What will you wish for?

Language

Synonyms are words which are similar in meaning.
Examples: new (**modern**) laugh (**giggle**)

A Write two synonyms for each of these words.

- | | | |
|----------------------------------|----------------------------------|-----------------------------------|
| 1. help aid assist | 6. difficult hard complex | 11. friend pal chum |
| 2. dangerous risky unsafe | 7. sad unhappy glum | 12. big large huge |
| 3. brave bold fearless | 8. fear alarm dread | 13. stop cease halt |
| 4. still tranquil static | 9. empty vacant hollow | 14. tried attempted tested |
| 5. smell scent aroma | 10. round circular rotund | 15. quick fast rapid |

B Rewrite the sentences, using another word for nice.

agreeable	amiable	courteous
delightful	friendly	good
kind	polite	refined
dainty	fine	neat
tidy	trim	luscious
delicious	delicate	soft

- My father prepared a **delicious** meal of steak and onions.
- The duchess wore a **delightful** dress which had **dainty** floral patterns.
- The vines were drooping to the ground with **luscious**, ripe grapes.
- They were **friendly** people and they welcomed everyone to the wedding.
- The **courteous** schoolgirl helped the old lady across the road.
- It was a **fine** evening so the actor went for a walk with the **attractive** young lady.
- The beauty queen had a **delicate** soft complexion.
- The barber gave the young man a **tidy** haircut.

C Rewrite the sentences, using another word for lovely. (tasty, interesting, delicious, pretty, daring, thrilling, talented, beautiful).

- The lovely girl was wearing a **pretty** dress.
- It was a lovely day so we prepared a **delicious** picnic.
- The view from the mountain top is **beautiful**.
- The children listened to the **interesting** story.
- He performs some **daring** stunts in his latest film.
- Everybody agrees that she is a **talented** musician.
- It is a **thrilling** adventure tale set in the Amazon jungle.
- I ate a **tasty** dinner.



A Read the text.

The Pharos of Alexandria

The Pharos of Alexandria was one of the seven wonders of the ancient world. Standing over 122 metres high, it was the tallest lighthouse ever constructed, and it guided ships into Alexandria harbour for over 1,500 years.

The city of Alexandria in Egypt was founded by Alexander the Great in 332 BCE and was one of at least 17 cities he named after himself. The other cities are long gone, but the Egyptian Alexandria *flourished*, and is still an important centre for trade today.

After Alexander's death, Ptolemy, the Pharaoh of Egypt, ruled Alexandria. Under Ptolemy the city became *prosperous*, and very soon a lighthouse was required to guide the many trade ships into the busy harbour. The new lighthouse was to be built on the small island of Pharos, which lay just off the coast.

Ptolemy employed a Greek architect, Sostrates of Knidos, to design the building, and construction began in 290 BCE. By the time the lighthouse was complete, 20 years later, Ptolemy had died and his son, Ptolemy II was on the throne.

When the lighthouse was nearing completion, Sostrates asked permission to carve his name into the foundation stone. Ptolemy II refused, saying only his own name would appear on the building. So Sostrates chiselled an *inscription* bearing his own name into the foundation, then covered it with plaster, into which he chiselled an inscription bearing Ptolemy's name. Over the years, the plaster gradually chipped away, removing Ptolemy's name and *revealing* Sostrates'.

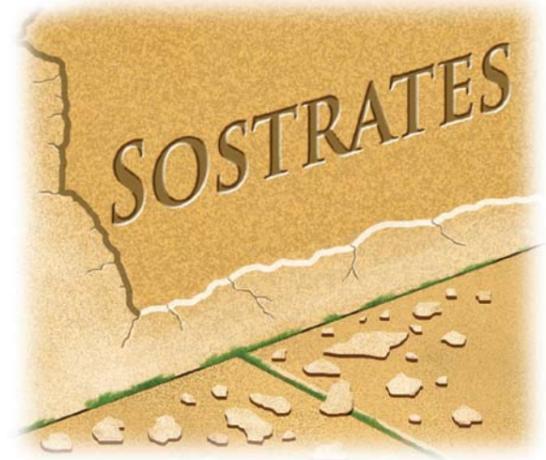
The new lighthouse was built on the island of Pharos, and soon the lighthouse became known as "Pharos" too. Being the largest and most famous lighthouse in the ancient world, the word "Pharos" came to be used in connection with lighthouses in general. In fact "Pharos" is the root of the word for "lighthouse" in several languages, including French, Italian and Spanish.

One of the reasons we know so much about the Pharos is that an Arab traveller wrote a detailed description of it nearly 850 years ago. The Pharos was square like a modern tower block, rather than cylindrical (like a modern lighthouse) and was constructed in three stages. At the top, a mirror reflected sunlight during the day, and a bonfire guided ships at night. Sadly, the Pharos was destroyed by an earthquake about 700 years ago.



A Answer these questions.

1. It was the tallest lighthouse ever built and it was in use for over 1500 years.
2. Alexander the Great.
3. Just off the coast of Egypt close to Alexandria.
4. To guide the many trade ships into the harbour.
5. Because it was on the island of Pharos.
6. Permission to carve his name into the lighthouse foundation stone.
7. In your own words, describe how Sostrates got what he wanted.
8. French, Italian and Spanish.
9. In your own words, describe the pharos lighthouse.
10. It was destroyed by an earthquake about 700 years ago.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you're unsure of their meaning.

C Write one word for each group of words in bold type. Example: The girl who played the drums had long hair. Drummer.

1. He **decided** to go to the concert.
2. The music festival was **postponed** until next week.
3. The pop singer **apologised** for arriving late.
4. The singer was **exhausted** at the end of the tour.
5. He is **recuperating** at the hospital.
6. The composer wrote his **autobiography**.
7. The festival of light opera is held **annually**.
8. The flowers were **artificial**.
9. During the performance smoking was **prohibited**.
10. Mozart's music is appreciated and played **globally**.

D Write a question which you would like to ask each of the following people.

1. An Olympic champion.
2. J.K. Rowling.
3. Neil Armstrong, the first person on the Moon.
4. A newsreader on television.

E Think of a person in the world you would most like to meet. Write ten questions you would ask him or her.

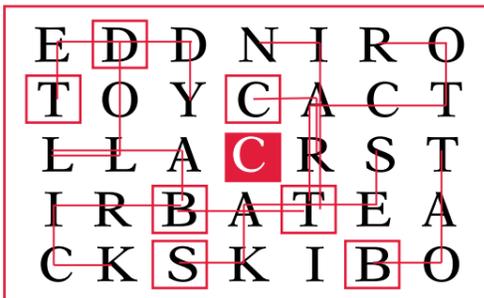
Language

Grammar

Adverbs are words that tell us more about a verb.
Most adverbs are formed by adding **ly** to adjectives.
Example: The bird sang **sweetly**.

A Starting with letters in squares and moving in any direction – up, down, right or left – find the names of nine toys.

car, doll, boat, bat, teddy, train, skates, tractor, ball.



B Brain Teaser.

Linda was in a room where there was just a bath.
The water was running and she couldn't turn the tap off.
There were no doors and no windows.
Linda didn't drown.
Why not?

She took the plug out.

C Alpha Crossword.
The first letter of each answer is written next to its clue in alphabetical order. Can you find the words, then fit them correctly into the grid?
The first letters of all the words have already been filled in.

A	C	O	R	N		S	I	P
R		N		E		M		U
G		E	V	E	N	I	N	G
U				D		L		
E	A	S	Y		P	E	A	R
		H		B				I
D	I	A	M	O	N	D		V
U		R		A		O		E
O	A	K		T	I	G	E	R

- A. Type of nut (5)
- A. Disagree (5)
- B. Used for travel on water (4)
- D. Precious gem (7)
- D. Animal often kept as a pet (3)
- D. A pair of singers (3)
- E. Not difficult (4)
- E. Night (7)
- N. Require (4)
- O. Tree (3)
- O. Single number (3)
- P. Fruit (4)
- P. A kind of small dog (3)
- R. Waterway (5)
- S. Large fish (5)
- S. Drink slowly (3)
- S. Grin (5)
- T. Striped animal (5)

A preposition is a word placed before a noun or pronoun. It shows the relationship between the noun or pronoun, and some other word in the sentence.
Example: The ball is **under** the table.
The relationship between **ball** and **table** is shown by the word **under**.

Common Prepositions	about	along	below	by	from	of	until
	above	among	beneath	down	in	to	up
	across	at	beside	during	into	till	upon
	after	before	between	except	near	towards	with
	against	behind	beyond	for	on	under	

A Write a paragraph about a day in your life and include as many prepositions as you can from the list above.

B Write the sentences and underline the prepositions.

- The gold was in an iron box under the floor.
- She received a letter from her friend in Paris.
- The girl stood near the bank of the river.
- John returned to work after a few days.
- The call of the bugle awoke me from my sleep.
- Fools rush in where angels fear to tread.
- Millions of years ago, dinosaurs roamed the Earth.
- The raft was swept downriver by the swift-flowing current.
- The hare ran across the field and disappeared through an opening in the ditch.
- Aba sat beside her friend during the concert.
- Before descending, the helicopter hovered above the ship.
- She left the office at three o'clock sharp and did not return.
- I hid behind the tree and watched the soldiers marching across the bridge.
- To whom were you speaking on the telephone?
- Many domestic animals were drowned during the flood.

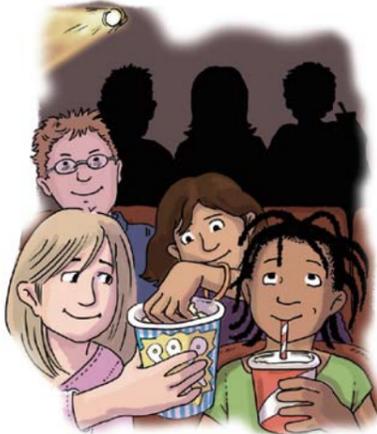


C Write an interesting sentence for each for these phrases.

- | | |
|---------------------------------|---|
| 1. accompanied <i>by</i> | 9. blamed <i>for</i> |
| 2. according <i>to</i> | 10. capable <i>of</i> |
| 3. accused <i>of</i> | 11. die <i>of</i> |
| 4. agree <i>with</i> (somebody) | 12. differ <i>from</i> |
| 5. agree <i>to</i> (something) | 13. disappointed <i>with</i> (somebody) |
| 6. aim <i>at</i> | 14. disappointed <i>in</i> (something) |
| 7. angry <i>with</i> | 15. disgusted <i>with</i> |
| 8. ashamed <i>of</i> | |

A This Movie Review has been typed by the journalist, but the capitals and full stops are missing. Rewrite the piece correctly.

Latest Movies' Review



I went to the movies last weekend to see the three latest November releases. On Friday night, I caught "The Summer of Madness", which was hardly appropriate to this season before Christmas. However, I did enjoy the weird dialogue between Dr. Bones and the patient who felt possessed by a witch. "Sit down for a spell", the doctor had joked.

Early on Saturday, I went to see "Throw Momma from the Train". This was an hilarious send up of Hitchcock's "Strangers on a Train". At the end I felt like singing the song, "Always Look on the Bright Side of Life". I loved the part where Danny De Vito hit Billy Crystal's head with a pan and shouted, "You lied".

Finally on Sunday, I checked out the new adaptation of Agatha Christie's novel, "Murder on the Orient Express". This movie was

shot during a cold, frosty February and while I thought Poirot's accent was more German than Belgian, I found the plot absolutely intriguing.

B Write a review for your school magazine of your favourite film.

C Write a list of your five favourite books or films.

D Fill out this form that you've just received from the Air Force. (You've just seen an alien spacecraft and alien arrive.)

Alien Sighting Report

Name: _____

Address: _____

Date of birth: _____

Occupation: _____

Where sighting occurred: _____

Time and date: _____

Description of alien: _____

What did it do? _____

What did you do? _____

Have you seen it since? _____

Signed: _____

Among or Between?

(i) **Among** is used when sharing something among more than two people.

Example: The teacher divided the sweets among the pupils.

(ii) **Between** is used when sharing something between two persons or things.

Example: The teacher divided the sweets between Tom and Pat.

A Write the sentences, using among or between.

1. Uncle Sunil shared the coins among Abdul, Bahir and Mahar.
2. Aunt Mary shared the sweets between David and Laura.
3. The miser found a gold ring among his coins.
4. Deepak left a little space between each word and the next.
5. The twins seldom agree between themselves.
6. The Irish Sea flows between England and Ireland.
7. The two pirates divided the treasure between them.
8. The captain divided the sweets among the players.
9. The young dancing couple shared the prize between them.
10. The coin was wedged between the two stones.



There or Their?

(i) **There** - used with verbs: is, are, was, were, has, have.

Examples: There is a pen on the table.

There was a pen on the floor.

(ii) **There** - sometimes means in or to that place.

Examples: I went there last week.

He did not know who was there.

(iii) **Their** means belonging to them - always followed by a noun.

Examples: I found their dog that was lost.

Their pet cat ran up the tree.

B Write the sentences, using there or their.

1. Are there any coins in the bag?
2. They put their bags over there.
3. Will their house ever be sold?
4. Some birds obtain their food by digging with their bills.
5. The whales seized their victims in their jaws and disappeared.
6. The teacher corrected their exercises.
7. We'll meet their relations there tomorrow.
8. She was there when it happened.
9. Scientists come to their village to study their customs.
10. Their school team took part in the concert.

A Read the story.

Hungry for Gold

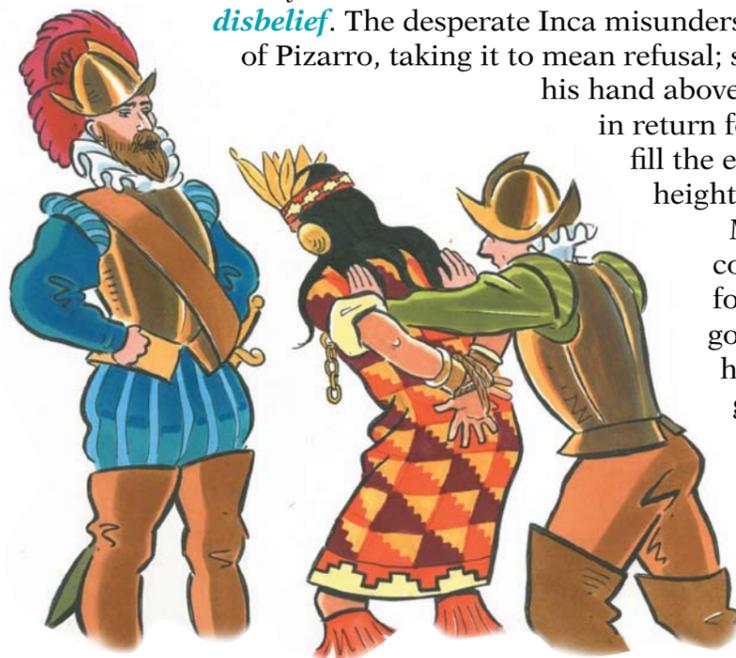
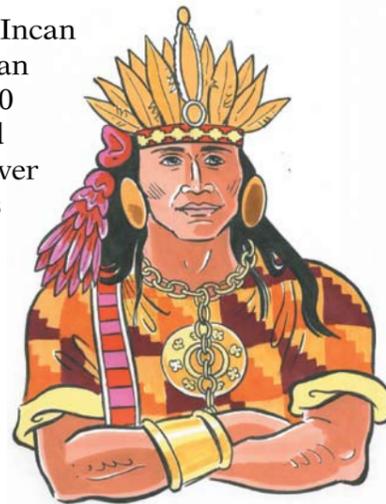
Stretching 4,000 kilometres along the coast of South America, the Incan empire of the sixteenth century was larger and better organised than any kingdom in Europe at the time. A road network of some 16,000 kilometres connected all parts, with messages being relayed to and fro by runners stationed every few kilometres along the way. For over one hundred years, a population of some seven million people was ruled by a single family of Incas, who had power of life and death over their *subjects*. Incas worshipped the sun and filled their temples with gold, which they called the “sweat of the sun”. The Inca, or king, was believed to be *descended* from the Sun god, and this explains the great power he held over his people.

A Spaniard, named Francisco Pizarro, had heard rumours about treasures of gold held by the Incas and was determined to find it and take it for himself. Hungry for gold, he set off for South America with a small force of 170 men. In 1533, after *enduring* great hardships, the Spaniards reached Peru, where the palace of the Incan King, Atahualpa, was located. The Incas were no match for Pizarro and his men, who easily cut them down with their guns. Atahualpa was captured and thrown into prison. What a *humiliation* this must have been for a king who once said: “In my kingdom no bird flies, no leaf quivers, if I do not will it.”

Sensing the Spaniard’s lust for gold, Atahualpa decided to bargain for his freedom. He began by offering to cover the floor of his prison cell with the precious metal. So large was this room that Pizarro was totally taken aback by the fabulous *ransom* offer and shook his head in *disbelief*. The desperate Inca misunderstood this *gesture* of Pizarro, taking it to mean refusal; so he now raised

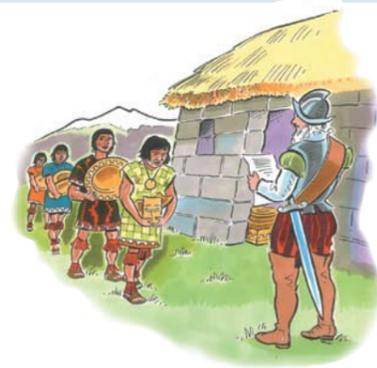
his hand above his head and said that, in return for his freedom, he would fill the entire room with gold to that height! A bargain was immediately struck.

Messengers were sent to the furthest corners of the empire with instructions for the collection and delivery of the gold. Within a month, the king’s subjects had filled the room one quarter full with gold. Atahualpa was true to his word; the Spaniards were not. Fearful of the *consequences* of releasing Atahualpa, the ruthless Pizarro ordered the execution of this last great Sun King of the Incas, on 29 August 1533.



A Answer these questions.

1. It stretched for 4,000 kilometres.
2. With a road network of some 16,000 kilometres.
3. He heard rumours of treasures of gold there.
4. He was believed to be descended from the Sun God.
5. He travelled by sea all the way from Spain.
6. He offered a wealth of gold in exchange.
7. He feared the consequences of releasing him.
8. Pizarro was a ruthless man. What six other words describe the type of person he was?
9. The Incan empire stretched along the length of the Andes mountains in south America. Use an atlas to locate this mountain range.
10. Find out more about the Incas of South America, and write a paragraph about them.



B Write the words in *italics* in interesting sentences of your own. Look up the words in your dictionary if you’re unsure of their meaning.

C Summarise the story in your own words and in about ten sentences.

D There is one error in each sentence. Write the sentence correctly.

1. The cunning fox ran off with a plump chicken.
2. The boy had rung the bell without first looking at the name on the door.
3. She should have gone to visit her grandmother yesterday.
4. You and I were very lucky to escape from the fire.
5. Tom or Kathleen must have taken the pen.
6. Erina is the smaller of the two girls.
7. The king did not know who had done the evil act.
8. He thought he had made a big mistake.
9. The artist’s work is much superior to mine.
10. It was not he who robbed the bank.

E Write the sentences, putting in the correct preposition (for, on, to, in, with, about, by, to.)

1. The artist took pride in his work.
2. The architect was opposed to the building plan.
3. I have the highest regard for my uncle.
4. He relied on his wife for strength.
5. I was disgusted with the man’s behaviour.
6. According to the doctor the patient was very ill.
7. The team was inspired by its captain.
8. The journalist wrote about the exciting motor race.

A There are 35 deliberate mistakes in the following passage. Write the correct words 1–35. You may need your dictionary.

Alexander Graham Bell

Alexander Graham Bell was born in Scotland in 1847. His father was a teacher of deaf-mutes, and Alexander himself showed a great interest in this work. Alexander's scientific training led him to investigate ways in which human speech could be sent by wire.

Tuberculosis was an incurable disease at that time which often proved fatal. The Bell family, unfortunately, were not to escape. Two of Alexander's brothers died as a result of tuberculosis, and Alexander, also, suffered from the disease. His father, hoping that a change of climate would help his son, decided in 1870 to move to Canada.

One year later, Alexander's father was invited to go to Boston, U.S.A. to train teachers of the deaf. He felt he was too old to accept the post, and sent his son along instead. Within two years of taking up the appointment, Alexander Graham Bell became a professor at Boston University.

Here, with the help of a man named Thomas Watson, Alexander experimented with electrical transmission of telegraph messages. Their discoveries led them to explore the possibilities of transmitting human speech.

J.P. Reis, a German scientist, had, in 1861, invented a machine which could transmit music and noise. He called his invention the telephone, but it could not transmit the human voice.

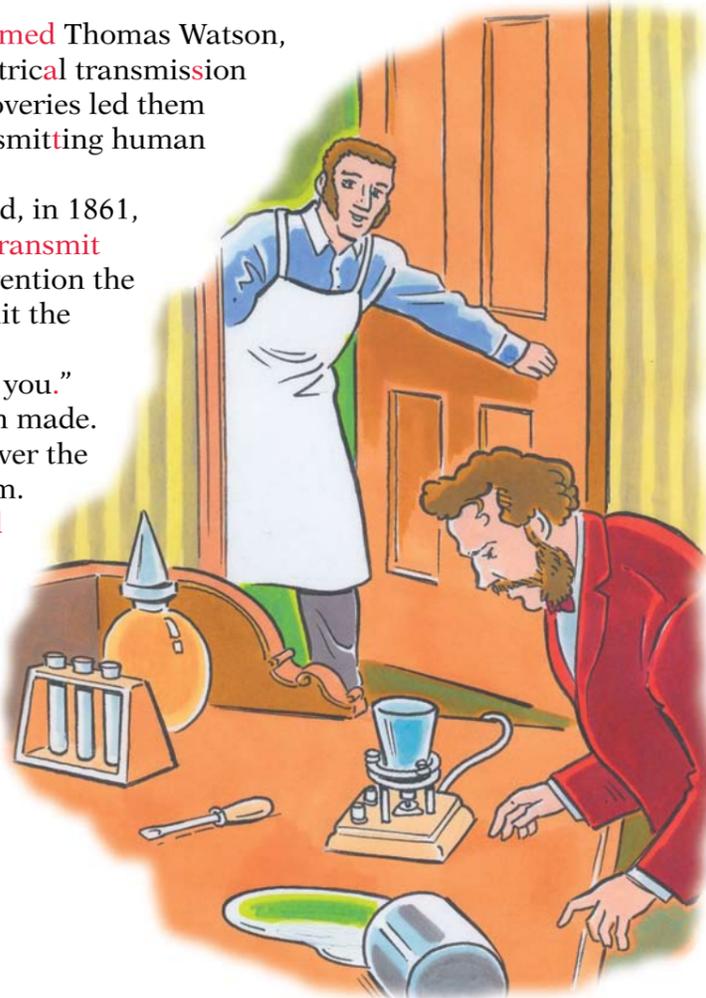
"Mr. Watson, come here, I want you."

The first telephone call had been made. Thomas Watson heard the voice over the telephone receiver in another room.

Alexander Graham Bell donated the money he made from his invention to the deaf, in whom he remained interested all his life.

In 1877 he married one of his students, Mabel Hubbard, who had been deaf from the age of four.

Alexander Graham Bell died on 2 August, 1922 having contributed much to the world of science.



Common errors to avoid

- (i) **Unique** has no comparative or superlative form.
Example: This book is unique.
- (ii) **Little, less and least** are used to denote quantity or amount.
Example: little milk, less sugar, less salt.
- (iii) **Few, fewer, fewest** are used to denote a number of people or things.
Example: few people, fewer corrections, fewer arrivals.
- (iv) **Elder, eldest** are used for persons of the same family.
Example: My elder sister is engaged.
- (v) **Older, oldest** can be used only for unrelated persons or things.
Example: This is the oldest car in the race.
She is the oldest inhabitant in the country.

A Write the sentences, choosing the correct form of the adjective.

1. The teacher said our school was unique.
2. Rani has the lighter end of the ladder.
3. The four best players are being dropped from the team.
4. Susan is the eldest member of the family.
5. Here is the most ancient antique in the museum.
6. Latif held the thicker end of the rope.
7. She takes a few lumps of sugar in her coffee.
8. She is the bigger of the twins.
9. Which is the taller, a giraffe or a camel?
10. The painting is as beautiful as the photograph.



B Write the words in bold type and write whether the word(s) are a noun, pronoun, adjective, verb, adverb, conjunction or preposition.

- | | |
|------------------------------------|--------------------------------|
| were verb | was claiming verb |
| we pronoun | over preposition |
| constriction noun | sign noun |
| nearing verb | our pronoun |
| and conjunction | emergency adjective |
| mouthpieces noun | mask noun |
| our pronoun | redouble verb |
| leave verb | They pronoun |
| strong propulsive adjective | then conjunction |
| at preposition | across preposition |
| We pronoun | hull noun |
| Elie Monnier's noun | they pronoun |
| weak adjective | as distraught adjective |
| lost verb | our pronoun |
| could verb | |

A

A Forest Fire

Imagine you are a member of the fire brigade.
Write a story about a forest fire you once had to tackle.
Use the help words and ideas in the box below.

on duty at the station emergency call
frantic citizen forest fire reported
team mobilised
quickly boarded our engines
sirens blaring bells ringing
through city streets
startled pedestrians and motorists
outskirts of city dense pall of smoke
pine forest ablaze fanned by the breeze
spreading rapidly houses under threat
terrified woodland animals
rabbits scurrying bounding deer
officer in command orders
rolled out the hoses
powerful surge of water
attacked the raging inferno
back-up units arrived
five exhausting hours inhaled smoke
fire under control finally extinguished
fatigued



B

A Lucky Find

Use the helpful words and ideas.



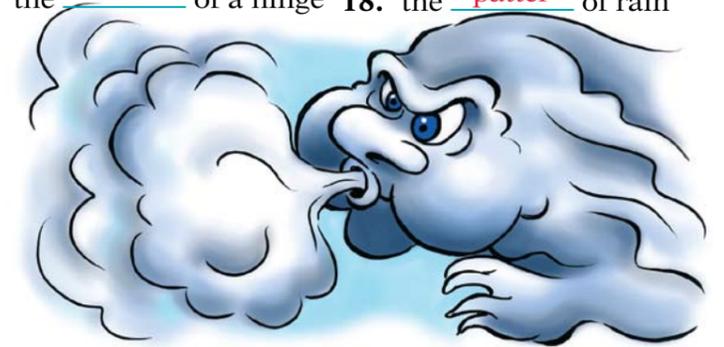
storm the previous night
went beachcombing long sandy beach
screeching gulls roar of the waves
lonely deserted sandunes
seaweed, driftwood, plastic containers
searched miles of shoreline
about to go home empty-handed
disappointed
just a few metres further
sheltered rocky cove
astonishment and delight
a yacht blown onto rocks
clambered on board examined
mooring ropes snapped
signs of storm damage
hauled yacht to safety
dashed homewards notified police
newspaper reporter photographs
grateful owner big reward

A

Descriptive sounds. Write each phrase in an interesting sentence.

murmur patter crack babble clatter creak howling bang blare
crackling call tinkle clink dripping booming clanking ring patter

- the murmur of a stream
- the babble of a stream
- the booming of a drum
- the blare of a trumpet
- the bang of a gun
- the ring of a telephone
- the call of a bugle
- the tinkle of glass
- the clanking of chains
- the clatter of hoofs
- the clink of coins
- the crackling of wood
- the crack of a whip
- the creak of a hinge
- the dripping of water
- the howling of the wind
- the patter of feet
- the patter of rain



B

Group terms. Write the group term.

bunch suit army clutch team cluster choir forest band
party bouquet suite fleet company troupe clump

- an army of soldiers
- a troupe of actors
- a team of players
- a troupe of dancers
- a choir of angels
- a band of sailors
- a choir of singers
- a band of musicians
- a party of friends
- a cluster of stars
- a bouquet of flowers
- a clutch of eggs
- a bunch of grapes
- a clump of trees
- a suit of clothes
- a suite of furniture
- a fleet of ships
- a forest of trees

C

Diminutive phrases. Write the missing word.

flake pat beam posy pinch ray blade morsel grain drop
sip wisp puff crumb pinch grain breath sip

- a grain of sugar
- a grain of sand
- a sip of tea
- a pinch of snuff
- a pinch of pepper
- a sip of water
- a pat of butter
- a crumb of bread
- a morsel of food
- a ray of sunshine
- a beam of light
- a wisp of wind
- a breath of air
- a flake of snow
- a drop of rain
- a puff of smoke
- a blade of grass
- a posy of flowers

A Commonly misspelt words. Write the correct spelling. Check your dictionary if unsure.

- | | | | |
|----------------------------|-------------------|-----------------------------|-------------------|
| 1. allready, already | <u>already</u> | 14. except, egcept | <u>except</u> |
| 2. altogether, alltogether | <u>altogether</u> | 15. exsperience, experience | <u>experience</u> |
| 3. ammount, amount | <u>amount</u> | 16. famaly, family | <u>family</u> |
| 4. Artic, Arctic | <u>Arctic</u> | 17. forty, farty | <u>forty</u> |
| 5. begger, beggar | <u>beggar</u> | 18. freind, friend | <u>friend</u> |
| 6. believe, beleive | <u>believe</u> | 19. guard, gaurd | <u>guard</u> |
| 7. beutiful, beautiful | <u>beautiful</u> | 20. heroe, hero | <u>hero</u> |
| 8. bicicle, bicycle | <u>bicycle</u> | 21. humor, humour | <u>humour</u> |
| 9. careful, carefull | <u>careful</u> | 22. interested, interrested | <u>interested</u> |
| 10. cheif, chief | <u>chief</u> | 23. jelous, jealous | <u>jealous</u> |
| 11. sentury, century | <u>century</u> | 24. meant, ment | <u>meant</u> |
| 12. dide, died | <u>died</u> | 25. minute, minite | <u>minute</u> |
| 13. disappear, dissappear | <u>disappear</u> | 26. prove, proove | <u>prove</u> |

B Walked and went are too frequently used in writing. In the following sentences choose a suitable verb from the given list to replace the verbs walked or went. Complete each sentence.

marched limped climbed strolled plodded prowled stepped
crawled raced wandered

- The defeated team plodded wearily.
- The soldiers marched quickly.
- The little baby crawled happily.
- The brave girl climbed courageously.
- The tightrope walker stepped cautiously.
- The leading athletes raced.
- The dark cat prowled silently.
- The lost explorer wandered aimlessly.
- Napoleon strolled triumphantly.
- The injured stallion limped painfully.



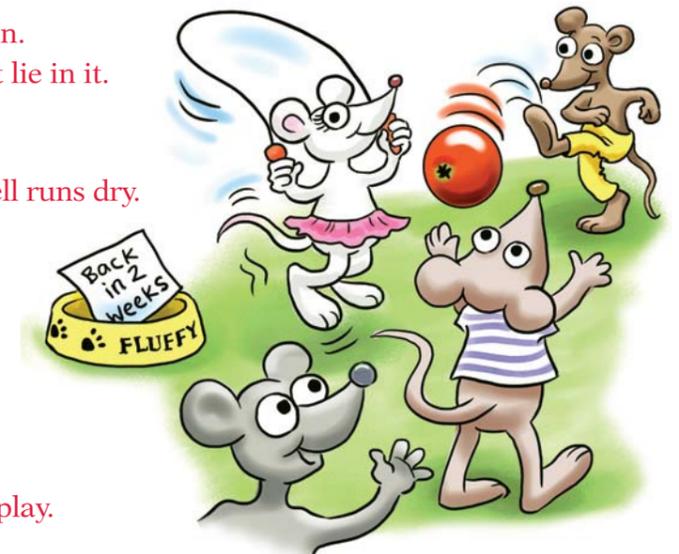
C In the list below, underline the words that give another word when spelled backwards. For example tap = pat; door = rood.

ship	bed	<u>was</u>	<u>room</u>	<u>loot</u>	<u>peels</u>	corn
<u>nib</u>	<u>now</u>	<u>ton</u>	<u>reed</u>	heel	moth	<u>draw</u>
cat	<u>ten</u>	pod	<u>loop</u>	<u>leer</u>	<u>rail</u>	
<u>top</u>	cup	cool	fool	<u>live</u>	gold	

A proverb is a wise saying which has been in use for hundreds of years.

A The proverbs have been mixed up. Write them out correctly.

- A bad workman blames his tools.
- Necessity is the mother of invention.
- As you make your bed so you must lie in it.
- Make hay while the sun shines.
- Half a loaf is better than none.
- We never miss the water till the well runs dry.
- A small leak can sink a great ship.
- Look before you leap.
- Silence gives consent.
- Enough is as good as a feast.
- Once bitten twice shy.
- More haste less speed.
- Hunger is the best sauce.
- When the cat's away the mice will play.
- Where there's a will there's a way.
- It's a long lane that has no turning.
- Too many cooks spoil the broth.
- Empty vessels make most sound.
- Discretion is the better part of valour.
- Great minds think alike.



B Write in your own words what each of these proverbs means.

- Let sleeping dogs lie.
- Every cloud has a silver lining.
- A good beginning is half the battle.
- A stitch in time saves nine.
- Every dog has its day.
- Better late than never.
- Out of sight out of mind.
- Birds of a feather flock together.
- When in Rome, do as the Romans.
- To kill two birds with the one stone.
- Practice makes perfect.
- No news is good news.
- A rolling stone gathers no moss.
- Don't count your chickens before they are hatched.
- The early bird catches the worm.
- One swallow does not make a summer.



Grammar

Idioms and colloquialisms are common expressions used frequently in conversation. They have a meaning different from that which appears at first sight.

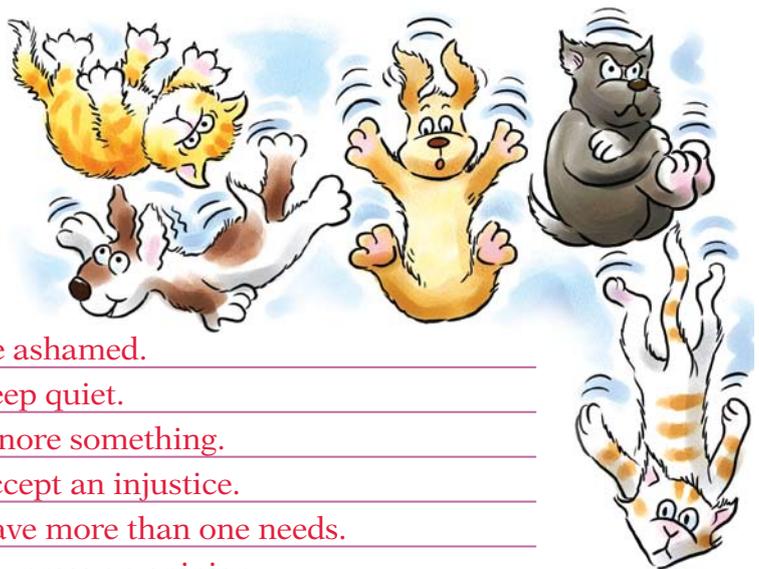
Examples:

- | | |
|-------------------------------|---------------------------|
| 1. See eye to eye. | to agree with a person. |
| 2. Turn a deaf ear. | not to listen. |
| 3. Fight tooth and nail. | to be very determined. |
| 4. By the skin of one's teeth | barely, narrowly succeed. |

A

The sentences below contain colloquialisms. They are in bold type. Re-write these with words which you think have the same meaning.

1. The audience **cheered very loudly** at the end of the performance.
2. It was **raining very hard**.
3. Jane **ran** to school **very quickly**.
4. Sunil was **his mother's favorite**.
5. When the teacher talked about the visit the class **listened carefully**.
6. Kim and Lin were always **arguing**.
7. Aditi's **was very scared** when she heard the strange voice.
8. The detective **became suspicious** when the thief told him where he had got the silver cup from.
9. Mr Smith **didn't tell wife** about his plans.
10. After getting all his spellings wrong, Alan had **to admit he hadn't studied**.



B

Write the meanings of the following idioms.

1. Hang one's head _____ **To be ashamed.**
2. To be tight-lipped _____ **To keep quiet.**
3. Turn a blind eye _____ **To ignore something.**
4. Turn the other cheek _____ **To accept an injustice.**
5. Armed to the teeth _____ **To have more than one needs.**
6. To hold one's tongue _____ **Not express an opinion.**
7. To take forty winks _____ **To have a small sleep.**
8. To be cold-blooded _____ **To be ruthless.**
9. Turn up one's nose _____ **Reject something as not good enough.**
10. Live from hand to mouth _____ **Survive on very little.**