English Skills
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Reading

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.

Activities

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.

E Pretend you lost your pet. Draw an eye-catching poster that you will post on the window in your local shop.
Rewrite the passages using the words from the lists.

A

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.

Grammar

Capital letters are used for:

a) The start of a sentence – My father works very hard.
b) The names of weekdays, months and festivals – The school is open from Monday to Friday.
c) The names of people, a title when used with a name, titles of relations when used with actual names – Mary Jones is my friend.
She shook hands with President McAleese.
He met his Aunt Mary in town.

Rewrite the sentences, putting in the capital letters.

A

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

B

1. My Aunt Kate travelled from London to Paris by train.
2. I ran until I thought I would collapse from exhaustion.
3. Thousands of German and French supporters travelled to Japan to see the game.
4. Shakespeare wrote the play “Julius Caesar”.
5. Everybody knows that Rio de Janeiro is a large city in Brazil.
7. We went to see the film “Shrek 2”.
8. The River Indus flows through Hyderabad.
9. I would like to read “Harry Potter”.
10. 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

2. Address
   Victoria Lane, York, England

3. Height
   1m 57cm

4. Weight
   40kg

5. Hair
   Brown

6. Eyes
   Green

7. Brothers
   2

8. Sisters
   None

9. Uncles
   6

10. Aunts
    3

11. School
    Victoria Secondary

12. Principal
    Mrs Booth

13. Class Teacher
    Mr Evans

14. Pupils
    785

B

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

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

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.

1. He _bought_ a new bicycle and _sold_ his old one.
2. I borrowed a book from the _private_ library as the _public_ library was closed.
3. The oranges were _plentiful_ but the prunes were _scarce_.
4. The cats _advanced_ along the street but when they saw the dogs they _retracted_.
5. The _exterior_ of the building was not as beautiful as the _interior_.
6. The main _entrance_ was guarded by police but I escaped through a side _exit_.
7. The timber was _rough_ but the plywood was _smooth_.
8. He pleaded _innocent_ in court but the jury found him _guilty_.
9. He dived in at the _deep_ end of the pool and swam to the _shallow_ end.
10. I was lucky to find a _vacant_ space in the car park and I _occupied_ it.
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?
Rewrite the passages using the words from the lists.

**A**

**Blackbeard:** The **infamous** pirate Blackbeard was a **huge** savage-looking man with a beard that **reached** halfway **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**

**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**

**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 **tied** himself **to** the ship’s **mast** so that he could experience the **terror** 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. 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.
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

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.

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

Write what the abbreviations mean.

<table>
<thead>
<tr>
<th>Co.</th>
<th>Company</th>
<th>Cl.</th>
<th>Close</th>
</tr>
</thead>
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<tr>
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</tr>
<tr>
<td>Rd</td>
<td>Road</td>
<td>Upr</td>
<td>Upper</td>
</tr>
</tbody>
</table>

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.

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 its 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.

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.
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.

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.

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.

“Strange”. Choose another word for “strange”.

surprising unfamiliar unusual haunted foreign novel eccentric peculiar

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

When you go to a zoo, one of the most 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 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.

Rewrite the passage using the words.

A

Write the passage using the words.

flippers pursued leave species congregate defending against

B

Write the passage using the words.

period people grasses interesting foraging any when frightening stay

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.

Grammar

A

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.

B

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.

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</table>

C

Write open night rodents tail crops now anything considered

common day diseases world
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
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
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.

1. The cornered fox _______ fiercely.
2. The old engine _______ noisily up the hill.
3. The hungry baby _______ all night long.
4. The rabbit _______ with terror as the trap _______ on his forelegs.
5. The horses _______ through the swollen river.
6. The huge wave _______ against the rocks.
7. The windows _______ loudly in the violent storm.
8. The explorers _______ slowly through the marshy ground.
9. The cat _______ from her basket by the fire when she _______ the mouse.
10. The alarm bell _______ the sailors from their sleeping cabins.
11. Slowly he _______ his way through the dense undergrowth.
12. 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

1. The _______ robin hopped from _______.
2. The _______ owl flitted across _______.
3. The _______ lark soared high in _______.
4. The _______ blackbird flew into _______.
5. The _______ eagle swooped down _______.
6. The _______ swan flapped her wings when _______.
7. The _______ seagull glided towards _______.
8. The _______ wren hopped along _______.

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

1. My mother _______ in hospital and my sisters _______ in school.
2. Her dress _______ black and her shoes _______ white.
3. The stockings _______ red and the coat _______ brown.
5. She _______ wrong and you _______ right.
6. They _______ cycling but Mary _______ walking.
7. She _______ frightened but I _______ not.
8. The boy _______ crying but his friends _______ laughing.
9. Her gloves _______ stolen when she _______ at the dance.
10. It _______ night and we _______ far from home.
Reading

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.

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.

Write the opposite of the words in italics.

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

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

Activities

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.

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.

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

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.

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) 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.

b) 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.

c) A _collective noun_ is the name of a group, collection of persons or things, considered as one complete whole.

Example: herd, crowd, swarm, pack.

d) 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.

1. Yasmin (p) and Rajan (p) went to the seaside (com).
2. Greece (p) is a country (com) in Europe (p).
3. She is a woman (com) of great intelligence (abs).
4. The chain (com) was made of gold (com).
5. The dog (com) likes to eat meat (com) and chew bones (com).
6. The depth (abs) of the river (com) was no problem to the diver (com).
7. Tom (p) uses a tractor (com) when ploughing, but John (p) uses a team (coll) of horses (com).
8. He managed to escape under the cover of darkness (abs).
9. Honesty (abs) is the best policy (abs).
10. A plague (abs) of locusts (com) ate all the wheat (com).
11. The boy (com) chopped wood (com) for the fire (com).
12. She travelled to Budapest (p) by train (com).
13. Rabbits (com) eat grass (com) but otters (com) eat fish (com).
14. We breathe air (com) into our lungs (com).
15. The fisherman (com) filled his basket (com) with fish (com).
16. A pack (coll) of hungry dogs (com) attacked the sheep (com).
17. The owner (com) of the hotel (com) is a friendly person (com).
18. Femi (p) kept his pet parrot (com) in a cage (com).
19. The ship (com) struck a reef (com) but the crew (com) was saved.
20. Many people (com) around the world (com) are working tirelessly for peace (abs).
21. It gave me great pleasure (abs) to introduce the speaker (com).
22. She witnessed the collision (abs) of two trains (com).
23. The floor (abs) was slippery.
24. I could see the anxiety (abs) in his face (com).
25. Scrooge (p) lived his life (abs) in misery (abs).
A proofreader is someone who checks that a piece of writing has no mistakes. One of the things they check for is spelling.

**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.

**Language**

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

**A**

Write another word for “said”. The words are scrambled.

1. ddade __ added __
2. maditde __ admitted __
3. avisde __ advised __
4. gradee __ agreed __
5. snaedwe __ answered __
6. stboaed __ boasted __
7. ragbde __ bragged __
8. mocplinaed __ complained __
9. carledde __ declared __
10. eqnuider __ enquired __
11. torpetsed __ protested __
12. makrrede __ remarked __
13. ortreted __ retorted __
14. sghide __ sighed __
15. eensder __ sneered __
16. gestgused __ suggested __
17. nware __ warned __
18. illeyed __ yelled __
19. oarred __ roared __
20. finommed __ informed __
21. mgrubedl __ grumbled __
22. clexaiedm __ exclaimed __
23. plexanied __ explained __
24. feconseds __ confessed __
25. wishpeder __ whispered __
26. asnrde __ snarled __
27. ttmueder __ muttered __
28. amoedn __ moaned __
29. urmedurm __ murmured __
30. wgorlde __ growled __

**B**

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

1. “The pain in my shoulder is getting worse,” groaned Abid.
2. “Your bike is not as good as mine,” jeered Lin.
4. “Good gracious!” exclaimed the lady, “I have lost my purse.”
5. “My leg is wedged between the boulders,” cried the injured man.
6. “Don’t make a sound,” whispered Mr. Reilly, “the baby is asleep.”
7. “I am going to win first prize,” claimed Sahira.
8. “I work long hours and you pay me little money,” complained the worker.
Reading

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.

Activities

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.
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  trapeze
2. agimanci  magician
3. snowcl  clowns
4. rife ertea  fire eater
5. glerjug  juggler
6. ghttipero  tightrope
7. igh tpo  big top
8. abatcro  acrobat
9. swastdu  sawdust
10. hte grin  the ring
The Eagle and the Daw

Once, a hungry eagle made a great find; he grinned like a lion. All the animals looked like lions. 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.

“If once an ass, always an ass!” growled the farmer and led him back to his stable.

Rewrite the passage using the words.

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.

“If once an ass, always an ass!” growled the farmer and led him back to his stable.

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 sun’s rays shone on the water’s surface.

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 Brown’s dog were killed last week.
4. The police officer’s helmet lay on the table.
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).

 Rewrite the full word(s) for these contractions.

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

 Rewrite the sentences using contractions.

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

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

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

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

A. The shepherd gave Francis a present of a ram.
B. The hero rescued the landlord from the giant.
C. The drake and the gander attacked the boy.
D. The manager ordered the waiter to serve the man.
E. The host and his son welcomed the duke.
F. The lion killed the cock.
G. The prince spoke to the mayor.
H. The bachelor visited the abbot.
I. The actor and the steward spoke to the emperor.
J. Joseph’s grandfather was once a governor.

 Rewrite the sentences, changing the masculines into feminines.

A. The instructress is my sister.
B. The mistress is my mother.
C. The ewe attacked the girl.
D. The mayoress talked to the group of ladies.
E. The heiress to the estate had three daughters.
F. The queen leads her army into battle.
G. Her niece married in Rome last week.
H. The waitress served her mother-in-law.
I. The hind ran through the forest.
J. The traitress betrayed her country.
Activities

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.

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

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.
**Phonics**

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

1. The written life of a person. __________
2. The ridge over the eyes. __________
3. The rounded stem or shoot of an onion. __________
4. A writing-desk. __________
5. The name of the bear in Jungle Book. __________
6. A farmer’s store house. __________
7. Perfect happiness. __________
8. To cut in halves. __________
9. A million million. __________
10. The science of life. __________
11. A place to sleep in a ship. __________
12. A drone is one. __________

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

1. A European country. __________
2. This animal has spines for defence. __________
3. A small piece of cloth. __________
4. Very unpleasant. __________
5. The study of coats of arms. __________
6. A plant used for flavouring. __________
7. A large shed where aircraft are kept. __________
8. A mouth organ. __________
9. A floor of or near a fireplace. __________
10. A river-horse. __________
11. A flat shape with six sides. __________
12. With an empty space inside. __________

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

1. strech, fractur, fourth ____________ ____________
2. imposible, jostel, journey ____________ ____________
3. laughtir, luxery, monthly ____________ ____________
4. Arctic, Olympick, piller ____________ ____________
5. rowdey, scoop, shortin ____________ ____________
6. slippery, steadey, startel ____________ ____________
7. vaccume, voluntary, wafer ____________ ____________
8. sheikh, beleive, recieve ____________ ____________
9. popular, postege, porridge ____________ ____________
10. cmmotion, caskit, biscuite. ____________ ____________

**Grammer**

**A** Pronouns are small words which take the place of nouns.

Example: The boy read the book. He read it from cover to cover.

- him
- we
- them
- yours
- these
- those
- any
- us
- theirs
- this
- which
- whom

**B** 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.

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

1. The passenger who left Paris airport at six arrived in Rome an hour later.
2. The man who brought the cake is in the kitchen.
3. The police officer who rescued the old man was awarded a medal for bravery.
4. The boy who stole the apples was caught by the gardener.
5. The politician who appeared on television defended the government.
6. The child who ran across the road was knocked down by a car.
7. The girl who trained every day won the gold medal.
8. The surgeon who did the operation spoke to the patient that evening.
9. The little boy who lost his schoolbag was crying in the yard.
10. The centre forward who scored the goal was congratulated by his captain.
A **Write a short letter to a friend, inviting him or her to your birthday party.**

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

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

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.

---

**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.

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**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 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 __________ 6. content __________ 11. aware __________
2. obey __________ 7. polite __________ 12. pure __________
3. selfish __________ 8. loyal __________ 13. direct __________
4. disadvantage __________ 9. order __________ 14. modest __________
5. patient __________ 10. happy __________ 15. lock __________

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

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

**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.

<table>
<thead>
<tr>
<th>oceans</th>
<th>contain</th>
<th>invisible</th>
<th>Antarctic</th>
<th>least</th>
<th>various</th>
<th>heat</th>
<th>evaporated</th>
<th>leave</th>
<th>prove</th>
<th>rivers</th>
<th>millions</th>
</tr>
</thead>
</table>

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 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.

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E

**Grammar**

**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.**

<table>
<thead>
<tr>
<th>black</th>
<th>yellow</th>
<th>brown</th>
<th>evergreen</th>
<th>grey</th>
<th>hazel</th>
<th>red</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>tawny</td>
<td>purple</td>
<td>friendly</td>
<td>fair-haired</td>
<td>blue</td>
<td>piebald</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The gardener sprayed the red roses.
2. The brown leaves withered and died.
3. The piebald horse jumped over the fence.
4. The elephant has white ivory tusks.
5. The yellow daffodils waved in the evening breeze.
6. The black beetle crawled under a mossy rock.
7. The bog was covered with clumps of purple heather.
8. The evergreen firs covered the mountainside.
9. The Vikings were fair-haired warriors.
10. The tawny owl hooted in the pine forest.
11. The squirrel cracked the hazel nuts.
12. The friendly dolphins swarmed around the boat.
13. A grey mist hung over the valley.
14. 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 nice day.
2. It was a fabulous show.
3. She is a lovely person.
4. I like sweet things.
5. They are nice people.
6. Sanjay had a marvellous time.
7. The dress had pretty colours.
8. It was a very good game.
9. The bad witch was very cruel.
10. The brave hunter tracked the big animal.
Writing

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

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.

Proofread this ‘zany’ weather forecast. Rewrite the article correctly.

No fair weather ahead this weekend folks. I’m afraid it’s bitten down the hatches time as a storm of cats, dogs and elephants will strike on Friday night. Trees, houses even dinosaurs will be uprooted 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

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

<table>
<thead>
<tr>
<th>Fear</th>
<th>Happiness</th>
<th>Anger</th>
<th>Sadness</th>
</tr>
</thead>
<tbody>
<tr>
<td>frightened</td>
<td>jolly</td>
<td>cross</td>
<td>lonesome</td>
</tr>
<tr>
<td>scared</td>
<td>delighted</td>
<td>annoyed</td>
<td>sorrowful</td>
</tr>
<tr>
<td>apprehensive</td>
<td>cheerful</td>
<td>vexed</td>
<td>miserable</td>
</tr>
<tr>
<td>terrified</td>
<td>joyful</td>
<td>furious</td>
<td>gloomy</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>tribe</th>
<th>river</th>
<th>shoe</th>
<th>clock</th>
<th>chair</th>
<th>bottle</th>
<th>saw</th>
<th>needle</th>
<th>hill</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the leg of a</td>
<td>chair</td>
<td>6. the teeth of a</td>
<td>saw</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. the brow of a</td>
<td>hill</td>
<td>7. the eye of a</td>
<td>needle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. the tongue of a</td>
<td>shoe</td>
<td>8. the face of a</td>
<td>clock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. the mouth of a</td>
<td>river</td>
<td>9. the head of a</td>
<td>tribe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. the neck of a</td>
<td>bottle</td>
<td>10. the ear of</td>
<td>corn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Places.

<table>
<thead>
<tr>
<th>vineyard</th>
<th>aviary</th>
<th>court</th>
<th>gallery</th>
<th>hospital</th>
<th>hold</th>
<th>nursery</th>
<th>zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A ship’s cargo is kept in a</td>
<td>hold</td>
<td>6. Birds are kept in an</td>
<td>aviary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Plays are performed in a</td>
<td>theatre</td>
<td>7. Tennis is played on a</td>
<td>court</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Young shrubs are grown in a</td>
<td>nursery</td>
<td>8. Money is made in a</td>
<td>mint</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Paintings are kept in a</td>
<td>gallery</td>
<td>9. Operations are performed in a</td>
<td>hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Wild animals are kept in a</td>
<td>zoo</td>
<td>10. Grapes are grown in a</td>
<td>vineyard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 are often fastened down to prevent them from falling over when the building shakes.

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.
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 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.

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 chewing and chewing food, everything eaten must be swallowed whole. The amazing reptile can 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.

B

Write the missing words.

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

Grammar

Adjectives formed from proper nouns begin with capital letters. Example: The Spanish footballer married the Mexican dancer.

A

Write the sentences, inserting the adjectives.

1. The shopkeeper bought a chest of Indian tea.
2. My aunt has a Siamese cat and a Scottish sheepdog.
3. I enjoy American movies and Italian operas.
4. The Chinese restaurant serves Danish cheese and French wines.
5. The Russian Government expelled the British diplomat.
6. We flew over the Welsh mountains and the Irish Sea.
7. The lady bought an expensive Parisian perfume.
8. Switzerland is famous for its Alpine perfume.
9. The actress lived in a comfortable apartment.
10. I enjoyed the music on the train.

B

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

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

C

Write the sentences with adjectives formed from the nouns.

1. The influential lady helped the poor.
2. The jovous occasion was marred by heavy rain.
3. The old beggar was a pitiful sight to behold.
4. The dangerous warrior brandished his sword.
5. We were outnumbered and the situation was hopeless.
6. The Courageous man dived into the river and saved the girl.
7. She is a charitable lady.
8. The actress lived in a luxurious apartment.
9. The obedient child went to bed.
10. The victorious team paraded around the town.
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.)

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
depth 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

Suffixes
A suffix is a group of letters added at the end of a word to form a new word.
Example: hopeless, assistant, hillock.

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

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

1. The prisoner of war tunnelled his way to free __dom__.
2. In order to start the machine you must push the lever in a clock__wise__ direction.
3. Martin Luther was the founding father of protestant__ism__.
4. The home__less__ man was given shelter for the night.
5. She was a very hard-working and efficient manager__ess__.
6. He rang the office to in__form__ his employer that he was ill.
7. She sat down in a comfort__able__ armchair and read the newspaper.
8. The mission__ary__ devoted his life to working for the poor.
9. They listened attentively as the story began to un__fold__.
10. A cure for the ill__ness__ has been discovered late__ly__.

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

1. She earned a __hood__ as a solicitor.
2. There will be many __ful__ candidates in the next election.
3. The __care__less gambler lost a fortune in Las Vegas.
4. Our babysitter is a very __able__ person.
5. The pupil was given extra homework because of his __ish__ behaviour.
6. The __ive__ model wore a beautiful evening dress.
7. The musician played a __ment__ of the symphony.
8. The orchestra played the first __ment__ of the symphony.
9. The motorist was heavily fined for __ous__ driving.
10. The brave __ion__ of the fireman saved many lives.
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

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>shark</td>
<td>dolphin</td>
<td>whale</td>
<td>porpoise</td>
<td>squid</td>
<td>catfish</td>
<td>jellyfish</td>
<td>starfish</td>
<td>ray</td>
<td>oyster</td>
<td>eel</td>
</tr>
</tbody>
</table>
Writing

Choose the most suitable interjections to fill the blank spaces.

<table>
<thead>
<tr>
<th>Stop!</th>
<th>Bravo!</th>
<th>Open up!</th>
<th>Alas!</th>
<th>Hello!</th>
<th>Oh!</th>
<th>Hush!</th>
<th>Good gracious!</th>
<th>Halt!</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td><em>Hush</em>!</td>
<td>Don't make a sound.</td>
<td>9.</td>
<td><em>Bravo</em>!</td>
<td>Who goes there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><em>Ouch</em>!</td>
<td>That hurts.</td>
<td>10.</td>
<td><em>Open up</em>!</td>
<td>Police on duty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><em>Alas</em>!</td>
<td>He died young.</td>
<td>11.</td>
<td><em>Stop</em>!</td>
<td>Road blocked.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><em>Hurrah</em>!</td>
<td>We have won the cup.</td>
<td>12.</td>
<td><em>Oh</em>!</td>
<td>The little girl is crying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><em>Good gracious</em>!</td>
<td>What is that?</td>
<td>13.</td>
<td><em>Shame on you</em>!</td>
<td>You pinched me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Write the exclamations which the following people might make.
Example answer:
1. Come on, faster!
2. Stop, it's hot!
3. Amazing!
4. What a wash out!
5. Pass the ball!
6. Smoking kills!
7. Hurrah, great race!
8. Slow down!

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

1. What gets wetter the more it dries?
2. What gets bigger the more you take from it?
3. Which is heavier: a kilogram of stones or a kilogram of feathers?
4. What is made dirty by washing?
5. What goes up and never comes down?
6. Where does a fish keep its money?
7. Where did the zebra cross the road?

Grammar

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.

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

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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>2. bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>3. little</td>
<td>smaller</td>
<td>smallest</td>
</tr>
<tr>
<td>4. much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>5. old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>6. late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>7. up</td>
<td>upper</td>
<td>uppermost</td>
</tr>
<tr>
<td>8. far</td>
<td>farther</td>
<td>farthest</td>
</tr>
</tbody>
</table>

Write the sentences, choosing the correct words.

1. This boy made the _least_ number of errors.
2. Hari was _more cautious_ than his brother.
3. The carpenter sawed off the _roughest_ end of the log.
4. There were _fewer_ spectators than runners at the sports stadium.
5. He is the _smallest_ boy in the choir.
6. The _better_ team won the rugby final.
7. Hana is the _younger_ of the two girls.
8. My _eldest_ sister is in hospital.
**Poetry**

**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!

<table>
<thead>
<tr>
<th>Trees</th>
<th>Leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees are friendly</td>
<td>Leaves are waving</td>
</tr>
<tr>
<td>Trees are</td>
<td>Leaves are whispering</td>
</tr>
<tr>
<td>Trees are</td>
<td>Leaves are</td>
</tr>
<tr>
<td>Trees are</td>
<td>Leaves are</td>
</tr>
<tr>
<td>Trees are</td>
<td>Leaves are</td>
</tr>
<tr>
<td>Trees are</td>
<td>Leaves are</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Ghosts</th>
<th>Dragon</th>
<th>Unicorn</th>
<th>Fairy</th>
<th>Troll</th>
</tr>
</thead>
</table>

**D** Illustrate your poems.

---

**Language**

**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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Same</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>rich</td>
<td>wealthy</td>
<td>poor</td>
</tr>
<tr>
<td>kind</td>
<td>thoughtful</td>
<td>mean</td>
</tr>
<tr>
<td>fat</td>
<td>plump</td>
<td>thin</td>
</tr>
<tr>
<td>bitter</td>
<td>sour</td>
<td>sweet</td>
</tr>
<tr>
<td>meek</td>
<td>mild</td>
<td>arrogant</td>
</tr>
<tr>
<td>round</td>
<td>circular</td>
<td>flat</td>
</tr>
<tr>
<td>end</td>
<td>finish</td>
<td>start</td>
</tr>
<tr>
<td>hard</td>
<td>solid</td>
<td>soft</td>
</tr>
<tr>
<td>courageous</td>
<td>brave</td>
<td>cowardly</td>
</tr>
<tr>
<td>permit</td>
<td>allow</td>
<td>forbid</td>
</tr>
</tbody>
</table>

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

**D** Use these similes to make interesting sentences.

1. As quick as lightning.
2. As clean as a new pin.
3. As clear as crystal.
4. As silent as the grave.
5. As busy as an ant.
6. As soft as putty.
7. As fast as a hare.
8. As black as coal.
9. As heavy as lead.
10. As fresh as a daisy.
11. As swift as a deer.
12. As graceful as a swan.
13. As poor as a church mouse.
14. As weak as water.
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 togethe, 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 agressive instincts were focussed on each other. His brother.

Slowly.

10. As a nightmare.

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.

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Slowly.

10. As a nightmare.

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 agressive instincts were focussed on each other.
7. His brother.
8. Write another title for the story.
10. As a nightmare.

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

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

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

1. A __ of bears
2. A __ of chickens
3. A __ of birds
4. A __ of geese
5. A __ of elephants
6. A __ of rabbits
7. A __ of insects
8. A __ of whales
9. A __ of herring
10. A __ of monkeys
11. A __ of foxes
12. A __ of oxen
13. A __ of puppies
14. A __ of rooks
15. A __ of horses
A

Write the passage using the words.

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.

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?

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.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>argue</td>
<td>apology</td>
<td>apologise</td>
<td>success</td>
<td>succeed</td>
<td>memory</td>
<td>memorise</td>
<td>entrance</td>
<td>enter</td>
<td>discussion</td>
<td>discuss</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>laughter</td>
<td>laugh</td>
<td>generator</td>
<td>generate</td>
<td>hesitation</td>
<td>hesitate</td>
<td>complaint</td>
<td>complain</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>failure</td>
<td>fail</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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. eye
2. eve
3. noon
4. Eve
5. Eve
6. One
7. Eve
8. eye
9. Eve
10. Eve
11. One
12. Eve

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!”
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 and they needed to save power. 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.”

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

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.

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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**

Write the story using the words.

<table>
<thead>
<tr>
<th>life</th>
<th>kidnapped</th>
<th>abolished</th>
<th>published</th>
<th>sea</th>
<th>trade</th>
<th>business</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>buy</td>
<td>officer</td>
<td>campaigning</td>
<td>across</td>
<td>adventure</td>
<td></td>
</tr>
</tbody>
</table>

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 and returned to sea. 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.

**B**

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.

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

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

1. They had come from miles around to attend the festival.
2. As soon as he had eaten his meal he ran out the door.
3. We had swum as far as the island in the river before he spoke.
4. The sheriff knew that the horse had been stolen.
5. The boy had lain there for hours.
6. If I had gone for the doctor in time the man would not have frozen to death.
7. The old man knew that his daughter had won the prize.
8. When I had drawn the sketch I gave it to the lady.
9. She wrote a letter to her friend but had forgotten to post it.
10. The bicycle which he rode had been stolen.
11. The boy ran away after he had broken the window.
12. No sooner had he risen than a fat rabbit ran across the field.
13. He had scarcely awakened when it began to snow.
14. The coat he chose to buy was torn.
15. 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 ...

**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.

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

**B**

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

- sturdy
- steady
- fresh
- large
- easy
- right
- tough
- cold

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

**C**

Complete the following sentences by adding striking similes.

1. The rays of light from the camera penetrated the darkness like ________.
2. The shark’s fin cut through the water like ________.
3. The diver emerged, gasping and snorting like ________.
4. The sharks glided past like ________.
5. The submarine rose like ________.
6. The icy waters pierced my body like ________.
7. The ship’s shadow passed overhead like ________.
8. Dumas resolutely faced his enemy as though ________.
9. A dark shadow fell across us and it seemed as if ________.
10. The men emerged from the water, tired and exhausted, as if ________.
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 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 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.

**Activities**

**A** Read the text.

**B** Write the words in *italics* in interesting sentences of your own.

**C** Wordsearch.

How many musical instruments can you find in the wordssearch?

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. argument 2. baloon 3. beleive 4. colledge 5. heavan 6. heros 7. jewellery 8. lightening

**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, **coyol**. (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**.

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

Complete the following.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td><strong>heavily</strong></td>
<td>happy</td>
<td><strong>happily</strong></td>
<td>skilful</td>
<td><strong>skilfully</strong></td>
</tr>
<tr>
<td>faithful</td>
<td><strong>faithfully</strong></td>
<td>certain</td>
<td><strong>certainly</strong></td>
<td>short</td>
<td><strong>shortly</strong></td>
</tr>
<tr>
<td>humble</td>
<td><strong>humbly</strong></td>
<td>skilful</td>
<td><strong>skilfully</strong></td>
<td>simple</td>
<td><strong>simply</strong></td>
</tr>
<tr>
<td>obedient</td>
<td><strong>obediently</strong></td>
<td>weary</td>
<td><strong>wearily</strong></td>
<td>hopeful</td>
<td><strong>hopefully</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1. The doors were closed **hurriedly**.
2. The boy broke the window **accidentally**.
3. The cat was lying **peacefully** beside the fire.
4. The judge listened **carefully** to the jury's verdict.
5. Mina played the piano **skillfully** and Amira danced **gracefully**.
6. Our aunt comes to visit us **occasionally**.
7. I visit my aunt **regularly**.
8. She spoke **angrily**.
9. The driver drove the bus **cautiously**.
10. Finally the wedding day arrived.
**Writing**

**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.
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.
10. John went to see the ballet “Swan Lake”.

---

**Language**

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

**A**

Write a homonym for each of these words.

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

**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 __________ the clothes away.
2. The wedding couple walked down the __________.
3. The bank reported a healthy __________.
4. The hunter asked if he __________ find a squirrel in the __________.
5. The customer paid by __________.
6. The front __________ of the bicycle wasn’t working.
7. A building __________ can be very dangerous.
8. The police arrived at the accident __________.
9. The team celebrated a __________ victory.
10. The boat was __________ along the __________.
11. The golf __________ was extremely difficult.
12. The school __________ addressed the assembly.
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 Dharamsala. 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.
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.
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.

C
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)

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

A
Write two synonyms for each of these words.

B
Rewrite the sentences, using another word for nice.

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

B
Rewrite the sentences, using another word for lovely.

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

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.

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.

1. It was the tallest lighthouse ever built and it was in use for over 1500 years.
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10. It was destroyed by an earthquake about 700 years ago.

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

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

Think of a person in the world you would most like to meet. Write ten questions you would ask him or her.
A **Adverbs** are words that tell us more about a verb. Most adverbs are formed by adding *ly* to adjectives. Example: The bird sang *sweetly*.

B **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. Type of nut (5)
B. Used for travel on water (4)
C. Precious gem (7)
D. Animal often kept as a pet (3)
E. Not difficult (4)
F. A kind of small dog (3)
G. Drink slowly (3)
H. Grin (5)
I. Not difficult (4)
J. Night (7)
K. Require (4)
L. Waterway (5)
M. A pair of singers (3)
N. Single number (3)
O. A kind of small dog (3)
P. Fruit (4)
P. A kind of small dog (3)
Q. Accused of (6)
R. Accused of (6)
S. Grin (5)
T. Striped animal (5)
U. Large fish (5)
V. Waterway (5)
W. Drink slowly (3)
X. Large fish (5)
Y. Drink slowly (3)
Z. Assumed (4)

---

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.**

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

---

C **Write an interesting sentence for each for these phrases.**

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

**C** Write a review for your school magazine of your favourite film.

**D** Write a list of your five favourite books or films.

**Language**

**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.

**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.

**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: ________________________

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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.

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.

E 

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

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.

Grammar

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.

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

1. The teacher said our school was a 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.

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

- were verb
- we pronoun
- constriction noun
- nearing verb
- and conjunction
- our pronoun
- leave verb
- strong propulsive adjective
- at preposition
- We pronoun
- Elie Monnier's noun
- weak adjective
- lost verb
- could verb

was claiming verb
over preposition
our pronoun
emergency adjective
mask noun
redouble verb
They pronoun
then conjunction
across preposition
hull noun
they pronoun
as distraught adjective
our pronoun
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

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

1. already, allready
2. altogether, alltogether
3. ammount, amount
4. Artic, Arctic
5. begger, beggar
6. believe, belive
7. beautifull, beautiful
8. bicycle, bicycle
9. careful, carefull
10. cheif, chief
11. sentury, century
12. dide, died
13. disappear, disseapear

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 prowled wandered

1. The defeated team ___plodded___ wearily.
2. The soldiers ___marched___ quickly.
3. The little baby ___crawled___ happily.
4. The brave girl ___climbed___ courageously.
5. The tightrope walker ___stepped___ cautiously.
6. The leading athletes ___raced___.
7. The dark cat ___prowled___ silently.
8. The lost explorer ___wandered___ aimlessly.
9. Napoleon ___strolled___ triumphantly.
10. The injured stallion ___limped___ painfully.

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

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

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

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

1. A bad workman blames his tools.
2. Necessity is the mother of invention.
3. As you make your bed so you must lie in it.
4. Make hay while the sun shines.
5. Half a loaf is better than none.
6. We never miss the water till the well runs dry.
7. A small leak can sink a great ship.
8. Look before you leap.
10. Enough is as good as a feast.
11. Once bitten twice shy.
12. More haste less speed.
13. Hunger is the best sauce.
14. When the cat’s away the mice will play.
15. Where there’s a will there’s a way.
16. It’s a long lane that has no turning.
17. Too many cooks spoil the broth.
18. Empty vessels make most sound.
19. Discretion is the better part of valour.
20. Great minds think alike.

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

1. Let sleeping dogs lie.
2. Every cloud has a silver lining.
3. A good beginning is half the battle.
4. A stitch in time saves nine.
5. Every dog has its day.
7. Out of sight out of mind.
9. When in Rome, do as the Romans.
10. To kill two birds with the one stone.
11. Practice makes perfect.
12. No news is good news.
13. A rolling stone gathers no moss.
14. Don’t count your chickens before they are hatched.
15. The early bird catches the worm.
16. One swallow does not make a summer.
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.

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.