

English

Homework



Book 18

Name _____ Class _____



Homework 1

- **Adjectives** have three forms:

The ordinary adjective is called the positive form e.g. big

The comparative form is when we compare two objects e.g. bigger.

The superlative form is when we compare more than two objects e.g. biggest

Complete this table. Some have been done for you.

positive	comparative	superlative
fat	fatter	fattest
lucky	luckier	luckiest
late	later	_____
warm	warmer	_____
tall	_____	_____
high	_____	_____
greasy	_____	_____
funny	_____	_____
safe	_____	_____
big	_____	_____
hot	_____	_____
dark	_____	_____
light	_____	_____
sunny	_____	_____
cute	_____	_____

Homework 2

High Anxiety



The VIP lounge was filled with specially invited guests. These lucky people chatted and laughed as the final preparation were made. They posed for eager photographers. Some of the guests stood by the window and gazed at the group of pilots marching in protest outside the airport building. They were carrying placards and banners that had statements such as 'Unfair!' and 'Our Jobs are at Risk' written on them. Some of the guests laughed.

A special announcement was heard over the airport loudspeakers. "Will all the guests for the first flight of Automated Airways please go to the VIP gate." They shuffled out of the VIP room, trailing fur coats, diamond jewellery and expensive clothes. Everyone was eager for a glimpse of the aircraft itself.

When they did catch sight of it through the passenger gate, everyone remarked on how ordinary it looked. In fact, all the extraordinary aspects of the plane were hidden inside. The only clue to be seen was the absence of windows in the front, where the cockpit was supposed to be. A large band was playing on the tarmac beside the jet.

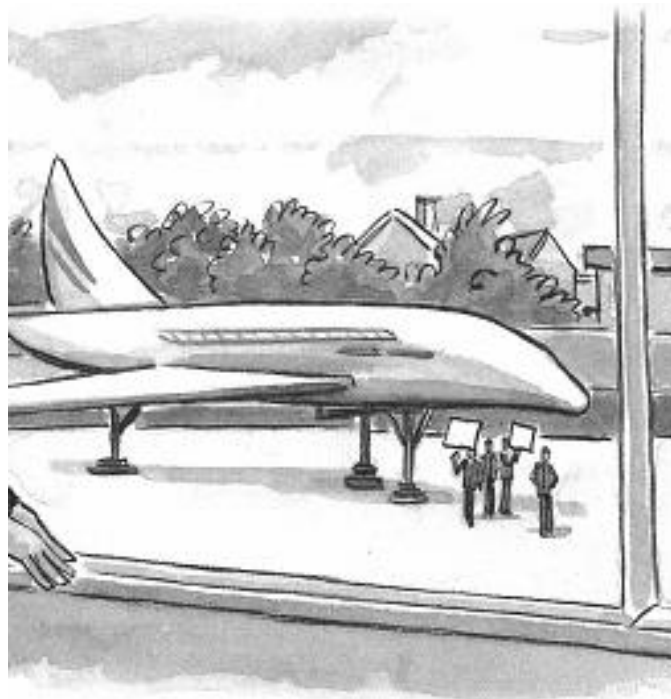
Each person was escorted to his or her seat on board. As they settled back, a strange, metallic voice came over the intercom. "Ladies and gentlemen, welcome to this, the first official flight of a fully automated jetliner." They applauded. The voice continued. "Today, you will be carried safely across the Atlantic Ocean to New York in 1 hour, 25 minutes and 17 seconds. There is no pilot or co-pilot. The flight will be free of human error." More applause.

The doors closed automatically. The engines powered up automatically. The huge aircraft taxied automatically from the airport terminal to the runway. It automatically built up speed, and then it took off automatically. Within minutes, it was streaking across the sky to America.

The metallic voice began once more: "Ladies and gentleman, we have reached cruising altitude and are travelling at a speed of 4375km per hour. You may unfasten your seatbelts, and just to assure you that nothing can go wrong...click...go wrong...click...go wrong...click..."

Question Time

1. Where were the guest waiting?
2. What was happening outside?
3. What was written on the placards?
4. What special event was about to take place?
5. What was special about the aircraft?
6. Where was it going?
7. Did anyone come to see the aircraft take off?
8. How long was the flight supposed to take?
9. At what speed was the plane travelling?
10. What ocean was the plane going to cross?



Homework 3

- A **metaphor** is the use of language to describe something using the traits of another thing, without using the words as or like. The example below uses a **metaphor** to compare the rain to a person playing a nasty trick, to describe shoppers in a busy street being caught in a sudden shower of rain. The rain is described as if it is a person.

Example:

The rain swept along the busy street, dancing as it hit the ground. It chased shoppers into doorways and sent icy cold fingers down the backs of those who were too slow to find shelter. It gurgled with laughter down the drains at those it had caught.

To what are the underlined words in these sentences compared? Select the correct words from the box.

a lamb

a cliff

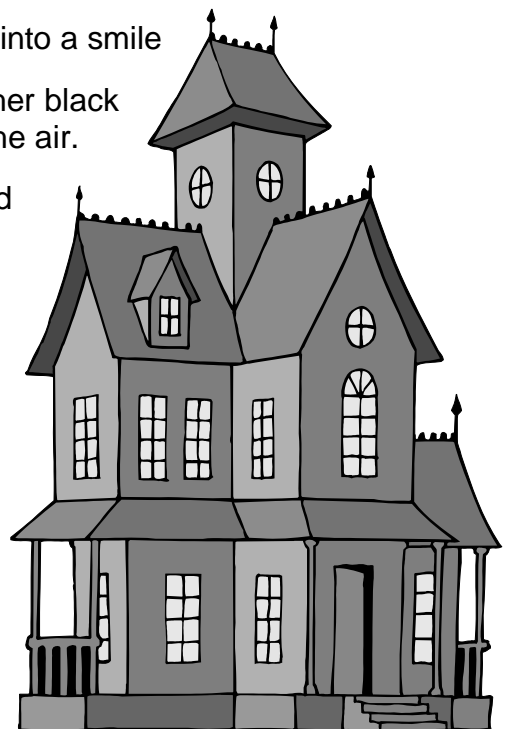
a pair of eyes

a cat

a greedy pig

an injured man

1. The little stream leaped, laughing over the stones, and ran cheerfully down the hillside.
2. The dark windows of the house frowned forbiddingly as I approached.
3. The shepherd's rough, craggy face crinkled into a smile
4. The witch arched her back and screeched, her black arms flapping, her long fingernails clawing the air.
5. The damaged plane shuddered and swerved as it struggled to limp back to the runway.
6. Plunging his snout in the bowl, the boy greedily scoffed the delicious ice-cream.



Homework 4

- An **overused word** is a word that we use too often when we are writing a story. It can make our stories very boring to read.

Example:

good - wonderful, fabulous, excellent, amazing, marvellous

Use words from the box to replace the word 'good' in these sentences. Read all the sentences first and then select the most suitable word for each one.

beautiful	wonderful	fabulous	fantastic
delicious	reliable	powerful	brilliant
thorough	great	marvellous	lovely

- The weather was good while we were on holiday.
- Carl cooked a good meal for the family.
- Sally is a good swimmer.
- The peregrine falcon has good eyesight.
- Emer's cat is good and never lets her down.
- The doctor gave her patient a good examination.
- I saw some good paintings in the art gallery.
- The Suzawaki 5000 is a good bike.
- The International Space Station is a good achievement.
- Marie Curie was a good scientist.



Homework 5

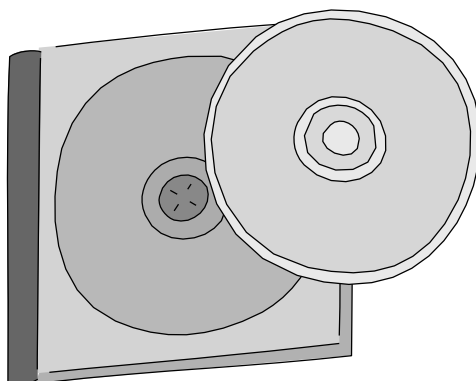
- It is important to read over what you have written to check for errors and mistakes, this is called **proof-reading**. You can use symbols to highlight errors (sometimes called 'typos') in writing, this makes it easier to spot the corrections that need to be made before printing or presentation.

Examples:

sp	= spelling error	cap	= capital letter
.	= full stop	,	= comma
?	= question mark	“	= inverted commas
^	= missing word	gr	= grammar
!	= exclamation mark	ap	= apostrophe

Read the passage and spot the errors. Put the correct editing symbols in the margin.

cap	eddie Dussit of the E.C. Dussitt School of Motoring had a terrible headache.
sp	He ran a hand over his forehead and up through his sandy brown <u>hare</u> .
	It had been one of those days__Eddie Dussitt was a very good
	driving teacher. <u>the</u> problem was that not all of his pupils were good drivers,
	or ever likely to be. Already today, he had had a close <u>enconter</u> with a truck,
	and his nerves were now shattered. <u>he</u> needed to relax. His hands were still
	trembling as he put_CD into the CD player. He really needed to listen to
	something soothing. As the CD began to play, he turned the car and <u>head</u> for
	home. A voice on the CD began to croon in hypnotic tones, Breathe
	deeply...Feel the peace around you... You are in <u>compleat</u> control...”
	Complete control? He had nearly <u>being</u> splattered across the front of a thirty
	tonne truck_
	“Clothes your eyes...”
	Close his eyes! For <u>heavens</u> sake, he was driving a car and the twit on the CD
	wanted him <u>too</u> close his eyes!
	“Feel your spirit spreading <u>outwords</u> ...”
	“Feel this, you twit_“ snapped Eddie, pulling out the CD and throwing it out
	the_car. So much for relaxations CDs!



Homework 6

- A **verb** is a word that describes an action. Every sentence needs at least one **verb** in order for it to make sense.

Examples:

Mahatma Gandhi *was* an extremely wise man.

Brazil *is* the largest country in South America.

Alfie *swerved*, *skidded* and *smashed* the new car into a telegraph pole.

Write the verbs from the box into the correct gaps in the passage below.

wore	slid	hunted	waited	gave
was	ploughed	sailed	listened	judged
travels	happened	watched	shot	accompanied

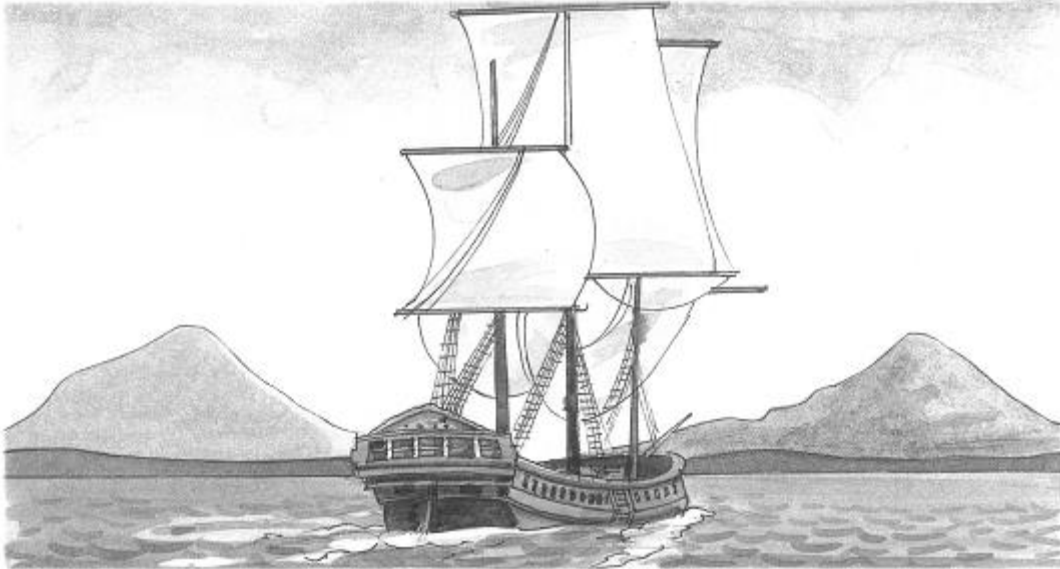
The submarine _____ almost silently through the cold waters of the Atlantic Ocean. On board, one man _____ a pair of headphones. He _____ listening for ships on the surface. Sound _____ well through water, especially the deep throbbing of ships' engines. The submarine _____ such ships. In 1941, such things _____.

Twenty merchant ships _____ steadily through the grey Atlantic waves. Two warships _____ them. The submarine crew _____ and _____ just below the surface. Unaware of the danger, the convoy of ships _____ straight towards the trap. The captain of the submarine _____ through the periscope and _____ the distance to the targets. He _____ the first order, and four lethal torpedoes _____ through the water in the direction of the unsuspecting ships.



Homework 7

A Plague of Pets



In 1770, Captain James Cook of the British Navy sighted Australia and claimed the new land for his king. Within a few years, the first European settlements and prison colonies were established along Australia's eastern coast. Ships from Britain and Ireland carried hopeful farmers and desperate convicts to newly formed settlements, such as Sydney and Melbourne.

However, the ships brought more than human cargo. Cattle and sheep were introduced to Australia by the newly arrived farmers. Large areas of bush land were cleared and transformed into rolling pasture. Other animals were introduced, with devastating consequences for the landscape. Mice escaped from visiting ships and, in 1859, 24 rabbits were introduced in one village for people to hunt as a pastime.

Within a few short years, there were millions of mice and rabbits in Australia. Both of these species spread rapidly across the country, and their numbers increased dramatically because, among the native Australian animals, there were no natural enemies to prey on them and control their numbers. Huge plagues of mice and rabbits have been wreaking havoc on crops ever since. In 1907, a rabbit-proof fence running across 1833km of the Australian continent was completed in order to stop the further spread of the pests.

An even more sinister menace has emerged in the form of domestic cats that have become wild. These feral, or wild cats, are the descendants of pet cats that were abandoned or that strayed from their home. They show the great hunting skills that are the hallmark of all cat species. They show none of the affectionate nature that we associate with pet cats. Instead, the feral cat is a stealthy hunter and a vicious predator. The body size of the feral cat is about twice that of an ordinary domestic cat. The extraordinary increase in size seems to be a natural response to the needs of life in the wild.

Millions of feral cats now live across the length and breadth of Australia. Some local authorities have taken steps to hunt down the cats in an effort to protect their vulnerable marsupial wildlife, such as kangaroos.

Question Time

1. Who claimed Australia for Britain? In what year?
2. What kind of people went to live in Australia?
3. What changes did the new settlers bring to Australia?
4. Name four animal species that were introduced to Australia?
5. What effect did mice and rabbits have on the lives of Australian farmers?
6. From where did feral cats come?
7. How do feral cats differ from domestic cats?
8. How long is the rabbit proof fence?
9. In what year were rabbits introduced?
10. How many rabbits were there at first?



Homework 8

- **Punctuation** is the special marks and the capital letters that help you read a sentence correctly. A sentence always ends with a full stop, a question mark or an exclamation mark. Actual words spoken must be written in inverted commas and a comma is usually written after the last word that was spoken.

Example:

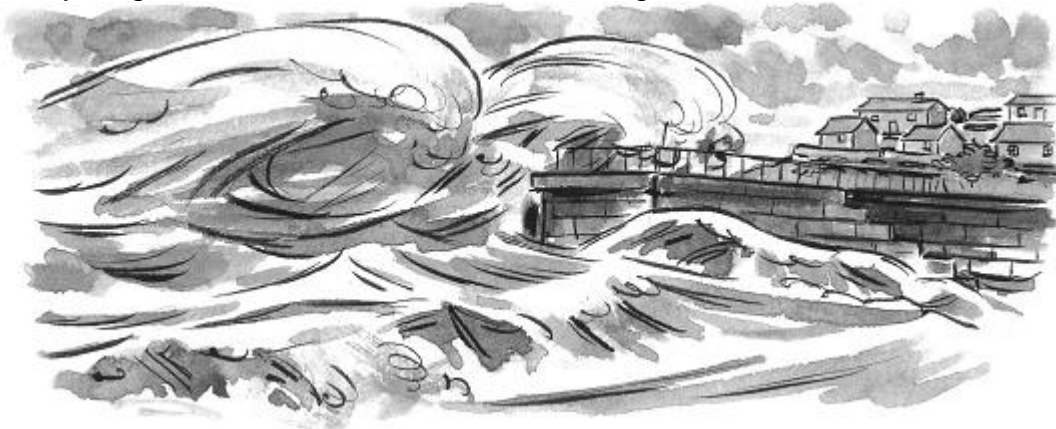
“Are you going to the Spurs match this Saturday?” asked Seán.

Write these sentences with the correct punctuation.

1. tom dick harry and alex are all brothers
2. did the chicken come before the egg
3. come over here at once said the teacher
4. so you want to come to my house asked susan
5. i had eggs toast grapefruit and tea for breakfast
6. niall and henry are really nice fellows jim said to john
7. did you know that volcano pumice stone can float on water
8. you are really making a terrible mistake moaned louise

Rewrite this passage and insert whatever punctuation you think is necessary.
Remember to start on a new line when you put speech into inverted commas.

alan saw the huge wave breaking over the wall of the pier he knew it would reach the village the people had to be warned but how all he could do was shout at the top of his voice run for your lives he screamed people stuck their heads out of doorways and instantly saw why alan was shouting they dropped everything and ran too the wave came roaring after them



Homework 9

- An **overused word** is a word that we use too often when we are writing a story. It can make our stories very boring to read.

Example:

bad - awful, terrible, disastrous, nasty, bold, horrible

Use words from the box to replace the word 'good' in these sentences. Read all the sentences first and then select the most suitable word for each one.

tragic	terrible	horrible	miserable
serious	ridiculous	catastrophic	awful
disastrous	revolting	painful	nasty
	dangerous	stupid	

1. My Aunt Flo's special octopus stew tastes bad.
2. The Second World War was a bad nightmare for millions of people.
3. Napoleon's army suffered a bad defeat in Russia in 1812.
4. The Roman town of Pompeii was destroyed in a bad volcano eruption.
5. Gilbert knew that he was in bad trouble when he saw the lion in his room.
6. Samantha's rocket car went too fast around the bad bend in the road.
7. Poor Danny had a bad time when he came down with measles.
8. I saw a bad film about a group of sharks that get sucked up into a tornado – what rubbish!
9. Katherine had a bad scratch on her arm after she tried to get the cat out of the tree.
10. The fire caused bad damage to the building.



Homework 10

A Poor Show



Even now, ten years later, I wince when I remember that summer. There was a lot wrong with what we did from start to finish. First wrong thing: we shouldn't have been next or near to Smuggler's Cave. It was strictly out of bounds and swimming into it was considered highly dangerous. Second wrong thing: We should never have borrowed the torch, Pierre's pride and joy.

Pierre was the French student. He was quiet and, to us, seemed surly. "He's just homesick, I expect," decided Mum, and she asked us not to leave him out. To our shame, we didn't heed her. Pierre had an underwater torch, so we borrowed it from his suitcase. "We'll put it back safe when we're finished, and he will never know the difference," Greg assured me.

Climbing down the cliff was risky, but neither of us wanted to lose face in front of the other by admitting to being scared. The cave itself was a dark mouth, the sea rushing in and out of it with a gurgling noise. When we jumped into the surging water, an incoming wave seemed to suck us into the cave. The cave was actually quite small, and every time we dived to search for some underground passage into a hidden cavern, we only came up against rock.

It was only when we were back on the top of the cliff that we noticed that the underwater torch was not waterproof. Its glass had all fogged up. I opened it to dry it out. The spring holding in the battery spun into the air and flew over the edge of the cliff. "You idiot!" yelled Greg, thumping me hard on the arm,

We quietly put the broken torch back in Pierre's suitcase and kept our fingers crossed that he wouldn't check it before he flew home in three days time. No such luck! Pierre was beside himself with rage when he discovered the torch. "You'd swear somebody had died," Greg muttered. "How could you?" Mum asked, her voice full of disappointment. "And he our guest!" Dad was more direct, and we ended our holiday grounded.

Third wrong thing: On the morning of Pierre's departure, Greg and I took his precious camera. We pointed it at the ceiling and clicked and clicked until we had used up the whole film. Then we put it back into his suitcase.

Question Time

1. How many years ago did this incident take place?
2. What was the first wrong thing?
3. Who owned the underwater torch?
4. What nationality was Pierre?
5. How many days were left in Pierre's holiday in Ireland?
6. Where did Pierre keep his torch?
7. Why did the boys need the underwater torch?
8. What seemed to suck them into the cave?
9. What essential part of the torch did they lose?
10. Why do you think did they use up all of the film in Pierre's camera before he left for home?



Homework 11

- **Adverbs** tell us more about actions (verbs) and can be made by adding *ly* to some adjectives. For words ending in *y*, remove the *y* and add *ily*.

Examples:

It was a rough game. rough = adjective

The game was played *roughly*. roughly = adverb

The played a happy game. happy = adjective

They played the game *happily*. happily = adverb

Change these adjectives into adverbs and put them into the correct sentences.

sad

generous

swift

slow

nervous

1. The good woman _____ put some money into the charity box.
2. The child cried _____ when his goldfish died.
3. The bomb disposal expert sweated _____ as he prepared to snip the red wire.
4. The magnificent stallion galloped _____ through the meadow.
5. The train pulled _____ out of the station.

Change these adjectives into adverbs.

happy _____

sleepy _____

grumpy _____

angry _____

lazy _____

stormy _____

speedy _____



Homework 12

- A word that has been shortened is called a **contraction**. An apostrophe is used to show that letters have been left out.

Example:

She is the tallest girl in the village.

She's the tallest girl in the village.

Rewrite this passage and shorten the underlined words.

I cannot remember the first time I met Sinéad. There is a photo at home of both of us when we were toddlers, so I think it is fair to say that we have always known each other. Maybe that is why we are so often mistaken as sisters. Mind you, we both have the same curly hair and big noses.

Anyway, until yesterday, Sinéad was my best friend ever. We would spend every day after school hanging out together. We have had arguments, of course, does not everyone sometimes, but not arguments like yesterday! I will never speak to her again! I have never been so humiliated...and by my so-called best friend!

I should have told her exactly what I thought of her, but I could not speak because I was so angry. It is not so much what she did, I might have forgiven that, it is what she said about me! And in front of the whole class! Well I just turned on my heels and walked out the door without saying a word. In my place, you would have done the same! So that is it! I am never going to speak to her again, and I am going to ring her up and tell her that right now!



Homework 13

Jailbirds

When Anne Jolly took a last-minute, special-offer holiday to Madagascar, she had had some difficulty finding a minder for her two children, Simon and Kate, at such short notice. Asking Great-aunt Florrie had been her very last resort. If she had been thinking straight, she would never have accepted Great-aunt Florrie's kind offer to take her young offenders into custody for as long as was necessary. In her defence, it had been quite a few years since Anne had met her aunt, and she was quite unaware just how barking mad that old dear had become.

"Mum never mentioned that her house was called Alcatraz!" said Kate forlornly, sitting down heavily on her wooden bed. "Or about the rolls of barbed wire all around the garden!" added Simon. "Or about the bars on the windows!" "Or that the bedrooms are called cells!" "Or that Great-aunt Florrie is about a hundred years old and a skinhead!" wailed Kate. "Did you see her boots?" They're Nazi boots," Simon told her, his eyes wide. He was quite impressed. "And the huge bunch of keys chained to her big, black belt..." Kate was beginning to sob. "Mum didn't tell us any of those things."

Great-aunt Florrie was firmly convinced that she was a prison warden and that her happy little home was a high-security jail. All the 'cells' were barred – every door and window had at least seven locks. She rarely spoke – she barked!

"DINNER TIME!" she barked at the two children. "GET INTO AN ORDERLY LINE, YOU LOW-DOWN, NO-GOOD, SCUM-OF-THE-EARTH SLIMEBALLS! DO I MAKE MYSELF CLEAR?"

"Yes Great-aunt Florrie," mumbled the children.

"YES GREAT-AUNT FLORRIE, S/R!" roared Great-aunt Florrie, veins bulging in her neck.

"Yes Great-aunt Florrie, sir," repeated the inmates, holding up their dinner plates as Great-aunt Florrie slapped an inedible mess of green slime onto them.

"NOW BACK TO YOUR CELLS, YOU THIEVING, MURDERING, STEALING, KIDNAPPING LOW-LIFES!" she shouted at the top of her lungs, one hand reaching for her truncheon.

Suddenly, she stood still listening. There were magpies on the roof!

"PRISONERS ON THE ROOF!" she barked. "SOUND THE ALARM – IT'S A ROOFTOP PROTEST!"

Kate and Simon watched in amazement as their Great-aunt charged down the stairs, flung back the twelve bolts on the hall door and ran out into the garden. There she grabbed a ladder and threw it up against the front of the house, all the while yelling. "THERE WILL BE NO MERCY SHOWN TO PROTESTORS IN THIS JAIL! COME DOWN OFF THE ROOF AT ONCE YOU LOW-LIFE SCOUNDRELS OF THE HIGHEST ORDER!"

"Do you think madness runs in our family?" asked Kate as she followed Simon down the stairs.

"It would definitely be madness to stay here a minute longer," replied Simon, making a dash for freedom.

Question Time

1. What was the name of the children's mother?
2. Where did she fly to her on her holidays?
3. Who did she leave Simon and Kate with?
4. Why did she not know that her aunt Florrie was 'barking mad'?
5. What was Great-aunt Florrie's house called?
6. What were the bedrooms called?
7. What kind of boots did Great-aunt Florrie wear?
8. What made the noise on the roof?
9. What did Great-aunt Florrie think was happening on the roof?
10. How many bolts were on the hall door?



Homework 14

- You can turn your sentences into **super sentences** by adding adjectives and adverbs to them.

Example:

The boy licked the ice-cream.

(+ adjectives)

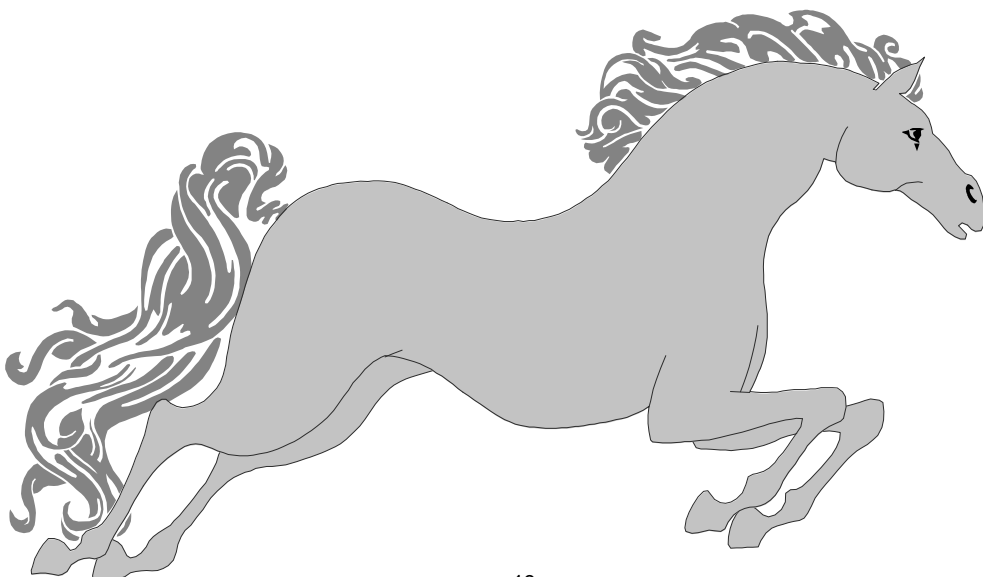
The *young* boy licked the *raspberry flavoured* ice-cream.

(+ adverb)

The young boy *lovingly* licked the raspberry flavoured ice-cream.

Give these sentences more detail by adding adjectives and adverbs to each one.

1. The tents flapped in the wind.
2. Alex tiptoed up the stairs.
3. The soldier dived for cover under the truck.
4. We saw the mountain ahead of us as we walked down the road.
5. The ship left the harbour.
6. Janet peered over the edge of the wall.
7. The jet landed on the runway.
8. The horse galloped across the meadow.
9. The sun's rays lit up the valley.
10. Sam watched the lifeboat approach.



Homework 15

- **Homophones** are words that have the same sound but different meanings or spellings.

Example:

they're, their, there

they're = They are

their = Belonging to them

there = a place, used with 'there is', 'there are'

They're all very annoyed that their team, Arsenal, was beaten when they played the match over there at White Hart Lane.

Use the correct word (they're/their/there) in these sentences.

1. "You should have been _____," my starry-eyed sister said when she returned from the concert.
2. Scott and his friends reached Amundsen's marker at the South Pole and _____ spirits fell.
3. _____ hotel was a bit of a dump.
4. "_____ all nice guys really!" Jack told his mother, as she eyed his group of friends outside the door.
5. _____ are hundreds of man-made satellites in orbit around the Earth.
6. Skunks use _____ foul smell to disperse predators.
7. _____ all crazy about basketball in my class.
8. _____ coats are over _____ in the corner.
9. _____ not very happy about the extra work in _____ books.
10. _____ sure that _____ friends will be _____ to meet them.



Homework 16

The Volunteer

It was his own fault. We all knew that. Deep down, Dad knew that too. He had an awful habit of volunteering for things and then regretting it later. Mum didn't say much. That was a bad sign. She went around with her 'he's old and ugly enough to know better' expression on her face. She wasn't going to let him forget this one in a hurry.

He seemed so excited when he came home from work and told us what he was going to do. "All the lads are going to do it!" he declared. "It'll be great!" "Huh!" was all mum said.

As the big day drew nearer, however, it seemed that not all the lads at work *were* going to do it. There were whispers of them coming down with a nasty cough...or a bit of a cold...or a sore shoulder. In fact, all the good excuses were being used rapidly.

By the time Dad had realised that everyone else had pulled out, all the really good excuses had been claimed. There was no way he could give up now. He still put a brave face on it, though. "Your old man will be a hero!" he told Sam and me enthusiastically. "Huh!" was all Mum said.

He managed to keep this up until the night before the jump. Then Mum asked him to get something down from the attic. As he climbed the stepladder, he looked down and then went deathly pale. Our father had suddenly become scared of heights! Sam and I looked at each other. Of the Old Man couldn't cope with six steps on a ladder, how was he going to manage to jump from a ninety metre crane?

The following day, we arrived at the fairground. We saw the huge sign...Charity Monster Bungee Jump...and we saw the enormous, yellow crane with the elastic rope swinging from its gantry. That's when I felt really, really sorry for Dad. He stood there, staring up at the crane. He looked deeply, profoundly, extremely, incredibly unhappy and more than a little terrified. He took a step toward the crane...



Question Time

1. What bad habit did the children's father have?
2. What had he volunteered for?
3. How did the children's mother react when she heard the news?
4. Did anyone else volunteer?
5. Did the people keep their promises?
6. What excuses did they have for pulling out?
7. What happened to the children's father the night before the jump?
8. How did he seem when he got to the fairground?
9. What was written on the sign?
10. How high was the crane?



Homework 17

- **Spelling rules** help us remember how to spell words with certain patterns.

Spelling Rule 1: If a word ends in a single vowel and a single consonant (e.g. big, rub), double the final consonant when adding an ending. Example: bigger, rubbing

Spelling Rule 2: If a word ends in a consonant + y, change the 'y' to 'i' for all endings (except ing). Example: fly, flies (flying)

Spelling Rule 3: When a word begins with all, only one 'l' is used. Example: always, although

Spelling Rule 4: When words end with 'full', only one 'l' is used. Example: useful, helpful

Write out these sentences and fill in the missing words from the box. Don't forget to make the necessary changes to the word first.

hot	rub	step	slip
marry	sky	cry	carry

1. Use the _____ stones to cross the stream.
2. I _____ on the ice and broke my ankle.
3. Today may be hot, but yesterday was even _____, and the weather forecast says tomorrow will be the _____ day yet.
4. In winter, the _____ are often overcast.
5. The baby _____ all last night.
6. For its size, an ant _____ very heavy loads.

Write out these sentences and fill in the gaps with words that begin with *al* or end in *ful*.

7. _____ brush your teeth at night.
8. Mum asked Emma to clean her room but she had _____ done it.
9. The pupil was very _____ for all the help the teacher had given him.
10. The ballerina was very _____ in all her movements.

Homework 18

- **Homophones** are words that have the same sound but different meanings or spellings.

Example:

She is *not* right!

Tie the *knot* tightly.

Select the correct words from these homophones to complete each sentence.

mussels / muscles

1. Paul does push-ups to build up his _____.
2. Mollie Malone sold cockles and _____.

storey / story

3. *The Lord of the Rings* is a great _____.
4. A bungalow is a single _____ building.

haul / hall

5. The pupils have their gym class in the school _____.
6. The huskies had to _____ the sledge over the ice.

rain / rein

7. The jockey held each _____ tightly.
8. My thin jacket was no protection against the heavy _____.

sow / sew

9. The farmer will _____ his crops in spring.
10. "I'll have to _____ up the holes in those nets," said the fisherman.



Homework 19

- You can turn your sentences into **super sentences** by adding adjectives and adverbs to them.

Example:

The boy licked the ice-cream.

(+ adjectives)

The *young* boy licked the *raspberry flavoured* ice-cream.

(+ adverb)

The young boy *lovingly* licked the raspberry flavoured ice-cream.

Give these sentences more detail by adding adjectives and adverbs to each one.

- The tortoise walked across the lawn.
- With a screech, the falcon dived through the air.
- The clouds gathered on the horizon.
- A Viking long ship sailed up the river towards the town.
- The shark followed the movement of the diver.
- Locusts could be seen in every part of the field.
- The car went over the hill.
- The snake slithered across the sand.



Rewrite this passage and insert suitable adjectives and adverbs in the spaces.

The _____ ship sailed _____ into the porch. A _____ sun slipped _____ beneath the waves, bringing the _____ day to an end. The _____ sailors gazed _____ towards the _____ town. On the shore, a _____ but eager crowd waited _____ for the _____ ship to dock.

Homework 20

The Sounds in the Evening

The sounds in the evening
Go all through the house,
The click of the clock
And the pick of the mouse,
The footsteps of people
Upon the top floor,
The skirts of my mother
That brush by the door,
The creak in the boards,
And the creak of the chairs,
The fluttering murmurs
Outside on the stairs,
The ring of the bell,
The arrival of guests,
The laugh of my father
At one of his jests,
The clashing of dishes
As dinner goes in,
The babble of voices
That distance makes thin,
The mewing of cats
That seem just by my ear,
The hooting of owls,
That can never seem near,
The queer little noises
That no one explains.....
Till the moon through the slats
Of my window-blind rains,
And the world of my eyes
And my ears melt like steam
As I find in my pillow
The world of my dream.



Eleanor Farjeon

Question Time

1. List all the words in the poem that refer to sounds.
2. What is happening in the house that evening?
3. There are two worlds mentioned in the poem. What are they?
4. Are the people in the poem rich or poor? Give reasons for your answer.
5. Some sounds are outside the house. What are they?
6. Where is the speaker in the poem?
7. Why is it difficult to hear the 'babble of voices'?

Homework 21

- An **overused word** is a word that we use too often when we are writing a story. It can make our stories very boring to read.

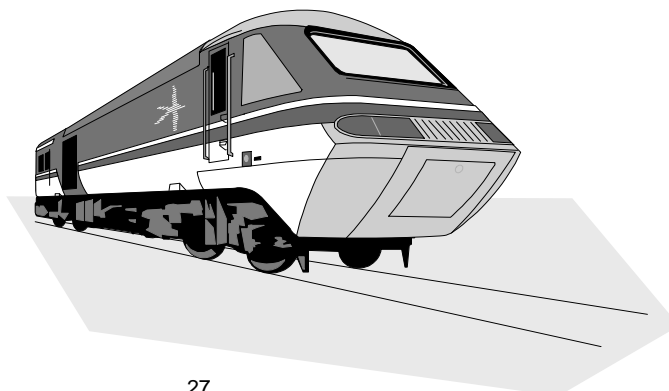
Example:

said - replied, stated, declared, uttered, announced, shouted

Use words from the box to replace the word 'good' in these sentences. Read all the sentences first and then select the most suitable word for each one.

added	replied	denounced	shouted	remarked
yelled	noted	stated	observed	pronounced
expressed	wondered	cried	agreed	mentioned
declared	asked	whispered	answered	commented

- "You are not right, blackberries are full of Vitamin C," said the nutritionist.
- "The 7.40 train for Waterford will depart at 8.15. We apologise for the delay," said a voice from the loudspeaker in the station.
- "It is going to pour rain in about two minutes!" said Siobhán as she made a dash for the car.
- "If red is your favourite colour, why do you always wear blue clothes?" said her mother.
- "Your handwriting leaves a lot to be desired," said the teacher.
- "Why do bad things always happen to me?" said the boy with tears in his eyes.
- "I will clean my room this afternoon," said the boy following a question from his mother.
- "Would you like a sweet," said the pupil to his friend when the teacher had turned his back.



Homework 22

- Synonyms are words that mean the same, or almost the same, as each other.

Example:

terrible - dreadful - awful

Write out these sentences and replace the underlined words with suitable synonyms. Use a dictionary or a thesaurus to help you.

1. The fairytale, *Cinderella*, has been made into a movie 59 times.
2. In every kilogram of peanut butter, there are approximately 1500 peanuts.
3. When meteorites hit the Earth, they make huge hollows in the ground.
4. Their new baby is called Niall.
5. The Spurs match will commence at three o'clock, sharp.
6. The force of the hurricane destroyed the city of New Orleans.
7. The thief got away with a sack of money.
8. The repulsive creature scampered across the kitchen floor.
9. They say that Alexander the Great was buried in a vat of honey.
10. A person sheds a complete layer of skin every month.



Homework 23

- When we go over something we have already learned in order to help us remember it, we call this **revision**.

Add an apostrophe to the correct words in each sentence.

1. The womans hat blew away.
2. The birds wing was broken.
3. Caoimhes brother is very tall.
4. The teachers lunchbox is on the table.
5. The players goal was astounding.



Use a suitable conjunction to join these sentences.

1. Anne likes swimming. She is not very good at it.
2. Mammy likes to take a nap. The baby sleeps.
3. I like to play hurley. My sister likes to plat camogie.
4. Bill is crying. He hurt his leag.
5. Spurs scored three goals. They beat Arsenal.

Spurs 3 - 0 Arsenal

Homework 24

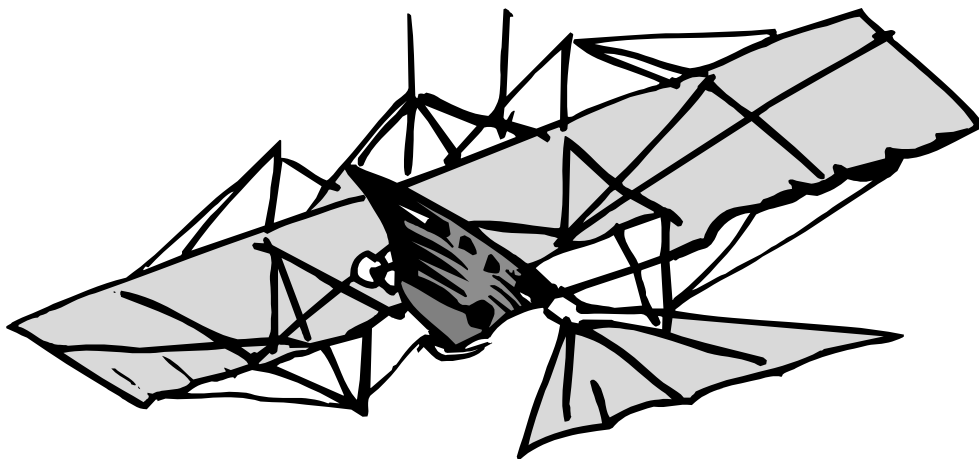
- When we go over something we have already learned in order to help us remember it, we call this **revision**.

Rewrite this passage by adding full stops, commas, question marks and exclamations marks. Use the capital letters to help you figure things out.

I knew I was in trouble when the whole building began to collapse around me
Bang A piece of the ceiling landed right beside me What was I to do Would I
ever get out of there alive Crash Another bit of falling plaster just missed me
There was only one thing to do Run I ducked dived dodged and rolled my way
past crumbling walls and splintering doors until I found myself safe outside
Gosh that was a close one

Rewrite this passage by adding speech marks and other punctuation to show the words spoken or the dialogue in the conversation.

Who were the first people to fly across the Atlantic asked Terry.
Two people called John Alcock and Arthur Brown made the first successful
flight in 1919 answered Sally.
In a jet asked Terry.
No. It was a rickety old thing with propellers said Sally. They took off from
Newfoundland in America and crash-landed near Clifden in Galway.
They must have been very brave men stated Terry.
That or they were just nuts sighed Sally.



Reading

Day / Date	Book	Pages	Initials
Monday			
Tuesday			
Wednesday			
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