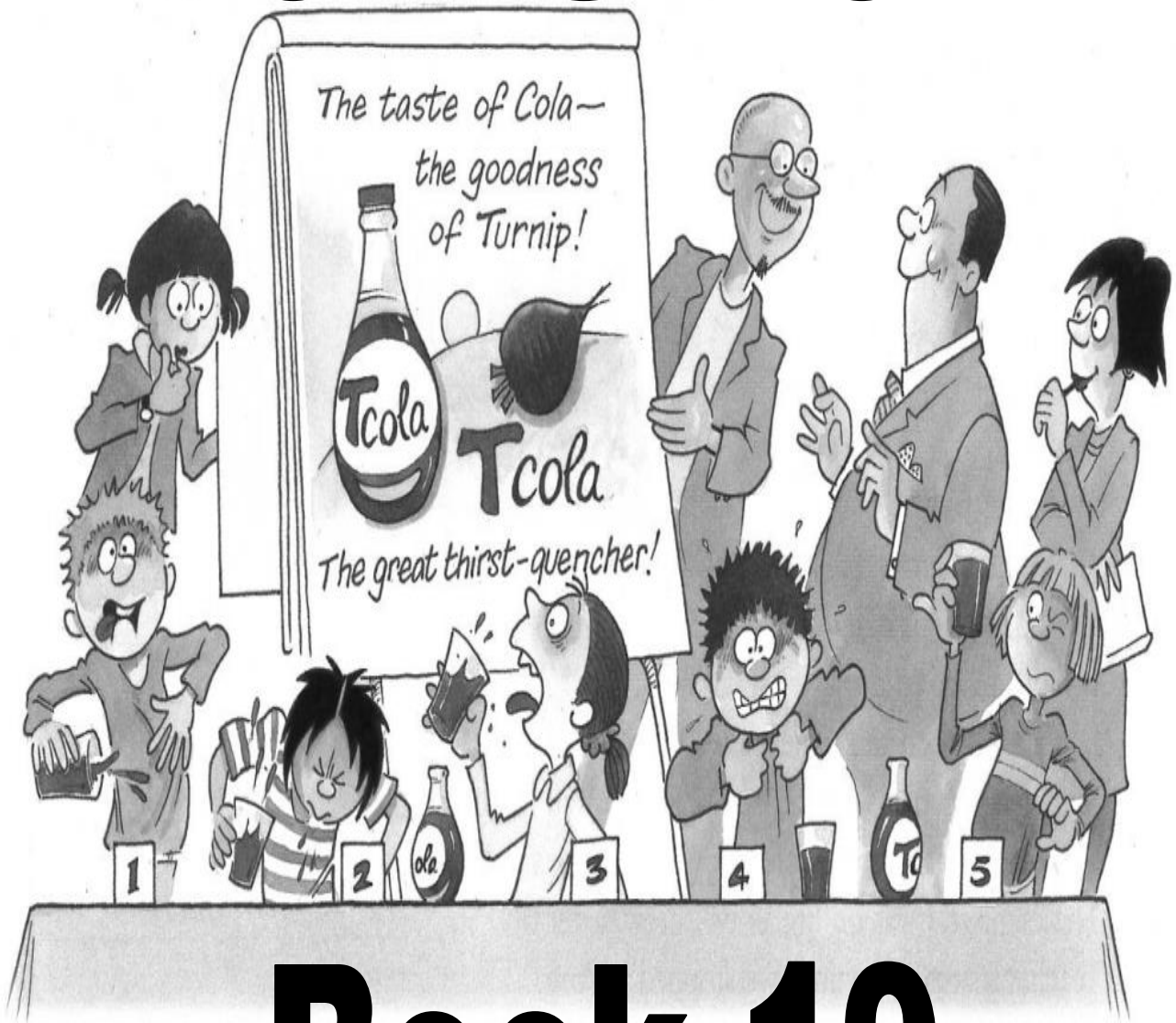


English

Homework



Book 19

Name _____ Class _____

Homework 1

- A **noun** is a label or naming word. **Common nouns** are the names of people (e.g. teacher, girl, scientist), places (e.g. city, mountain, home), animals (e.g. cat, dog, pig) and things (e.g. table, book).

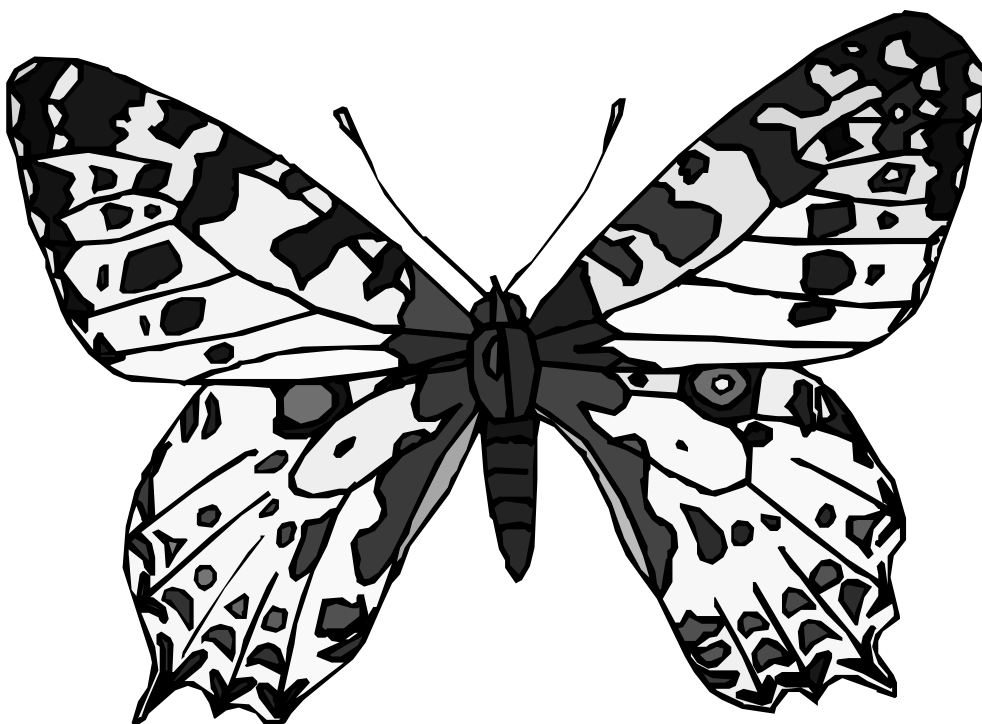
Examples:

The driver jumped off the boat into the sea that morning.

Driver, sea, boat and morning are common nouns.

Underline the common nouns in these sentences.

1. The bus brought the people to the city.
2. More people are killed by dogs every year than by sharks.
3. Pythons are among the largest snakes in the world.
4. The elephant walked into the river and had a nice bath.
5. Ugly caterpillars can turn into beautiful butterflies.
6. Frogs catch flies with their long tongues.
7. The book fell off the shelf onto the floor.
8. The woods were full of the sounds of wild animals.
9. A wasp stung the man on the end of his nose.
10. Fresh vegetables and fruit are full of vitamins.



Homework 2

DIY Dad



When Mum went away for the weekend, Dad saw it as an opportunity to surprise her...big time! "This weekend, chaps, we are going to convert the box room into an en suite bathroom and fulfil your mother's dearest wish," he announced. I groaned quietly. Rose groaned loudly, but Dad can be unstoppable when he gets a notion in his head, and soon we found ourselves loading trolleys in the hardware superstore.

"A toilet, a sink, a basin, a shower unit, tiles, a lump hammer, copper piping, shower door...we are going to be very busy indeed this weekend, chaps," Dad told us, before slapping me hard on the back.

"Shouldn't we hire a plumber?" I dared suggest.

"Nonsense!" laughed Dad, "A waste of good money. I've read a book. There's very little I don't know about plumbing and nothing I can't find out!" Rose raised her eyes to heaven.

"It's all hands on deck," he declared as soon as we were home. "Firstly, we remove this dividing wall!" Even I knew that might not be such a goof idea. However, Dad was adamant, so Rose and I set to work. Meanwhile, Dad intended re-routing some pipes, whatever that meant.

Knocking down the wall in the box room was heavy, but satisfying, work, and we were enjoying knocking out bricks with the lump hammer. Every now and again, the ceiling would creak, but Dad said it was nothing, so we carried on. He, himself, was busy locating pipes, whistling all the while the theme tune from the film *Titanic*. Things were going great.

"To think what a plumber would have cost!" he told us. "And carpenters, and builders and tilers. We are saving a small fortune – to say nothing of the job satisfaction you get from doing it yourself!"

The ceiling groaned again, and some plaster fell to the floor. Dad didn't seem to notice, he was too busy explaining the pipes to us. "Now this pipe here is the mains waterpipe. We run that directly into the cistern of the toilet. We just have to cut it here and join it there, and Bob's your uncle!"

"Are you quite sure, Dad?" Rose asked anxiously.

"Have you no faith in your old man?" he asked her, a little sadly, as he started cutting into the pipe with a hacksaw.

It was a minor point, but an important one – always turn the water off at the mains before cutting the pipe. Dad forgot to do that. Water can gush out very fast from a mains pipe! Rose, who was in the firing line, got soaked. In less than a minute, we were up to our ankles in water, and the tide was rising fast! Did Dad know what to do?

"Get the book!" he yelled at me, but before I could take a step, the ceiling of the box room fell down.

So Dad was right after all. Mum was going to be surprised...big time!

Questions

1. What surprise did Dad plan for Mum?
2. Why, do you think, did the children groan when Dad mentioned his great plan?
3. In what way was the tune that Dad was whistling appropriate?
4. Besides saving money, what other benefit did Dad believe one got from DIY jobs?
5. What kind of store sells building materials?
6. Describe, in a sentence or two, the sort of person Dad is.
7. What should have warned Dad of the danger ahead?
8. How did Dad respond to the flood? Was he cool-headed and calm? Give a reason for your answer citing evidence from the text.
9. What disaster occurred immediately after the flood.
10. How do you think Mum will react when she comes home?



Homework 3

- **Adjectives** tell us more about nouns. **Adjectives** can make a sentence more interesting.

Example:

I see a chair.

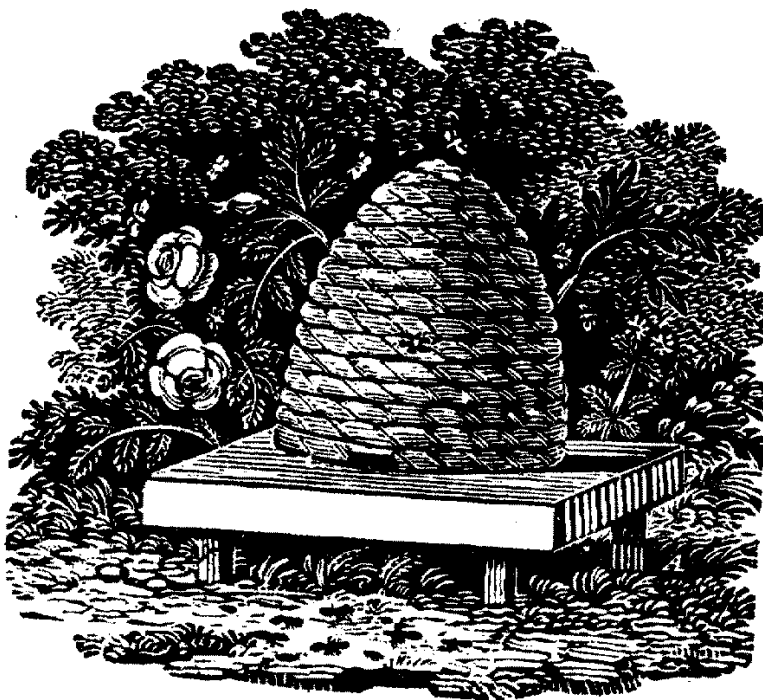
(chair = noun)

I see a comfortable chair.

(comfortable = adjective)

Make these sentences more interesting by adding at least one adjective to each noun. Please note that the nouns are underlined only in the first three sentences.

1. The girl stared at her face in the mirror.
2. The road twisted and turned as the car made its way over the mountain.
3. The flamingo stood elegantly in the water.
4. The leaves danced and swirled as they fell from the tree.
5. The apple looked very tasty in the bowl.
6. The car swerved to avoid the pedestrian.
7. The shadow of the man moved across the wall.
8. The fire engine raced down the street to the fire.
9. The horse galloped across the field.
10. Honeybees brought nectar back to the hive.



Homework 4

- We use **alphabetical order** to help us organise and find words in dictionaries and names in telephone books.

Examples:

Anne, **B**rian, **C**olm, **D**eirdre, **E**ithne, **F**rances, **G**eorge.....

Organise these nouns into alphabetical order.

catastrophe	zebra	hinge	fiend	photograph
doodle	blunder	thunder	yacht	mound
ravine	welder	afternoon	novel	

Now try these. They all start with the same letter, so look at the second letter.

brake	blitz	burden	bounce
bench	bandana	bier	

Now try these. The first two letters are the same, so look at the third letter.

extreme	experiment	exhale	exit
excite	exonerate	exaggerate	

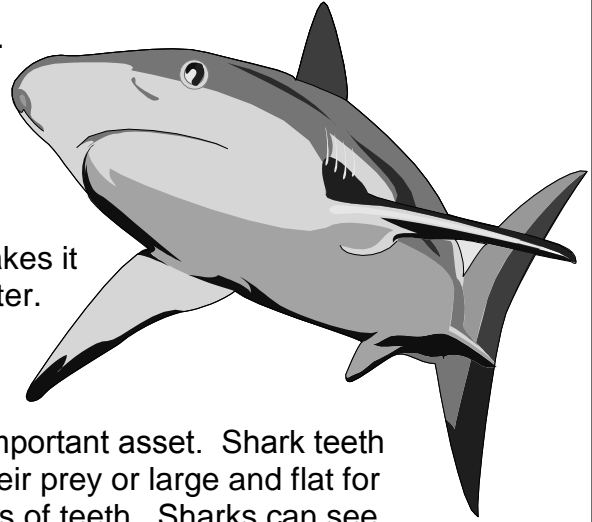
Which of these four words comes first in the dictionary? Explain why.

confess convent constant coniferous

Homework 5

A Lean, Mean Hunting Machine

Sharks are lean, mean hunting machines. Every part of a shark is designed for hunting. Its shape is sleek and streamlined for maximum speed through water. Unlike other fish, its skin is not covered with scales, but rather denticles, which are like overlapping teeth. This makes it easier for the shark to cut through the water.



Sharks have excellent hearing. They can hear a fish moving from a great distance. However, in locating its prey, a shark's acute sense of smell is its most important asset. Shark teeth are either sharp, like blades, for slicing their prey or large and flat for crushing. Some sharks have several rows of teeth. Sharks can see well in dim light. Their eyeballs swivel, so little escapes their gaze.

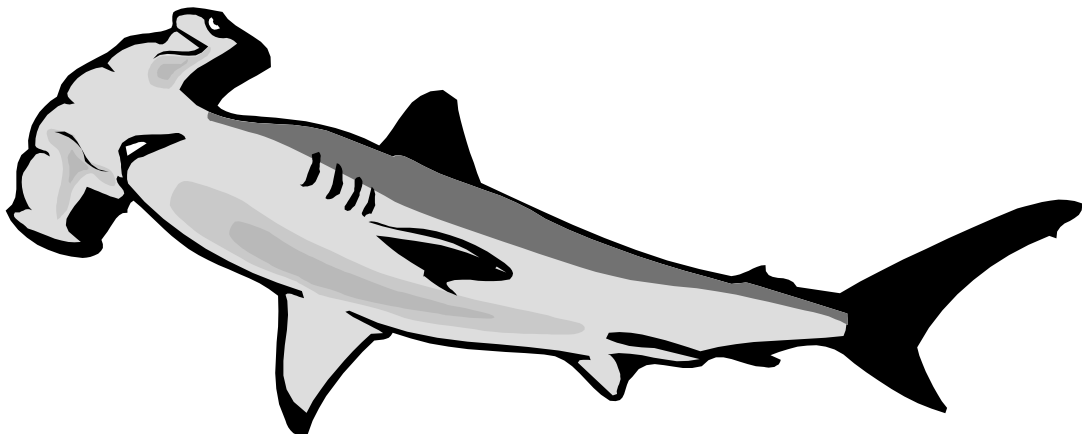
Almost all sharks are predators, but only very large sharks attack humans, though such attacks are rare. There are about sixty attacks on humans every year. Most of these occur off the coast of Florida. The Great White Shark presents the most danger to humans. A swimmer has little chance against a Great White's large teeth (10cm in length). Tiger Sharks and Bull Sharks also attack humans, but preferred foods are seals and turtles.

There are many different, and indeed rather strange, species of shark. The Wobbegongs, or Carpet Sharks, behave like flat fish. They look like rocks or seaweed, and they wait on the seafloor for smaller fish to pass. Then they strike.

Hammerhead sharks have large hammer-shaped heads. Their eyes are located on the ends of each hammer, providing them with a broad field of vision. The shape of their heads probably helps the sharks to pick up the electrical impulses emitted by their favourite food, the stingray.

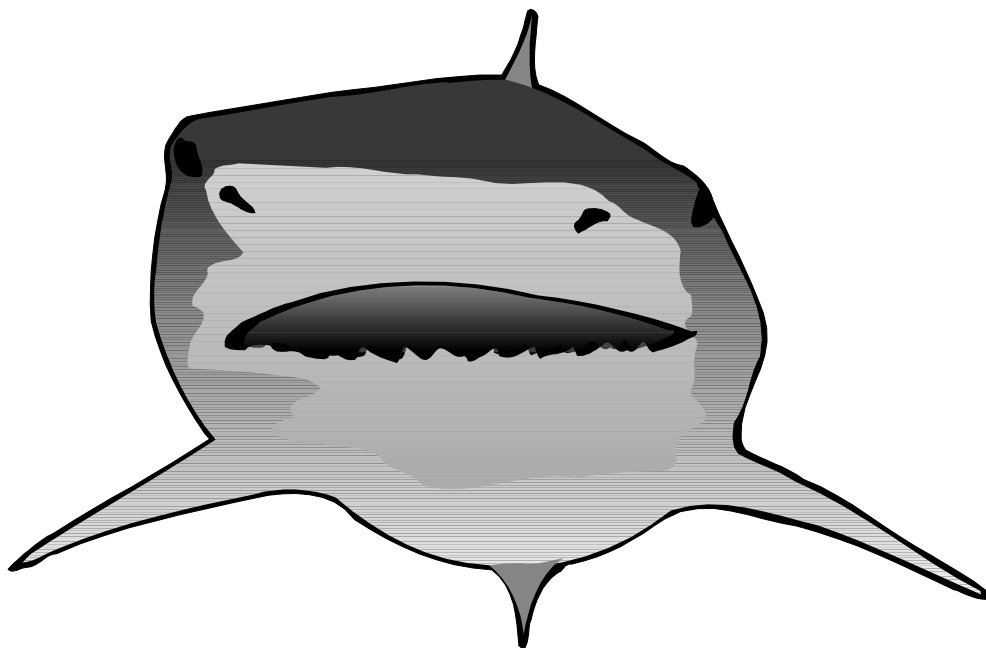
The Thresher Shark swims through shoals of fish and threshes its tail about in all directions. Then it turns round and swims back to feed on the fish that it has killed or stunned.

The Whale Shark is the world's largest fish and is very gentle. Despite its great size, it feeds mainly on microscopic organisms called plankton.



Questions

1. In what way is a shark's body built for speed?
2. In what way does a shark's skin differ from that of other fish?
3. What two senses are particularly acute in sharks?
4. What is the world's largest fish? What does it feed on?
5. Where do most attacks on humans take place?
6. What do Tiger Sharks and Bull Sharks like to eat?
7. How did the Hammerhead Shark get its name?
8. How does the Thresher Shark hunt for food?
9. Describe the two types of shark teeth.
10. By what other name are Wobbegongs known? Why do you think they are known by this second name?



Homework 6

- A **noun** is a label or naming word. **Common nouns** are the names of people (e.g. teacher, girl, scientist), places (e.g. city, mountain, home), animals (e.g. cat, dog, pig) and things (e.g. table, book).

Examples:

The driver jumped off the boat into the sea that morning.

Driver, sea, boat and morning are **common nouns**.

Complete these sentences using suitable common nouns.

1. The _____ fell off the _____ with a loud _____.
2. The hungry _____ devoured the _____.
3. A _____ has eight _____.
4. I went into the _____ and bought some _____ for my _____.
5. It was a lovely _____ so we went to the _____ for a _____.
6. The skilful _____ operated on the injured _____.
7. The ferocious _____ chased the terrified _____ up a _____.
8. The _____ landed the _____ safely on the _____.
9. _____ is my favourite _____ and _____ is my least favourite _____.
10. You should never touch a _____ with wet _____.



Homework 7

- **Writing a story** can be good fun for the writer, but the story should also be fun or interesting or scary for the reader. It is the writer's job to make the reader want to read on...

Example:

It started like any typical, boring old morning in our boring old school. We all sat down at our boring old desks and our boring old teacher told us to take out our boring old books and open them at boring old page 32. I didn't think that any part of my future life could be any more boring than that particular moment in my short life to date, but I was wrong. I knew that the next few minutes would be the most boring few minutes of my life when I looked at the title of boring old page 32; *The History of Concrete* – three and a half pages. I sighed a long, slow, sorrowful sigh.

I slumped back in my chair, ready to learn about the wonderful world of concrete, when the door of the classroom was flung open, and into the classroom...

Complete the passage by filling in the blank spaces with words from the word box. Some words may be used twice. These are the first two paragraphs of a story that you must finish.

bin	stopped	dark	followed	ran	fast
wide	stormy	dirty	frightened	jumped	noise
	saw	turned	stranger	man	

It was a _____, _____ night. The children _____ down the narrow, dark, _____ alley. They both looked very _____. Their eyes were _____, and their breathing was _____. The children _____ in the dark, listening very carefully.

Suddenly, they heard a _____ behind them. They _____ around quickly and _____ the _____ approaching. Oh no! One of the children spotted a _____ and _____ towards it. The other child _____. They both _____ into the _____ as fast as they could. The sound of the _____ got nearer and nearer...

Finish the story

Make up a title for the story.

When you have finished the story, use the list below to check over your work.

- ✓ Did I write neatly?
- ✓ Did I spell all the words correctly?
- ✓ Did I write each sentence as a complete thought?
- ✓ Did I write any long, 'run-on' sentences?
- ✓ Did I begin each sentence with a capital letter?
- ✓ Did I use capital letters correctly in other places?
- ✓ Did I use paragraphs and use indents in each paragraph?
- ✓ Did I complete each sentence with the correct punctuation?
- ✓ Did I go to a new line for each new speaker?
- ✓ Did I put direct speech in inverted commas (speech marks)?

Homework 8

- If a noun owns something else in a sentence, you give the noun an **apostrophe** and an s ('s).

Example:

The cat's tail is very long. The word cat gets 's because it owns the tail.

It is a short way of saying *the tail of the cat is very long*.

Rewrite these sentences and add 's where needed.

1. The cat eyes were bright green.
2. The aircraft engines started with a roar of power.
3. The clown nose was bright red.
4. An elephant trunk consists of the elephant nose and the upper lip.
5. Jim car was blue whereas John car was green.
6. Ireland weather can be quite wet at times.
7. The snake fangs were sharp whereas the tiger claw were long.
8. The ship propellers pushed it through the foamy waves.
9. The boy book and the girl bag fell off the shelf.
10. The woman meal was served by the restaurant head waiter.



Homework 9

- **Conjunctions** link words in sentences.
- **Conjunctions** are also used to join two shorter sentences together.

Examples:

I like sausages and chips.

I got up. I got dressed quickly. I got up and got dressed quickly

- *And* is a **conjunction**, there are many others such as...

until	unless	but	because	as	if	or	so	that
while	after	before	although	since			when	

Write the conjunction used in each of these sentences.

- I like oranges although prefer apples.

- I would love to go to the cinema with you but I don't have any money.

- Jake hasn't been the same since he was attacked by the hedgehog.

- Jenny was very upset because she had lost all her money.

- You cannot drive a car unless you have a driver's licence.

- The computer was on fire so we threw water over it.

- Teacher glared at us until we stopped talking.

- Liam read five books while he was in hospital.

- I'll have a cup of tea before I start the ironing.

- Spurs won the league and Arsenal got relegated.

Homework 10

Travellers



The sun beat down fiercely on the parched landscape. Its light mercilessly bathed every rock and stone in blinding, white light. There was no shade. There was nothing large enough to cast a decent shadow on the golden-red earth. Nothing lived in the soil. Nothing grew here. The land was as empty as the clear, blue sky above it. Not a single puff of wind blew. The air was as still and lifeless as the land beneath it. Heat shimmered above the dusty, dry ground. It was dazzlingly beautiful yet still and lifeless and hot.

One lone figure moved across the empty land. The figure was like a tiny speck or dot that seemed to float over the shimmering air close to the ground. The space was so huge and so immense that the figure hardly seemed to be moving at all.

A man dressed loosely in dark, tattered robes walked steadily through the heat, each footstep causing a swirl of dust to drift lazily after him, only to settle back to the earth after he had gone on a few more paces. His footprints in the dusty sand trailed back beyond sight towards the hazy, purple-blue mountains in the distance. Tiny in this huge, open landscape, the man moved patiently onwards. He appeared to be driven by some great need. Why else would anyone travel in this place? He was carrying a small, wrapped bundle very carefully in his arms.

He stopped for a moment, turned his back to the sun and quietly rested his bundle on the ground. He sighed deeply, perhaps to ward off a great weariness or perhaps to smother some terrible sadness. Slowly, pulling back a fold of the cloth, he peered anxiously down at his burden. He smiled tenderly as the large, brown eyes of his daughter stared solemnly back up at him. The child made no sound.

Reluctantly, he replaced the fold of cloth and took his child once more in his arms. Staring grimly ahead into the distance, he resumed his journey. Once more, a lone figure moving steadily across the empty land.

Questions

1. What words are used to describe the man?
2. What clues tell you that the man was not rich?
3. Was the man's journey difficult? Why?
4. What was the bundle that the man was carrying?
5. How did the man treat the child that he was carrying?
6. What words are used to describe the weather?
7. Does the sun seem friendly or dangerous in this story? How do you know?
8. Do you think that this is a safe place?
9. Make a list of the words that describe the land.
10. Why, do you think, is the man making this difficult journey?



Homework 11

- **Adjectives** tell us more about nouns. **Adjectives** can make a sentence more interesting.

Example:

I see a chair.

(chair = noun)

I see a comfortable chair.

(comfortable = adjective)

Replace the underlined adjectives in these sentences with more interesting adjectives. Try to keep the meaning of each sentence the same. You might need to use a thesaurus.

(**Example:** That is some fat pig! - That is some porky pig.)

1. The *Mary Rose* was an old ship resurrected from the sea in 1982.
2. Gold is a valuable metal.
3. The big dog chased the frightened cat.
4. The hungry fox searched the bin for food.
5. The hot sun melted the cold snow.
6. The sleek, dark hair was full of lice.
7. The jolly principal grinned when the student gave an amusing answer.
8. The slow turtle pulled herself along the gritty beach with her big flippers.
9. With a big effort, the tired rugby players kept the ball in play for the last moments of the match.
10. The clever donkey broke into the neat garden and ate all the pretty flowers.



Homework 12

- If a noun owns something else in a sentence, you give the noun an **apostrophe** and an s ('s).

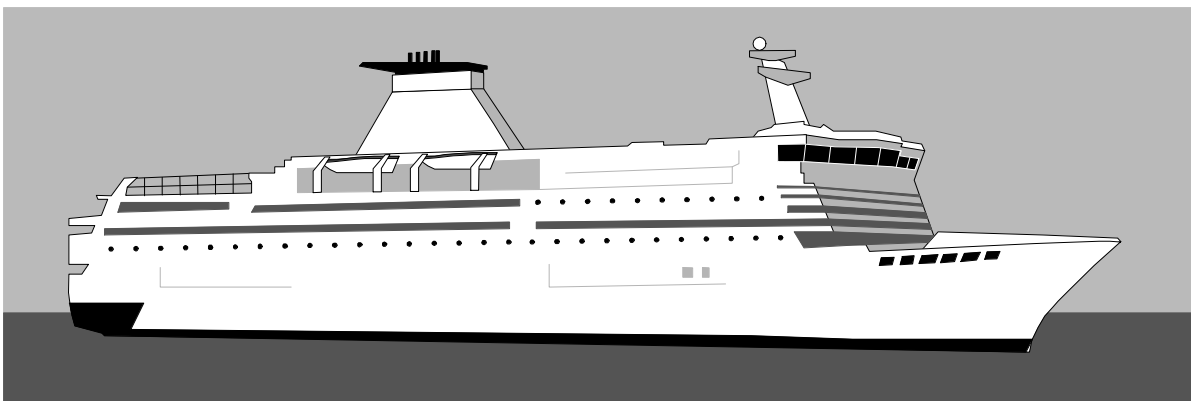
Example:

The cat's tail is very long. The word cat gets 's because it owns the tail.

It is a short way of saying *the tail of the cat is very long*.

Add the apostrophe only where it is needed in these sentences.

1. Janes eyes are a deep blue.
2. The cats kittens were cute and cuddly.
3. The players hands trembled as she received the trophy.
4. Jacks hands and Lauras elbows were cut in the accident.
5. Ken loves crisps, biscuits and sweets.
6. Jennys uncle is a mechanic.
7. The scientists were pleased with the monsters progress.
8. The ships sirens sounded as it left the docks.
9. The guests room was cleaned by two chambermaids.
10. Phillips brought new socks and shoes in the shops sale.



Homework 13

- A **contraction** is when two words are joined together and one or more of the letters in one word are replaced by an apostrophe.

Example:

it is it's (the i in is has been replaced by ')

It is a lovely day today. It's a lovely day today.

Note:

it's = it is

its = belongs to it (This is one word that does not use and apostrophe to denote possession)

Example:

It's a lovely day today. (contraction – it is)

The dog wagged its tail. (possession – belonging to it)

Rewrite these sentences and add apostrophes where needed.

1. It's a nice day for a picnic.
2. The cat licked its paws clean in the sunshine.
3. The crocodile blinked its eyes at me from the water.
4. The mechanic checked the car and fixed its broken engine.
5. "Its all a mistake!" I cried, as the garda put the handcuffs on my wrists.
6. "Its all his own fault," people muttered when they heard about Humpty Dumpty.
7. The turtle laid its eggs in the warm sand of the beach.
8. It's a real pleasure to go swimming.
9. My brothers dog was licking its paw.
10. The butchers knife lost its sharpness after a while.



Homework 14

- **Adjectives** tell us more about nouns. **Adjectives** can make a sentence more interesting.

Example:

I see a chair. (chair = noun)

I see a comfortable chair. (comfortable = adjective)

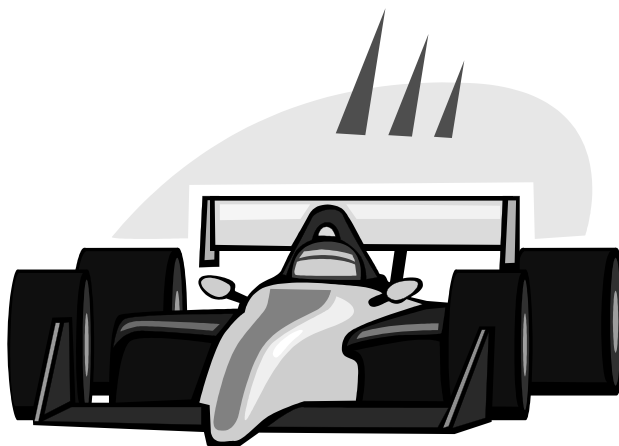
Choose the correct adjectives from this list to describe the nouns in the following sentences. You may need to use a dictionary.

largest	club	arboreal	invertebrate	atomic
---------	------	----------	--------------	--------

1. The ostrich is the world's _____ bird.
2. An _____ creature lives in a tree.
3. An _____ bomb was dropped on the Japanese city of Hiroshima.
4. There are thirteen _____ cards in a pack.
5. An _____ animal has no backbone.

Underline the adjectives in these sentences.

1. The brave garda climbed into the wrecked car to help the injured driver.
2. The grey parrot watched me closely from it high perch.
3. Sandra's knees were black and blue after her bad fall in the yard.
4. The puzzled crowd watched as five huge elephants climbed out of the tiny car.
5. The Brazilian driver won the last race of the championship.



Homework 15

- **Conjunctions** link words in sentences.
- **Conjunctions** are also used to join two shorter sentences together.

Examples:

I like sausages and chips.

I got up. I got dressed quickly. I got up and got dressed quickly

- *And* is a **conjunction**, there are many others such as...

until	unless	but	because	as	if	or	so	that
while	after	before	although	since			when	

Use a suitable conjunction to join these pairs of short sentences.

1. Ted loves playing chess _____ he hardly ever wins.
2. The baby cried _____ someone came and changed its nappy.
3. Always brush your teeth _____ you go to bed.
4. Amy will wait there _____ we finish the test.
5. Adolf was a nasty bully _____ we told the teacher about him.
6. Sarah hummed a tune _____ she waited for the toaster to pop.
7. Butch started crying _____ we all laughed at his new hairstyle.
8. We knew we had to get the work done in class _____ we would have to get it finished at home.
9. I was so exhausted _____ I fell asleep as soon as my head touched the pillow.
10. We all knew that Linda would sulk _____ we didn't tell her that he painting was beautiful.



Homework 16

- A **verb** is a doing, or action, word of a sentence.

Examples:

Emma wrote a letter.

Jeff has a new pen.

Anne thinks that she is great.

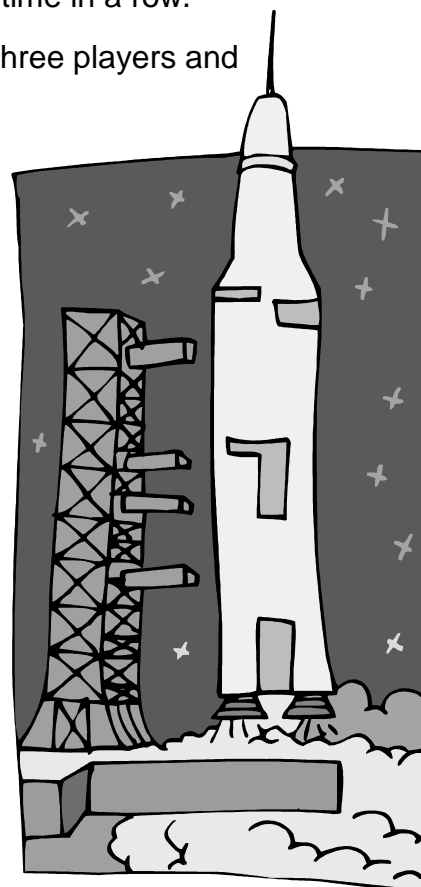
Marie scored a goal.

Note:

Words such as *is*, *are*, *has* and *said* are all verbs even though they do not seem to be 'doing' much.

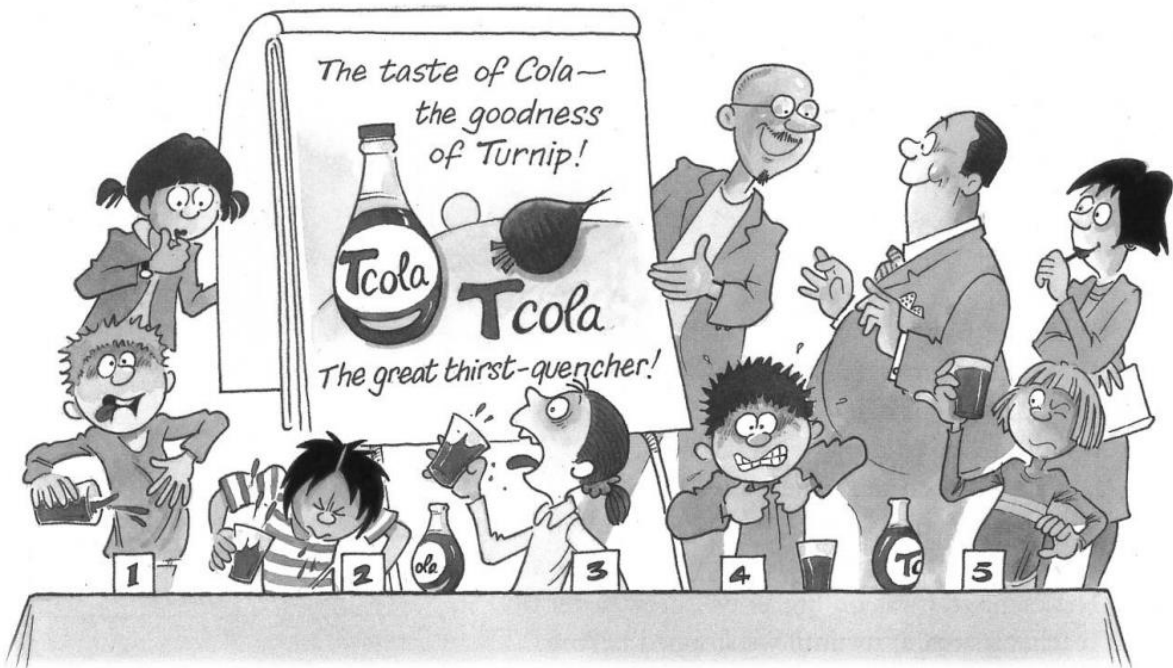
Put suitable verbs in these sentences.

1. The audience _____ in horror when the acrobat _____ on the high wire.
2. The owl _____ at night.
3. An ice-hockey match _____ with a face-off instead of a kick-off.
4. The two old women _____ their tea and _____ about the carry-on of young people nowadays!
5. The careless pupil _____ the test for the third time in a row.
6. The Spurs player _____ the ball, _____ three players and _____ the ball into the back of the net/
7. Keats _____ the poet who first _____ the lines, "A thing of beauty _____ a joy forever."
8. The tiger _____ quietly through the jungle, _____ its prey carefully then _____!
9. The rocket _____ into the sky after the countdown and, after eight minutes, _____ free from the Earth's gravity.
10. Now that I have _____ my homework, I would like to _____ outside to play.



Homework 17

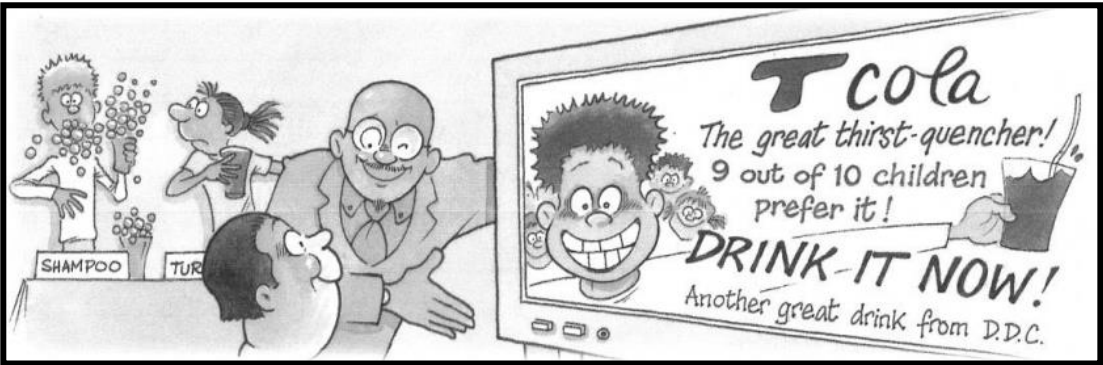
A Great New Taste for Our Times!



Ditchwater Drinks Co. recently launched its new Turnip Cola soft drink with an expensive advertising campaign. Before launching the product, the company conducted a survey. One thousand children sampled soft drinks and then filled in a questionnaire. These were the results:

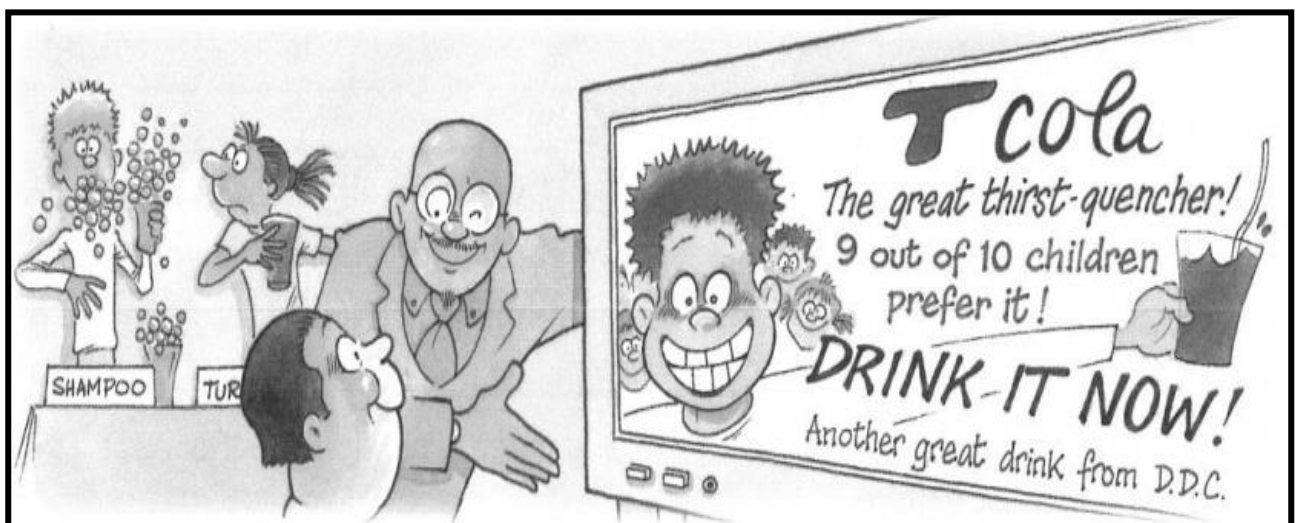
Turnip Cola Survey		
	YES	NO
Do you like drinking cola?	943	57
Do you like Turnip Cola?	0	1000
Would you buy Turnip Cola?	0	1000
Which would you prefer:		
(a) Turnip Cola	903	
or		
(b) Shampoo Cola	97	

Based on the results of the survey, Ditchwater Drinks Co. promoted Turnip Cola with the following advertisement:



Questions

1. How many children were invited to take part in the survey?
2. What was the name of the drinks company?
3. To what drink did the company compare Turnip Cola?
4. How successful was Turnip Cola in the survey?
5. What did the company claim about Turnip Cola in the advertisement?
6. Which answer in the survey did the company choose to ignore?
7. Do you think Ditchwater Drinks Co. was satisfied with the results of the survey?
8. In the advertisement, what shortened name did the drinks company use for Turnip Cola? Why, do you think, did they use this shortened name?
9. Was the advertisement honest? Give a reason for your answer.
10. What do you think people will say about T Cola when they buy it?



Homework 18

- A **verb** is a doing, or action, word of a sentence.

Examples:

Emma wrote a letter.

Jeff has a new pen.

Anne thinks that she is great.

Marie scored a goal.

Note:

Words such as *is*, *are*, *has* and *said* are all verbs even though they do not seem to be 'doing' much.

Write these sentences and underline the verbs in each sentence.

1. My sister sings loudly and badly.
2. The eagle swooped on the sparrow.
3. A cow chews its cud.
4. The Kodiak bear is one of the world's largest carnivores.
5. Venice has canals instead of streets.
6. The martial art of kung fu originated in China.
7. The fans screamed and shouted and leapt about when their team score a goal.
8. The dog ran into the house, shook itself and soaked everyone with water.
9. The pupils trudged into class, sat down and took out their books.
10. Do not look directly at the sun during a solar eclipse or you will damage your eyes permanently.



Homework 19

- **Conjunctions** link words in sentences.
- **Conjunctions** are also used to join two shorter sentences together.

Examples:

I like sausages and chips.

I got up. I got dressed quickly. I got up and got dressed quickly

- *And* is a **conjunction**, there are many others such as...

until	unless	but	because	as	if	or	so	that
while	after	before	although	since		when		

Complete these sentences. Make sure to use conjunctions if they are not already present.

1. I didn't go to school because _____.
2. Jenny was pretty upset after _____.
3. Fred ate all the cake although _____.
4. You shouldn't ride your bike on the road unless _____.
5. _____ while we all watched on in horror.
6. _____ although nobody believed a word she said.
7. _____ before he even had a chance to pick up the ball.
8. We all waited _____.
9. Harry tried his best _____.
10. Sally had been scared of heights _____.



Homework 20

- We often use the words *as* or *like* when we are describing something.
- Phrases that compare things and use the words *as* or *like* are called **similes**.

Examples:

She runs like the wind.

He is as good as gold.

Use the words in the word box to finish these well-known similes.

fox	mouse	snail	lamb	snow
coal	bee	swan	nails	grass

as black as _____

as graceful as a _____

as cute as a _____

as busy as a _____

as quiet as a _____

as white as _____

as gentle as a _____

as slow as a _____

as hard as _____

as green as _____

Well-known similes can be a little overused. Rewrite these and make similes of your own

as angry as _____

as flat as _____

as wet as _____

as hairt as _____

as soft as _____

as blue as _____

as cold as _____

as smart as a _____

as hot as _____

as happy as _____

Homework 21

- A **paragraph** is made up of a number of sentences that deal with the same idea. A **paragraph** starts on a new line and start a little way in from the margin. This is called the indent.

Example:

My grandma was old and needed a walking stick to get about. Her face was a wrinkled as a dried plum. Her wispy hair was completely white. She always moved slowly.

→ Her sister, by contrast, was a youthful 81 year old. Her step was sprightly and her smile wide and bright.

Rewrite the following passage in two paragraphs.

When Raymond had started in Primary 1, he had felt very lost and confused. All the other children had seemed so big, and the corridors had appeared long and dangerous. The rules had seemed strange and had made no sense to him at all. Now that he was starting secondary school, it did not feel a whole lot different. He was once again the small boy in a school full of bigger children. The rules were new and stricter. His timetable was complicated and confusing, and he now had several teachers instead of one.

Rewrite the following passage in three paragraphs.

Maeve plunged her hand absentmindedly into her bag and fumbled for her phone. Her hand rooted around in the bag, claspings one thing, and then another, feeling for the cold shiny surface. She fumbled and clasped and, finally, lifted her bag to and looked inside, shoving things from side to side. It wasn't there! She emptied everything out on the table, but no phone. Oh dear! Deciding to retrace her steps, she got up and walked back the way she came, looking intently at the ground. Karen, her best friend, helped, but the pavement was clear all the way back to Karen's house, where she had been dropped off. Maybe it was in dad's car. Karen phoned Maeve's number, but the phone didn't ring, it went straight to a dead tone. Maeve then realised that, unless the phone was in dad's car, then it was gone. She definitely had it in the car, but it had been switched on as she was speaking to Karen in the car, letting her know they were on their way. She then realised that her mum was going to be furious with her!



Homework 22

A Bleak House



Aunt Maud lived alone in a great, rambling mansion of a house. Most of it was closed off, and the rooms still in use were sparsely furnished, with high ceilings and dark, gloomy corners. The house had an air of dampness about it, and it was always cold.

Aunt Maud did not seem to notice. Maud liked the house she lived in – cold and gaunt. Her severe country shoes resounded hollowly as she moved briskly about the house. In summer, she took in guests, and the house was full of their chatter and good cheer, but on that damp and overcast November afternoon, I would have preferred to be anywhere else in the world.

Evening was closing in. I sat in the casement window and watched the cattle standing forlornly under the bare oak tree. A small, cheerless fire, the only light in the room, could not keep the shadows at bay. My fingers were numb. Tea, as Aunt Maud had called it, was a cold salad and a glass of milk. Aunt Maud had nothing to say, and, as efforts on my part for conversation were not being encouraged, I also ate in silence.

“I am going home tomorrow,” I told myself, “to my lovely, bright, noisy, little house and my fighting brothers and my lovely, bold baby sister. Only one more night in this gloomy prison of a house with mad Maud!”

Then there was a power cut.

“It’s always happening,” explained Aunt Maud in a deadpan voice, as she handed me a short candle stuck to a saucer. “No television tonight, I’m afraid. You might as well go to bed.”

As I climbed the stairs to my room, the candle threw long, flickering shadows across the walls and faded carpet. Along these walls were the stuffed heads of badgers, foxes and deer that had been killed decades before. With every few steps, the candlelight was reflected in the glass-bead eyes of these long-dead trophies. They stared at me, mutely, accusingly. Their shadows slowly moved along the mouldering walls with the candle’s light. For a brief moment, I felt as though their spirits were travelling through the house. It was an act of will not to turn and run.

“Goodnight,” said Aunt Maud in her voice of doom, the light of the candle lighting up her features in a ghoulish manner.

“Goodnight, Aunt Maud,” I barely whispered, as I turned the wooden doorknob. It was with relief that I pulled the door of my bedroom shut. Then a floorboard creaked, and a gust of wind blew out my candle...

Questions

1. At what time of year does this story take place?
2. In what way was the house different in the summer?
3. What sort of shoes did Aunt Maud wear and how did her footsteps sound as she moved about?
4. Why could they not watch TV that night?
5. What lined the walls along the stairs?
6. Why, do you think, was most of the house closed off?
7. Describe the house. In what way was it bleak?
8. In what way was the narrator's house different from Aunt Maud's?
9. How would you describe Aunt Maud's tone of voice? In what way does this add to the atmosphere of the house?
10. What made the narrator feel that the spirits of the stuffed animals were travelling through the house?



Homework 23

- A **silent letter** is a letter that does not make a sound in a word.

Examples:

silent <i>b</i>	doub <u>t</u>	silent <i>g</i>	re <u>ig</u> n
silent <i>t</i>	soft <u>e</u> n	silent <i>h</i>	wh <u>h</u> istle
silent <i>k</i>	<u>k</u> nock	silent <i>w</i>	<u>w</u> rinkle
silent <i>n</i>	hym <u>n</u>	silent <i>l</i>	fol <u>l</u> k

Put each of these words in the correct column.

hour	gnaw	lamb	calm	wrong
gnat	half	thumb	knee	crumb
knob	could	limb	climb	autumn
honour	calf	column	honest	castle
knot	walk	wren	listen	knit
write	wrist	apostle	know	knight

Silent *k*

Silent *w*

Silent *l*

Silent *b*

Silent *h*

Silent *t*

Silent *g*

Silent *n*

Homework 24

- We often use the words *as* or *like* when we are describing something.
- Phrases that compare things and use the words *as* or *like* are called **similes**.

Examples:

She runs like the wind.

He is as good as gold.

Use as or like to complete these sentences.

1. When I saw that my money was missing, I felt _____.
2. Liz looked _____ after she rolled down the hill.
3. The car sounded _____ when the engine exploded.
4. Tom was _____ when he won the Lottery.
5. I'm not saying it's bad, but the new CD by *The Sprinkles* sounds _____.
6. I felt _____ when I woke up in the middle of the busy street in my pyjamas.
7. The new clothes and stylish haircut made Gary feel _____.
8. As I gazed out over the sparkling sea, I felt _____.
9. Dave's mouth felt like _____ because he was so thirsty.
10. John felt like _____ after the roller coaster ride.



Reading

Day / Date	Book	Pages	Initials
Monday			
Tuesday			
Wednesday			
Thursday			
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