

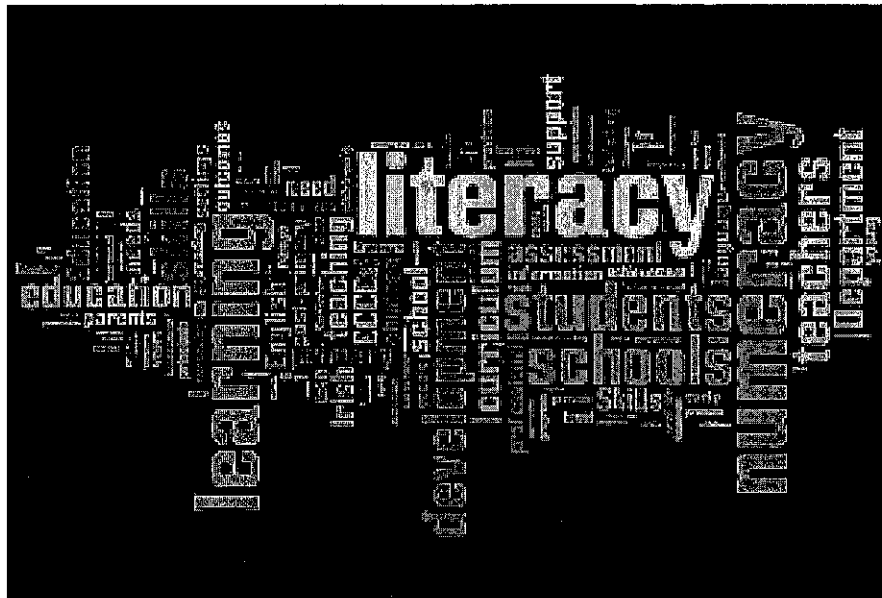
# John Edmondson High School



Name: \_\_\_\_\_

Year: \_\_\_\_\_

## In School Suspension Booklet Year 8 - Literacy and Numeracy Activities



# CLASSROOM RULES

**Line up quietly outside the room, with hats off and ready to work.**

1. Enter the room quietly and sit at your allocated seats.
2. Put your hand up if you want to speak. Never call out!
3. Do not talk when the teacher is talking.
4. Do not walk around the room without permission.
5. Complete all work quietly and any work not finished needs to be completed for homework.
6. Do not throw rubbish in the room.
7. Leave the room neat and tidy and push all chairs in when you leave the room.
8. Bring all equipment to class every day.
9. Do not talk across the room.
10. Do not swear or make rude remarks to anyone in the room.
11. Respect the teacher and follow all instructions. Do as you are told.
12. Do not chew gum in class.
13. You are responsible for any graffiti on your desk. Keep your desk clean and report any student defacing to the teacher.

# UNIT COMPREHENSION —

## 1 RUFUS THE RED KANGAROO

Rufus is a very young kangaroo who has grown too big for his mother's pouch and now must start caring for himself. He finds this very difficult, for, where he lives near Ayers Rock, there is very little food. One day, whilst searching for food, Rufus becomes separated from the mob. Read how he managed to survive.

*The kangaroos were moving very fast and Rufus was being left behind. The leaders were hungry; they bounded on their way. Rufus was hopping as fast as he could go and taking his longest jumps, but the gap between him and the others was growing wider all the time. The dust rose all around him and made it difficult to see.*

*There was now more dust than the kangaroos could raise. Red dust was swirling everywhere. It swirled through the last few rays of the afternoon sun. The man who had stood up on the Rock was right. Rufus was caught in a storm of thick red dust!*

*He couldn't see at all. Only his ears and nostrils could help him now, but his nostrils, too, were filled with the smell of the dust. It choked his nose and blocked out the scent of the other kangaroos.*

*His ears turned round, each turning to a different side, so he could pick up the slightest sound. He strained to hear some sound through the dust that would tell him the way to go.*

*Then he heard it! The faintest booming sound that told him where the others were. It was more than a sound — it was a feeling in the ground. The ground vibrated with the booming sound of the strong hind legs of Big Red kangaroos.*

*When he was sure of the way, Rufus hopped off quickly, following where he could hear the sound. It was a hard struggle through the swirling dust. He almost choked as he struggled on, but he kept on hopping as fast as he could go.*

1. Why were the leaders of the mob in such a hurry? .....
2. This part of the story does not tell you why Rufus could not keep up with the mob. Can you think of a reason? .....
3. What was Rufus caught in? .....
4. This is a very dusty passage! Dust came from ..... and dust was caused by .....

5. a) In the dust storm Rufus became .....

b) This happened because he could not ..... or .....

\* \* \* \* \*

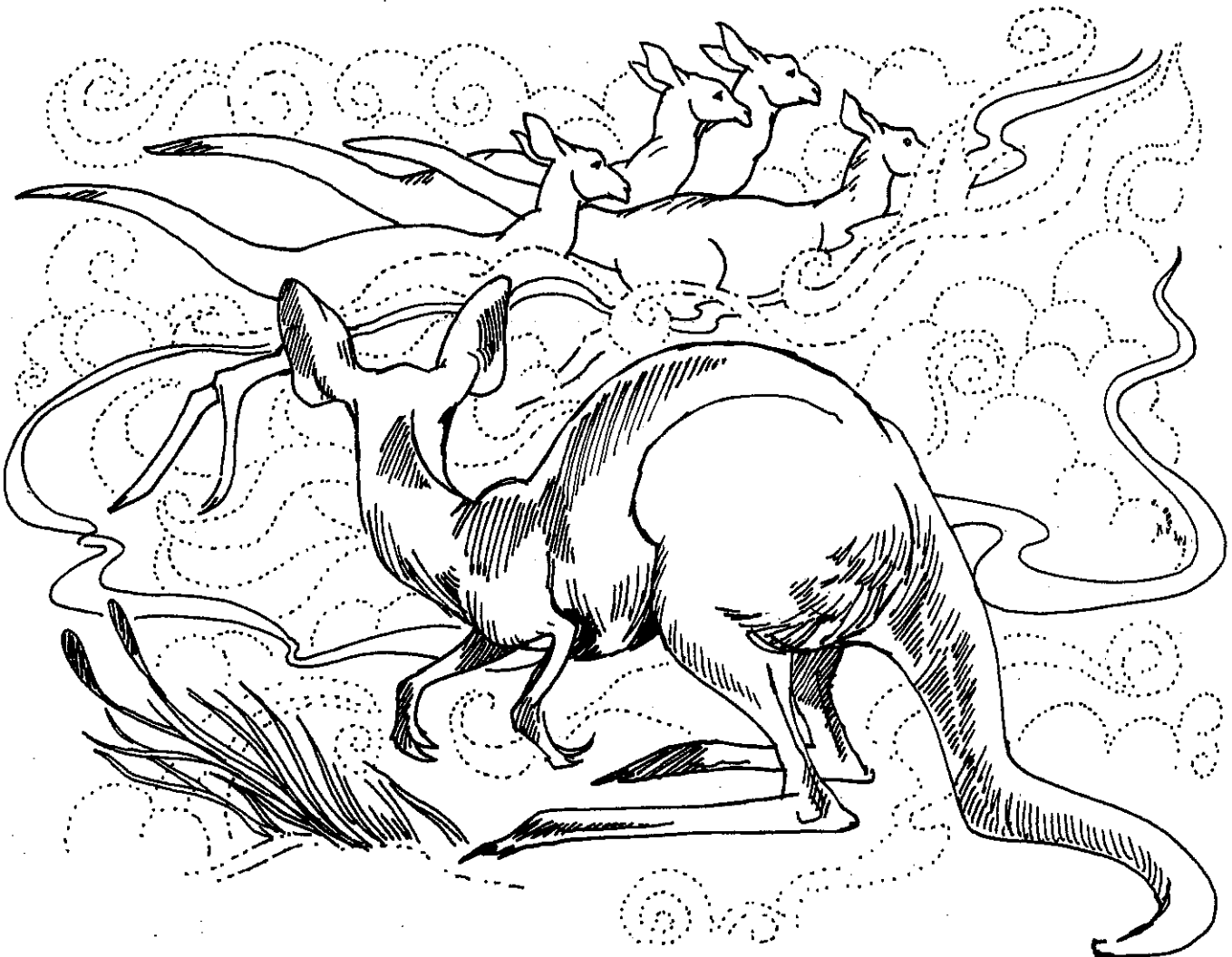
6. How did Rufus decide which was the right way to go? .....

7. Was it easy to hop through the dust storm? ..... Which words tell you this? .....

8. How would Rufus have felt when he realised that he was lost? .....

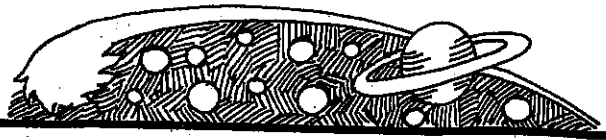
9. Why didn't the other kangaroos wait for Rufus? .....

10. Which of the five senses did Rufus try to use to save himself? .....



# UNIT 8 COMPREHENSION

## THE IRON MAN



The Iron Man is the tale of an enormous iron robot-like creature that everyone thinks is a nuisance. Then, one day, a horrible 'thing' from outer space visits the earth, and the Iron Man suddenly shows how useful he can be.

This part of the story tells of the arrival on earth of the outer space visitor.

*That star was getting bigger because it was getting nearer. And nearer and NEARER and NEARER.*

*It was rushing towards the world.*

*Faster than a bullet.*

*Faster than any rocket.*

*Faster even than a meteorite.*

*And if it hit the world at that speed, why, the whole world would simply be blasted to bits in the twinkling of an eye. It would be like an Express train hitting a bowl of goldfish.*

*No wonder the people stared up with frightened faces. No wonder the astronomers watched it through their telescopes with worried frowns.*

*But all of a sudden — a strange thing!*

*The star seemed to have stopped.*

*There it hung, a deep and gloomy red, just the size of the moon. It got no smaller. It got no bigger. It wasn't coming any nearer. But it wasn't going away either.*

*Now everybody tried to explain why and how this was. What had happened? What was happening? What was going to happen?*

*And now it was that the next strange thing occurred.— the astronomers noticed it first.*

*In the middle of the giant star, a tiny black speck had appeared. On the second night the speck was seen to be wriggling, and much bigger. On the third night, you could see it without a telescope. A struggling black speck in the centre of that giant, red, gloomy star.*

*On the fifth night, the astronomers saw that it seemed to be either a bat, or a black angel, or a flying lizard — a dreadful silhouette, flying out of the centre of that giant star, straight towards the earth. What was coming out of the giant star?*

*Each night, when the astronomers returned to their telescopes to peer up, this black flying horror was bigger. With slow, gigantic wing-beats, with long, slow writhings of its body, it was coming down through space, outlined black against its red star.*

*Within a few more nights, its shape had completely blotted out the red star. The nameless, immense bat-angel was flying down at the earth, like a great black swan. It was definitely coming straight at the earth.*

*It took several days to cover the distance.*

*Then, for one awful night, its wings seemed to be filling most of the sky. The moon peered fearfully from low on the skyline and all the people of earth stayed up, gazing in fear at the huge black movement of wings that filled the night.*

*Next morning it landed — on Australia.*

*Barrump!*

1. What did the *star* look like as it hovered above the earth?

.....

2. What could everyone see by the fifth night? .....

.....

3. If this 'thing' landed near you, what would you do? .....

.....

4. How did the people feel as they saw this *star* coming nearer?

.....

\* \* \* \* \*

5. Why were the people so afraid? .....

.....

6. Why did the astronomers, and not the people, first notice the change in the *star*? .....

.....

7. Find the meaning of

a) hover .....

b) silhouette .....

c) writhing .....

8. From what you are told in this passage, what do you think this creature may have been? .....

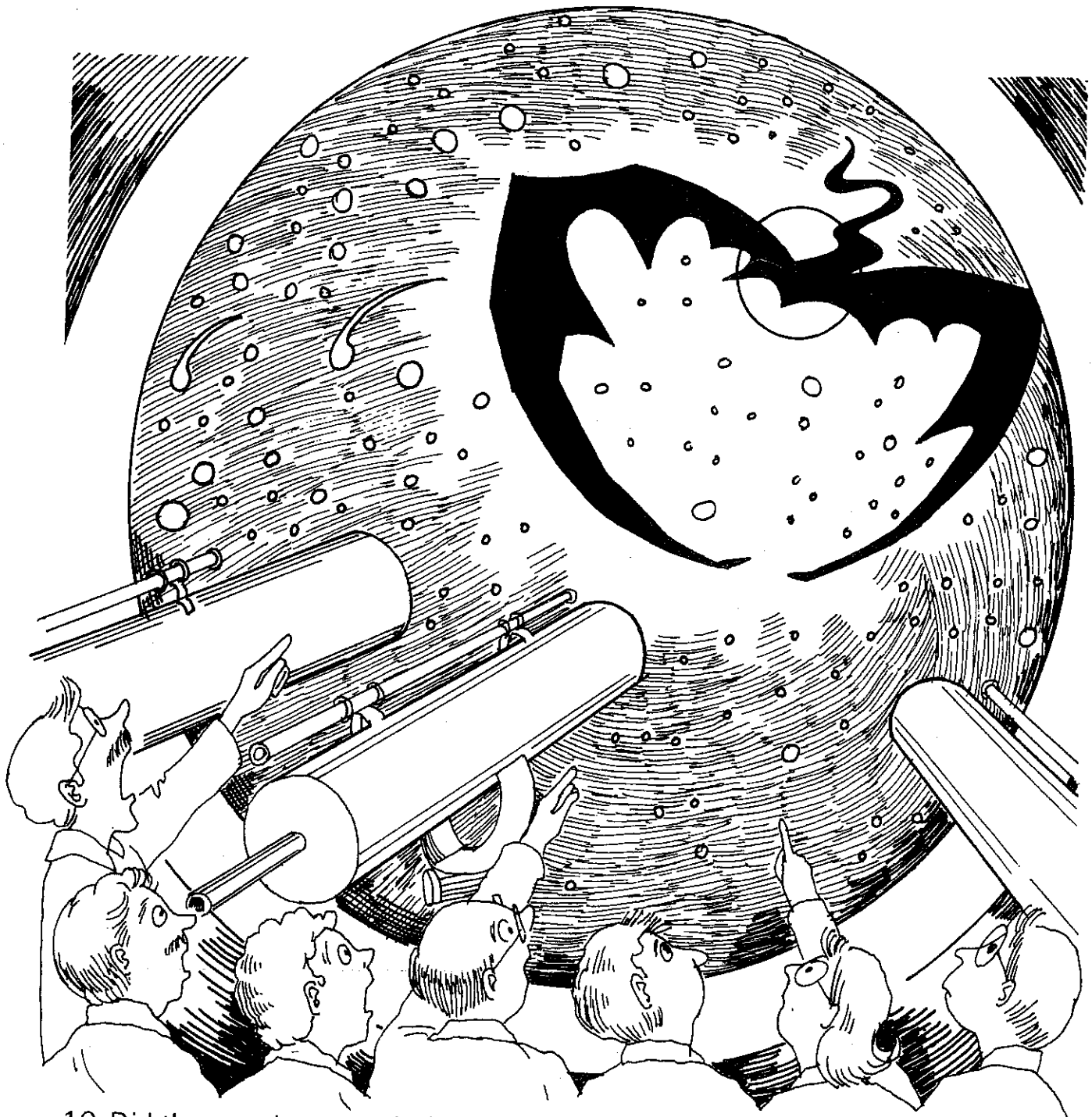
.....

\* \* \* \* \*

9. On the night that the visitor arrived, why didn't the people go to sleep?

.....

.....



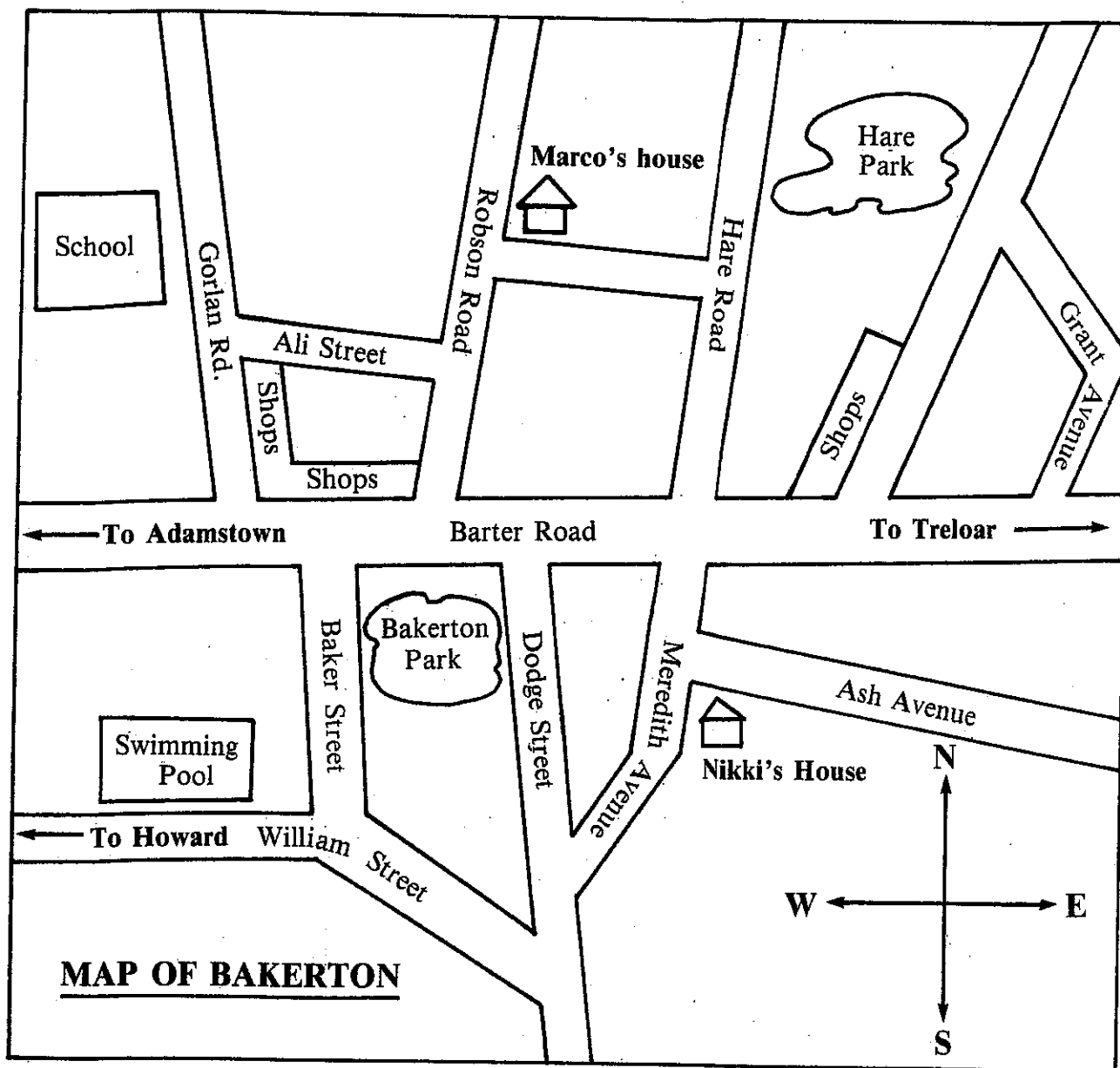
10. Did the people on earth think that the *star* was bigger or smaller than earth?  
..... Which words tell you this?  
.....

11. a) Did the *black flying horror* come in a straight line to earth, or did it wander  
through space? .....

b) Which words tell you this? .....

# UNIT MAPPING

## 2



Nikki lives on the corner of Ash Avenue and Meredith Avenue. One route that she can take to reach school is:

Go down Meredith Avenue, turn left into Barter Road, then right into Gorlan Road. Draw this route carefully.

1. Find one other route that Nikki could take. Draw that in too, using a different coloured pen or pencil. Write down that route: .....

.....

.....



2. The school is (north, south, east, west) of Nikki's house. Choose two of these.  
.....
3. On the corner of which streets is the swimming pool? .....
4. a) Which is the best route for Nikki to ride her bike to school? .....
- .....
- .....
- b) Why did you choose this route? .....
- .....
5. Where are the closest shops to Nikki's house? .....
- .....
6. If you wished to drive from Bakerton to Howard, which street would you go along? .....
- .....
7. Who lives closer to the school — Nikki or Marco? .....
8. Which park is closer to Marco's house? .....
9. Which streets surround Bakerton Park? .....
- .....
10. If I kept travelling east along Barter Road, I would come to .....
- .....

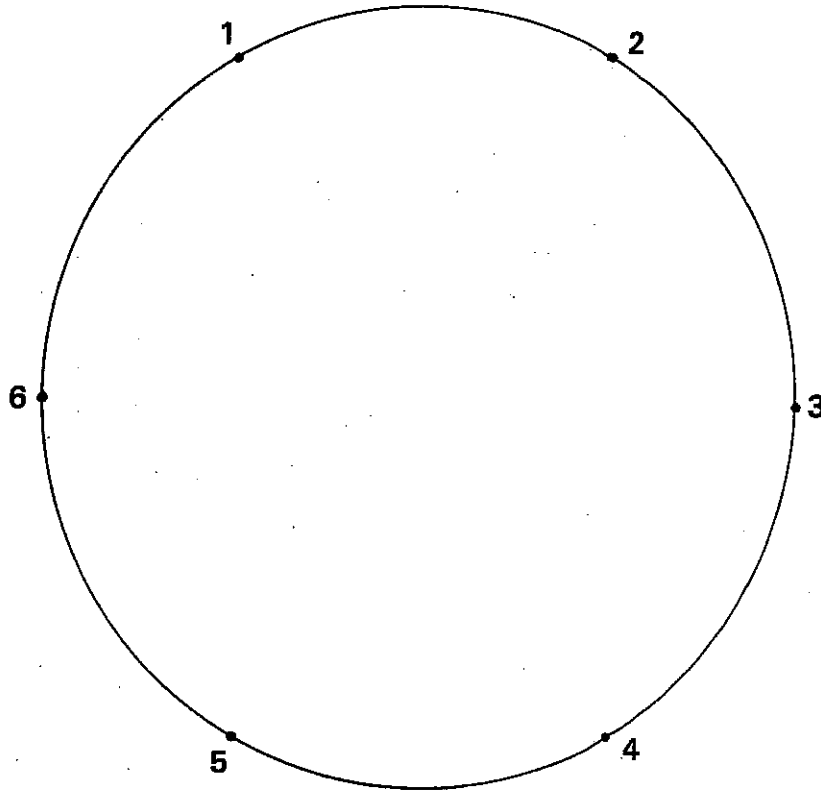


# UNIT A PATTERN

## 3

---

This pattern is easy to draw if you follow the instructions carefully.



1. With your ruler, rule a light line from 1 to 3  
from 3 to 5  
from 5 to 1.

What shape have you made within the circle? .....

2. Place your ruler on the dots 2 and 5. Start at 2 and rule a line ONLY until it reaches the 1 to 3 lines.
3. Place your ruler on dots 1 and 4. Start at 4 and rule a line ONLY as far as line 3 to 5.
4. Place your ruler on dots 3 and 6. Start at 6 and rule a line ONLY as far as line 1 to 5.
5. Rule a line from 1 to 2  
from 2 to 3  
from 3 to 4, and so on like this right around the circle until you join 6 to 1.
6. Now colour your pattern as attractively as you can!

# UNIT ORDERING SENTENCES

## 4

Place these sentences in order by putting numbers beside them.

1. . . . . 'Oh, of course, I forgot that he would have to travel through the peak hour.'  
. . . . . 'Before he left he said he'd only be an hour!'  
. . . . . 'Never mind, he may have been caught up in heavy traffic.'  
. . . . . 'I can't understand why John is so late.'
  
2. This is a sequence of events. Think carefully about the order.  
. . . . . Up came the creek.  
. . . . . Out of their houses the people dashed.  
. . . . . Over the creek banks the water flooded.  
. . . . . Off they went, to the safety of the hills.  
. . . . . In from the south swept the storm.  
. . . . . Down came the rain in torrents.  
. . . . . Through the town gushed floodwaters.
  
3. . . . . 'Which friend do you mean?'  
. . . . . 'Depends on what?'  
. . . . . 'Are we going on the picnic tomorrow?'  
. . . . . 'Yes, if you like.'  
. . . . . 'Lorenzo.'  
. . . . . 'If we go, may I take a friend?'  
. . . . . 'On whether or not it rains.'  
. . . . . 'Well, it depends.'

# UNIT RESEARCH AND STUDY SKILLS

## 6

### 1. Choosing Key Words

Select the Key Words from these sentences. The first one is done for you.

a) High up on the cliff perched the lonely eagle.

Key Words: cliff, perched, eagle.

b) In and out, over and under swam the fish among the seaweed.

Key Words: .....

c) The old man, carrying the poor sick child in his arms, staggered through the dense bush.

Key Words: .....

d) As we rowed our little boat down the river, we passed many tall buildings on the banks.

Key Words: .....

### 2. Using Key Words to decide which reference books to use.

Below are listed some titles for projects. Choose the Key Word from each project title. This Key Word should tell you in which encyclopaedia you would look to find the information that you need. Look at the encyclopaedias shown. Beside each Key Word write down in which volume you would find the information.

Project titles	Key Word	Volume
a) Caring for your dog	.....	.....
b) Rivers of Victoria	.....	.....
c) The voyages of Bass and Flinders	.....	.....
d) The story of a newspaper	.....	.....
e) The first aeroplane.	.....	.....

A-B	C-D	E-F	G-H-I	J-K	L-M-N	O-P	Q-R	S-T	U-V	W-X	Y-Z
VOL 1	VOL 2	VOL 3	VOL 4	VOL 5	VOL 6	VOL 7	VOL 8	VOL 9	VOL 10	VOL 11	VOL 12

# UNIT 7 USING THE DICTIONARY

1. Put these groups of words into alphabetical order.

a) puffing, breathing, smiling, giggling, crying . . . . .

. . . . .

b) happy, sad, mournful, pleased, thoughtful . . . . .

. . . . .

2. Look at the **second** letter of each word to put these words into alphabetical order.

a) bat, break, bless, boat, bite . . . . .

. . . . .

b) flap, freak, feast, food, fiddle . . . . .

. . . . .

c) roast, ran, ribbon, rudely, rest . . . . .

. . . . .

3. Use your dictionary to answer these questions. The words underlined are the words that you will need to look up.

Yes      No

a) Can a bridge span a river? . . . . .

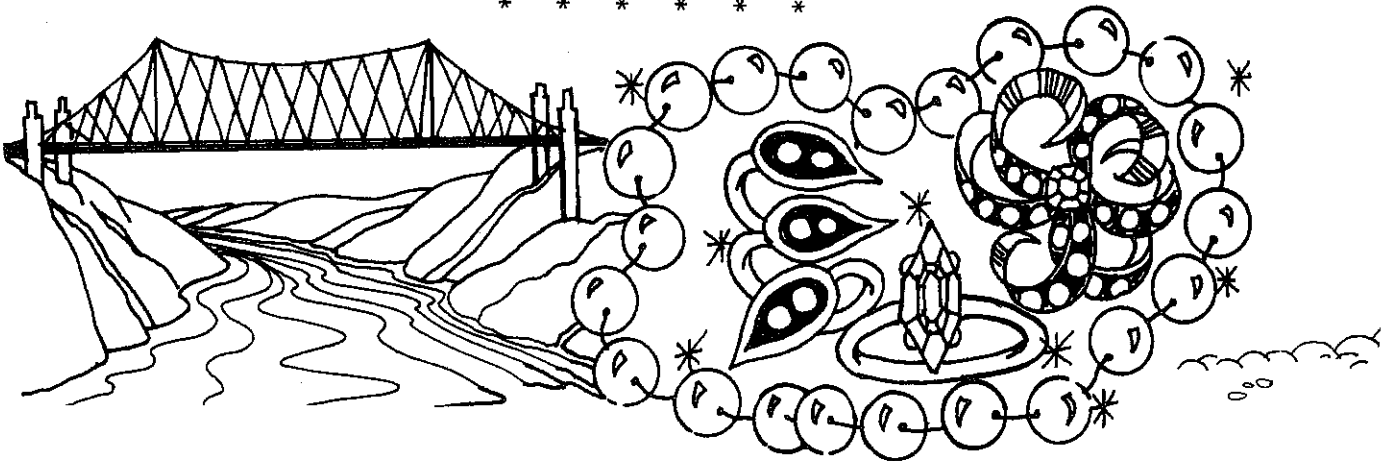
b) Could a thief have a hoard of jewellery? . . . . .

c) Could you wear a beret on your feet? . . . . .

d) Is it good to offend your best friend? . . . . .

e) Do plants generally die in fertile soil? . . . . .

\* \* \* \* \*



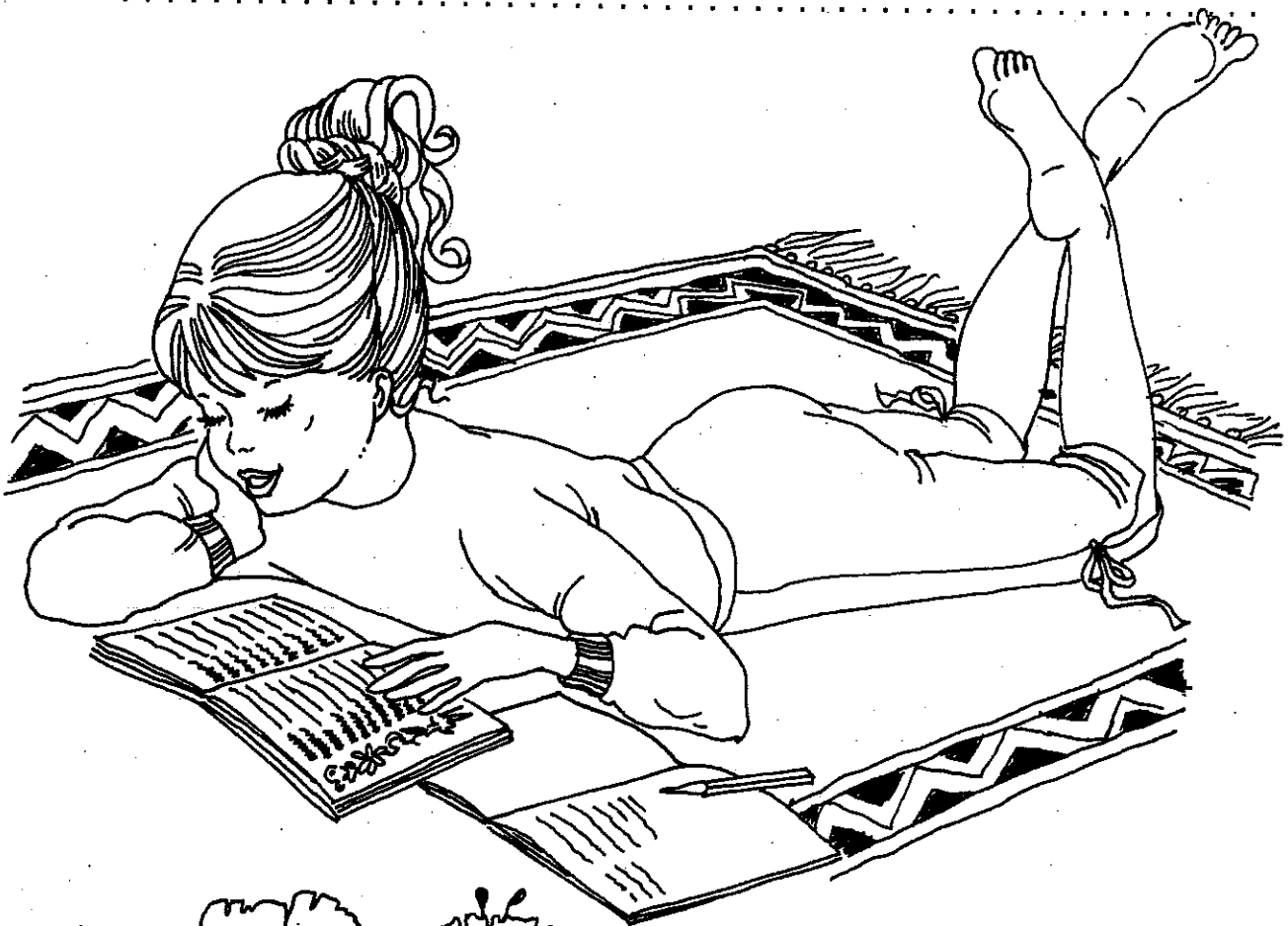
4. Use your dictionary to find the differences in meaning in these words:

a) fare, fair .....

b) piece, peace .....

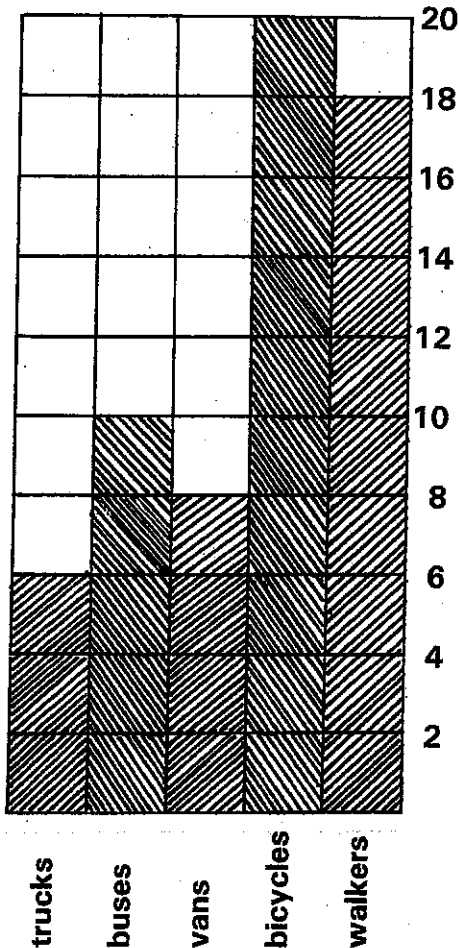
c) hart, heart .....

d) might, mite .....

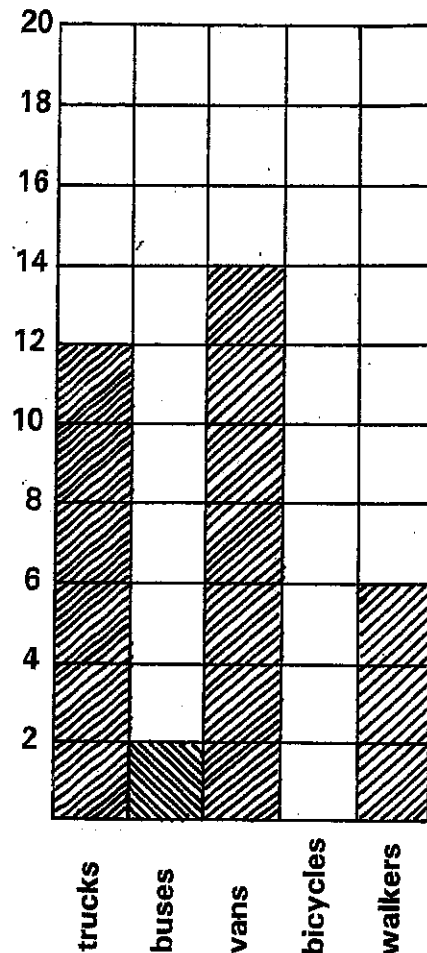


# UNIT 9 UNDERSTANDING GRAPHS

Timothy was recovering from the measles and to keep himself amused one day he made two graphs of the traffic that went past his house. He did not record the number of cars that passed, because there were too many of them.



GRAPH 1 8.00 to 8.30 a.m.



GRAPH 2 2.00 to 2.30 p.m.

Look at Graph 1 carefully.

1. What was there a) most of .....  
 b) least of .....  
 on that morning?

2. Were there
- |                             | Yes   | No    |
|-----------------------------|-------|-------|
| more trucks than vans?      | ..... | ..... |
| more buses than walkers?    | ..... | ..... |
| more walkers than cyclists? | ..... | ..... |

3. a) At what time of day was the first graph taken? .....
- b) Suggest two places where all those walkers may have been going at that time of day. ....
4. Where do you think most of the cyclists were going? .....
5. Would the buses or the bicycles have carried more people to their destination? ..... Why? .....

**Graph 2: Comparing**

- |   |            |           |
|---|------------|-----------|
| 1. In the afternoon were there more           | <i>Yes</i> | <i>No</i> |
| a) trucks than there had been in the morning? | .....      | .....     |
| b) vans than in the morning?                  | .....      | .....     |
| c) buses than in the morning?                 | .....      | .....     |
| d) bicycles than in the morning?              | .....      | .....     |
| e) walkers than in the morning?               | .....      | .....     |
2. Can you think of a reason why there would be fewer buses at that time in the afternoon than there were in the morning? .....
- |                                     |            |           |
|-------------------------------------|------------|-----------|
| 3. In the afternoon were there more | <i>Yes</i> | <i>No</i> |
| a) trucks than vans?                | .....      | .....     |
| b) buses than vans?                 | .....      | .....     |
| c) bicycles than walkers?           | .....      | .....     |
| d) walkers than vans?               | .....      | .....     |
| e) buses than trucks?               | .....      | .....     |



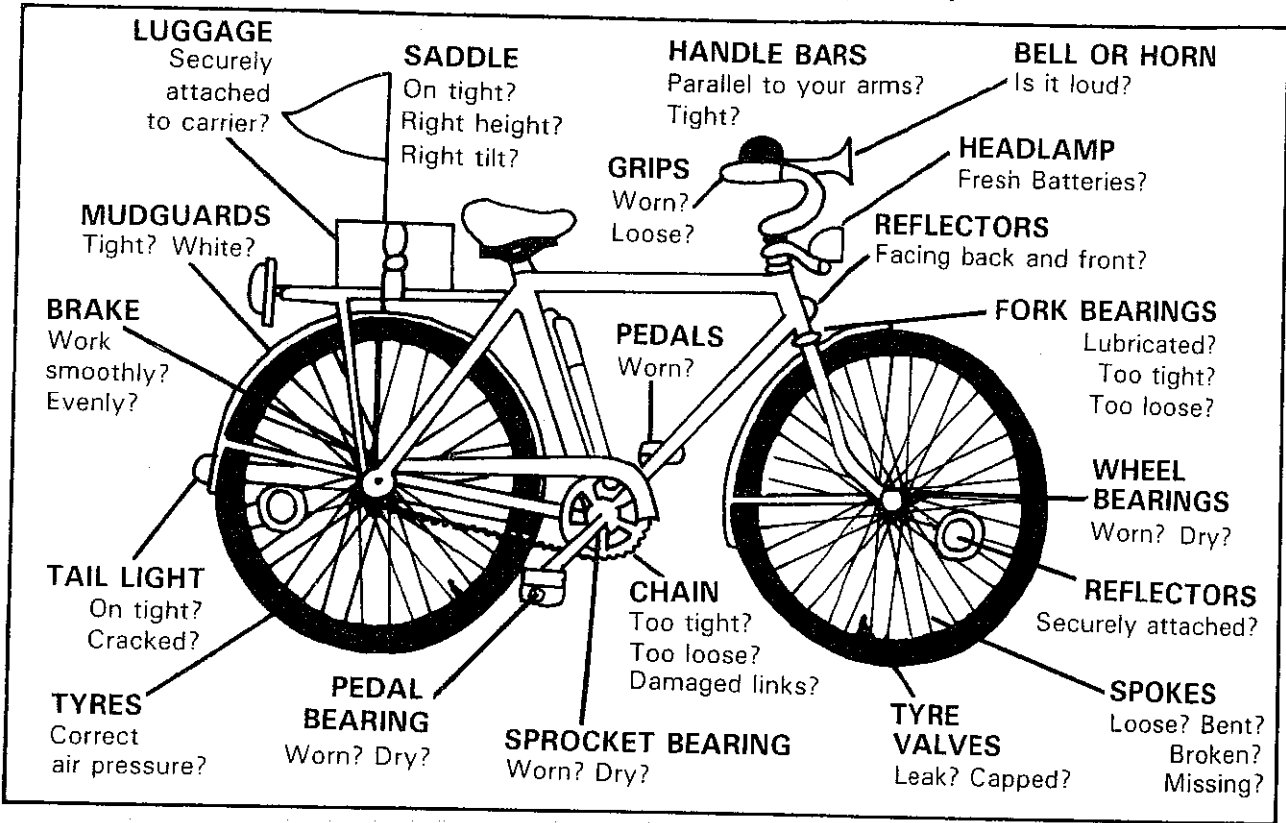


# UNIT UNDERSTANDING DIAGRAMS

## 10

When diagrams are used to get the message across, the instructions given are usually very brief.

If you own a bike, being able to understand this diagram could save you from serious injury. Study it carefully before answering the questions.



1. Find three parts of the bike that must be securely attached.  
 .....  
 .....
2. What would be wrong with a quiet bell or horn? .....
3. Of what use are reflectors? .....
4. What can happen if the chain is too loose? .....
5. Why should the brakes work smoothly? .....

6. Where do you find *grips*? .....

.....

7. Why does a bike have grips? .....

.....

8. Old batteries may cause headlamps to .....

9. What is meant by *correct air pressure* in tyres? .....

.....

10. How can correct air pressure in tyres prevent an accident? .....

.....

11. Another word for saddle would be .....

12. What would happen if the saddle was

a) too loose? .....

b) at the wrong height? .....

c) at the wrong tilt? .....



# 1.2

## The Bunsen burner

### Working scientifically

**L** Literacy

**CC** Critical and creative thinking

**WE** Work and enterprise

**WE** Work and enterprise

**WE** Work and enterprise

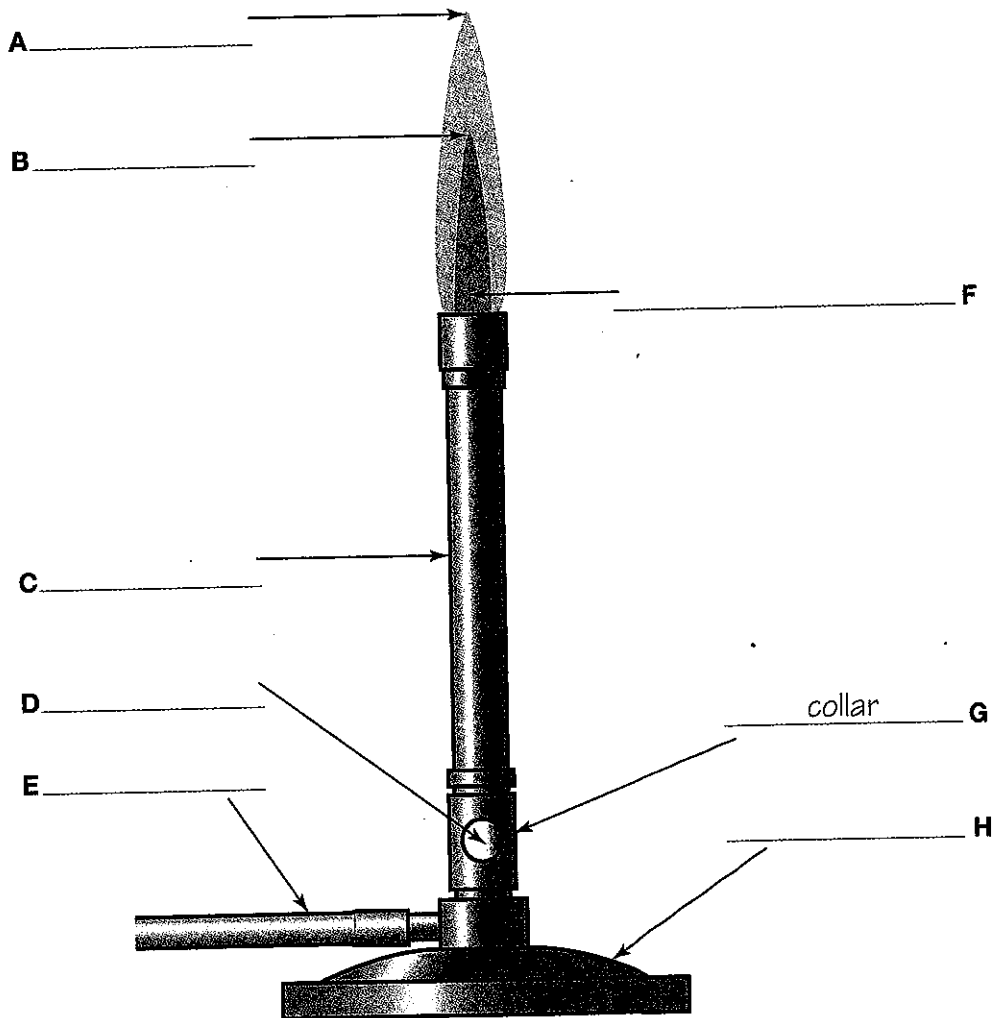
1 Use the words in the box below to label parts A-H of the Bunsen burner.

barrel  
base

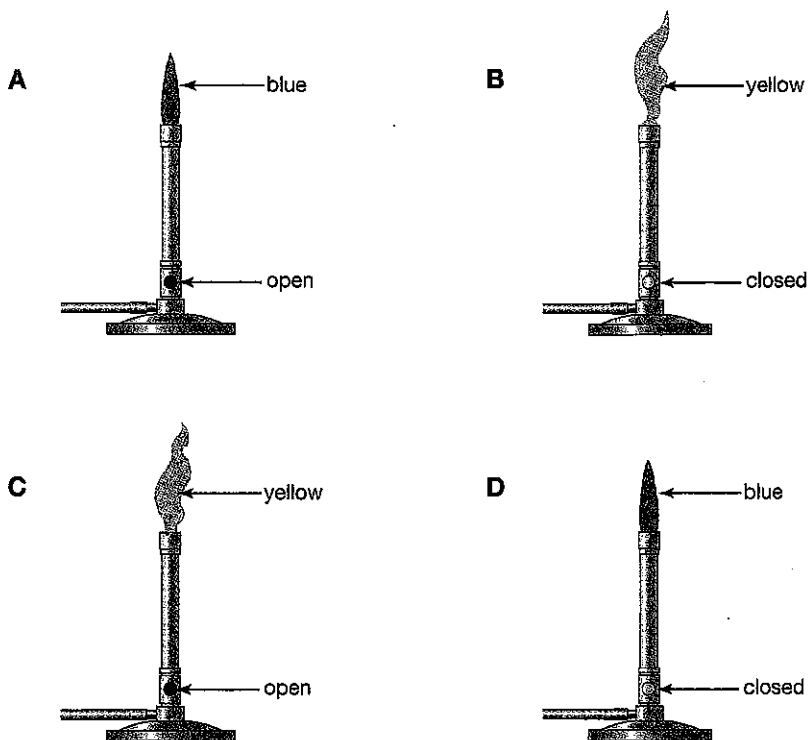
hottest part of flame  
cone of unburnt gas

collar  
gas hose

airhole  
cooler part of flame



- 2 The following diagrams show the collar position on a Bunsen burner with the flame produced. Only two diagrams are correct. **Identify** the correct diagrams.



- 3 Below is a set of instructions to light a Bunsen burner and get a hot, blue flame. The instructions are out of order. **Use** the letters A to K to **list** the instructions in the correct order.

- A Strike a match.
- B Turn the collar so that the airhole is open.
- C Turn on the gas.
- D A blue Bunsen burner flame should be seen.
- E A yellow Bunsen burner flame should be seen.
- F Place the Bunsen burner on the bench mat.
- G Place the match just above the top of the barrel of the Bunsen burner.
- H Connect the gas hose to the gas tap.
- I Make sure that the gas hose is flat, not twisted.
- J Turn the collar so that the airhole is closed.
- K Place a bench mat on the bench.

The correct order is:

  K   then   F   then      then      then      then      then      then   G   then      then      then

# 1.3











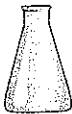
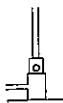








## Identifying laboratory equipment

### Working scientifically

**L** Literacy    **CC** Critical and creative thinking    **WE** Work and enterprise

1 Draw lines to connect the realistic sketch with the name of the equipment and the 2D diagram.

sketch (v) to draw  
**2D** (adj)  
 two-dimensional.  
 A figure with length and height but no depth.

1		A conical flask	i	
2		B tripod and gauze mat	ii	
3		C watch-glass	iii	
4		D measuring cylinder	iv	
5		E evaporating dish	v	
6		F beaker	vi	
7		G crucible and lid	vii	
8		H Bunsen burner	viii	
9		I test-tube	ix	
10		J retort stand, bosshead and clamp	x	

2 Summarise your results by writing the number, letter and Roman numeral of each combination.

- 1/ D / IV    2/ E / I    3/    /       4/    /       5/    /     
 6/    /       7/    /       8/    /       9/    /       10/    /

## Working scientifically

**L** Literacy   **CC** Critical and creative thinking   **WE** Work and enterprise



In the cartoons below, some students are being safe and others are being dangerous.

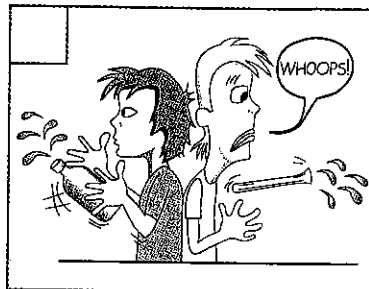
Under each cartoon, **describe** what the student is doing safely or dangerously. **Write** 'safe' or 'dangerous' next to your description. Then **write** the number of the safety rule that matches the cartoon.

(a)

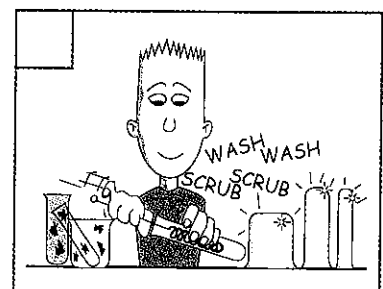


The student is tasting the  
substance. (dangerous)

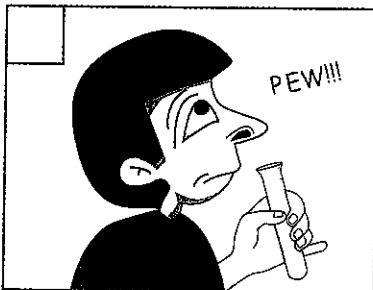
(b)



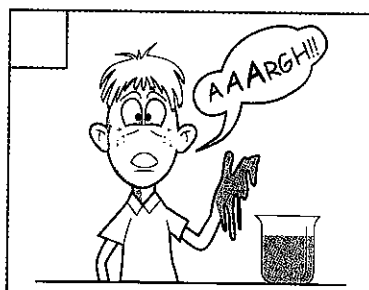
(c)



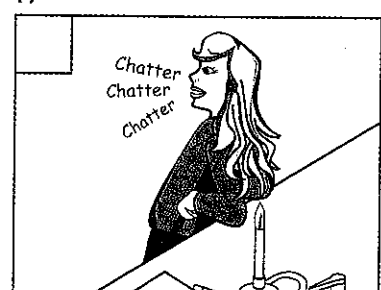
(d)



(e)



(f)



## Safety rules

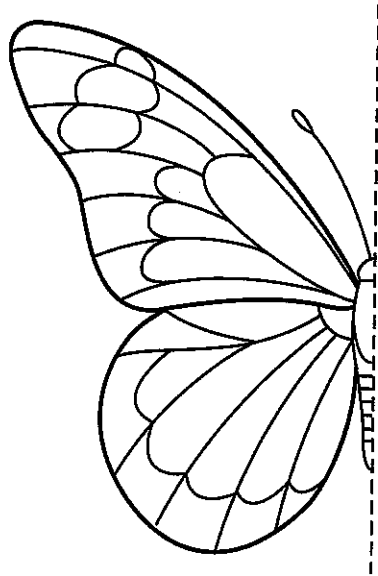
- 1 Never put your hand in a substance unless your teacher asks you to.
- 2 Never turn your back on a Bunsen burner when it is burning.
- 3 Never taste anything in the laboratory.
- 4 Never smell anything unless your teacher asks you to.
- 5 Always watch where you are walking.
- 6 Always clean equipment properly.

### Working scientifically

**N** Numeracy   **CC** Critical and creative thinking

Clear, simple diagrams help scientists to explain their observations. For example, biologists often draw detailed diagrams of animals they see.

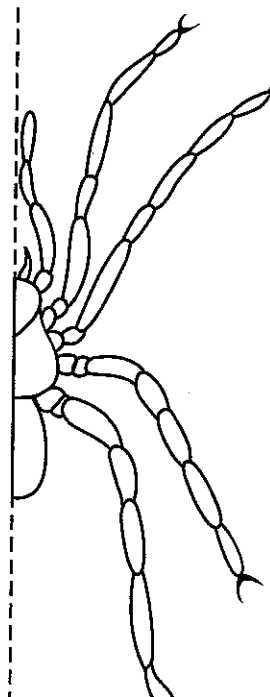
- 1 The diagram of a butterfly below is not complete. **Draw** the rest of the diagram. Do not fold the page. **Use** the butterfly's symmetry to help you. Colour in your completed diagram.



**symmetry** (n) when both sides of something have the same size and shape



- 2 The diagram of a spider below is not complete. **Use** the spider's symmetry to complete the diagram. Colour in your completed diagram.



# 6LM 5.1

# MIX AND MATCH

Match the percentages on the left with their equivalent fractions on the right.

1. 75%
2. 20%
3. 50%
4. 15%
5. 25%
6. 60%
7. 45%
8.  $33\frac{1}{3}\%$
9. 85%
10.  $12\frac{1}{2}\%$
11. 95%
12.  $66\frac{2}{3}\%$

- A.  $\frac{3}{20}$
- C.  $\frac{9}{20}$
- D.  $\frac{3}{5}$
- E.  $\frac{1}{8}$
- G.  $\frac{3}{4}$
- I.  $\frac{19}{20}$
- L.  $\frac{1}{3}$
- N.  $\frac{1}{5}$
- P.  $\frac{1}{4}$
- R.  $\frac{2}{3}$
- V.  $\frac{1}{2}$
- T.  $\frac{17}{20}$



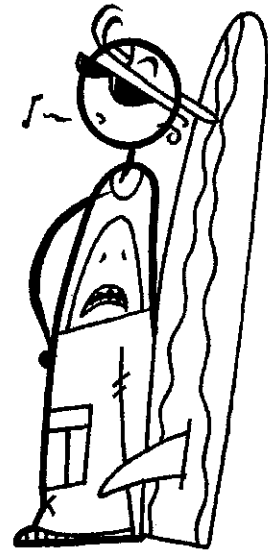
When you have matched each percentage above with its equivalent fraction, write the letters that go with the fractions above the correct question numbers listed below to spell out a very special percentage.

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



Work out the answers to the questions below.

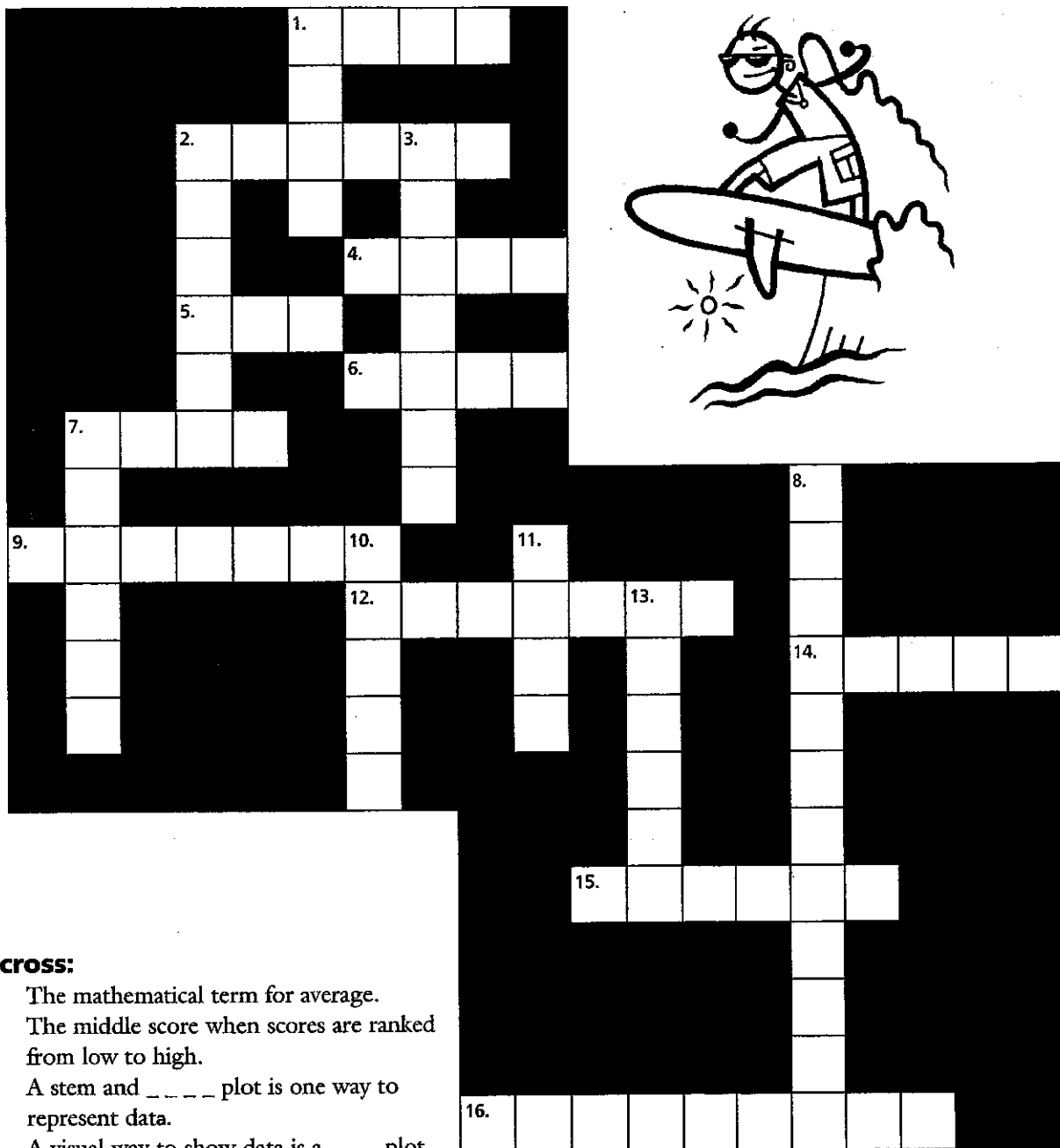
- |                                 |                                  |
|---------------------------------|----------------------------------|
| A. $0.4 = \underline{\quad}\%$  | B. $0.15 = \underline{\quad}\%$  |
| C. $0.05 = \underline{\quad}\%$ | D. $0.6 = \underline{\quad}\%$   |
| E. $0.35 = \underline{\quad}\%$ | F. $0.08 = \underline{\quad}\%$  |
| G. $0.8 = \underline{\quad}\%$  | H. $0.03 = \underline{\quad}\%$  |
| I. $0.12 = \underline{\quad}\%$ | K. $0.9 = \underline{\quad}\%$   |
| L. $1.5 = \underline{\quad}\%$  | N. $0.25 = \underline{\quad}\%$  |
| O. $0.01 = \underline{\quad}\%$ | P. $0.7 = \underline{\quad}\%$   |
| Q. $2.0 = \underline{\quad}\%$  | R. $0.006 = \underline{\quad}\%$ |
| S. $0.55 = \underline{\quad}\%$ | T. $1.0 = \underline{\quad}\%$   |
| U. $0.85 = \underline{\quad}\%$ |                                  |



Match the letters that go with the answers you found above to the same numbers below to solve this riddle:

'What do percentages, Scrabble, and Snakes and Ladders have in common?'

- $\bar{1}$     $\bar{25}$     $\bar{35}$                        $\bar{3}$     $\bar{85}$     $\bar{25}$     $\bar{60}$     $\bar{0.6}$     $\bar{35}$     $\bar{60}$
- $\bar{70}$     $\bar{35}$     $\bar{0.6}$     $\bar{5}$     $\bar{35}$     $\bar{25}$     $\bar{100}$     $\bar{40}$     $\bar{80}$     $\bar{35}$     $\bar{55}$                        $\bar{40}$     $\bar{0.6}$     $\bar{35}$                        $\bar{1}$     $\bar{85}$     $\bar{100}$
- $\bar{1}$     $\bar{8}$                       **100.**
- $\bar{55}$     $\bar{5}$     $\bar{0.6}$     $\bar{40}$     $\bar{15}$     $\bar{15}$     $\bar{150}$     $\bar{35}$                        $\bar{3}$     $\bar{40}$     $\bar{55}$                       **100**                       $\bar{100}$     $\bar{12}$     $\bar{150}$     $\bar{35}$     $\bar{55}$
- $\bar{100}$     $\bar{3}$     $\bar{35}$                        $\bar{55}$     $\bar{25}$     $\bar{40}$     $\bar{90}$     $\bar{35}$     $\bar{55}$                        $\bar{40}$     $\bar{25}$     $\bar{60}$                        $\bar{150}$     $\bar{40}$     $\bar{60}$     $\bar{60}$     $\bar{35}$     $\bar{0.6}$     $\bar{55}$
- $\bar{15}$     $\bar{1}$     $\bar{40}$     $\bar{0.6}$     $\bar{60}$                        $\bar{3}$     $\bar{40}$     $\bar{55}$                       **100**                       $\bar{55}$     $\bar{200}$     $\bar{85}$     $\bar{40}$     $\bar{0.6}$     $\bar{35}$     $\bar{55}$



**Across:**

1. The mathematical term for average.
2. The middle score when scores are ranked from low to high.
4. A stem and \_ \_ \_ \_ plot is one way to represent data.
5. A visual way to show data is a \_ \_ \_ plot.
6. When information is collected in statistics it is called \_ \_ \_ \_.
7. In one type of data representation the tens digit is written down the middle and called the \_ \_ \_ \_.
9. The mode is the most \_ \_ \_ \_ \_ \_ \_ \_ score.
12. To investigate data and interpret it.
14. To organise data we put it in order in a \_ \_ \_ \_ \_.
15. When the entire population is surveyed.
16. The number of times a score occurs.

**Down:**

1. The most popular score.
2. The position of the median score.
3. Another word for the mean.
7. The name given to the  $x$  column in a frequency distribution table.
8. When data is collected it is organised in a frequency \_ \_ \_ \_ \_ \_ \_ \_ table.
10. Highest score minus lowest score.
11. A stem and leaf \_ \_ \_ \_ is a way to show trends in data.
13. Part of the population.

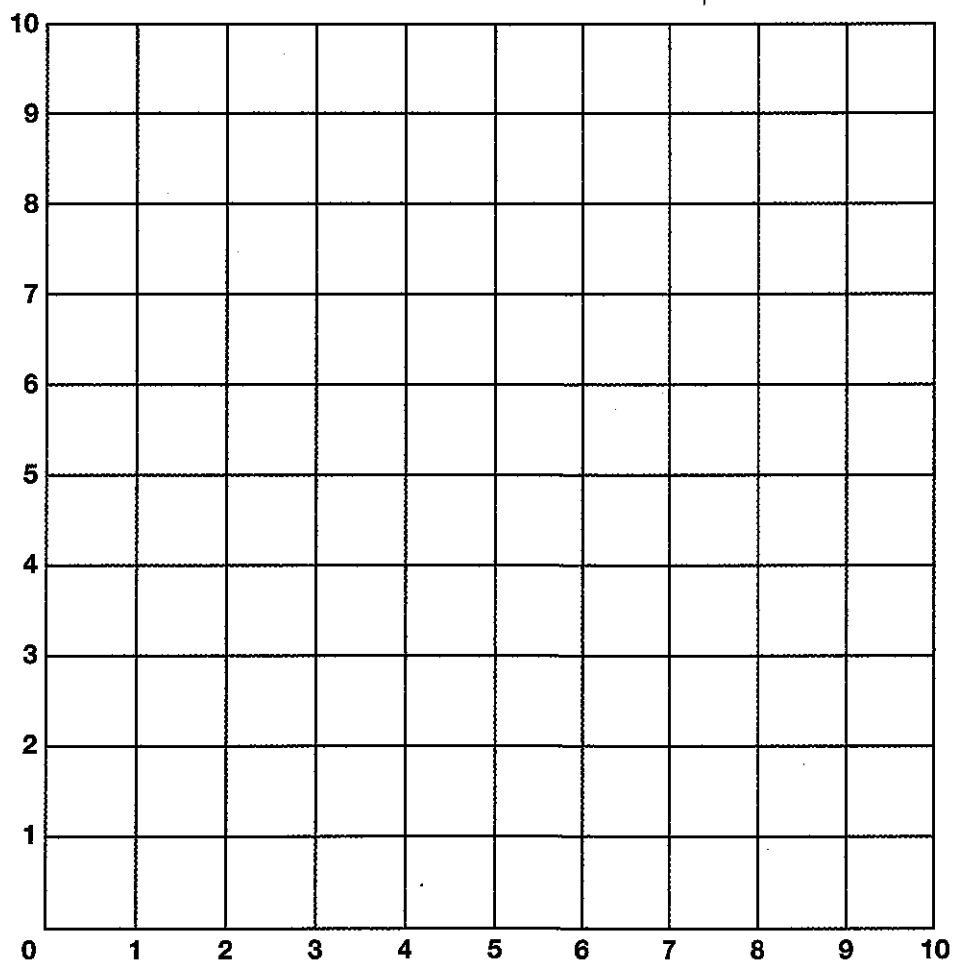
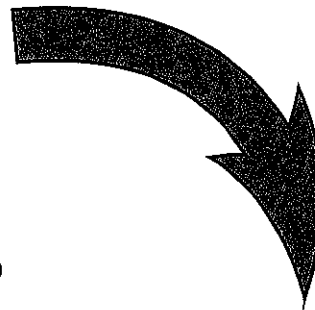
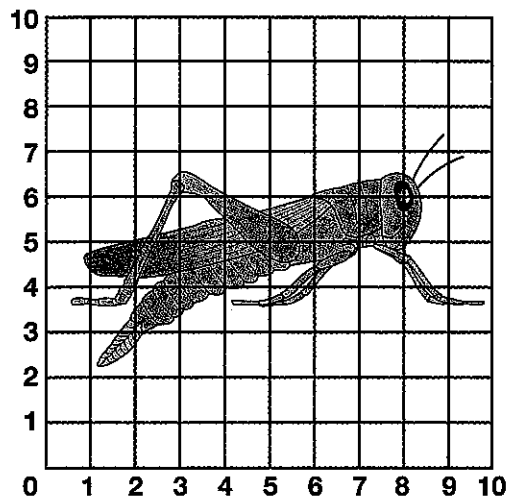
## Working scientifically

**N** Numeracy   **CC** Critical and creative thinking

Sometimes a diagram can record your observations better than words. A grid allows you to scale the diagram up or down.

The diagram of an insect below needs to be made bigger. Use the larger grid to **construct** a scaled-up version of the diagram.

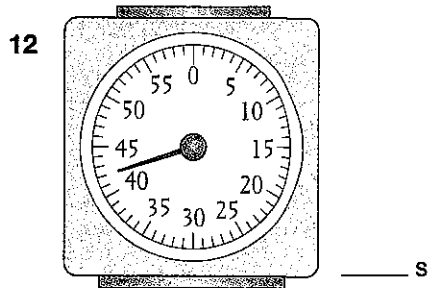
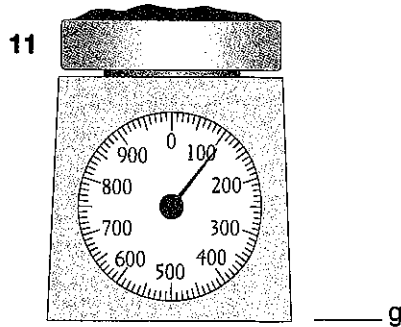
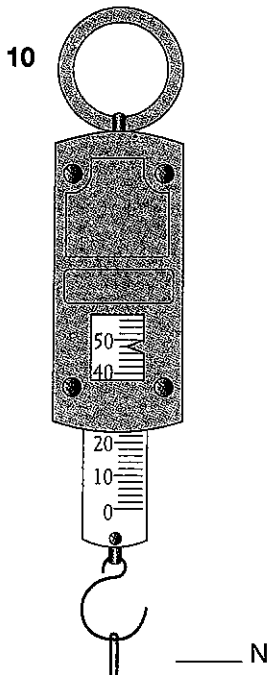
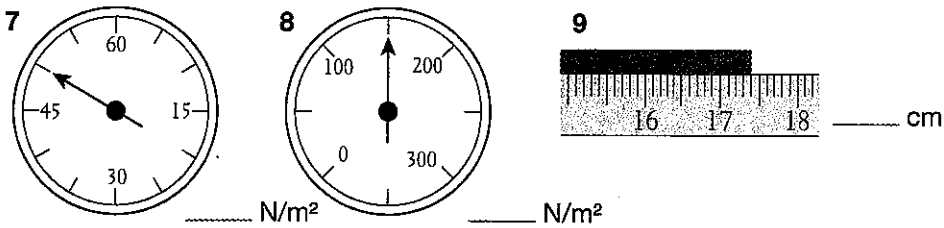
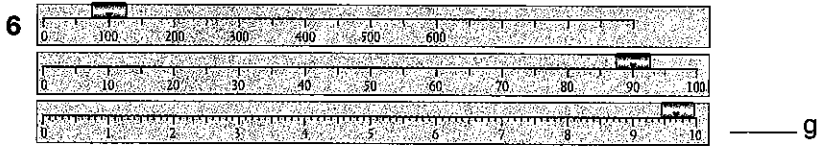
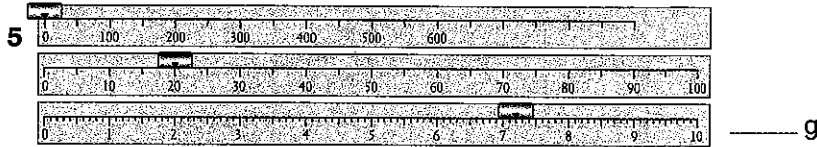
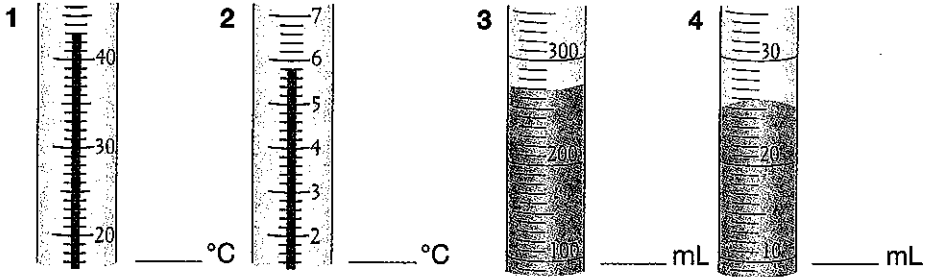
**scale** (v) to 'scale up' is to make something bigger; to 'scale down' is to make something smaller



Working scientifically

**N** Numeracy    **CCT** Critical and creative thinking    **WE** Work and enterprise

State the measurement that is shown on each of these instruments.

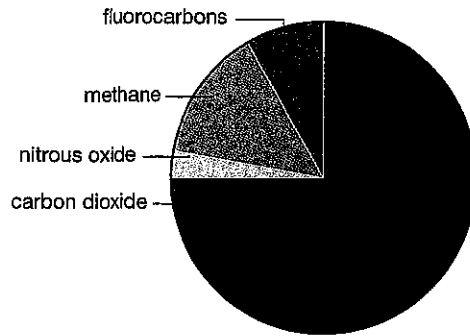


**Working scientifically**

**N** Numeracy    **CC** Critical and creative thinking

**greenhouse gas** (n) a gas in Earth's atmosphere that traps heat so the atmosphere heats up. This is called the 'greenhouse effect'.

This pie graph shows the different greenhouse gases in Earth's atmosphere.



1 From the list below, **identify** what fraction of greenhouse gases is carbon dioxide:

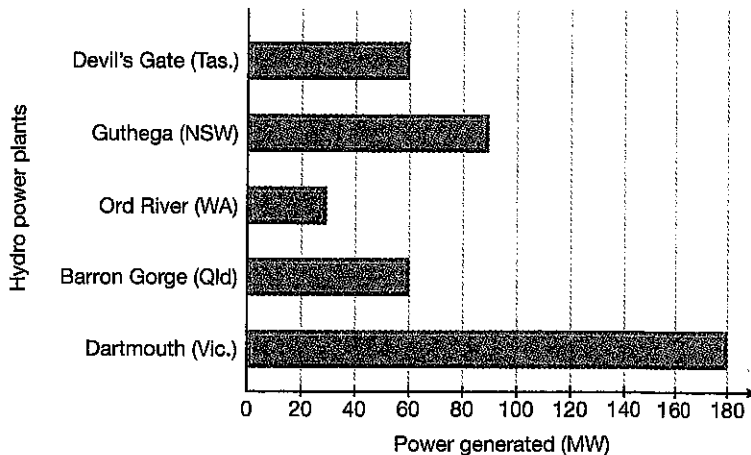
- A  $\frac{1}{10}$
- B  $\frac{1}{4}$
- C  $\frac{1}{2}$
- D  $\frac{3}{4}$

2 Methane is a much more powerful greenhouse gas than carbon dioxide. But most scientists are more worried about carbon dioxide than methane. **Use** the pie graph to **propose** a reason why.

3 Which row in the table (A, B, C or D) shows the information from the pie graph? \_\_\_\_\_

	Carbon dioxide	Methane	Nitrous oxide	Fluorocarbons	Total
<b>A</b>	50%	25%	13%	12%	100%
<b>B</b>	76%	6%	13%	5%	100%
<b>C</b>	76%	13%	3%	8%	100%
<b>D</b>	61%	13%	13%	13%	100%

4 The bar graph below compares the amount of electricity generated by five Australian hydroelectric power plants.



**generate** (v) to make or create  
**hydroelectric power plant** (n) a power station that uses the energy of running water to make electrical energy

Name the two plants that generate the same amount of power.

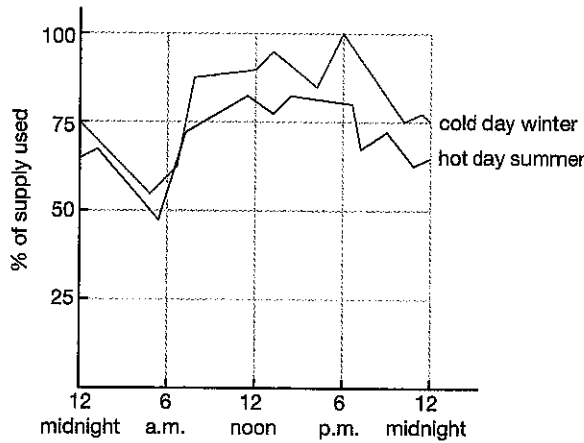
5 Use the key below to answer these questions.

Specify how much more power Dartmouth produces than:

- (a) Ord \_\_\_\_\_
- (b) Barron Gorge \_\_\_\_\_
- (c) Guthega. \_\_\_\_\_

- A about twice as much
- B about three times as much
- C about four times as much
- D about six times as much

6 The line graph below shows how much energy is used at different times of the day in Melbourne in winter and summer.



(a) State the maximum percentage of supply used in Melbourne. \_\_\_\_\_

(b) Specify the time and season at which it occurs. \_\_\_\_\_

7 (a) State the minimum percentage of supply used. \_\_\_\_\_

(b) Specify the time and season at which it occurs. \_\_\_\_\_

8 Propose reasons why these maximums and minimums would occur at those times and in those seasons.

\_\_\_\_\_

\_\_\_\_\_

**HINT**

In winter, why is more energy used between 12 noon and 6 p.m.? In summer, why is more energy used in the afternoon?



9 Compare winter consumption with summer consumption.

\_\_\_\_\_

\_\_\_\_\_

**consumption (n)**  
the amount of something that is used

# Same Spelling, Different Meaning 1

## ■ Can you use both words correctly?

sink sink rock rock ball ball set set train train  
box box

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 A ..... is round.              | 2 We travelled by .....           |
| 3 Waves can ..... a boat.        | 4 To ..... is to fight.           |
| 5 He needs a ..... of matches.   | 6 A ..... is a stone.             |
| 7 A leaky boat can .....         | 8 He washed dishes at the .....   |
| 9 Some swimmers ..... every day. | 10 They danced at the .....       |
| 11 Please ..... the table.       | 12 Mum has a ..... of golf clubs. |

strike strike bark bark mine mine light light  
slip slip ruler ruler

- |                              |                                       |
|------------------------------|---------------------------------------|
| 13 That book is .....        | 14 A tree trunk has ..... on it.      |
| 15 Coal is dug from a .....  | 16 You draw lines with a .....        |
| 17 Turn on the ..... switch. | 18 Mum wears a ..... under her dress. |
| 19 Elephants are not .....   | 20 You ..... matches.                 |
| 21 You can ..... on ice.     | 22 The workers are on .....           |

trip trip land land club club blind blind jam jam  
bear bear

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 23 I hope to ..... a fish.     | 24 A ..... keeps out sunlight.    |
| 25 Do not ..... over the step. | 26 Dad belongs to a bowling ..... |
| 27 We grow crops on the .....  | 28 A putter is a golf .....       |
| 29 We went on a ..... to Fiji. | 30 A ..... person cannot see.     |
| 31 I cannot ..... loud music.  | 32 She put ..... on her toast.    |
| 33 A ..... is a strong animal. | 34 There was a traffic .....      |

## Animal Sounds

bellow    bleat    croak    hoot    roar    neigh    hiss    chirp

1 Sheep and goats .....

2 Snakes ..... at you.

3 Bulls ..... on the farm.

4 Horses ..... to each other.

5 Sparrows ..... a great deal.

6 Lions in Africa .....

7 Owls ..... at night.

8 Frogs in ponds .....

whinny    screech    crow    cackle    laugh    buzz    chatter  
howl

9 Bees ..... when they fly.

10 Horses ..... or nicker.

11 Cockatoos like to .....

12 Hens ..... after laying eggs.

13 Cockerels ..... each morning.

14 Monkeys ..... in the trees.

15 Wolves ..... at night.

16 Kookaburras .....

grunt    drone    gobble    bray    snarl    cheep    coo    whistle  
laugh    gibber    trumpet    mew

17 Angry dogs .....

18 Hyenas .....

19 Elephants .....

20 Apes ..... when together.

21 Donkeys .....

22 Beetles .....

23 Turkeys .....

24 Chickens .....

25 Kittens .....

26 Doves .....

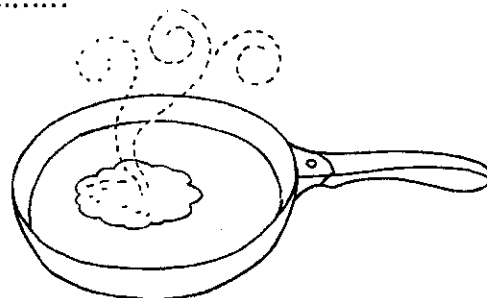
27 Pigs .....

28 Canaries .....



# Foods We Eat

- curry    broth    pork    pecan    cauliflower    raisin
- 1 thin type of soup ..... 2 a dried grape .....
- 3 kind of nut ..... 4 dish made with hot spices .....
- 5 large vegetable ..... 6 meat from a pig .....
- bacon    almond    pastry    grapefruit    fillet    junket
- 7 thick dessert made with milk ..... 8 salted meat from a pig .....
- 9 meat or fish with no bones ..... 10 kind of nut .....
- 11 crust of a pie ..... 12 large citrus fruit .....
- lettuce    waffle    pickle    thyme    hash    potato    nougat  
patty
- 13 flat cake made of batter ..... 14 a chewy sweet .....
- 15 flattened ball of chopped meat ..... 16 a herb .....
- 17 reheated dish of meat and vegetables .....
- 18 vegetable that grows under the ground .....
- 19 leafy vegetable used in salads .....
- 20 food preserved in vinegar and spices .....



## How We Move

march    hurry    creep    follow    wander    enter

1 We ..... if we might be late.

2 We ..... if we go inside.

3 We ..... behind someone.

4 We ..... in step like soldiers.

5 We ..... when we want to move quietly or secretly.

6 We ..... when we move or roam about without any special reason.

rush    wade    exit    dawdle    slide    shuffle

7 We ..... when we go out.

8 We ..... when we move quickly.

9 We ..... through shallow water.

10 We can ..... over ice.

11 We ..... when we waste time when walking.

12 We ..... when we walk by dragging our feet along the ground.

trudge    crawl    stroll    dash    stride    approach    depart  
loiter

13 We ..... when we stand about.

14 We ..... if we leave.

15 We ..... when we come closer.

16 We ..... on all four limbs.

17 We ..... when we walk with long steps.

18 We ..... when we walk slowly and in a casual manner.

19 We ..... when we walk heavily and feel tired.

20 We ..... if we move off suddenly and quickly.

## Our World

coast volcano stream waterfall lake forest

- 1 a small river ..... 2 large area of land covered by trees .....
- 3 hole in the earth where lava comes out .....
- 4 land which borders the sea ..... 5 water falling from a height .....
- 6 large area of water with land all around it .....

pond island cliff valley jungle strait ocean  
mountain

- 7 large area of salt water ..... 8 very steep slope of rock .....
- 9 land that has water all around it ..... 10 large hill .....
- 11 land between hills, often with a river flowing through it .....
- 12 small area of water surrounded by land made by people .....
- 13 thick area of trees where it is hot .....
- 14 narrow strip of water between two pieces of land .....

continent swamp rapids canyon peninsula plain  
glacier reef

- 15 narrow, steep-sided river valley ..... 16 flat area of land .....
- 17 large mass of moving ice ..... 18 line of rocks in the sea .....
- 19 part of a river which flows quickly over rocks .....
- 20 large, unbroken mass of land such as Asia .....
- 21 area of ground that is wet all the time .....
- 22 piece of land almost surrounded by water, joined to the mainland .....

## Same Spelling—Different Meaning 2

rose rose fence fence hide hide calf calf store store grave grave

- 1 The player sprained his ..... 2 Squirrels ..... nuts.  
 3 A ..... is a flower. 4 Two can ..... with swords.  
 5 She ..... at six o'clock. 6 The yard has a back .....  
 7 He had a ..... accident. 8 I like to ..... under the bed.  
 9 We shop at the local ..... 10 The cow had a fine .....  
 11 Leather is animal ..... 12 He is buried in a .....

match match round round jar jar pass pass bat bat post post

- 13 The jam was in a ..... 14 We saw the cricket .....  
 15 A tennis ball is ..... 16 Try not to ..... your sore arm.  
 17 I want to ..... my test. 18 He lit a fire with a .....  
 19 We drove along a mountain ..... 20 Mum played a ..... of golf.  
 21 Please ..... the letter. 22 Tim hit the ball with his .....  
 23 The ..... held up the gate. 24 A ..... flies at night.

well well race race drill drill shed shed duck duck hail hail

- 25 Healthy people feel ..... 26 We ran in a .....  
 27 The Chinese are a ..... of people. 28 A ..... is a water bird.  
 29 Oil comes from a deep ..... 30 Frozen rain is .....  
 31 We keep hay in the ..... 32 The dentist uses a .....  
 33 Some trees ..... their leaves. 34 To ..... is to call loudly.  
 35 Soldiers ..... in the hall. 36 I will ..... under the wire.



# What is Health?

Health is a person's physical, mental and spiritual wellbeing.

## A healthy body

Physical health is more than not being ill. It means being fit enough to do all the things a person needs to do.

Regular physical activity is the best way to get fit and healthy. It reduces stress and heart disease, strengthens bones, and helps to maintain a healthy body weight. Diet also affects physical health.



## A healthy mind

Mental health is the **mind's** health. It includes a person's feelings, and how they affect life.

Mental health involves positive experiences, like happiness and peace, as well as negative experiences, like stress and depression.

Just as there are many levels of physical health, there are many levels of mental health. Signs of good mental health include feeling **competent**, being able to handle normal levels of stress, and having a positive outlook on life.

## Spiritual wellbeing

**Spirituality** means different things to different people, but it usually includes belief in something greater than oneself. This gives life a sense of meaning.

Spirituality can take many forms. It may include religion, nature, or a set of values to live by.

## GO FACT!

### OLDEST

Frenchwoman Jeanne Calment was 122 years 164 days when she died in 1997.

Eating many different foods helps maintain a healthy, interesting diet.



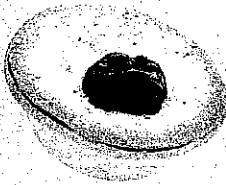
The number one reason for not exercising: 'I don't have enough time'.



Up to a quarter of young people experience depression by the age of 18.



Walking for 30 minutes every day improves health.



# Food Groups

A balanced diet means eating the right amounts from each of the five food groups.

## **Meat and meat alternatives**

This group provides protein and vitamin B12, and the minerals iron and zinc. The best choice from this group is **lean**, red meat. Poultry, fish, eggs and legumes (eg beans, lentils) do not provide as much iron and zinc as red meat. Meat should be trimmed of fat and cooked without using extra fat.

## **Milk and milk products**

Milk, yoghurt and cheese provide protein, fat, salt, zinc and calcium. They are important for strong bones and teeth. Low-fat products are the best choices.

## **Fruit**

Fruit contains **fibre**, natural sugars, and important vitamins and minerals. The skin on fruit is a good source of fibre. Fruit juice does not usually provide

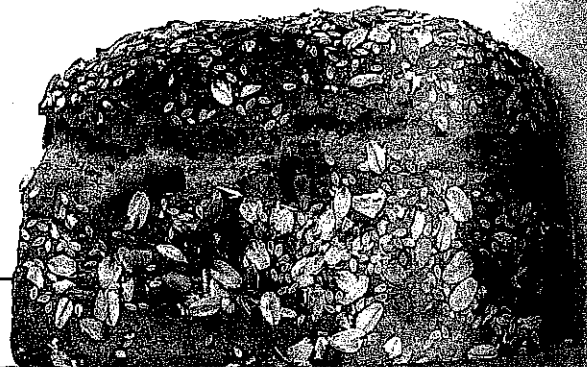
as much fibre as whole fruit. Fruit loses much of its vitamin C when it is dried.

## **Vegetables**

The dark green, leafy vegetables, such as spinach, contain chemicals that fight some cancers. The orange-yellow vegetables, such as pumpkin, provide vitamin A. Starchy vegetables, such as potatoes, are a good source of carbohydrate.

## **Breads and cereals**

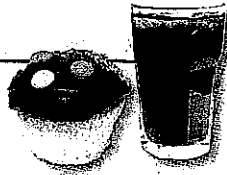
Most breads and cereals provide fibre, protein, vitamins and minerals — **wholegrain** products (muesli, oats and wholegrain breads) provide most.



## A balanced diet can be described using a food pyramid.

### Extras

If you are active and not overweight, you could have one or two of these each day.



### Meat and meat alternatives

#### 1 serve per day

(teenagers need one extra meat serve each day)

Examples of one serve: 2 small lamb chops, 2 small eggs,  $\frac{1}{3}$  cup almonds.

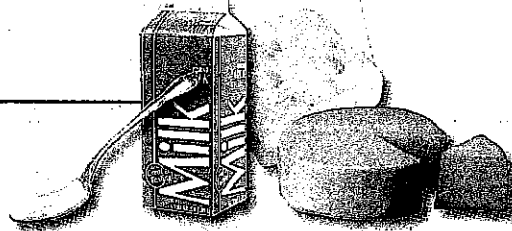


### Milk and milk products

#### 2 serves per day

(teenagers need one extra milk serve each day)

Examples of one serve: 1 large glass milk, 40 g cheese, 200 g yoghurt.



### Fruit

#### 3 serves per day

Examples of one serve: 1 apple or banana, 10 strawberries, 20 grapes.



### Vegetables

#### 4 serves per day

Examples of one serve: 1 potato,  $\frac{1}{3}$  carrot,  $\frac{1}{3}$  cup peas.



### Breads and cereals

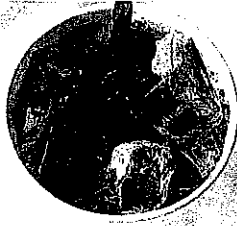
#### 5 serves per day

(teenagers need 9–12 serves each day)

Examples of one serve: 1 slice bread, 1 cup cooked pasta,  $\frac{1}{3}$  cup muesli.







# Fast Food

Fast food is inexpensive, and quick to prepare and serve. But it may not be a healthy meal.

Fast food often contains high levels of fat, salt or sugar. It can be low in fibre, vitamins and minerals. It is popular with suppliers because it is cheap to make, lasts a long time and may not need refrigeration.

Some people believe that fast food is harmless when eaten as part of a balanced diet. So-called healthy foods do not always lead to good health. Many snack food bars are sold as health foods, although they are high in sugar and fat.

## GO FACT!

### DID YOU KNOW?

A fast-food strawberry milkshake may contain more than 50 artificial ingredients. A healthier milkshake would contain just strawberries and milk!

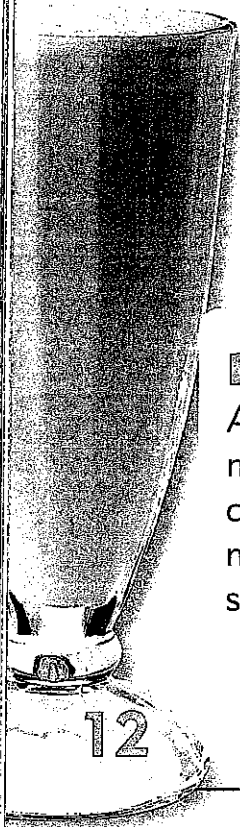
Many breakfast cereals are marketed as healthy although they have high levels of sugar.

Generally, replacing healthy meals with fast food too often can lead to vitamin and mineral shortages, heart disease and **obesity**.

### Less advertising

People choose food based on what they like, whether it is healthy, and how much time they have to eat. The average Australian family spends nearly 15 percent of its food budget on fast food.

Advertising also influences food choices. One-third of television advertisements during children's viewing times in Australia are for food. Up to 80 percent of these advertisements are for foods that are high in fat or sugar.



12

Many foods contain additives, natural or artificial, which are added to foods for different reasons.

reason	example, including code number
improve taste or appearance	beeswax — glazing agent (901) makes apples shiny
improve quality or stability	sorbitol — humectant (420) helps dried fruit stay moist and soft
preserve food	sulphur dioxide — preservative (220) in sausages stops growth of bacteria that cause food poisoning

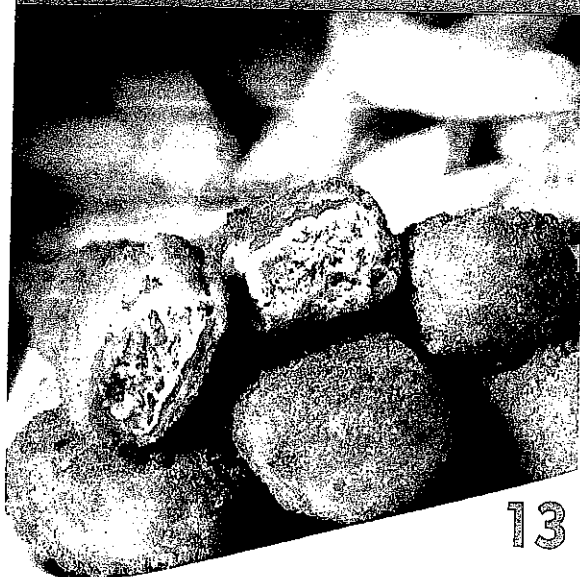


Australian children watching afternoon television see about 14 food advertisements per hour.



On average, each Australian drinks 1.13 litres of soft drink per year, compared to 47 litres 30 years ago.

Many fast food meals come in different sizes. Larger meals contain a lot more kilojoules for little extra cost. This causes many people to overeat.





Anxiety, depression, worry and fear are part of life. If they persist or become severe, you should seek help.

During an anxiety attack, a person feels nervous, sweaty and dizzy. The heart races wildly, and it can be hard to breathe. The feeling is very scary and overwhelming.

A treatment for anxiety involves making a chart of the time, place, breathing rate and activity of the person. Completing this chart four times each day for several weeks helps to identify the situations that trigger anxiety.



with depression are intensely sad, for long periods and often without reason.

Depression can be as damaging to a person's life as physical illness and injury.

One in five Australians experience depression at some stage of their lives. Depression may get worse if it is untreated. There are many health services available that provide information, treatment and support. With help, it is possible to recover from depression and enjoy everything life has to offer.

### FACT!

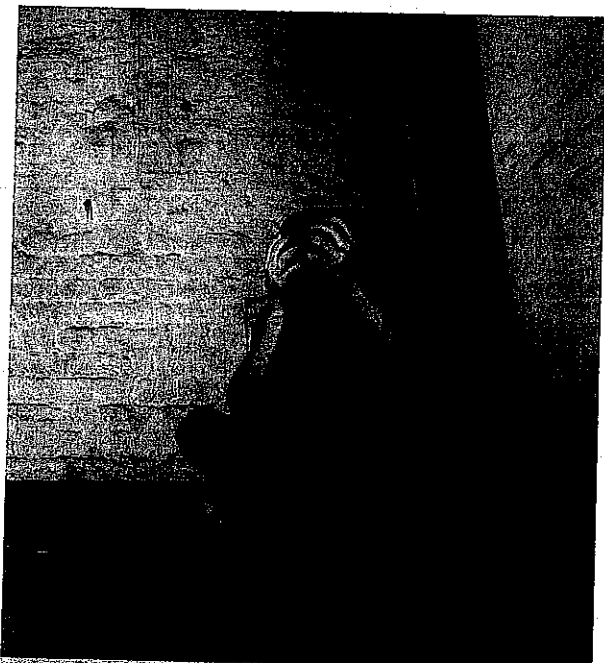
Depression is a serious illness, not a reaction to life. While we all feel sad from time to time, people

Depression is the most common mental illness experienced by children and teenagers.

Can't stop worrying about something? Try these steps to solve the problem.

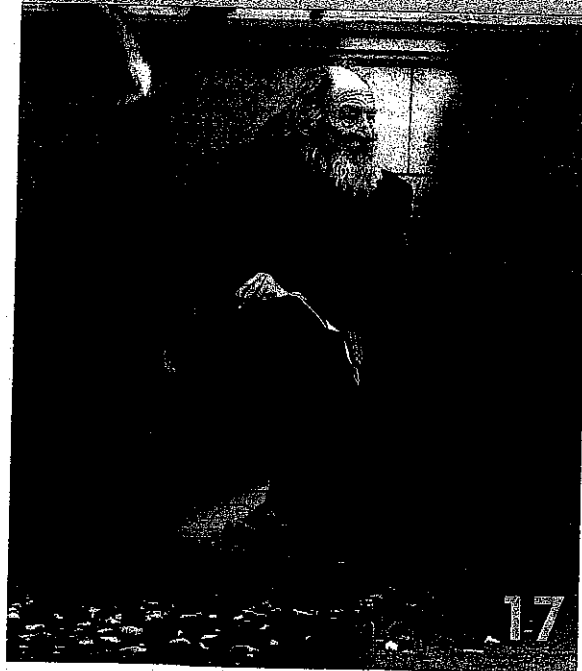
- 1 Write down exactly what you believe the main problem is.
- 2 Write down all possible solutions, even bad ones.
- 3 Think about each solution.
- 4 Choose the most practical solution.
- 5 Plan how you will carry out that solution.
- 6 Do it!

If this didn't solve the problem, you may see the problem differently now. If so, write down the problem as you now understand it and repeat the six steps.



In some countries, people with mental illnesses are treated as criminals.

People who are homeless are more likely to have poor mental health than the general population.



# Drugs

A drug is a chemical that changes the way the body works and feels.

Drugs come from many sources. Some are from plant or animal extracts, some from live bacteria. Others are made in laboratories.

Some drugs are helpful — others are harmful.

## Medicinal drugs

Medicinal drugs are used to help the body become healthy when things go wrong. If you have a bacterial infection that your body is finding hard to fight, you may be given antibiotics. Antibiotics are drugs that help eliminate infections. Helpful drugs are prescribed by a doctor or are available from a trained pharmacist.

## FACT!

### **MOST COMMON**

Alcohol is the most widely used drug in Australia.

## Recreational drugs

Recreational drugs also change the way your body is working, but not in a good way. Using recreational drugs can be harmful. Overuse can lead to dependency and drug addiction. Breaking an addiction causes a lot of physical and mental pain.

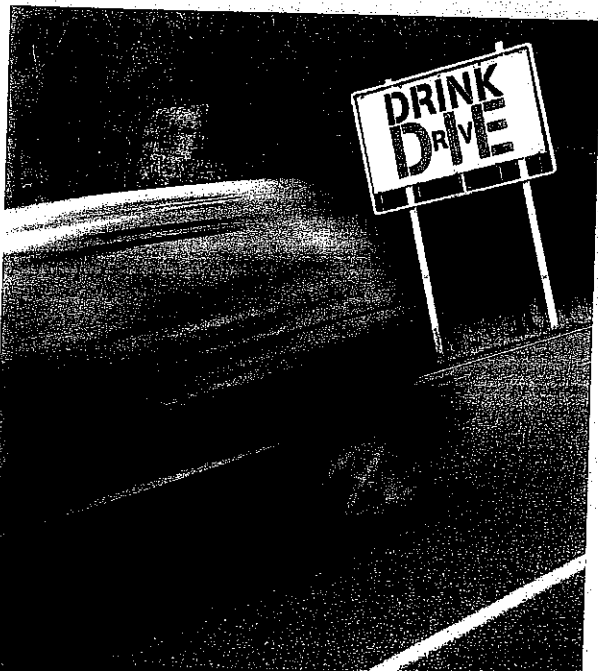
Not all users of recreational drugs become addicts, but all recreational drugs are harmful to good health if overused. Many of these drugs, eg ecstasy, heroin and marijuana, are also illegal.



There is no cure for a hangover — cold showers, exercise, coffee, food, fresh air and vomiting will not take away the pain.

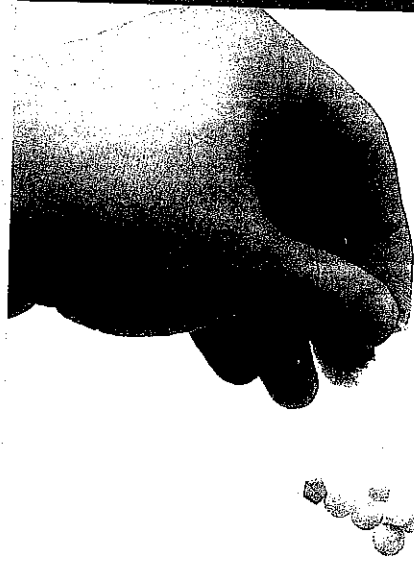


There are more than 4 000 chemicals in tobacco smoke. Many are poisonous and at least 43 cause cancer.



Alcohol causes more than a quarter of all deaths of 15 – 29 year-olds in developed countries.

There are no controls on what is in an illegal drug — it can contain anything. This increases the chances of overdosing and poisoning.



## Using the Correct Verb Forms

For each of the following sentences, insert the correct words from the brackets into the spaces provided. You may need to refer to the verb table.

- 1 He abruptly ..... (tore, tear) up the letter, which I had just ..... (wrote, written).
- 2 The travellers ..... (drunk, drank) their coffee after they had ..... (eaten, ate).
- 3 The teacher ..... (break, broke) the vase which he had ..... (chose, chosen) for the classroom.
- 4 The student ..... (begin, began) to understand what the artist had ..... (drew, drawn).
- 5 The phone ..... (rang, rung) before he had ..... (awoke, awakened).
- 6 The thieves had ..... (forgot, forgotten) where they had ..... (hid, hidden) the loot.
- 7 The champion ..... (knew, know) she had ..... (lose, lost).
- 8 Before the teacher ..... (drove, driven) into the school grounds, the principal had ..... (speak, spoken) to the students.
- 9 The tree ..... (shook, shake) as the wind ..... (blew, blow).
- 10 The child ..... (keep, kept) the present that she had been ..... (gave, given).



# Games and Sports

■ Look at the words in the boxes. Try to match the game or sport that is connected with each one.

soccer    softball    ludo    tennis    cricket    hockey

- 1 dice .....    2 lob .....    3 stick .....
- 4 dribble .....    5 base .....    6 stump .....

rugby    ice-hockey    baseball    chess    cricket    horse-racing

- 7 pawn .....    8 yorker .....    9 pitcher .....
- 10 scrum .....    11 rink .....    12 punter .....

soccer    sailing    cards    golf    tennis    athletics

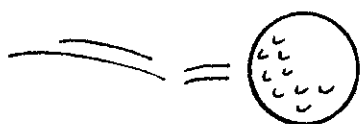
- 13 putter .....    14 serve .....    15 discus .....
- 16 snap .....    17 throw-in .....    18 spinnaker .....

quoits    ace    hurdle    somersault    cricket    archery

- 19 no-ball .....    20 peg .....    21 poker .....
- 22 arrow .....    23 diving .....    24 athletics .....

■ Write what game is being played (no clues are given).

- 25 She fields in the gully. ....    26 He stopped the puck. ....
- 27 She shot a birdie. ....    28 He lead with his left. ....





## Words that Sound Alike 1

### ■ Choose and write the correct words.

- 1 Not many people (by buy) ..... (fur fir) ..... coats today.
- 2 For lunch he (eight ate) ..... a (meet meat) ..... pie.
- 3 I (red read) ..... a book about a tame (deer dear) .....
- 4 When the (tied tide) ..... comes in the (creak creek) ..... rises.
- 5 We have (bean been) ..... to the zoo and seen a (bare bear) .....
- 6 She worked as a (maid made) ..... for a (week weak) .....
- 7 I (wood would) ..... like to (sale sail) ..... across the lake.
- 8 At the store (their there) ..... is one (mane main) ..... door.
- 9 If you (weight wait) ....., Mum will (sow sew) ..... your shirt.
- 10 The new girl has (fare fair) ..... (hare hair) ..... and blue eyes.
- 11 After the long walk I had a (saw sore) ..... (heel heal) .....
- 12 At the (alter altar) ..... the bride (wore war) ..... a veil.
- 13 Have you (heard herd) ..... a story about a (which witch) .....
- 14 The tortoise beat the (hair hare) ..... but did not (break brake) ..... any records for speed.
- 15 She went up (stairs stares) ..... to the next (story storey) .....
- 16 The new bowler was able to (brake break) ..... the (ball bawl) ..... both ways.
- 17 In the fog the driver lost (site sight) ..... of the (road rode) .....
- 18 Are you (aloud allowed) ..... to (right write) ..... in red ink?
- 19 He will (sore saw) ..... off the dead (bough bow) .....
- 20 (Bald Bawled) ..... people have lost their (hair hare) .....

## Words that Sound Alike 2

- 1 I am the (sun son) ..... of my (farther father) .....
- 2 Last (knight night) ..... I heard a (rap wrap) ..... on the door.
- 3 Above the mountain (peak peek) ..... we saw (blew blue) ..... sky.
- 4 Logs burned in the (grate great) ..... at the (manner manor) .....
- 5 Lions (prey pray) ..... on zebras for their (meat meet) .....
- 6 My dog likes to (berry bury) ..... bones in the (flour flower) ..... beds.
- 7 Some (fouls fowls) ..... lay eggs with bright yellow (yokes yolks).....
- 8 A (piece peace) ..... of metal hit her on the (scull skull) .....
- 9 There was a (cue queue) ..... to board the ship at the (key quay) .....
- 10 He (sold soled) ..... him a bicycle with poor (brakes breaks) .....
- 11 In the (pail pale) ..... were (fore four) ..... fresh fish.
- 12 The (ewe you) ..... was tied to a garden (steak stake) .....
- 13 All the (team teem) ..... had large (sighs size) ..... boots.
- 14 a cheese (greater grater) ..... 15 a garden (gait gate) .....
- 16 a weather (vain vane) ..... 17 a flag (pole poll) .....
- 18 a queen's (throne thrown) ..... 19 a snake's (bight bite) .....
- 20 a chimney's (flue flew) ..... 21 a horse's (bridle bridal) .....
- 22 a (suite sweet) ..... of rooms 23 a golf (tea tee) .....
- 24 a (steal steel) ..... girder 25 a ladder's (wrung rung) .....
- 26 a fishing (real reel) ..... 27 an orange (peel peal) .....
- 28 a crop of (maize maze) ..... 29 a church (him hymn) .....
- 30 a narrow (lane lain) ..... 31 a glass of (ail ale) .....
- 32 a tea (earn urn) ..... 33 molten (larva lava) .....

# Proper Nouns

**Proper nouns are words used to name particular people, places or things. They always begin with a capital letter.**

☞ For example, *John, Judith, Sydney, Saturday*

■ **Write the proper nouns from the box.**

Australia   February   Marie   Canberra   David   Tweed

- 1 a girl .....
- 2 a country .....
- 3 a boy .....
- 4 a month .....
- 5 a river .....
- 6 a city .....

**If a proper noun consists of two words, each begins with a capital letter. Sometimes two proper nouns have a word between them or next to them that is not important. That word is not written with a capital letter.**

☞ For example, *Queen of England.*

■ **Rewrite these proper nouns**

- 7 pitt street .....
- 8 swan river .....
- 9 aunt jane .....
- 10 mr smith .....
- 11 prince of wales .....
- 12 puss in boots .....
- 13 the north pole .....



**Some words may be used as either common or proper nouns.**

☞ For example, *I met my mother. I met Mother. That rabbit is not Peter Rabbit.*

■ **Rewrite correctly.** 14 When paul met his mother in george street, he said, 'Hello mum. If we hurry down the street we'll be in time at the forum theatre.'

.....  
.....

# Adjectives

**Adjectives are words that tell more about nouns.**

☞ For example, We saw an *old* car. She has a *blue* hat. That was a *loud* noise.

■ **Pick the best adjective from those inside the brackets.**

- 1 The water in the creek is (tall, short, deep, steep) .....
- 2 We can see the bottom as the water is (brown, clear, muddy, thick) .....
- 3 You can wade across where it is (deep, steep, dark, shallow) .....
- 4 The creek is (wide, brown, narrow, blue) ..... where the banks are close.

■ **Choose the best adjective from the box.**

bad clever happy brave thin crazy timid tiny

- 5 A jolly person is one who is ..... 6 A gallant soldier is .....
- 7 A bright pupil is ..... 8 A naughty boy is one who is .....
- 9 A slim girl is a ..... one. 10 A very small person is .....
- 11 A person who is easily frightened is ..... 12 A mad person is .....

■ **Put in the missing colours, which are all adjectives.**

- 13 Chocolate is ..... 14 A ripe banana is .....
- 15 A sunny sky is ..... 16 Coal is .....
- 17 Snow is ..... 18 Grass is .....
- 19 Blood is ..... 20 A fifty-cent coin is .....

**Some adjectives are made by adding the letter *y* to a short noun.**

☞ For example, *curl*—*curly* Jan has *curly* hair.

■ **Make adjectives from the nouns in the box.**

rust rain sand

- 21 a ..... day 22 a ..... nail 23 a ..... beach

# Verbs

**Verbs are very important words in sentences. Every sentence must have at least one verb. Most verbs describe an action. They are called action or doing words.**

☞ For example, She *runs*. Bob *hit* the ball. The girl *skipped*.

■ **Write the verb or doing word in each sentence.**

- 1 I saw the black cat yesterday. .... 2 Our dog lies on a mat .....
- 3 She ate an apple for lunch. .... 4 The driver tooted his horn. ....

■ **Choose the right verbs from the box.**

blows   hops   barks   sails   ticks   flies

- 5 A dog ..... 6 A ship ..... 7 A frog .....
- 8 The wind ..... 9 A bird ..... 10 A clock .....

■ **Use the right verbs.**

crawled   ran   pointed   jumped   swam   climbed

- 11 The fish ..... among the rocks.   12 The hare ..... very fast.
- 13 The lizard ..... along the path.   14 The boys ..... over the log.
- 15 The koala ..... the tree.   16 Elise ..... at the moon.

**Besides action verbs there are being and having verbs. The verb *to be* has different forms—*am, are, is, was, were, shall be, being*. The verb *to have* also has different forms—*have, has, had, shall have, will have, having*.**

■ **Write the correct verb (is, are, have or has).**

- 17 The door ..... open.   18 The plates ..... on the table.
- 19 Calves ..... young cattle.   20 A cat ..... by the fire.
- 21 A dog ..... four legs.   22 Some birds ..... long tails.

# More Verbs

**Many verbs consist of two or more words. The first part is one of the verbs *be, have or do*.**

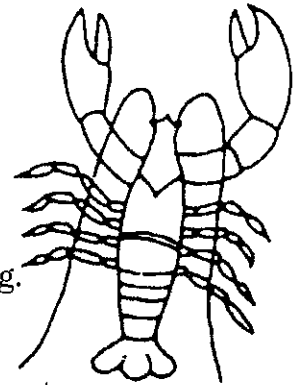
☞ For example, He *is running* away. They *have finished*.

■ **Write the helping verb (has, have, am, is or are).**

- 1 Bill ..... gone home.                      2 John ..... playing with friends.  
 3 We ..... seen a few snakes.              4 Tim and Sue ..... walking.

■ **Write the helping word needed in each sentence.**

- 5 While you ..... picking the grapes, you may eat some.  
 6 Our dog sounds savage when he ..... barking.  
 7 I caught a crab whilst I ..... ng.



- 8 When I came in, the cat and ..... lying on the rug.

■ **Circle the whole verb in each sentence.**

- 9 Anne has gone to the beach.                      10 I have seen some beautiful roses.  
 11 Clancy has written a letter.                      12 Each Saturday, Dad has done some painting.  
 13 A few apples have fallen ..... e tree.              14 Both teams were beaten.

**Verbs change according to whether they tell what happens now or what happened at some time past.**

■ **Write the correct form of the verb for the present or the past.**

- 15 Last year he (to grow) ..... corn.                      16 Can you (to grow) ..... peas?  
 17 Do you (to fly) ..... often?                      18 The swan (to fly) ..... away yesterday.  
 19 She (to sell) ..... it last week.                      20 I (to draw) ..... a picture last night.  
 21 He (to give) ..... me a pen last Christmas.              22 She may (to run) ..... away.  
 23 Alan picked up a parcel and (to throw) ..... it at me.

## Better Verbs

**The verb *said* is used a great deal when writing conversations. There are better verbs. Try using the ones in the boxes.**

called    muttered    whispered    pleaded    inquired

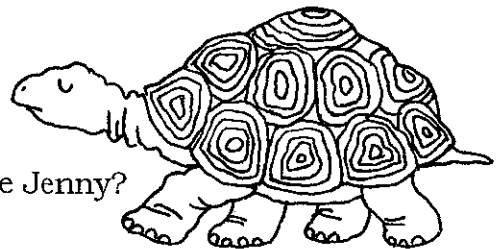
- 1 "Where did you leave the book?" ..... the librarian.
- 2 "Come and have a game, Harry," ..... Tony from across the park.
- 3 "I don't care," ..... the little boy to himself.
- 4 "Don't let anybody hear," ..... Helen to her friend.
- 5 "Please let me go," ..... John to his mother.

ordered    warned    grumbled    ed    exclaimed

- 6 "What a nuisance!" ..... eena as she could not find her purse.
- 7 "Stop doing that," Doug's father .... .
- 8 "That bridge is unsafe," the farmer .....
- 9 "Nobody ever helps me wash up ..... Mum.
- 10 "Please give me one," ..... the little girl.

■ **Use a red pen to place a comma between the words that are quoted and the rest of the sentence. Also underline the quotation marks around the words actually spoken. An extra comma is needed in two of the examples.**

- 11 Alex whispered to her friend I'll tell you a secret.
- 12 Pat sneered You couldn't race a tortoise.
- 13 Bob remarked The bus is late this morning.
- 14 Marie asked her friend Are you coming with me Jenny?
- 15 Marion answered No not yet.
- 16 The woman scolded her son saying You naughty boy.



# Adverbs

**Adverbs are words that tell more about verbs. They usually tell how, when, or where.**

☞ For example, Sue ate *slowly*. (how) Paul will go *soon*. (when) We ran *inside*. (where)

**Many adverbs are made from adjectives by adding *ly*. Use these in the sentences.**

slowly clearly safely brightly sweetly gracefully

- 1 Birds can sing ..... 2 The tired girls walked .....
- 3 The sun shone ..... 4 The plane landed .....
- 5 Dancers move ..... 6 The ship could be seen .....

softly loudly quickly slowly

- 7 To whisper means to speak ..... 8 To shout means to call .....
- 9 To hurry means to go ..... 10 To dawdle means to walk .....

**Some adjectives may be used as adverbs. Choose the correct word from the brackets and use it as an adverb.**

- 11 The dog ran (fast, slow) ..... 12 Greg played (good, well) .....
- 13 He hit the nail (hard, good) ..... 14 The train went (fast, safe) .....
- 15 The rain beat (heavy, hard) ..... 16 Robin aimed (straight, good) .....

■ **Make sure you use the adverb in these.**

- 17 The old man walked (slow, slowly) .....
- 18 Jan can play (good, well, clever) .....
- 19 Paul called out (loudly, loud) .....
- 20 Ian made the bed (good, quick, quickly) .....





## More Adverbs

brightly fast hard slowly softly foolishly

- 1 To act in a silly way is to behave ..... 2 To bang is to hit .....  
 3 To creep means to move ..... 4 To tip-toe is to walk .....  
 5 To glitter means to shine ..... 6 To hurry means to move .....

bravely shabbily carefully dimly merrily sweetly  
 wildly securely

- 7 The stormy waves crashed ..... 8 The canary sang .....  
 9 A poor man was dressed ..... 10 We all laughed .....  
 11 A candle lit the room ..... 12 The parcel was tied .....  
 13 The soldier fought ..... 14 A wise driver travels .....

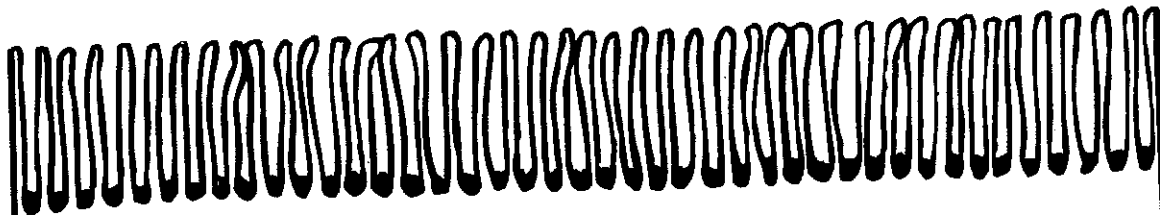
angrily brightly lazily quickly soundly exactly  
 swiftly timidly

- 15 The plane flew ..... out 16 Sue wrote .....  
 17 The scared boy knocked ..... 18 The moon shone .....  
 19 It is ..... two o'clock. 20 Pat's father scolded him .....  
 21 The cat was stretched out ..... 22 The baby slept .....

greedily upstairs willingly shrilly gradually angrily  
 tightly smoothly

- 23 Knots can be tied ..... 27 Wasps can sting .....  
 25 We grow old ..... 26 Pigs eat their food .....  
 27 To glide is to move ..... 28 Grasshoppers sing .....  
 29 We should help at home ..... 30 Some people sleep .....





## The Eagle and the Bush Turkey

This is a story of an Indian Boy who was out walking one day when he found a small egg of an Eagle. The egg had fallen out of its nest. The boy put the egg back into a nearby nest of a Bush Turkey and soon the baby Eagle hatched. The baby bird then looked around and started to do what all the other Bush Turkeys were doing, cawing and scratching the ground and rising just a few feet into the air.

Then one day in his early life, the little Eagle saw a large beautiful bird flying gracefully across the sky. "What is that?" he asked. One elderly Turkey replied, "That is an Eagle. But don't you ever dream of flying like that because you're just a "Bush Turkey."

So, the little Eagle continued to caw and scratch the ground like the other Bush Turkeys, and rise only a few feet off the ground for the rest of his life! Not once did he fly!

Then the Eagle grew old and died... believing he was just a Bush Turkey.

What do you think this story is trying to say?

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# Find a Word 33



Celebrate the fine work of seamstresses and tailors by finding these tools of the trade. Cross them all off and find out what every sewer wants.

BEADING NEEDLE

QUILTING NEEDLE

TACK STICK

BEESWAX

RULER

TAPESTRY NEEDLE

BLADE

SEWING BOX

TRACING WHEEL

BODKIN

SHEARS

TWEEZERS

BRASS LACE PIN

COTTON THREAD

CUTTING TOOLS

KNIFE

LEATHER NEEDLE

MARKER

MEASURING TOOLS

NEEDLE THREADER

PEN

PIN CUSHION

PLIERS

POLYESTER THREAD

E	S	L	O	O	T	G	N	I	T	T	U	C	P	E
R	E	L	N	O	I	H	S	U	C	N	I	P	O	L
E	L	L	O	I	A	S	E	F	I	N	K	N	L	D
D	D	E	D	O	P	S	R	E	I	L	P	I	Y	E
A	E	A	E	E	T	E	S	E	P	Y	S	K	E	E
E	E	T	E	H	E	G	C	E	Z	E	R	D	S	N
R	N	H	D	R	W	N	N	A	W	E	A	O	T	G
H	G	E	A	T	H	G	Y	I	L	H	E	B	E	N
T	N	R	L	M	R	T	N	R	R	S	H	W	R	I
E	I	N	B	E	A	G	N	I	T	U	S	A	T	D
L	T	E	D	I	B	R	N	O	C	S	S	A	H	A
D	L	E	G	O	N	E	K	E	T	A	E	A	R	E
E	I	D	X	A	W	S	E	E	B	T	R	P	E	B
E	U	L	D	L	R	E	L	U	R	E	O	T	A	M
N	Q	E	K	C	I	T	S	K	C	A	T	C	D	T

**SOLUTION:**

# Fruits and Vegetables

Fruits and vegetables are .....foods, and are good sources of the nutrient....., which is needed for..... and ..... They also supply the body with water,..... and a variety of .....and minerals.

Word bank:

Plant	Energy	Vitamins	Warmth	Carbohydrates	Fibre
-------	--------	----------	--------	---------------	-------

There are many different types of fruits and vegetables. Use google to search for examples of the following types of fruits and vegetables.

## Fruits

- Stone fruit:

.....  
.....

- Berries:

.....  
.....

- Citrus Fruits:

.....  
.....

- Melons:

.....  
.....

- Vine Fruit:

.....  
.....

# Fresh and Fruity

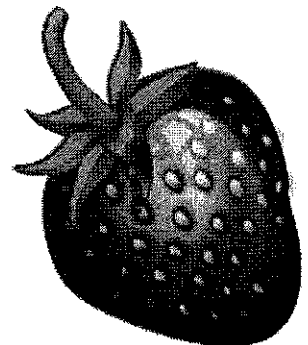
Find the following tasty fruits in the grid below:

APRICOT  
CHERRY  
EATING APPLE  
GRAPEFRUIT  
LIME  
MANGO  
ORANGE  
PEACH  
PLUM  
STAR FRUIT

BANANA  
COOKING APPLE  
FIGS  
GREENGAGE  
LYCHEE  
MELON  
PAPAW  
PEAR  
RHUBARB  
STRAWBERRY

BLACKBERRY  
DATE  
GOOSEBERRY  
KUMQUAT      LEMON  
MANDARIN  
NECTARINE  
PASSION FRUIT  
PINEAPPLE  
SATSUMA  
TAYBERRY

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



## Creatures in the Sea

bream prawn flathead crab shark jellyfish

1 man-eating sea creature ..... 2 common fish we catch .....

3 flat fish we catch ..... 4 shellfish with nippers .....

5 soft, boneless creature that stings ..... 6 kind of shrimp .....

squid dolphin urchin pippy coral eel

7 creature with ten arms ..... 8 round, spiny creature .....

9 playful small whale ..... 10 snake-like fish .....

11 shellfish used for bait ..... 12 skeleton of polyps .....

whale sole starfish stingray marlin snapper

13 creature shaped like a star ..... 14 largest of mammals .....

15 popular table fish ..... 16 delicious, flat fish .....

17 fish with wide, flat fins ..... 18 big game fish .....

octopus clam plankton lobster bluebottle sardine

19 microscopic marine creatures ..... 20 small fish we eat .....

21 expensive seafood ..... 22 creature with eight arms .....

23 creature that stings ..... 24 very large shellfish .....



## On the Farm

paddock fences livestock graze jackeroo brand

- 1 all the animals on the farm ..... 2 enclosed field .....
- 3 barriers of wire ..... 4 young farm worker .....
- 5 to eat grass ..... 6 mark of ownership on cattle .....

saleyard drought heifer merino muster shear  
fleece property thresh

- 7 period without rain ..... 8 type of sheep .....
- 9 round-up livestock ..... 10 all the wool of a sheep .....
- 11 farm land owned by someone .....
- 12 young cow that has not had a calf .....
- 13 separate seeds of a cereal plant from the rest .....
- 14 remove the wool from sheep to sell it .....
- 15 area where livestock is sold to butchers or other farmers .....

irrigate combine-harvester fodder slaughter boundary  
husk station pasture

- 16 food given to livestock ..... 17 outer part of wheat .....
- 18 area covered with grass suitable for grazing .....
- 19 very large farm for raising cattle or sheep .....
- 20 machine that reaps and threshes wheat .....
- 21 supply water through pipes for growing crops .....
- 22 kill a beast for its meat .....
- 23 fence line which marks out the edge of a farm .....



## A Word Instead of a Phrase 1

often chuckle camp nimble dusk gulp

1 to laugh to oneself ..... 2 almost dark .....

3 quick-moving ..... 4 to live in a tent .....

5 many times ..... 6 swallow quickly .....

wrench blend palm fade dial swelter thud clumsy

7 to grow dim or pale ..... 8 pull sharply .....

9 to feel very hot ..... 10 a dull, heavy sound .....

11 to mix together ..... 12 awkward in movement .....

13 inside of the hand ..... 14 the face of a clock .....

distant numb dread vary shabby suburb peel  
gale

15 having no feeling ..... 16 outer skin of fruit .....

17 much worn ..... 18 a long way off .....

19 fear greatly ..... 20 to make different .....

21 the outer part of a city ..... 22 a strong wind .....

cosy twig slam jewel insert tremble fare nap

23 to put in ..... 24 warm and comfortable .....

25 money for a journey ..... 26 a precious stone .....

27 to shake with fear ..... 28 a short sleep .....

29 a small branch ..... 30 to shut loudly .....

# Foods We Eat

curry    broth    pork    pecan    cauliflower    raisin

1 thin type of soup ..... 2 a dried grape .....

3 kind of nut ..... 4 dish made with hot spices .....

5 large vegetable ..... 6 meat from a pig .....

bacon    almond    pastry    grapefruit    fillet    junket

7 thick dessert made with milk ..... 8 salted meat from a pig .....

9 meat or fish with no bones ..... 10 kind of nut .....

11 crust of a pie ..... 12 large citrus fruit .....

lettuce    waffle    pickle    thyme    hash    potato    nougat  
patty

13 flat cake made of batter ..... 14 a chewy sweet .....

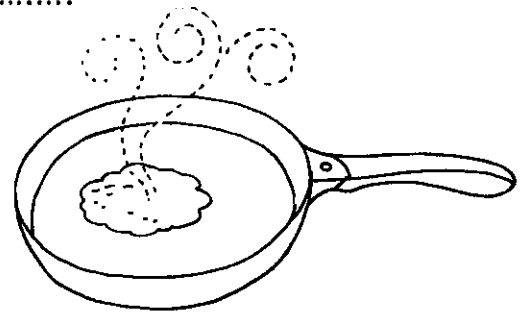
15 flattened ball of chopped meat ..... 16 a herb .....

17 reheated dish of meat and vegetables .....

18 vegetable that grows under the ground .....

19 leafy vegetable used in salads .....

20 food preserved in vinegar and spices .....



## Our World

coast volcano stream waterfall lake forest

- 1 a small river ..... 2 large area of land covered by trees .....
- 3 hole in the earth where lava comes out .....
- 4 land which borders the sea ..... 5 water falling from a height .....
- 6 large area of water with land all around it .....

pond island cliff valley jungle strait ocean  
mountain

- 7 large area of salt water ..... 8 very steep slope of rock .....
- 9 land that has water all around it ..... 10 large hill .....
- 11 land between hills, often with a river flowing through it .....
- 12 small area of water surrounded by land made by people .....
- 13 thick area of trees where it is hot .....
- 14 narrow strip of water between two pieces of land .....

continent swamp rapids canyon peninsula plain  
glacier reef

- 15 narrow, steep-sided river valley ..... 16 flat area of land .....
- 17 large mass of moving ice ..... 18 line of rocks in the sea .....
- 19 part of a river which flows quickly over rocks .....
- 20 large, unbroken mass of land such as Asia .....
- 21 area of ground that is wet all the time .....
- 22 piece of land almost surrounded by water, joined to the mainland .....

# Games and Sports

■ Look at the words in the boxes. Try to match the game or sport that is connected with each one.

soccer    softball    ludo    tennis    cricket    hockey

1 dice .....    2 lob .....    3 stick .....

4 dribble .....    5 base .....    6 stump .....

rugby    ice-hockey    baseball    chess    cricket    horse-racing

7 pawn .....    8 yorker .....    9 pitcher .....

10 scrum .....    11 rink .....    12 punter .....

soccer    sailing    cards    golf    tennis    athletics

13 putter .....    14 serve .....    15 discus .....

16 snap .....    17 throw-in .....    18 spinnaker .....

quoits    ace    hurdle    somersault    cricket    archery

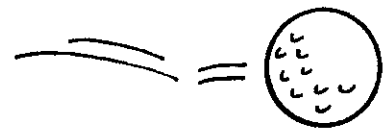
19 no-ball .....    20 peg .....    21 poker .....

22 arrow .....    23 diving .....    24 athletics .....

■ Write what game is being played (no clues are given).

25 She fields in the gully. ....    26 He stopped the puck. ....

27 She shot a birdie. ....    28 He lead with his left. ....



# Nouns—One or More

**A common noun that names one thing may have *a* or *an* placed in front of it. We say *an* before a word that begins with a vowel sound. That is, a sound made by *a*, *e*, *i*, *o*, or *u*.**

■ **Choose the nouns that begin with a vowel sound and write *an* in front of each one.**

1 face, chin, ear, eye, nose, ankle .....

2 aunt, brother, father, uncle, sister, mother .....

■ **Write the correct word (*a* or *an*) where it is needed.**

3 Mother cut up ..... egg, ..... orange, ..... onion and ..... tomato.

4 The clown juggled ..... apple, ..... pear, ..... lemon and ..... banana.

**A noun that names one thing is said to be singular. A noun that names two or more things is plural.**

■ **Write the plural of each noun. Some are not easy, so you may have to use a dictionary.**

5 a monkey: some ..... 6 a snake: some .....

7 a box: some ..... 8 a bus: some .....

9 a dish: some ..... 10 a match: some .....

11 a baby: some ..... 12 a leaf: some .....

13 a dwarf: some ..... 14 a foot: some .....

15 a fireman: some ..... 16 a child: some .....

17 a thief: some ..... 18 a buzz: some .....

19 a sheep: some ..... 20 a woman: some .....

21 a chief: some ..... 22 a mango: some .....

23 a potato: some ..... 24 a piano: some .....

25 an avocado: some ..... 26 a mouse: some .....

# Proper Nouns

**Proper nouns are words used to name particular people, places or things. They always begin with a capital letter.**

☞ For example, *John, Judith, Sydney, Saturday*

■ **Write the proper nouns from the box.**

Australia    February    Marie    Canberra    David    Tweed

- 1 a girl .....
- 2 a country .....
- 3 a boy .....
- 4 a month .....
- 5 a river .....
- 6 a city .....

**If a proper noun consists of two words, each begins with a capital letter. Sometimes two proper nouns have a word between them or next to them that is not important. That word is not written with a capital.**

☞ For example, *Queen of England.*

■ **Rewrite these proper nouns correctly.**

- 7 pitt street .....
- 8 swan river .....
- 9 aunt jane .....
- 10 mr smith .....
- 11 prince of wales .....
- 12 puss in boots .....
- 13 the north pole .....



**Some words may be used as either common or proper nouns.**

☞ For example, *I met my mother. I met Mother. That rabbit is not Peter Rabbit.*

■ **Rewrite correctly.** 14 *When paul met his mother in george street, he said, 'Hello mum. If we hurry down the street we'll be in time at the forum theatre.'*  
.....  
.....

# Adjectives

**Adjectives are words that tell more about nouns.**

☞ For example, We saw an *old* car. She has a *blue* hat. That was a *loud* noise.

■ **Pick the best adjective from those inside the brackets.**

- 1 The water in the creek is (tall, short, deep, steep) .....
- 2 We can see the bottom as the water is (brown, clear, muddy, thick) .....
- 3 You can wade across where it is (deep, steep, dark, shallow) .....
- 4 The creek is (wide, brown, narrow, blue) ..... where the banks are close.

■ **Choose the best adjective from the box.**

bad clever happy brave thin crazy timid tiny

- 5 A jolly person is one who is ..... 6 A gallant soldier is .....
- 7 A bright pupil is ..... 8 A naughty boy is one who is .....
- 9 A slim girl is a ..... one. 10 A very small person is .....
- 11 A person who is easily frightened is ..... 12 A mad person is .....

■ **Put in the missing colours, which are all adjectives.**

- 13 Chocolate is ..... 14 A ripe banana is .....
- 15 A sunny sky is ..... 16 Coal is .....
- 17 Snow is ..... 18 Grass is .....
- 19 Blood is ..... 20 A fifty-cent coin is .....

**Some adjectives are made by adding the letter *y* to a short noun.**

☞ For example, *curl—curly* Jan has *curly* hair.

■ **Make adjectives from the nouns in the box.**

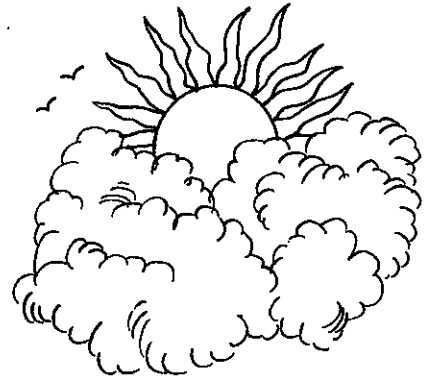
rust rain sand

- 21 a ..... day 22 a ..... nail 23 a ..... beach

## More Adjectives

■ Write the adjective from each row that has a different meaning from the others.

- 1 dull, dim, gloomy, bright, cloudy .....
- 2 soft, faint, noisy, low, gentle .....
- 3 strong, mighty, sturdy, feeble, powerful .....
- 4 large, big, huge, mighty, tiny .....
- 5 brave, bold, daring, timid, fearless .....



■ Write the opposite of each adjective. Choose your answer from the box.

tender   timid   kind   bitter   frosty   wrong

- 6 right .....      7 tough .....      8 warm .....
- 9 brave .....      10 sweet .....      11 cruel .....

**Some adjectives are made from nouns by adding *ous*. Nouns that end in the letter *y* change *y* into *i* and add *ous*. Words that end in *e* drop the *e* and add *ous*.**

■ Change the nouns into adjectives.

- 12 poison .....      13 danger .....      14 villain .....
- 15 fury .....      16 glory .....      17 victory .....
- 18 fame .....      19 nerve .....      20 grieve .....

**Sometimes an adjective is not followed by a noun.**

☞ For example,    The tree was *tall*.    The night was *dark* and *stormy*.

■ Circle the adjectives in each sentence.

- 21 The wind was cold and the sound it made was mournful.
- 22 Her frock was blue and she wore a hat that was wide.



## Comparing Adjectives

**To compare two things we use words such as *taller, happier and better*.**

☞ For example, A car is fast but an aeroplane is *faster*.

1 A horse is large but an elephant is .....

2 A cat is small but a rat is .....

3 The bay is deep but the ocean is .....

**We add *est* to an adjective to compare three or more people or things.**

☞ For example, Jane is the *tallest* of the three girls.

4 (neat) That map is the ..... of all them all.

5 (pretty) This is the ..... of all the four dolls.

6 (heavy) Susan is the ..... girl in the team.

**The adjective *good* becomes *better* or *best*. The adjective *bad* becomes *worse* or *worst*.**

7 Frances is good at singing. She has the ..... voice in the class.

8 The ..... painter of the twins won the prize.

9 Yesterday was a bad day but the day before was even .....

10 This apple is bad but it is not the ..... in the case.

■ **Choose the correct word from those in brackets.**

11 I chose the (riper, ripest) ..... of the two bananas.

12 John is the (best, better) ..... batsman in our team.

13 The captain of the netball team played (worse, worst) ..... of all.

14 Ripe peaches are sweet but honey is (sweeter, sweetest) .....

15 Terry is noisy but Kim is the (noisier, noisiest) ..... in the school.

16 Leonardo painted (better, best) ..... than any other artist.

# Verbs

**Verbs are very important words in sentences. Every sentence must have at least one verb. Most verbs describe an action. They are called action or doing words.**

☞ For example, She *runs*. Bob *hit* the ball. The girl *skipped*.

■ **Write the verb or doing word in each sentence.**

- 1 I saw the black cat yesterday. .... 2 Our dog lies on a mat .....
- 3 She ate an apple for lunch. .... 4 The driver tooted his horn. ....

■ **Choose the right verbs from the box.**

blows   hops   barks   sails   ticks   flies

- 5 A dog ..... 6 A ship ..... 7 A frog .....
- 8 The wind ..... 9 A bird ..... 10 A clock .....

■ **Use the right verbs.**

crawled   ran   pointed   jumped   swam   climbed

- 11 The fish ..... among the rocks. 12 The hare ..... very fast.
- 13 The lizard ..... along the path. 14 The boys ..... over the log.
- 15 The koala ..... the tree. 16 Elise ..... at the moon.

**Besides action verbs there are being and having verbs. The verb *to be* has different forms—*am, are, is, was, were, shall be, being*. The verb *to have* also has different forms—*have, has, had, shall have, will have, having*.**

■ **Write the correct verb (is, are, have or has).**

- 17 The door ..... open. 18 The plates ..... on the table.
- 19 Calves ..... young cattle. 20 A cat ..... by the fire.
- 21 A dog ..... four legs. 22 Some birds ..... long tails.

## More Verbs

**Many verbs consist of two or more words. The first part is one of the verbs *be, have* or *do*.**

☞ For example, He *is running* away. They *have finished*.

■ **Write the helping verb (has, have, am, is or are).**

- 1 Bill ..... gone home.                      2 John ..... playing with friends.  
 3 We ..... seen a few snakes.                4 Tim and Sue ..... walking.

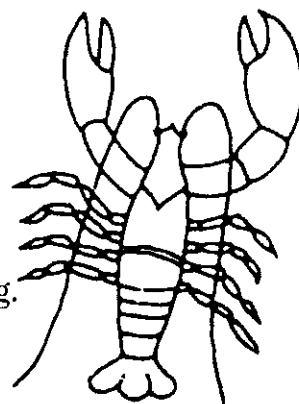
■ **Write the helping word needed in each sentence.**

5 While you ..... picking the grapes, you may eat some.

6 Our dog sounds savage when he ..... barking.

7 I caught a crab whilst I ..... fishing.

8 When I came in, the cat and the dog ..... lying on the rug.



■ **Circle the whole verb in each sentence.**

- 9 Anne has gone to the beach.                      10 I have seen some beautiful roses.  
 11 Clancy has written a letter to me.            12 Each Saturday, Dad has done some painting.  
 13 A few apples have fallen from the tree.            14 Both teams were beaten.

**Verbs change according to whether they tell what happens now or what happened at some time past.**

■ **Write the correct form of the verb for the present or the past.**

- 15 Last year he (to grow) ..... corn.                      16 Can you (to grow) ..... peas?  
 17 Do you (to fly) ..... often?                      18 The swan (to fly) ..... away yesterday.  
 19 She (to sell) ..... it last week.                      20 I (to draw) ..... a picture last night.  
 21 He (to give) ..... me a pen last Christmas.            22 She may (to run) ..... away.  
 23 Alan picked up a parcel and (to throw) ..... it at me.

## Better Verbs

The verb *said* is used a great deal when writing conversations. There are better verbs. Try using the ones in the boxes.

called    muttered    whispered    pleaded    inquired

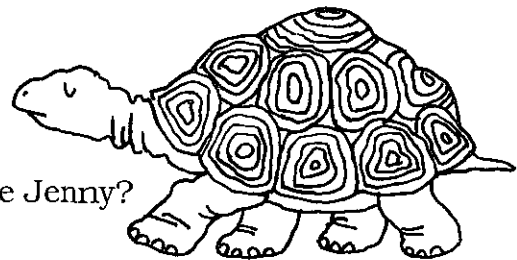
- 1 "Where did you leave the book?" ..... the librarian.
- 2 "Come and have a game, Harry," ..... Tony from across the park.
- 3 "I don't care," ..... the little boy to himself.
- 4 "Don't let anybody hear," ..... Helen to her friend.
- 5 "Please let me go," ..... John to his mother.

ordered    warned    grumbled    begged    exclaimed

- 6 "What a nuisance!" ..... Sheena as she could not find her purse.
- 7 "Stop doing that," Doug's father .....
- 8 "That bridge is unsafe," the farmer .....
- 9 "Nobody ever helps me wash up," ..... Mum.
- 10 "Please give me one," ..... the little girl.

■ Use a red pen to place a comma between the words that are quoted and the rest of the sentence. Also put in the quotation marks around the words actually spoken. An extra comma is needed in two of the examples.

- 11 Alex whispered to her friend I'll tell you a secret.
- 12 Pat sneered You couldn't race a tortoise.
- 13 Bob remarked The bus is late this morning.
- 14 Marie asked her friend Are you coming with me Jenny?
- 15 Marion answered No not yet.
- 16 The woman scolded her son saying You naughty boy.



# Adverbs

**Adverbs are words that tell more about verbs. They usually tell how, when, or where.**

☞ For example, Sue ate *slowly*. (how) Paul will go *soon*. (when) We ran *inside*. (where)

**Many adverbs are made from adjectives by adding *ly*. Use these in the sentences.**

slowly clearly safely brightly sweetly gracefully

- 1 Birds can sing ..... 2 The tired girls walked .....
- 3 The sun shone ..... 4 The plane landed .....
- 5 Dancers move ..... 6 The ship could be seen .....

softly loudly quickly slowly

- 7 To whisper means to speak ..... 8 To shout means to call .....
- 9 To hurry means to go ..... 10 To dawdle means to walk .....

**Some adjectives may be used as adverbs. Choose the correct word from the brackets and use it as an adverb.**

- 11 The dog ran (fast, slow) ..... 12 Greg played (good, well) .....
- 13 He hit the nail (hard, good) ..... 14 The train went (fast, safe) .....
- 15 The rain beat (heavy, hard) ..... 16 Robin aimed (straight, good) .....

■ **Make sure you use the adverb in these.**

- 17 The old man walked (slow, slowly) .....
- 18 Jan can play (good, well, clever) .....
- 19 Paul called out (loudly, loud) .....
- 20 Ian made the bed (good, quick, quickly) .....



## More Adverbs

brightly fast hard slowly softly foolishly

- 1 To act in a silly way is to behave ..... 2 To bang is to hit .....  
 3 To creep means to move ..... 4 To tip-toe is to walk .....  
 5 To glitter means to shine ..... 6 To hurry means to move .....

bravely shabbily carefully dimly merrily sweetly  
 wildly securely

- 7 The stormy waves crashed ..... 8 The canary sang .....  
 9 A poor man was dressed ..... 10 We all laughed .....  
 11 A candle lit the room ..... 12 The parcel was tied .....  
 13 The soldier fought ..... 14 A wise driver travels .....

angrily brightly lazily neatly soundly exactly  
 swiftly timidly

- 15 The plane flew ..... out of sight. 16 Sue wrote .....  
 17 The scared boy knocked ..... 18 The moon shone .....  
 19 It is ..... two o'clock. 20 Pat's father scolded him .....  
 21 The cat was stretched out ..... 22 The baby slept .....

greedily upstairs willingly shrilly gradually angrily  
 tightly smoothly

- 23 Knots can be tied ..... 27 Wasps can sting .....  
 25 We grow old ..... 26 Pigs eat their food .....  
 27 To glide is to move ..... 28 Grasshoppers sing .....  
 29 We should help at home ..... 30 Some people sleep .....

## Pronouns

**Pronouns are words we use instead of nouns.**

☞ For example, Mary plays well. Mary is the captain. — Mary plays well. *She* is the captain.

### ■ Practise using pronouns in these exercises.

me he I she him her you they mine

1 Bob is my friend and I go riding with ..... every day.

2 "Do ..... like tennis?" asked Jennifer.

3 Three jets flew over the school; ..... looked like fighters.

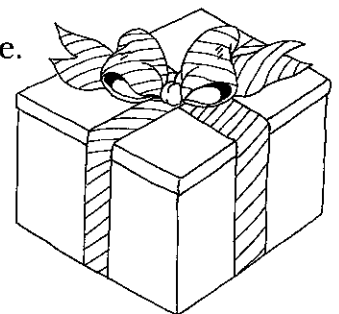
4 Lorraine put ..... cat to bed in a basket with a hot water bottle.

5 I hope ..... am going to win my race tomorrow.

6 "Give ..... that pen because it is ..... ."

7 When Harry went to London ..... saw Buckingham Palace.

8 Alice felt very excited as ..... opened up her present.



### At the Farm

#### ■ Use pronouns in the spaces.

Sharon and 9 ..... brother Patrick went to visit 10 ..... uncle's farm.

Uncle Ben was at the gate to meet 11 ..... with 12 ..... dog. "Hello, you two," 13 ..... shouted. "Come inside and then 14 ..... shall show 15 ..... around."

16 ..... all walked over to see the pigs. "Oh, I wish you would give 17 ..... one of those baby pigs," said Sharon. Sharon had always said that 18 ..... wanted a pet pig. 19 ..... brother was not at all keen to have one as 20 ..... was once bitten on the finger by a piglet.

## Relative Pronouns

**In a sentence, the pronoun *who* refers to a person already mentioned.**

■ Write the person referred to by the relative pronoun *who* in each sentence.

- 1 We saw a woman who had a grey pony. ....
- 2 The girl who won the high jump was fairly tall. ....
- 3 People who live in glass houses should not throw stones. ....

**The pronouns *which* or *that* refer to things.**

■ Write the name of the thing referred to by the relative pronoun *which* or *that*.

- 4 Julie read a book about painting which is her hobby. ....
- 5 I could not see the bird that was warbling in the tree. ....
- 6 We heard the roar of an aeroplane that passed overhead. ....

**The relative pronoun *who* corresponds to the pronoun *he*, *she* or *they*.**

■ Write the word *he*, *she* or *they* which corresponds to the word *who*.

- 7 The man and his son who were driving the donkey were tired. ....
- 8 The lady who played the violin is Vicky's aunt. ....
- 9 The baby boy who was hurt is now better. ....

**The relative pronoun *whom* corresponds to the pronoun *him*, *her* or *them*.**

■ Write the word *him*, *her* or *them* which corresponds to the word *whom*.

- 10 The boy whom I saw was a stranger. ....
- 11 There are the girls to whom I gave the books. ....
- 12 She is the lady to whom I spoke yesterday. ....

■ Write the correct relative pronoun. (Use *who*, *whom* or *that*.)

- 13 To ..... shall I give this pen? 14 This is the hat ..... I chose.
- 14 Do you know ..... is coming to live next door?