**Week 1: Spelling**

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| alright |  |  |
| aeroplane |  |  |
| hurrying |  |  |
| happiest |  |  |
| sufficient |  |  |
| suggest |  |  |
| terrible |  |  |
| instead |  |  |
| disappoint |  |  |
| either |  |  |

**Activites**

Complete the following sentences using the spelling words:

1. I do not want to my teacher.
2. I would like to buy some cake of buying some muffins.
3. You can complete your homework or write a small essay.

* Find a synonym for the following words:

1. Terrible:
2. Alright:
3. Happiest:

* Use two words in two separate sentences:



**Week 1 Grammar: Adverbs**

**An adverb is a word which describes a verb, an adjective or another adverb.**

An adverb usually shows us the place, time, circumstance or manner in which something happened.

##### *Activity 1:*

**To find the adverb in each sentence, we want to be able to identify the verb and adjectives used in each sentence.** In the following sentences, practice identifying these parts of speech by underlining each adjective and circling the verb in every sentence.

1. The young woman blissfully walked to the shops in order to buy a small carton of milk.
2. The childish school boy intended to successfully complete his homework.
3. The student innocently misunderstood the teacher, however the student quickly and diligently asked the teacher to clarify the issue.
4. The event was held annually in the small town of Dijon.

**Now,** we want to identify which words describe the adjectives or verbs in each sentence. Return to the above sentences and highlight the adverbs.

##### *Activity 2:*

Using 5 of the adverbs in the box below and write a small paragraph.

|  |  |  |
| --- | --- | --- |
| Equally | immediately | playfully |
| doubtfully | joyously | voluntarily |
| dreamily | naturally | wisely |

#### Week 1 Comprehension (Understanding Narratives)

**Treasure Island (by Robert Louis Stevenson, an extract)**

It was about half-past one that the two boats went ashore from the ship. The captain, the squire, and I were talking matters over in the cabin. Had there been a breath of wind we should have fallen on the six mutineers who were left abroad with us, slipped our cable and away to sea. but the wind was wanting; and to complete our helplessness, down came a fellow shipmate with the news that Jim Hawkins, the innocent young boy, had slipped into a boat and was gone ashore with the rest.

It never occurred to us to doubt Jim Hawkins; but we were alarmed for his safety. With the men in the temper they were in, it seemed an even chance if we should see the lad again. We ran on deck. We could see the Island from the bow; the nasty stench of the place turned me sick; if ever a man smelt fever and dysentery, it was in that abominable anchorage.

1. Define the following words using a dictionary: Mutineer:

Squire:

Dysentery:

Anchorage:

1. Who was the innocent young boy? What had he done which made the captain feel helpless?
2. What do you think the phrase “a breath of wind” means?

**Writing: Narratives**

**Planning & writing a narrative: Today you will plan and begin writing a narrative.**

**Think about these questions:**

1. *How you will set up the story (****the orientation****)?*
2. *What is* ***the complication****? How will you introduce it?*
3. *What will happen because of the first complication?*
4. *Will there be a high point of excitement and tension (****climax****) in the story?*
5. *How will you resolve your narrative (****resolution****)? Will it be funny? sad? serious? realistic?*
6. *Will you add a comment on the events (****coda****)?*
   * **Remember to use dialogue, interesting words and detail to make your story come alive.**
   * **Check your spelling, punctuation and grammar.**

**The topic for your story is: HELP! Write a brief story plan in the box below:**

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**Week 2: Spelling**

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| amazement |  |  |
| believe |  |  |
| intend |  |  |
| increase |  |  |
| they’re |  |  |
| unfortunately |  |  |
| tomorrow |  |  |
| furniture |  |  |
| excellent |  |  |
| fault |  |  |

**Create a paragraph using six of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**

##### *Grammar: Punctuation*

A semicolon is a punctuation mark which indicates a pause. This pause is more noticeable that a pause indicated by a comma. A semicolon also separates two different yet equally important ideas.

**We made all the right decisions; we won the game.**

In this sentence, we see that there are two main ideas/points, (a) the team made good decisions and (b) the team won the game. While these ideas are different, we can see how they are related. The right decisions resulted in the team winning the game.

**In the following sentences, insert a semi colon in the correct place to show a separation of ideas.**

1. We can go to the museum to do some research Tuesdays are a good day to go to the museum.
2. I ordered a burger for lunch life’s too short for counting calories.
3. Bell has gone to the library Adam has gone to the conservatory.
4. I saw an amazing bird it was eating a worm.

**We can also semicolons to divide items in a list which is long and includes entire phrases or complex sentence elements.**

My plan is to complete my homework; eat dinner with my sister and friend; reading a good book; and then falling straight to sleep!

*In the following sentences, insert semicolons*.

1. I would like to buy a book shop fill each shelf with a thousand fiction books create a section just for poetry and provide a reading corner to young children.
2. I think that there are only a few things we need to do to be happy be honest with our self live in accordance with our own truth help other people and always express gratitude.

Colon

A colon can also be used for listing items. However, we use colons when we do not want to include entire phrases or complex sentences. We use colons when we want to list particular items.

When you go to the shops, you need to buy the following items: milk, bread, vegetables and meat.

Insert colons into the following sentences to ensure that they are grammatically correct.

1. I want to receive many gifts from Santa Clause a bike, a new study table and some chocolate!
2. When we visit the zoo, I want to see giraffes monkeys penguins and seals.
3. When you arrive at the aquatic center, you need to buy sun screen goggles and a hair mask.

**Week 2: Comprehension (Explanation)**

**What causes a tsunami?**

Tsunamis are freakishly large waves which are usually formed when the seabed is disturbed by an underwater earthquake or by a volcano. They can also be caused by hurricanes or underwater landslides.

When tsunamis are out at sea, they may be only one metre high, but they travel at great speeds- up to 600 kilometres an hour. As they come into shore, the sea gets shallower, which slows the wave down and lets all the water behind it catch up. This then makes the wave grow larger and larger. Tsunamis sometimes even form up to 40 metres high and go three kilometres inland.

A tsunami is usually very destructive. It crashes down everything in its path and then sucks it all out to sea- even humans and livestock. Some tsunamis have killed tens of thousands of people at a time. For example, the massive tsunami across the Indian Ocean in December of 2004 claimed more than 280 000 lives. Tsunamis are one of the most deadly natural disasters

*Patrick Thomas*

#### What causes an Earthquake?

Earthquakes are one of the most powerful of the natural forces on our planet, but what are they and what sets them off?

An earthquake is when there is a trembling or vibration (a ‘quake’) of the earth’s surface. It occurs when there is a ‘fault’ or break in the earth’s crust. The blocks on either side of the fault move up and down against each other, or shift lengthways. The friction that results produces a lot of energy. This energy is changed to vibration in rocks, and we feel this vibration as an earthquake. The ground starts to feel like the deck of a ship and then starts to completely break up, or rise or fall. Buildings fall down, bridges tumble and dams burst.

Earthquakes are happening all the time but most are tremors that are only noticed by seismologists who study them. Every few years there is a really catastrophic one which leads to the death of thousands of people. The last major earthquake was in Iran in 2003, when 8000 people were killed.

Although we know much more about earthquakes nowadays, we can probably never prevent them. The best thing we can do is stop people living in earthquake areas and make sure buildings are earthquake proof.

*Kenny Chew*

#### Name four natural events that cause tsunamis.

1. **True or false?**

Tsunamis travel faster near the land:

Tsunamis are larger near the land:

As the wave slows down it gets bigger: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### What do you think is ‘a fault’?

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1. **Are tremors small or large earthquakes?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Circle the best answer. Which of the following sequences show how earthquakes happen?**
3. Movement-> friction -> energy -> vibration
4. Friction-> movement -> vibration -> energy
5. Movement-> energy -> friction -> vibration

#### How quickly do Tsunami’s travel?

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1. **How high can Tsunami’s form?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Do you think these natural disasters can be prevented? What does Kenny Chew believe?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Writing: Explanations**

Below is some information in note form about air pollution. Read through the notes then write an explanation following these stages:

1. ***Statement of phenomenon***
2. ***Explanation of how or why***
3. ***Extra information***
4. ***Concluding comment***
   * Air pollution causes 1 in 8 deaths worldwide. Ground level ozone, produced from the interaction of many different pollutants on sunlight, can also cause asthma attacks.
   * Air pollution damages crops. Ground level ozone, reduces crop growth and agricultural productivity. The two most important crops, wheat and soybean, are particularly sensitive to the effects of ozone. It has been estimated that $11 billion worth of crop are damages every year.
   * 92% of the global population live in places with unhealthy air quality.
   * The ‘Breathe Life’ Campaigns air quality database allows people to research how clean their city’s air truly is.
   * You can join a global movement to tackle air pollution, such as support BreatheLife campaign or you can sign the UN Environment’s Clean Planet Charter.

#### Spelling: Week 3

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| broken |  |  |
| choice |  |  |
| imagine |  |  |
| limit |  |  |
| value |  |  |
| valuable |  |  |
| fantastic |  |  |
| mountain |  |  |
| fault |  |  |
| discuss |  |  |

**Activities**

1. **Complete the following sentences using a word from the spelling list.**
2. What can be of value is not always considered .
3. “I promise you” said the naughty boy, “it was not my \_”.
4. I love to a world where there is no jealousy and no anger, only joy.
5. The girl had the vase.

#### Find synonyms for the following words:

* 1. limit:
  2. choice:

#### Use two spelling list words in a sentence:

**Week 3 Grammar: Adjectives**

An adjective is a describing word. Adjectives describe a noun. In English, we sometimes want to use many different adjectives to describe a noun. When using more than one adjective to describe a noun, place the adjectives in the following order before the noun.

1. An opinion and general description. *An interesting movie.*
2. Dimensions. *A thin wallet.*
3. Age. *The young girl.*
4. Shape. *A square box.*
5. Colour. *A pink dress.*
6. The origin of a noun. *These are Italian shoes.*
7. A material. *A wooden toy.*
8. Purpose or power. An *electric iron. These are walking shoes.*

#### For Example:

She was a very *nice, young* girl.

* + Note: we described our opinion of her personality before describing her age.

The beautiful wooden box was placed on the thin, pink carpet.

* + Note: we provided a general description of the box before describing the material. We also described the dimensions of the carpet before describing its colour.

#### With the adjectives listed below, write a sentence underneath each list using the correct order adjective order to describe a noun.

1. small, strong, blue
2. plastic, old, American
3. ancient, truthful, history
4. French, old, wonderful
5. blue, square, box
6. orange, disgusting, plastic

#### Using a dictionary and your own knowledge, write down 5 adjectives and identify which of the 8 categories the adjective belongs to.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

#### Now, use each of these adjectives in a small paragraph. Try to use more than one at a time, so you can practice using the adjective order discussed above.

**Further Tips**

* + **Pronoun or Adjective?**

Some words look like pronouns but they are actually adjectives, describing the nouns that follow them. Always keep in mind that pronouns **replace** nouns, so if a noun follows a ‘pronoun,’ that ‘pronoun’ is actually an adjective.

For example,

*Will you take my coat?* (possessive adjective)

*These cookies were made by my mother.* (demonstrative adjective)

*Which dress looks better on me?* (interrogative adjective)

*Neither father looked very pleased.* (distributive adjective)

**Week 3 Comprehension (Letter of Opinion)**

45 XXXXXXX Rd

North Sydney, 2036

27 March, 2013

Ms Janet Nora

NSW Member for North Sydney 22 NXXXXX St

LXXXXXX, 2036

Dear Ms Nora,

My name is Joe Bloggs. I am 12 years old and I live in North Sydney. I am writing to you because I love skateboarding just like all my friends in the area you’re in charge of. We need your help because a lot of adults in this area have tried to stop a skateboarding ramp being built in the North Bay Redevelopment. They think young people will just gather there and make a mess. I think they’re being mean and selfish.

There are many good reasons for a skateboarding ramp. Firstly, skateboarding is a lot of fun for kids. Also it will improve their skill and fitness, and keep them off the narrow and dangerous roads of North Sydney. Besides, a skateboarding ramp would be a great place to make friends. THIS WOULD BE GREAT FOR THE COMMUNITY!

I have skated at Avalon skateboarding ramp with some good mates. It’s a great ramp designed by the local skateboarders, where big kids help little kids to skateboard, and where parents are

happy to take their kids because it’s a safe place.

If you can help put this skateboard ramp in, us kids will be very grateful. With best wishes and lots of hope.

Joe Brown

Joe Brown

#### What is Joe requesting of Ms Nora?

1. **Circle the best answer. How does Ms Nora have the power to help?**

**a) She is an adult. b) she is a famous skateboarder**

**c) she is a politician**

1. **Circle the best answer. Who has stopped the skateboard ramp being built, according to Joe?**
2. **The people at the Mort Bay Redevelopment**
3. **Adults who live in the area**
4. **Young people who make a mess**
5. **How many arguments does Joe propose to support his opinion?**
6. **Which of Joe’s arguments is the strongest?**
7. **Name one good point about the proposed skateboard ramp.**

**Written Expression: Letter of Opinion**

**Following** the content learnt in the reading comprehension, we are going to write a letter of opinion. A letter of opinion can refer to any letter written that states and opinion; personal or professional. A personal letter could be sent to the editor of a magazine which expresses disagreement with a published article. A professional letter could be sent from a real estate agent to another agent, evaluation the value of a property.

Today, we will write a personal letter of opinion. Think about a topic you feel very passionate about. It could be about a television show you think should not be televised, or an environmental issue which needs to be addressed by the government. Complete planning in the box below, and the letter of opinion on the following page.

#### Spelling: Week 4

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| cautious |  |  |
| collect |  |  |
| listened |  |  |
| lonely |  |  |
| various |  |  |
| who's |  |  |
| distance |  |  |
| science |  |  |
| height |  |  |
| herd |  |  |

**Activities:**

1. **Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**
2. **Complete the following sentences using spelling list words.**
   1. Please be when you cross the road.
   2. I will never be because I have the best friend in the world.
   3. I like to study .
   4. The cow belongs to the , the eagle to a free sky.

## Week 4 Grammar: Adjectives Continued

Adjectives are **describing** words. They give you more information about a **noun** or a **pronoun.** Adjectives refer to quality, size, colour, type, nationality, number, quantity, possession and other characteristics of nouns and pronouns. They come before nouns (e.g. *fierce* lion) and after verbs of being and sensing (e.g. I am *sixteen;* this smells *wonderful*).

**Types of adjectives**

There are six types of adjectives. The two main types are **descriptive** and **limiting**

adjectives, but pronouns can be used as adjectives as well.

* + 1. Descriptive adjectives *describe* a noun: a green hat, a brilliant student, a wonderful brother, a caring friend, a jealous enemy.
    2. A limiting adjective *limits* a noun: the last straw, the seven dwarves, the smallest piece, the first week, the later bus, enough room.
    3. Possessive adjectives show *possession* of a noun: my car, your book, our room, their clothes.
    4. Demonstrative adjectives *point out* a noun: those boys, these jumpers, this costume, that bully.
    5. Interrogative adjectives *ask questions* about a noun: Whose bag? What time? Which computer?
    6. Distributive adjectives show how nouns are *distributed*: neither teacher, each mother, every month.

##### *Exercise 1*

*Choose an adjective to describe the noun.*

1. a day
2. a coat
3. a river
4. a meal
5. a play
6. a friend
7. a fire
8. weather
9. a dog
10. a tree
11. a circus
12. a teacher
13. a volcano
14. a dream

##### *Exercise 2*

*Think of a synonym for the adjective in the bracket.*

1. The opera singer was very . (fat)
2. It was a breach of rules. (serious)
3. We were surprised by the noise. (loud)
4. His act irritated me. (foolish)
5. We walked through the forest. (thick)
6. The flower bloomed overnight. (beautiful)
7. We felt about our first day at school. (scared)
8. It was a cottage. (cozy)
9. We saw a tiger in a cage at the zoo. (sad)
10. The friends became very at each other. (angry)

**Adjectives Formed from Nouns**

An adjective can often be identified by its **ending.** These are the most common endings:

* able  knowledgeable
* al  actual
* ary  stationary
* en  forsaken
* ful  skilful
* ible  gullible
* ic  scenic
* ing  gushing
* ish  boyish
* ive  sensitive
* less  ruthless
* ous  lustrous
* some  winsome
* y  scary

##### *Exercise 3*

*Complete each sentence by forming an adjective from the word in brackets.*

1. Some of the most in the world were in the pageant. (beauty)
2. My batteries were . (fault)
3. The man threw down his hat. (anger)
4. The television was being repaired. (break)
5. The dog was waiting for its master. (faith)
6. This is a very part of town. (danger)
7. The tiger stretched slowly after its nap. (majesty)
8. We believed that it was \_ to keep us back. (cruelty)
9. The lady, though old, still possessed an mind. (activity)
10. The books you gave me were very . (use)

#### Week 4 Comprehension (Procedure)

**For the toffee topping**

140g sugar 30ml water

30ml golden syrup 1 tablespoon butter

½ teaspoons baking powder

Pinch salt

**For the pears** 200g sugar 60g butter

6 Australian pears, peeled 100ml water

**Butter Scotch Pears with Toffee Topping Preparation for the Toffee**

Combine sugar, water, golden syrup and butter in a saucepan.

Cook over medium heat until the mixture is a light caramel colour.

Remove from heat and quickly whisk in baking powder and salt.

Spread the mixture quickly into a non-stick baking sheet with a battered spatula.

Cool completely. Allow to set and then break into small pieces.

Store in an airtight container between sheets of greaseproof paper.

Grind in a food processor as required.

**Preparation for the Pears**

Preheat oven to 160`C.

Place sugar in ovenproof saucepan wide enough to hold six pears. Using the hotplate, cook on a moderate heat to a light caramel colour. Carefully add butter and whisk to make a butterscotch mixture.

Add pears and lightly cook in the butterscotch, constantly turning, for 2-3 minutes. Add water and spoon liquid over pears until well basted.

Transfer to pan to oven bake until tender (about 20 minutes, depending on size). Base every 5 minutes.

Test pears with a sharp knife. Pears are ready when they are easily pierced. Serve at room temperature with some cooking liquid and top with ground toffee.

Serves 6.

1. **When preparing the pears, at what temperature do you heat the oven?**
2. **True or false? If the answer is ‘false’, please write the correct order of the procedure underneath.**
3. Add water and spoon liquid over pears before lightly cooking the butterscotch.
4. Place sugar in an oven proof saucepan and then cook on a moderate heat.
5. Store in an airtight container and then spread the toffee mixture quickly onto a non-heat pan.

#### How many grams of sugar is required to make this dish?

1. **What content do you need to include in a procedure?**
2. **Why do you need to include these aspects/facts/knowledge in a procedure?**
3. **From your knowledge of cooking, do you think this would be a difficult dish to make judging rom the procedure? Why/why not?**
4. **The sequence of steps, in order, for the preparation of pears is**
   1. Combine all ingredients, heat over a medium heat, spread on a baking sheet
   2. Preheat oven, heat sugar, make butterscotch
   3. Combine ingredients, preheat oven, make butterscotch
   4. Preheat oven, baste pears, make butterscotch

#### When is the toffee broken into pieces?

* 1. Just before serving, when used as a topping for the pears
  2. Before it is put into a pot, while the pears are cooking
  3. Once the mixture has cooled and set on a non-stick baking sheet
  4. After it has gone through a grinder but before the pears are cooked.

#### The given recipe provides for

* 1. Half a pear per serve.
  2. One pear per serve.
  3. Two pears per serve.
  4. Six pears per serve.

#### The pears are initially cooked

1. Before preheating the oven
2. While preparing the butterscotch
3. And then allowed to cool
4. On a hotplate in a saucepan

#### Immediately before the pears are served they are

1. Sprinkled with ground toffee
2. Topped with small toffee pieces
3. Tested for softness
4. Basted for 5 minutes

#### Written Expression: Procedure

Following the content we learnt from the reading comprehension, choose one of your favourite meals and write a procedure using the same structure.

Name of meal:

#### Spelling: Week 5

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| complete |  |  |
| difference |  |  |
| meant |  |  |
| nearly |  |  |
| You’ve |  |  |
| thought |  |  |
| discovered |  |  |
| cupboard |  |  |
| judge |  |  |
| language |  |  |

**Activities**

1. **Write three sentences using three of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**
2. **Define the grammatical term, antonym:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Find antonyms for the following words:**
   1. complete:
   2. thought:
   3. discovered:
   4. difference:

# Week 5 Grammar: Adjectives Continued

**A: Proper Adjectives**

Proper adjectives can be formed from proper nouns. They always begin with a capital letter. For example, Canada  Canadian, Wales  Welsh, Melbourne  Melbournian.

##### *Exercise 1*

*Write down the proper adjective formed from the proper nouns.*

* + 1. Caesar was assassinated in the forum. (Rome)
    2. The army knife was confiscated at customs. (Switzerland)
    3. pancakes are loved all around the world. (Holland)
    4. My friend is very proud of her heritage. (Britain)
    5. The dessert was too sweet for my liking.
    6. The flag has two colours. (Japan)
    7. The restaurant specialises in food. (Poland)
    8. My grandfather fought for the *.* (Ireland)
    9. A dog is small and white. (Malta)
    10. The mummy was displayed in the museum. (Egypt)

**B: Comparing Adjectives**

When making **comparisons** between **two or more** things, **comparative** and

**superlative** adjectives are used.

Look at these three sentences:

1. Dad is a clever person.
2. Mum is cleverer than Dad.
3. Maggie is the cleverest in the whole family.

In a) only one person’s cleverness was considered. There was no comparison so we call this the **positive degree.**

In b) the cleverness of Mum was compared to that of Dad. This is called the

**comparative degree**, i.e. when we compare two things.

In c), we compared Maggie to the rest of the family. When we **more than two**

persons or things, we use the **superlative degree.**

**Some rules**

* Most adjectives add **er** and **est** to form their comparative and superlative degrees.

For example, tall, taller tallest; dumb, dumber, dumbest.

* If the adjective ends with **e** this letter is dropped when adding er or est. For example, wise, wiser, wisest; large, larger, largest.
* When the adjective ends with **y** this letter is changed to **i** before adding er or est

For example, silly, sillier, silliest; tiny, tinier, tiniest.

* Some words must double the last letter before adding er or est. For example, thin, thinner, thinnest; big, bigger, biggest
* Adjectives of three syllables and some of two syllables add **more** and **most** to form their comparisons.

For example, focused, more focused, most focused; beautiful, more beautiful, most beautiful.

* Never use double comparatives or superlatives. For example, do not write, “most fastest” or “more better”. The correct forms are simply, “fastest,” and “better”.

##### *Exercise 2*

*Complete the sentence by writing the correct degree of the adjectives in brackets.*

1. These photos are the out of all possessions. (precious)
2. This is the day of my life. (happy)
3. This basket is than the other. (heavy)
4. This is the comfortable chair in the whole house (more/most)
5. Bob is humorous than David. (more/most)
6. She becomes every year. (silly)
7. The in the family is Maybelle. (old)
8. It is to start now than never. (good)
9. Those groceries are than those. (dear)
10. The cheetah is the animal of all. (fast)

**C: Irregular Adjectives**

Students need to watch out for irregular adjectives, which do not follow the general rules. Here are list of common mistakes to watch out for.

1. Do not use the superlative degree when only the comparative degree is required.

Incorrect: This novel is the **best** of the two. Correct: This novel is the **better** of the two.

1. Avoid using **less** instead of **fewer.**

**Less** is used for a **quantity:** e.g. *less* water, *less* sugar.

**Fewer** is used for **numbers of things:** e.g. *fewer* houses, *fewer* cakes.

Incorrect: Mum made **less** quiches than Ross. Correct: Mum made fewer quiches than Ross.

1. Be careful not to confuse **worse** and **worst**.

Incorrect: Rosy is the worse keeper of secrets amongst my friends. Correct: Rosy is the worst keeper of secrets amongst my friends.

1. Avoid using **more** with an adjective that forms its comparative degree by adding **er**.

Incorrect: It is **more hotter** today. Correct: It is **hotter** today.

1. Use **elder** and **eldest** for persons of the same family.

Examples: John is the elder brother of James. (two children in the family) Jake is the eldest son. (more than two children)

1. Use **older** and **oldest** for objects and unrelated people. Examples: This tree is **older** than that one.

He is the **oldest** man in our neighbourhood.

##### *Exercise 3:*

Write a small paragraph using 6 irregular adjectives listed above.

**Week 5 Comprehension (Information Report)**

**Where will all the koalas go?**

The koala gets its name form an ancient Aboriginal word meaning “no drink” because it receives over ninety per cent of its hydration from the eucalyptus leaves it eats. The koala only drinks when it is ill or in times when there is not enough moisture in the leaves, as in times of drought. The koala, the greater glider and the ringtail possum are the only mammals that can survive on a diet of eucalyptus leaves.

Koalas are under threat from climate change because rising temperatures and carbon dioxide levels will affect the availability of their food. Investigators have found in laboratory experiments that an increase in carbon dioxide levels could reduce the amount of nutrients available and increase the amount of toxins in eucalyptus leaves.

Koalas are very fussy eaters, and some eucalypt species are already close to a threshold below which they would not contain enough goodness for the marsupials to feed on.

Even if only a handful of the twenty-five species of eucalypts favoured by koalas were affected by climate change, this might be enough to make some regions unviable for these animals. They have little in the way of alternatives. What is currently a good habitat for koalas may become a marginal habitat. It is difficult to predict how soon this may occur, but it could be in just a few decades. Koalas would not be able to adapt quickly enough to changed levels of nutrients and toxins in the leaves.

Much of the habitat for koalas, particularly on the northern NSW coast, has already been destroyed by clearing for farmland and for urban development to house people moving away from cities.

#### Which feature does the koala share with the ringtail possum? They both

* 1. Are the same colour.
  2. Are used in laboratory experiments.
  3. Surviving in changing temperatures.
  4. Feed almost entirely on eucalyptus leaves.

#### In times of drought the leaves of the eukalypt

* 1. Contain increasing levels of toxins and higher levels of nutrients.
  2. Absorb low levels of carbon dioxide.
  3. Have insufficient water content to sustain koalas.
  4. Do not readily adapt to changes in climatic conditions.

#### The article is raising the issue of

* 1. The reliability of information relating to the origin of the name koala
  2. The problem of growing eucalypts in times of exceptional climate change.
  3. How quickly koalas can adapt to predicted changes in climate.
  4. Experimenting in laboratories with koalas fed on a variety of eucalypt leaves.

#### Much of the koala’s north coast habitat has been destroyed by

* 1. Prolonged and regular droughts.
  2. The conversion of bushland to land for agricultural production.
  3. Eucalypt trees becoming toxic and low in nutrition.
  4. The rapidly changing conditions caused by climate change.

#### Where would this article most likely be found?

* 1. In a hobbies magazine
  2. In a pet care book
  3. In a gardening publication
  4. In an environmental magazine.

**Written Expression: Information Report**

Information reports seek to convey facts to the reader. By organizing factual information in a structured and concise way, we are able to communicate objectively (without bias or opinion). Today, we want to choose an endangered animal and provide an information report. To begin, write some basic research notes regarding your chosen animal in the box below, and then complete the scaffold on the following page.

#### Introduction

**\**

**Body**

**Conclusion:**

**Spelling: Week 6**

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| easiest |  |  |
| easily |  |  |
| neither |  |  |
| necessary |  |  |
| decided |  |  |
| really |  |  |
| telephone |  |  |
| dessert |  |  |
| measurement |  |  |
| nation |  |  |

**Activities:**

1. **Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**
2. **Find synonyms for the following words:**
   1. easily:
   2. decided:

## Week 6 Grammar: Verbs

**Verbs are doing, being and having words.**

* + - Verbs are the most important words in sentences and every sentence must have at least one verb.
    - The **doing** words tell about the action happening in the sentence.
    - The **being** and **having** words usually help with verb tense, telling **when** the action happened. Being words also tell how something **is,** and having words tell what someone **has.**
    - Verbs may also express a thought, feeling or attitude, such as “like,” “believe”.
    - Some verbs express a spoken action, such as “tell,” “said”, “whisper”.

##### *Exercise 1*

*Identify whether the underlined verbs in the following sentences are present, past or future, and whether they are simple or continuous.*

1. Doug wants to be friends.
2. Fanny wanted to return home immediately.
3. Emma will be embarrassed by the consequences of her actions.
4. We are playing card games in the living room.
5. She was humming a tune softly to herself.
6. He will be performing at the designated venue.
7. She blew the candles out all in one go.

##### *Exercise 2*

*Change the following verbs from their present tense form into the past tense.*

### have

1. am/are
2. go
3. do
4. shake
5. weep
6. dream
7. stink
8. drink 10.bring 11.write 12.lay 13.blow 14.speak 15.strike 16.put 17.sew 18.hide 19.ride 20.slide

##### *Exercise 3:*

Use the past tense forms of these verbs in a small paragraph.

**Week 6 Comprehension (literary prose)**

The day was bright and cold, casting sharp-edged shadows over the crumbling city. Framed in a sagging doorway, the boy stood motionless, with pale, wary eyes skimming along the slabbed grey surfaces, alert for movement.

But that alone was not enough to be sure.

He listened with ears so attuned to the noises of the dead city that he did not register the gritty hiss of wind, or the rustle it caused at the fringe of great sodden banks of debris on the cracked footpath.

His eyes rested on a spiral dance of leaves, a voice inside his thoughts warning of the danger that lay in moving around in the daylight: Gordy’s voice speaking to him out of the past, stiff with warning.

‘Day is dangerous because you might be seen, and night is dangerous because you can’t see who is watching.’

But the scrapers fell when they willed. The boy sniffed the air, ripe with the rain smell, knowing anything exposed would be ruined. But he noticed the way the sun shone fair on the ruins. You could be seen for miles out in the open like that.

He chewed his knuckle, trying to decide.

The Carnies living in that part of the city had passed by that morning as he watched unseen from his high window.

Usually they stayed away all day. But you had to act as if they might be back at any moment. ‘Don’t expect the Carnies to be like us,’ the Gordy voice said. ‘Their brains are scrambled. They

don’t think like us no more. Don’t try to out-think them. If you let them see you or guess you are there, they will hunt until they find you, and then they will eat you.’

#### The city scene would be best described as

* 1. Shabby and neglected
  2. Clean and bright
  3. Almost totally destroyed
  4. Cheap and dirty

#### Where is the boy?

* 1. In a hole in the ground
  2. In a tall building
  3. On the street
  4. In a basement

#### Which of the words below is closest in meaning to ‘register’ as it is used in the text (line 5)?

* 1. resist
  2. get frightened by
  3. react to
  4. hear

#### Which words in the text refer to rubbish in the streets?

* 1. **‘**great sodden banks of debris’ (line 6)
  2. ‘slabbed grey surfaces’ (line 3)
  3. ‘the ruins’ (line 15)
  4. ‘the scrapers’ (line 13)

#### What was the boy ‘trying to decide’ (line 16)?

* 1. Whether or not to go for a walk
  2. Whether or not to hunt for food
  3. Whether or not to try to escape
  4. Whether or not to go home

#### Why does the boy want to move from where he is even though it is daylight?

* 1. Because the building might collapse
  2. Because he is looking for Gordy
  3. Because the shops might close
  4. Because he is scared of the Carnies

#### Written Expression: Narrative

Write a short story with an introduction, complication and resolution. Choose one of the complications to get you started. Plan on this page below and write your story out in full on the next page.

* You are an astronaut who finds something strange on the moon.
* You become a character in your favourite video game/ story.
* You get stuck in the elevator with …
* Your best friend finds out that she is a princess/he is a prince.
* You discover a magic button that will …

Introduction: Introduce your setting and main characters

Complication: What happens to these characters in this setting which causes them to change and evolve?

Resolution: What do the characters do in response to this event/issue?

#### Spelling: Week 6

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| except |  |  |
| entire |  |  |
| noticeable |  |  |
| pause |  |  |
| presents |  |  |
| arrived |  |  |
| however |  |  |
| happiness |  |  |
| opportunity |  |  |
| preparation |  |  |

**Create a paragraph using seven of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**

**Week 7 Grammar: Verbs Continued**

**a) Agreement of Subject and Verb**

The **subject** of a sentence must always agree with its verb in **number**. If the **subject**

is singular then the verb must be singular. A **plural** subject takes a plural verb.

When there is a singular subject: When there is a plural subject:

The **dog chases** the cat. The **dogs chase** the cat.

Most nouns form their plural by adding **s** or **es,** e.g. girl  girls

Most verbs form their singular number by adding **s** or **es:** e.g. read  reads.

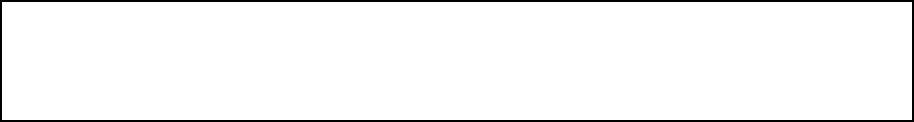
**Additional Rules**

* + - **Pronouns and Verbs**

Many students make mistakes when the subject is not a noun, but a pronoun. The following table shows which number of the verb is used with certain pronouns.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **He/She/It** | | **I** | | **We/You/They** | |
| is  does | was  has | am  do | was  have | are  do | were  have |

The following pronouns always take a **singular** verb:



each everyone

every someone

anybody anyone no-one

somebody everybody nobody

#### Collective Nouns

Collective nouns always take a **singular** verb because they are regarded as a single unit.

For example: The crowd of protestors **camps** outside Parliament House.

#### Sums and Quantities

Words that mean sums of money, or quantities such as length or weight, are considered as **singular** units so they take a **singular** verb.

For example: Six dollars **is** enough to cover the fare. Seven metres is the length of the bus.

#### Subjects with Two Nouns

When a subject consists of two (or more) nouns joined by **and,** a **plural** verb is used. For example: Heathcliff and Cathy roam across the moors.

If the subject consists of the nouns joined by **or** or **nor** the **singular** verb is used. For example: Either Heathcliff or Cathy **is** responsible for the prank.

Neither Heathcliff nor Cathy **was** able to leave the manor.

##### *Exercise 16*

*Fill the blank with the right verb.*

### The schoolmates competing against each other in the race.

1. The lioness looking after her cubs.
2. The fitness instructor looking for a new position.
3. The supermarkets running low on stocks.
4. Nicole and Sandra doing the chores together.
5. The tree not bearing fruit this year.
6. The dinner she cooked inedible.
7. The door unlocked.
8. We extremely fortunate to have her as a teacher. 10.Mountain water so refreshing and unpolluted. 11.The number of endangered species increasing.

12.A gaggle of geese crossing the road. 13.Bob not want to answer the question.

14.All the members of the orchestra under twenty-five. 15.Green eggs and ham a strange combination.

16.Two weeks not long enough for a holiday. 17.All the children macaroons.

18.A chain of daisies hanging from her neck. 19.Neither Coke nor Pepsi popular anymore. 20.Two kilograms of flour in the pantry.

21.Five dollars not enough to buy a healthy lunch.

##### *Exercise 17*

*Complete these sentences by inserting the correct verb.*

### I’m sorry to hear that your grandmother in hospital.

1. She too afraid to tell him the truth.
2. They only two hours left to finish the assignment.
3. It likely to rain in the late evening today.
4. The princesses ready for the ball yet.
5. She her homework very thoroughly.
6. They no chance of winning.
7. I unsure about the quality of this essay.
8. None of the boys prepared to admit defeat. 10.Each parent beaming with pride

**Reading Comprehension:**

Today, we are looking at poetry. Try reading the next two poems twice. On the first reading, see what the poem makes you feel. On the second reading, see what the poem makes you think.

#### Inside

A bellyful and the fire, And him in his old suit,

And me with my heart’s desire, My head across his foot.

And I doze. And he reads. And the clock ticks slow. And, though he never heeds, He knows, and I know.

Presently, without look, His hand will feel to tug, My ear, his eyes on book, Mine upon the rug.

*Eleanor Farjeon*

#### The sea is compared to a dog throughout the whole poem. What kind of dog do you think the poet has in mind?

* 1. **A small stray dog**
  2. **A small pet dog**
  3. **A large pet dog**
  4. **A large stray dog**

1. **What characteristics of the sea is emphasized in stanza 1?**
   1. **How it constantly crashes against the shore**
   2. **How it can be dangerous and threatening**
   3. **How its mood changes from day to day**
   4. **How big and deep it is**
2. **What characteristics of the sea is emphasized in stanza 3?**
   1. **Its calmness and stillness in warm weather**
   2. **Its calmness and stillness during the day**
   3. **The noise it makes as it comes ashore**
   4. **The tides ebbing and flowing**
3. **In stanza 1, the dog moans**
   1. **With pain**
   2. **With hunger**
   3. **With anger**
   4. **With satisfaction**
4. **What does ‘reedy tune’ (line 17) refer to?**
   1. **The sound of the sea**
   2. **The sound of the wind in the grass in winter**
   3. **The sound of the wind in the grass in summer**
   4. **The sound of the go when he rests**
5. **‘Hollos’ in stanza 2 is an unusual word. What more common word would be closes in meaning to ‘hollos’ as it is used in the poem?**
   1. **Growls**
   2. **Yaps**
   3. **Barks**
   4. **Calls out**

**The Sea**

The sea is a hungry dog,

#### Who or what is ‘my heart’s desire’ (line 3)?

Giant and grey.

He rolls on the beach all day.

With his clashing teeth and shaggy jaws Hour upon hour he gnaws

The rumbling, tumbling stones, And ‘Bones, bones, bones, bones!’ The giant sea-dog moans,

Licking his greasy paws.

And when the night wind roars

And the moon rocks in the stormy cloud, He bounds to his feet and snuffs and sniffs, Shaking his wet sides over the cliffs,

And howls and hollos long and loud.

But on quiet days in May or June, When even the grasses on the dune Play no more their reedy tune, With his head between his paws He lies on the sandy shores,

So quiet, so quiet, he scarcely snores.

*James Reeves*

#### The dog’s meal

* 1. **The warmth of the fire**
  2. **The dog’s master**
  3. **The dog’s mistress**

1. **What kind of mood or feeling is suggested by lines 5 and 6?**
   1. **Security**
   2. **Boredom**
   3. **Impatience**
   4. **Contentment**
2. **What do the dog and his master both ‘know’ in line 8?**
   1. **That the dog will have to go out soon**
   2. **That it is their last night together**
   3. **That there is danger outside**
   4. **That they are there for one another**
3. **What does ‘Presently’ (line 9) mean as used in the poem?**
   1. **Soon**
   2. **Sometimes**
   3. **Now**
   4. **Finally**

**Written Expression: Poetry**

Write a free verse poem (a poem without rhyme) on your favourite natural setting e.g the beach, the mountains or the rainforest.

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## Week 7: Spelling

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| experience |  |  |
| famous |  |  |
| position |  |  |
| possible |  |  |
| followed |  |  |
| brought |  |  |
| accommodation |  |  |
| deliver |  |  |
| popular |  |  |
| regular |  |  |

#### Activities

* + 1. **Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**
    2. **Complete the following sentences using the words above:**
       1. The postman would like to your package on Wednesday.
       2. Can you find for your holiday this week?
       3. The film was very amongst younger groups of people.

#### Find synonyms for the following words:

* + - 1. experience:
      2. famous:

## Grammar Week 8: Prepositions

Prepositions are words which link nouns, pronouns and phrases to other words in a sentence. Prepositions usually describe the time when something happens, the position of something or the way in which something is done.

For example:

* + - * 1. The cat is *under* the table. (position)
        2. The lecture begins *at* 8 am. (time)
        3. We travelled *by* bus. (how something is done)
        4. The play belongs *to* Charlotte. (possession)

Use the following prepositions in a sentence:

(about):

(before):

3. (of):

4. (off):\_

1. (since):
2. (within):
3. (outside):
4. (beneath):

#### Week 8 Comprehension (Understanding / factual texts)

Bass Strait is a narrow grey ribbon of restless sea some three hundred kilometres wide that separates the huge landmass of Australia from its smaller shield-shaped island of Tasmania. It is well known to sailors as one of the wildest, most wicked stretches of water in the world, for numbers of islands surrounded by fierce rip tides, rocky shoals and shallows crouch in wait for unwary ships. Many have come to grief in this straight either from storms or from fog and their skeletons lie lost, forgotten, shrouded in kelp beneath its sullen depths.

Although Tasmania was first sighted by Abel Tasman, the Dutch explorer, in 1642, the Bass Strait islands remained undiscovered by Europeans until 1773 when Tobias Furneaux, aboard the *Adventure*, became separated by fog from the *Resolution* and her captain, James Cook. The result was his discovery of a group of islands to the east of the strait which now bears his ame.

But it was the savage storm that wrecked the unseaworthy *Sydney Cove* on Preservation Island in 1797 that really drew attention to the little-known area, for the ship carried a full cargo of rum from India. By the following year, the intrepid explorers Matthew Flinders and George Bass had made haste in the Colonial sloop *Norfolk* to prove their theory that Tasmania was indeed divided from the rest of Australia by a strait. Their reports and the reporsts on the abundance of seals on the islands brought the first of the white settlers, many of rough and ruthless men used to hard living. It was easy enough for them to steal Aboriginal women from nearby Tasmania and it was these men and women who were to become the ancestors of a unique group of islanders who still live on Cape Barren Island in the Furneaux Group.

#### Why is Bass Strait such a dangerous stretch of water?

* + 1. Because there are many islands in a narrow strip of water, and it is very stormy and foggy
    2. Because the strait is extremely narrow and there are rips, rocks and shallows.
    3. Because there are many islands, the water hide rips, rocks and shallows and it is very stormy and foggy
    4. Because it is very stormy and foggy, and ships don’t take enough care.

#### Who does the expression ‘have come to grief’ refer to (line 5)?

* + 1. Sailors
    2. Ships
    3. Tasmanians
    4. Explorers

#### Which European discovered the islands in Bass Strait?

* + 1. Matthew Flinders
    2. James Cook
    3. Abel Tasman
    4. Tobias Furneaux

#### Why did people become aware of the islands after the *Sydney Cove*

**sailed there?**

* + 1. Because the ship had been lost from the fleet and the search took people to the area
    2. Because no explorer had been there since the islands had been sighted and recorded
    3. Because the ship contained a cargo of rum
    4. Because the reports from the ship showed the strait was filled with seals.

#### What did Matthew Flinders and George Bass prove?

* + 1. That Tasmania was separate from mainland Australia
    2. That it was a good place for people to settle
    3. That the rum had been saved
    4. That the area was too dangerous for settlement

#### Who were the first people to inhabit the islands?

* + 1. European settlers from Tasmania
    2. Sailors
    3. Aboriginal people from Tasmania
    4. Sealers

#### How did the original settlers carry on a line of the descendants?

* + 1. They stole Aboriginal women from Tasmania
    2. They brought their wives from England
    3. They were usually married before going there
    4. They met their wives when they got to the islands

#### The purpose of the text is to.

* + 1. Describe the bass strait
    2. Give the history of the cape barren islanders
    3. Give the history of the bass straight islands

#### Written Expression: Factual texts

When studying a topic, it is essential that we understand and engage with any historical or contextual knowledge relating to that topic. Today, we are going to pick one of the following geographical locations and write a historical report on this place. We will need to research the area (following the guidelines below) and then write this research in a structured way on the following page.

1. Choose one of the following places:
   1. Stonehenge
   2. Pompeii
   3. Petra
2. Once you have chosen your location, answer the following questions:
   1. In what country/city can we find this location?
   2. What is the physical location like?
   3. What are the outstanding features of this place? What makes this site so special and important to us now?
   4. Are there any interesting events which happen in the place/have happened in this place?
   5. Do people still visit this site now? Why do you think it is still important to study/visit today?

**Introduction:** Explain the importance of your site, where it is located and describe the physical setting/location.

#### Body 1: Describe any events which have occurred here and include the dates. Then explain the outstanding features of this area which make it so important/historically interesting.

**Conclusion: Explain why it is still important to study today.**

**Spelling: Week 9**

|  |  |  |
| --- | --- | --- |
| **Word** | **1st Try** | **2nd Try** |
| friendship |  |  |
| farther |  |  |
| previous |  |  |
| properly |  |  |
| holiday |  |  |
| wrong |  |  |
| enemy |  |  |
| entrance |  |  |
| serious |  |  |
| situation |  |  |

**Create a paragraph using eight of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.**

**Week 9 Grammar: Conjunctions**

Conjunctions are **joining words.** They join one sentence to

Some common conjunctions are: as, if, yet, for, since, when, while, until, though, although, because, unless, whether, and, but.

But do note, that “and” and “but” only join **principle, or main, clauses.**

Also, some of the listed conjunctions can be **other parts of speech**. It is important to look at the context to determine the grammatical function of a particular word.

**Uses of conjunctions**

Conjunctions are used in various ways:

1. To join words or groups of equal standing. For example, small **but** strong, tall **and** big.
2. To make comparisons. For example, My mum is a better cook **than** yours.
3. To join two equally important sentences (that is, two main clauses). For example, I cooked dinner and my brother did the other chores.
4. To join dependent (subordinate) clauses to main clauses. For example, I finished my homework **although** I was feeling really ill.
5. Some conjunctions are always used in pairs. For example: She will **either**

be extremely disappointed **or** angry.

Other conjunction pairs include: not only…but also; both…and; whether…or

##### *Exercise 1*

*Use a conjunction to complete each sentence.*

1. Molly was really out of breath she never exercised.
2. Maggie would not be allowed to go to the party she apologised.
3. Give me a call you are finished.
4. Give me back the book I will forgive you.
5. I found the sheet had been misplaced.
6. Tom was very keen to go his friends were not.
7. The house will fall into disrepair you do something soon.
8. We should wait Kylie finishes up at the shops.
9. She was depressed her team had lost the match.
10. Dad wondered it would rain tomorrow.

##### *Exercise 2*

Use the following conjunctions in a small paragraph: and, for, although, but, or, either.

#### Week 9 Comprehension (Understanding explanations)

**What is a phobia?**

Are you really scared of something that can in no way harm you? Entering a small space? Standing on a lookout? Small spiders? Snakes? You might just have a phobia.

A phobia is an abnormal and absurd, even morbid, fear of a situation, living thing or even an object. That is a very ‘composed’ explanation of a phobia, but a person coping with a phobia attack may be close to uncontrolled panic with a pounding, racing heart, legs like jelly and

gasping for air/ The person may break out in a cold sweat. They can fear for their life. The word

*phobia* comes from the Greek word for *fear.*

Phobias most likely affect about ten percent of the population and are usually a little more common in females than in males. They can develop any time, anywhere and can happen to almost anyone.

Some phobias may develop from an unpleasant experience. A person involved in a car accident may develop a fear of car travel.

Some phobias are particularly related to childhood and simply pass away as the child gets older. Nyctophobia is a fear of the darkness. Most adults don’t need a light on to go to sleep! Other people might have photophobia: fear of light!

Some things most people take for granted or are able to do easily, other people find almost

impossible. There are drivers who won’t drive through a tunnel even though the tunnel is used by thousands of other drivers each day. They will find an alternate route to their destination.

Here are some common phobias. Heights-acrophobia

Small or confined spaces-claustrophobia Crowded places (like markets)- agoraphobia Blood- haemophobia

Water- hydrophobia Spiders- arachnophobia

There are hundreds of phobias. Many older adults may have technophobia- an extreme dislike of new technology.

There is even a phobia for the fear of work- ergophobia. Tell your teacher you suffer badly form it and can’t do any homework.

#### A phobia is a

* 1. **Distressing anxiety**
  2. **Loathing of someone or something**
  3. **Lack of understanding**
  4. **Feeling of concern**

1. **The writer describes most phobias as being absurd. This is because**
   1. **People can avoid those things that cause the fear**
   2. **Most phobias are not based on reason or sense**
   3. **Only ten per cent of people have a phobia**
   4. **A person with a phobia requires specialist treatment**
2. **The fear of the dark**
   1. **Is often accompanied by a fear of lights**
   2. **Causes nightmares**
   3. **Makes people afraid to open their eyes**
   4. **Passes as a person gets older**
3. **If a person has a fear of blood, they may suffer from**
   1. **Arachnephobia**
   2. **Agoraphobia**
   3. **Hydrophobia**
   4. **Haemophobia**
4. **Where might a person experience claustrophobia**
   1. **On a hike**
   2. **At the beach**
   3. **In a football stadium**
   4. **In a car**
5. **People with a particular phobia often**
   1. **Go to extreme measures to avoid the feeling**
   2. **Pass it onto other people**
   3. **Overcome the phobia when they see it does not affect others**
   4. **Accept their phobia as an amusing inconvenience**
6. **Which person may be in a difficult situation if they had haemophobia?**
   1. **A construction worker**
   2. **An ambulance driver**
   3. **An orchardist**
   4. **A nightwatchman**
7. **According to the passage, which symptom can a phobic person experience?**
   1. **Sleepiness**
   2. **Thirstiness**
   3. **Cold sweat**
   4. **Aching joints**

**Written Expression: The Importance of Literature**

This term, we have learnt about many different writing styles. For example, we have looked at procedures, explanations, short stories, poetry, reports and factual recounts. Today, we are going to write a small reflection statement.

Reflection statements are a type of writing that we learn in high school (and are in high school exams).

Reflection statements ask us to think about what we learnt about literature, the importance of communication and research when performing written tasks in class. Choose your favourite writing task you have done this term, and follow the prompts to write a reflection statement.

1. Which written expression task was your favourite and why?
2. What did you learn from performing this task?
3. What do you think you did well?
4. Where do you think you could have improved?
5. How will you improve upon this for next time?

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