



RADIANT HEIGHTS ACADEMY

From Radiant Minds to Great Heights

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Student Name: _____

ENGLISH BOOKLET

Level 3-4 Term 2 Week 3

THIS WEEK'S FOCUS

- ✓ Sentence Expansion
- ✓ Fixing Grammatical Errors
- ✓ Reading Comprehension
- ✓ Weekly Word List

MASTER WORD BANK

SENTENCE EXPANSION TOOLKIT

ADVANCED YEAR 4



SIGHT

(What can you see?)



BRIGHT / LIGHT

glowing, sparkling, shimmering, dazzling, radiant, vibrant, vivid, luminous, glittering, twinkling



DARK / ATMOSPHERE

gloomy, shadowy, dim, foggy, misty, hazy, blurry, eerie, mysterious, spooky



SIZE / SHAPE

towering, gigantic, massive, enormous, huge, tiny, miniature, tall, short, wide, narrow, round, long, thick, thin



VIEW / SCENE

endless, vast, crowded, busy, deserted, empty, peaceful, chaotic, beautiful, spectacular



APPEARANCE / DETAIL

flickering, flashing, glowing, blazing, shining, crystal-clear, transparent, glossy, reflective, colourful, dull



HEARING

(What can you hear?)



SOFT SOUNDS

whispering, murmuring, muttering, rustling, swishing, sighing, breathing, tiptoeing



NATURE SOUNDS

chirping, tweeting, buzzing, humming, howling, croaking, splashing, rustling, cawing



LOUD SOUNDS

roaring, thundering, booming, crashing, screeching, shouting, yelling, exploding



NOISY / MAN-MADE

clattering, banging, tapping, knocking, ringing, chiming, beeping, honking, whirring



OTHER

echoing, rumbling, crackling, popping, hissing, fading



TOUCH

(What can you feel?)



TEXTURE

rough, coarse, scratchy, bumpy, smooth, sleek, silky, glossy, soft, fluffy, spongy, velvety



TEMPERATURE

icy, freezing, chilly, cool, warm, hot, burning, scorching, boiling, lukewarm



CONDITION

sticky, gooey, slimy, slippery, prickly, sharp, jagged, hard, solid, firm, stiff



MOISTURE

damp, wet, soggy, dry, dusty, sandy, dewy



SMELL

(What can you smell?)



PLEASANT

fragrant, perfumed, floral, sweet-smelling, fresh, clean, crisp, airy, lovely



EARTHY / NATURAL

earthy, woody, grassy, rainy, musky, oaky, piney, herbal



STRONG / UNPLEASANT

smoky, burnt, charred, stale, musty, damp, rotten, foul, disgusting



FOOD RELATED

spicy, zesty, tangy, rich, strong, overpowering, buttery, cheesy, savoury



TASTE

(What can you taste?)



SWEET

sweet, sugary, honeyed, chocolatey, creamy, syrupy, fruity



SOUR

sour, tangy, zesty, citrusy, sharp, vinegary



SALTY / SAVOURY

salty, savoury, cheesy, meaty, herby, umami, smoky



SPICY

spicy, fiery, hot, peppery, zingy, fiery



OTHER

bitter, bland, rich, juicy, refreshing, delicious



COLOURS



REDS / PINKS

crimson red, scarlet, ruby red, burgundy, cherry red, rose pink, hot pink, magenta, blush pink



BLUES

navy blue, royal blue, ocean blue, sky blue, turquoise, teal, aqua, icy blue



GREENS

emerald green, forest green, lime green, olive green, moss green, sage green



YELLOWS / ORANGES

golden yellow, lemon yellow, mustard yellow, sunset orange, burnt orange, amber, tangerine



PURPLES

lavender, violet, deep plum, royal purple, lilac, grape purple



NEUTRALS

jet black, charcoal, midnight black, pearl white, ivory, snowy white, cream, silver, grey



CONJUNCTIONS

(Join ideas smoothly)

- and
- but
- so
- because
- although
- even though
- though
- while
- since
- as
- when
- whenever
- before
- after
- as soon as
- if
- unless
- until
- therefore
- however



ADVERBS

(Describe how, when, where)

- quickly
- slowly
- carefully
- carelessly
- quietly
- loudly
- silently
- happily
- sadly
- angrily
- excitedly
- nervously
- bravely
- confidently
- eagerly
- impatiently
- suddenly
- instantly
- immediately
- gently
- softly
- lightly
- wildly
- fiercely
- powerfully
- gracefully
- smoothly
- often
- rarely
- always
- never



POWER VERBS

(Stronger action words!)

- RUN** → sprinted, dashed, raced, bolted
- WALK** → strolled, wandered, marched, crept
- SAY** → whispered, shouted, exclaimed, muttered
- LOOK** → glanced, stared, gazed, peered, admired
- EAT** → devoured, nibbled, munched, gulped
- GO** → travelled, rushed, wandered, dashed
- SEE** → noticed, spotted, observed, glimpsed
- GET** → obtained, grabbed, retrieved, collected
- MAKE** → created, built, crafted, produced



HOW TO USE THIS WORD BANK

1. Choose interesting words from the word bank.
2. Include sensory details to paint a picture.
3. Use conjunctions to join your ideas.
4. Add adverbs to show how things happen.
5. Use powerful verbs to make your writing strong!

★ GOOD WRITING SHOWS. GREAT WRITING MAKES READERS FEEL!





5 SENSES WORD BANK

Use these words to expand your sentences!

Add detail. Paint a picture. Make your writing shine!

SIGHT



What can you see?

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glowing, sparkling, shimmering, dazzling, radiant, vibrant, vivid, luminous, glittering, twinkling

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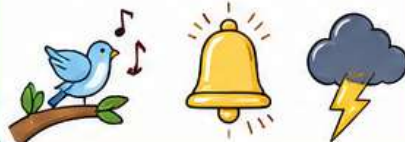
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★ The more details you add, the more exciting your writing becomes! ★

SHOW, DON'T TELL!

Make your writing come alive!

WHAT DOES IT MEAN?

TELLING = You say how someone feels.

SHOWING = You describe actions, reactions, and details so the reader can figure it out.

★ Instead of telling the reader, you help them imagine it!

SIMPLE EXAMPLE

TELLING

The boy was scared.



SHOWING

The boy's hands shook, and he slowly stepped back as his heart raced.



WHY IS IT IMPORTANT?



Makes writing more interesting



Helps the reader visualise the scene



Creates stronger emotions



Makes your writing feel like a story, not a report

HOW TO SHOW INSTEAD OF TELL

1 USE ACTIONS

What is the character doing?



TELLING:

She was nervous.

SHOWING:

She kept biting her nails and looking around the room.

2 USE BODY LANGUAGE

What does their body do?



TELLING:

He was angry.

SHOWING:

His fists clenched and his face turned red.

3 USE THE 5 SENSES

What can we see, hear, feel, smell, taste?



TELLING:

The park was nice.

SHOWING:

The bright green grass swayed gently as birds chirped loudly in the warm sun.

4 USE STRONG VERBS

Avoid boring verbs like went, said, looked.



TELLING:

He went to the door.

SHOWING:

He crept towards the door.

5 ADD SMALL DETAILS

Zoom into the moment.



TELLING:

She was happy.

SHOWING:

She smiled brightly and jumped up and down with excitement.

COMMON "TELLING" WORDS TO IMPROVE

Try to avoid these on their own:



happy



sad



scared



angry



excited

→ Instead: show it through actions + description!

QUICK PRACTICE

Turn these into "show" sentences!



The girl was tired. _____



The boy was excited. _____



The dog was angry. _____

HELPFUL TIP

A strong sentence includes:



ACTION +





FEELING +



DETAIL

→ If the reader can picture it like a movie, you're doing it right!



 Page 1 – BASIC 

Instructions: Read each simple sentence group. Expand them by adding describing words (adjectives), joining ideas with (and, but, so, because), and adding small details.

 **The Dog**

The dog saw a ball.

The dog ran.

The dog got the ball.

The dog went back.

The dog was happy.

 **The Park**

The boy went to the park.

He saw a swing.

He ran to it.

He swung high.

He smiled.



 **The Cat**

The cat was in the garden.
It saw a bird.
It ran fast.
It jumped up.
The cat missed it.

 **The Car Trip**

The family got in the car.
They drove away.
They looked outside.
They saw trees.
They went to the beach.



School Day

The children arrived at school.
They lined up.
The bell rang.
They went inside.
They started work.

Rainy Day

It was a rainy day.
Clouds were in the sky.
Rain started falling.
People used umbrellas.
Children played in puddles.



Football Game

The players came onto the field.
The game started.
The ball was passed.
The crowd cheered.
A goal was scored.

The Bird

The bird left the nest.
It flew into the sky.
It flew over trees.
It flew near a river.
It landed safely.



 **Camping**

The family went camping.
They set up a tent.
They cooked food.
They sat by the fire.
They told stories.

 **Shopping**

The shop was open.
People went inside.
They picked items.
They paid at the counter.
They left the shop.



 **Volcano**

The ground shook.
Smoke came out.
Lava flowed down.
People ran away.
Scientists watched it.

 **Rocket**

The rocket was ready.
The countdown started.
The rocket took off.
It flew into space.
Astronauts went up.



 **Island**

The boat reached the island.
They walked onto land.
They looked around.
They saw plants.
They explored more.

 **Castle**

The castle was old.
It was on a hill.
The door opened.
It was dark inside.
They went in slowly.





Punctuation Detective Practice (Year 3–4)

Page 1 – Capital Letters & Full Stops ●

Instructions: Read each paragraph carefully. The punctuation has been removed. Add **capital letters** and **full stops (.)** where needed. **Re-wright the corrected sentence.**

The Dog and the Park

one sunny morning the dog went to the park he saw a big green ball lying on the grass he ran quickly to get it the dog was very happy

A Fun Day Outside

my friends and i went outside to play we played games and ran around the playground we had a picnic under a big tree it was a very fun day



Page 2 – Question Marks & Exclamation Marks

Instructions: Add **question marks (?)** and ****exclamation marks (!)** where needed. Remember to also check capital letters and full stops. **Re-wright the corrected sentence.**

At the Zoo

what time does the zoo open asked tom can we see the lions first he was very excited the zoo is amazing look at the elephants

Birthday Party Fun

this is the best party ever shouted mia are we having cake soon asked jamie i cant wait to open my presents everyone was so happy



 **Page 3 – Speech Marks (Quotation Marks)** 

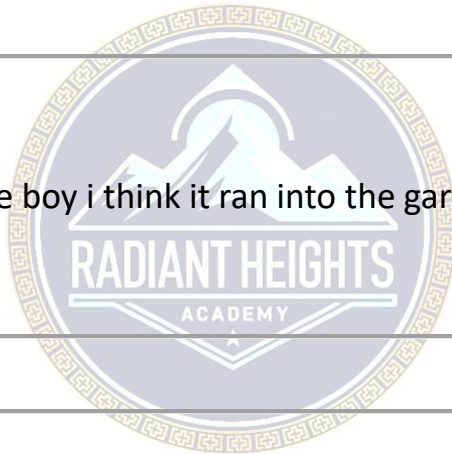
Instructions: Add **quotation marks (" ")**, capital letters, and punctuation where needed. These sentences include people speaking. **Re-wright the corrected sentence.**

 **The Classroom**

miss lee said please sit down quietly the students replied we are ready for learning can we start the lesson now asked sarah

 **The Lost Cat**

have you seen my cat asked the boy i think it ran into the garden said his sister dont worry we will help you find it





Imagine a tiny creature, dressed in a fiery red armor, no bigger than a grain of rice, meet the fire ant! These fascinating little critters have a reddish-brown color, almost like a tiny spark of fire. They are known for their distinctive mound-shaped nests, which they build using soil. And they've got a sting that's as fiery as their color, which is how they got their name.

Now that we've seen their fiery exterior, let's peek into their homes. Fire ants live all over the world, but mostly in warm climates like the southern parts of the United States. They build large colonies in soil, with mounds that can be up to 18 inches high. Inside these mounds, they make a network of tunnels and chambers where they live and raise their young.

From their fiery houses, these little warriors venture out in search of food. They are omnivores, meaning they eat both plants and other small creatures. Their diet includes seeds, fruits, insects, and even small animals. In fact, they are known to attack in groups to take down larger prey.



Fire ants are not just interesting, they're also important players in the ecosystem. They help control pests by eating other insects and small animals. However, they can also be a nuisance to humans, as their stings are painful and can cause allergic reactions. So next time you see a mound in the ground, remember the fiery little warriors beneath, and keep a respectful distance.



Solve each problem.

Use the article to answer the question.

- 1) What choice is a color that fire ants may be?
A. yellow B. blue C. brown D. green
- 2) How do fire ants help control pests?
A. by scaring away pests B. by building walls to keep pests out
C. by eating other insects and small animals D. by releasing a natural pesticide
- 3) How do fire ants defend themselves?
A. by hiding in their nest B. with their sting
C. by flying away D. by making loud noises
- 4) What do fire ants eat?
A. both plants and other small creatures B. only other small creatures
C. only plants D. they do not eat
- 5) Do fire ant stings cause allergic reactions?
A. No B. Only in animals C. Only in some people D. Yes
- 6) What do fire ants use to build their nests?
A. twigs B. leaves C. soil D. rocks
- 7) Where do fire ants live mostly?
A. hot environments like deserts B. warm climates like the southern parts of the United States
C. wet environments like marshes and swamps D. cold climates like the North Pole
- 8) How big can a fire ant mound be?
A. up to 18 inches B. up to 3 inches
C. up to 10 feet D. up to 1 mile
- 9) What is the size of a fire ant?
A. Microscopic B. About the size of a golf ball
C. About the size of a cell phone D. About the size of a grain of rice
- 10) Which choice best describes fire ants diets?
A. fire ants do not eat B. plants and animals
C. animals only D. plants only

Determine if the statements is something the animal would say (W) or it it is not something the animal would say (N).

- 11) "Plants and small creatures, we consume them all, we are true omnivores."
- 12) "Fear our strength! Even large prey is vulnerable when we attack in groups."
- 13) "Some people think our homes look like tiny volcanoes. They are mounds built from soil."
- 14) "We pose no nuisance to humans."



- 15) "Our homes beneath the mounds are interconnected by tunnels and chambers where we raise our young."
- 16) "I just adore cold climates, the chillier the better."
- 17) "I am a peaceful ant and not a warrior."
- 18) "Our stings can be quite a bother to humans, they can cause painful allergic reactions."
- 19) "By dining on other insects and small animals, we assist in pest control."
- 20) "We're pretty small. Usually around the size of a rice grain."
- 21) "I couldn't survive in warm climates."
- 22) "The mounds we build can be up to 18 inches high. That's probably as tall as your desk."
- 23) "I am a vegetarian."
- 24) "We fire ants live all over the world, but we prefer warm places like the southern parts of the United States."
- 25) "Our colonies are always small less than an inch tall."
- 26) "Sting? No way, I'm a peaceful creature."
- 27) "Beware of my sting, it burns like fire, hence my name - fire ant."

Determine if the statement is a fact or opinion based on the information in the article.

- 28) Fire ants help to control pests by eating other insects and small animals.
- 29) Fire ants stings, which are very painful, make them very scary to be around.
- 30) Fire ants are omnivores, they eat both plants and other creatures.
- 31) The mounds that fire ants build are fascinating to see.
- 32) Fire ants build their homes in soil, forming mounds.
- 33) Fire ants are more fun to learn about than regular ants.
- 34) A fire ant sting can cause painful allergic reactions in humans.
- 35) Fire ant colonies can be found in warm climates, like southern parts of the United States.
- 36) The reddish-brown color of fire ants is quite beautiful.
- 37) Fire ants are extraordinary because they can conquer larger prey.

Determine if the statement is true or false.

- 38) Fire ants may eat fruits and seeds.
- 39) Unlike other ants, fire ants build their homes in the trees.
- 40) Fire ants build their nests using soil.
- 41) Fire ants are typically dark brown, almost black.
- 42) Fire ants build mounds that can reach up to 18 inches in height.
- 43) Fire ant colonies are usually found in cold areas.
- 44) Fire ants do not have stingers and defend by biting.
- 45) Fire ants are predators and only eat other insects.
- 46) Fire ants are known to attack in large groups.
- 47) Fire ants got their name because of their painful sting.

Determine which choice is the expanded form of the underlined contraction.

- 48) There's a special fly that helps control fire ant populations by laying eggs inside them.
A. There are
B. There is
C. They are
D. There was



Write each word 4 times (twice lowercase, twice UPPERCASE).

bed
table
bench
pillow
dresser

desk
couch
closet
blanket
cabinet

lamp
shelf
drawer
curtain
cushion

chair
stool
mirror
carpet
furniture

1) carpet

Handwriting practice lines for 'carpet' (two sets of blue top and bottom lines with a red dashed middle line).

2) mirror

Handwriting practice lines for 'mirror' (two sets of blue top and bottom lines with a red dashed middle line).

3) table

Handwriting practice lines for 'table' (two sets of blue top and bottom lines with a red dashed middle line).

4) shelf

Handwriting practice lines for 'shelf' (two sets of blue top and bottom lines with a red dashed middle line).

5) closet

Handwriting practice lines for 'closet' (two sets of blue top and bottom lines with a red dashed middle line).

6) furniture

Handwriting practice lines for 'furniture' (two sets of blue top and bottom lines with a red dashed middle line).

7) stool

Handwriting practice lines for 'stool' (two sets of blue top and bottom lines with a red dashed middle line).

8) chair

Handwriting practice lines for 'chair' (two sets of blue top and bottom lines with a red dashed middle line).

9) curtain

Handwriting practice lines for 'curtain' (two sets of blue top and bottom lines with a red dashed middle line).

10) bed

Handwriting practice lines for 'bed' (two sets of blue top and bottom lines with a red dashed middle line).



Writing Four Times

Name: _____

11) pillow

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "pillow".

12) desk

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "desk".

13) couch

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "couch".

14) bench

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "bench".

15) cushion

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "cushion".

16) lamp

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "lamp".

17) cabinet

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "cabinet".

18) blanket

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "blanket".

19) drawer

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "drawer".

20) dresser

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for practicing the word "dresser".