



RADIANT HEIGHTS ACADEMY

From Radiant Minds to Great Heights

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Student Name: _____

English Booklet Level 3-4 Term 2 Week 2

THIS WEEK'S FOCUS

- ✓ Sentence Expansion Practice
- ✓ Reading Comprehension
- ✓ Spelling List



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?

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

NATURAL 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, chocolaty, creamy, syrupy, fruity



SOUR

sour, tangy, zesty, citrusy, sharp, vinegary



SALTY / SAVOURY

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



SPICY

spicy, fiery, hot, peppery, zesty, fiery



OTHER

bitter, bland, rich, juicy, refreshing, delicious



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



SENTENCE EXPANSION WORD BANK



Stronger words. Smarter sentences. Amazing writing!

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

YELLOW / 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, taupe, beige

BROWNS



chocolate brown, chestnut, coffee brown, tan, golden brown, sandy brown, mahogany

OTHER SHADES



coral, peach, mint green, teal, aqua, silver, gold

CONJUNCTIONS

(Join ideas smoothly)



ADDING IDEAS

- and • also • as well as • too
- furthermore • in addition

CONTRASTING IDEAS

- but • however • although
- even though • though
- on the other hand • instead
- whereas • while

CAUSE & EFFECT

- because • since • as
- so • therefore • thus
- consequently • for this reason

TIME / SEQUENCE

- when • whenever • while
- before • after • as soon as
- until • once • then • next
- finally • meanwhile • during

CONDITIONAL

- if • unless • even if
- provided that • in case

ADVERBS

(Describe how, when, where)



HOW THINGS HAPPEN

quickly, slowly, carefully, carelessly, quietly, loudly, silently, gently, suddenly, instantly, immediately, swiftly, easily, smoothly

HOW THINGS FEEL / MANNER

happily, sadly, angrily, excitedly, nervously, bravely, confidently, eagerly, impatiently, proudly, frantically, peacefully, sadly

DEGREE / INTENSITY

very, extremely, really, quite, rather, fairly, almost, nearly, completely, absolutely, totally, barely, just, only

FREQUENCY

always, usually, often, sometimes, occasionally, rarely, seldom, never, frequently, constantly, regularly

PLACE

here, there, everywhere, nearby, outside, inside, ahead, behind, above, below, far away

POWER VERBS

(Stronger action words!)



RUN → sprinted, dashed, raced, bolted, hurried

WALK → strolled, wandered, marched, crept, paced

SAY → whispered, shouted, exclaimed, muttered, replied, announced

LOOK → glanced, stared, gazed, peered, examined, observed

EAT → devoured, nibbled, munched, gulped, savoured

GO → travelled, rushed, wandered, dashed, journeyed

SEE → noticed, spotted, observed, glimpsed, witnessed

GET → obtained, grabbed, received, collected, brought

MAKE → created, built, crafted, produced, constructed

THINK → considered, wondered, believed, realised, imagined



HOW TO USE THIS WORD BANK

1. Choose interesting words from the word bank.



2. Include sensory details (sight, hearing, touch, smell, taste) to paint a picture.



3. Use conjunctions to join your ideas and make your sentences flow.



4. Add adverbs to show how, when, where things happen.



5. Use powerful verbs to make your writing strong and exciting!



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



Great writers don't just tell – they show!



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!



SENTENCE EXPANSION WORKBOOK (GRADE 4)

Goal: Expand each sentence by adding detail, description, and interest.

👉 Try to include:

- Adjectives (describing words)
- Adverbs (how, when, where)
- Extra details (who, what, where, why)
- Conjunctions (and, but, so, because)

PAGE 1 – BEGINNER

The dog ran.

The girl laughed.

The boy jumped.

The cat slept.

The baby cried.

The bird flew.

PAGE 2 – ADDING DETAIL

The boy ate his lunch.

The girl played outside.

The dog chased the ball.

The teacher spoke to the class.

The boy opened the door.

The cat climbed the tree.

PAGE 3 – ADDING FEELINGS & ACTION

The boy walked home.

The girl finished her work.

The dog barked at the stranger.

The child dropped the glass.

The boy waited for the bus.

The girl saw something.

PAGE 4 – USING CONJUNCTIONS

The boy was tired. He kept running.

The girl was scared. She went inside.

The dog was hungry. It looked for food.

It started raining. The children kept playing.

The boy lost his hat. He searched for it.

The girl heard a noise. She turned around.

PAGE 5 – BUILDING MINI STORIES

The boy found something on the ground.

The girl ran towards the park.

The dog followed the boy.

The sky grew dark.

The child opened the box.

The boy heard a loud sound.

PAGE 6 – ADVANCED (GRADE 4 LEVEL)

The boy hesitated before opening the door.

The girl realised something was wrong.

The wind howled through the trees.

The boy made a difficult decision.

The girl discovered a hidden object.

The storm approached quickly.

PAGE 7 – JOIN USING CONJUNCTIONS

The boy was excited. He opened his present.

The girl was nervous. She walked onto the stage.

The dog was tired. It kept running.

It was raining. They continued playing.

The boy forgot his bag. He went back home.

The girl heard a sound. She looked around.

PAGE 8 – JOIN & EXPAND

The boy dropped his phone. It cracked.

The girl smiled. She saw her friend.

The dog barked loudly. The baby woke up.

The wind blew hard. The door slammed shut.

The boy tripped. He got back up.

The girl was hungry. She made a sandwich.

PAGE 9 – ADVANCED CONJUNCTIONS

The boy wanted to win. He was very nervous.

The girl studied hard. She passed the test.

The dog chased the cat. It could not catch it.

The storm was сильный. The children stayed inside.

The boy lost the game. He did not give up.

The girl was late. She hurried to school.

PAGE 10 – CHALLENGE (STRONG SENTENCE BUILDING)

The boy saw something unusual. He stopped walking.

The girl heard footsteps. She felt scared.

The dog ran away. The boy chased it.

The sky turned dark. Lightning flashed.

The boy made a mistake. He learned from it.

The girl found a clue. She solved the problem.

**Monday****The real science of astrobiology and the search for microscopic aliens.**

Have you ever looked up at the twinkling night sky and wondered if anyone is looking back at you? For centuries, humans have dreamed about aliens, or life living on other planets. Today, hunting for extraterrestrial life is not just a science fiction story. It is a real and exciting branch of science called astrobiology. Scientists who study astrobiology are searching the universe for signs of living creatures.

When you picture an alien, you might imagine a little green person with giant black eyes. However, real astrobiologists are not looking for space monsters in flying saucers. They are actually hunting for microscopic life forms, like bacteria, that are too small to see with your bare eyes. Finding even a tiny, single-celled organism on another planet would be one of the greatest discoveries in human history. It would prove that Earth is not the only place where life can exist.

To find these tiny aliens, scientists focus heavily on one crucial ingredient: water. On our home planet, every single living thing needs liquid water to survive. Because of this, astronomers use massive telescopes to scan the galaxy for exoplanets, which are planets that orbit stars other than our Sun. They look for planets resting in the "Goldilocks Zone" of their star systems. This special zone is not too hot and not too cold, meaning liquid water could pool on the planet's surface.

Sometimes, scientists do not even have to look outside our own solar system to find promising clues. Several moons orbiting Jupiter and Saturn are covered in thick shells of freezing ice. However, space probes have detected giant oceans of salty liquid water sloshing around completely hidden beneath that ice. For example, Saturn's icy moon Enceladus actually sprays massive geysers of salty water out into deep space! Many astrobiologists believe these dark, hidden oceans could be the perfect home for alien microbes.

The search for alien life is a slow and careful process. Scientists must gather clues across billions of miles of empty space, which takes immense patience and powerful technology. We have not found any absolute proof of extraterrestrial life yet, but new discoveries are happening every single year. Perhaps one day in the near future, an astrobiologist will finally announce that we are not alone. Until then, the glittering stars will keep our imaginations running wild.



Monday - Solve each problem using the information from the reading.

Answers

- 1) What is the name of the real branch of science that searches for life in the universe?
A. Astrobiology B. Microbiology C. Photography D. Astrology
- 2) What does Saturn's icy moon Enceladus spray into deep space?
A. Streams of frozen dirt B. Clouds of hot gases
C. Chunks of dark rock D. Geysers of salty water
- 3) As used in paragraph 3, what does the word "crucial" mean?
A. Extremely important B. Slightly confused
C. Completely hidden D. Very uninteresting
- 4) Which sentence from the passage is an opinion?
A. Several moons orbiting Jupiter and Saturn are covered in thick shells of freezing ice.
B. Scientists who study astrobiology are searching the universe for signs of living creatures.
C. We have not found any absolute proof of extraterrestrial life yet, but new discoveries are happening.
D. Finding even a tiny, single-celled organism on another planet would be one of the greatest discoveries in human history.
- 5) Which detail best supports the idea that water is important to the search for aliens?
A. On our home planet, every single living thing needs liquid water to survive.
B. Real astrobiologists are not looking for space monsters in flying saucers.
C. Scientists must gather clues across billions of miles of empty space.
D. We have not found any absolute proof of extraterrestrial life yet.
- 6) Based on the passage, what is an exoplanet?
A. A planet that orbits a star other than our Sun
B. A planet that does not have any liquid water
C. A space monster flying in a shiny metal saucer
D. A moon covered entirely in thick, freezing ice
- 7) Why do astronomers look for planets inside the "Goldilocks Zone"?
A. The stars in this zone are the easiest to see.
B. The temperature is just right for liquid water.
C. The aliens in this zone use massive telescopes.
D. The planets there are made of pure solid ice.
- 8) How is the information in paragraph 3 organized?
A. Compare and contrast B. Order of importance
C. Cause and effect D. Sequential timeline

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



- 9) The author most likely wrote this passage to...
- A. persuade the reader to become an astrobiologist someday.
 - B. inform the reader about the scientific search for alien life.
 - C. entertain the reader with a scary story about space aliens.
 - D. explain how to build a massive telescope to look at stars.
- 10) Which research question would help find new information about the topic?
- A. Does every single living thing on Earth require water to survive?
 - B. What specific tools do telescopes use to detect water on exoplanets?
 - C. Are there any moons around Saturn that are covered in thick ice?
 - D. What is the name of the science that studies alien life forms?



Tuesday

How NASA uses rovers to search for ancient alien fossils on Mars.

If you wanted to hunt for alien life, where would you start looking? For decades, scientists at NASA have focused their attention on our rusty red neighbor, Mars. Mars is the fourth planet from the Sun, and it is a cold, dusty desert today. However, researchers believe that long ago, it might have been a warm and wet world filled with rushing rivers. This makes Mars the perfect place to search for ancient alien fossils.

To explore this rugged planet, humans have sent an amazing fleet of robot detectives called rovers. These machines look like heavily armored golf carts with six metal wheels and tall camera masts that act like heads. Since humans cannot easily travel millions of miles through space yet, these robots do the exploring for us. The core mission of the newest rovers is to dig into the Martian dirt and hunt for biosignatures. These robots are looking for areas where ancient water might have left clues in the mud. By testing the chemicals in the soil, scientists hope to find proof that living creatures once existed there.

One of the most famous alien-hunting robots is the Perseverance rover, which landed on Mars in February 2021. Perseverance was sent to a very specific location called Jezero Crater. Billions of years ago, Jezero Crater was a massive lake fed by a long river. Scientists chose this exact spot because river deltas on Earth are excellent at preserving the remains of tiny organisms. If alien microbes ever swam in that ancient Martian lake, their fossilized remains might still be trapped in the dried mud.

Perseverance does not just take pictures of rocks; it actually packs them up for a special delivery. The rover carries a hollow drill that cuts perfectly round cores of rock out of the ground. It carefully seals these rock samples inside super-clean metal tubes and drops them on the dusty surface. NASA is planning a daring future mission to fly to Mars, pick up those sealed tubes, and blast them back to Earth. Once the rocks arrive, scientists will study them using the most powerful microscopes in the world.

We do not know yet if these rocks contain the ancient alien clues we are hoping for. The mission to bring them home will take many years of hard work and brilliant engineering. Even if the tubes are completely empty of life, they will still teach us incredible secrets about how planets change over time. Every rock we study brings us one step closer to understanding the history of our solar system. For now, Perseverance continues its lonely drive across the red sand, searching for signs of the past.



Tuesday - Solve each problem using the information from the reading.

Answers

- 1) What is the name of the famous rover that landed on Mars in February 2021?
A. Perseverance B. Jezero C. Microscope D. Biosignature
- 2) What tool does the rover use to cut pieces of rock out of the ground?
A. A metal wheel B. A hollow drill C. A robotic arm D. A tall camera
- 3) As used in paragraph 2, what does the word "biosignatures" mean?
A. Chemical traces that prove life once existed
B. Cameras that take pictures of rushing rivers
C. Super-clean metal tubes that hold dirt samples
D. Metal wheels used to drive across rocky sand
- 4) Which sentence from the passage is a fact rather than an opinion?
A. The mission to bring them home will take many years of hard work and brilliant engineering.
B. To explore this rugged planet, humans have sent an amazing fleet of robot detectives.
C. Mars is the fourth planet from the Sun, and it is a cold, dusty desert today.
D. This makes Mars the perfect place to search for ancient alien fossils.
- 5) Which detail best supports the idea that Jezero Crater is a good place to look for life?
A. Since humans cannot easily travel millions of miles through space yet.
B. River deltas on Earth are excellent at preserving the remains of tiny organisms.
C. Every rock we study brings us one step closer to understanding the history.
D. Perseverance does not just take pictures of rocks; it actually packs them up.
- 6) What is the main idea of paragraph 4?
A. The rover collects rocks that will eventually be brought back to Earth.
B. The rover landed in a specific crater that used to be a rushing river.
C. The rover uses testing tools to find out what chemicals are in the soil.
D. The rover has a camera that acts like a head to take lots of pictures.
- 7) Based on the passage, what is the main reason scientists want to study Martian rocks on Earth?
A. Earth is much colder than the dusty deserts on Mars.
B. Earth has more powerful microscopes than the rover has.
C. The rocks will get ruined if they stay in the dusty sand.
D. The rocks are too heavy for the rover to carry around.
- 8) Which word is an antonym for "ancient" as used in paragraph 1?
A. Cold B. Dusty C. Old D. Modern

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



- 9) The author most likely wrote this passage to...
- A. entertain the reader with a story about an alien living in a crater.
 - B. persuade the reader that robots are better explorers than humans.
 - C. explain the best way to build a drill that can cut through hard rock.
 - D. inform the reader about how Mars rovers are searching for past life.
- 10) Based on the text, what can a reader conclude about finding life on Mars?
- A. Scientists believe that tall aliens are currently hiding underground.
 - B. Scientists know that the rocks will definitely prove aliens are real.
 - C. Scientists expect to find ancient fossils, not living creatures today.
 - D. Scientists think that the rovers will find fish swimming in a lake.



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

bitter
fresh
bright
smooth
melody

salty
stale
dim
rough
harmony

sour
sharp
loud
fragrant
texture

spicy
dull
quiet
stench
aroma

1) spicy

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

2) fresh

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

3) sharp

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

4) texture

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5) melody

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6) fragrant

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7) aroma

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

8) loud

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

9) salty

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

10) dim

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



Writing Four Times

Name: _____

11) sour

12) quiet

13) harmony

14) rough

15) dull

16) bitter

17) smooth

18) stale

19) stench

20) bright



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

bitter
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Writing Four Times

Name: **Answer Key**

11) sour

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

12) quiet

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

13) harmony

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

14) rough

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

15) dull

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

16) bitter

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

17) smooth

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

18) stale

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

19) stench

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

20) bright

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