Reading EGGSPRESS

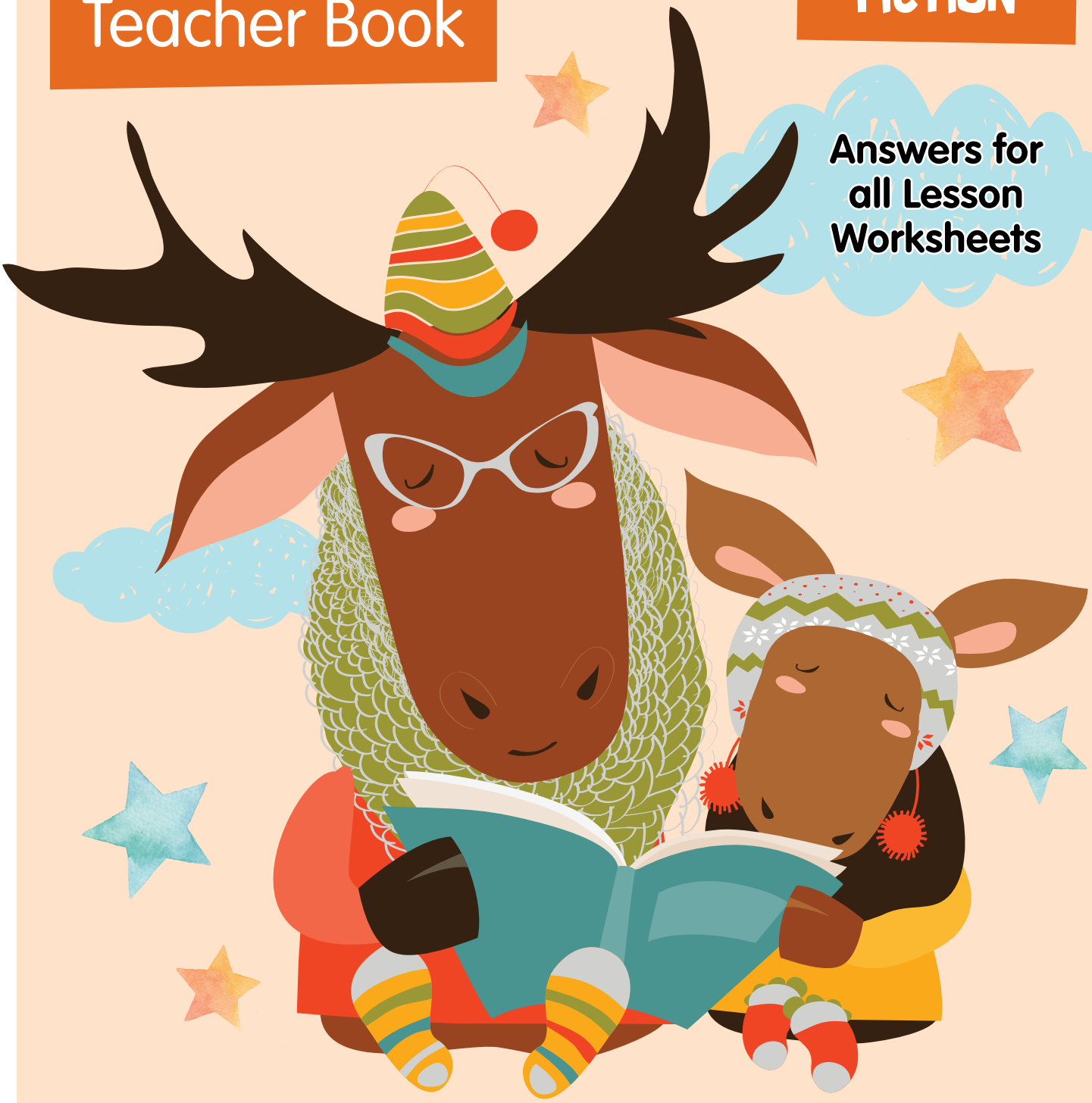
YEAR 6

COMPREHENSION

FICTION

Teacher Book

Answers for all Lesson Worksheets



www.readingeggspress.co.uk

Reading Eggspress Comprehension Year 6 Teacher Book, Fiction

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In this book

The **Reading Eggspress Comprehension** programme shows pupils how to understand the literal meaning of a text, including its vocabulary, and its inferred meaning. This teacher book has the answers to the 20 step-by-step lessons, over four sections, that teach key strategies for pupils to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. They support teaching of the following statutory requirements of the *National Curriculum in England*:

Reading – Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
  - provide reasoned justifications for their views

Comprehension strategy overview

Comprehension type	Strategy	Pages
Literal Looks for explicitly stated answers in the texts. Answers *Who*, *What*, *When* and *Where* questions.	Finding facts and information	13, 25
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	27, 31
	Drawing conclusions	3, 39
	Making inferences	5
	Making predictions	21
	Figurative language	17, 39
	Summarising	9, 11, 23
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Character behaviour	1
	Making connections	35
	Visualisation	29
	Point of view	33
	Audience and purpose	7, 15
Vocabulary Uses context clues and own knowledge to understand key words in the text.	Word study	19

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Class record sheet

	Section 1					Section 2				
Name	Interpreting character behaviour, feelings and motivation	Drawing conclusions	Making inferences	Audience and purpose	Summarising	Summarising	Finding facts and information	Audience and purpose	Figurative language	Word study

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Class record sheet

	Section 3					Section 4				
Name	Making predictions	Summarising	Finding facts and information	Cause and effect	Visualisation	Cause and effect	Point of view	Making connections	Figurative language	Drawing conclusions

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Interpreting character behaviour, feelings and motivation

Look for clues in a text to interpret a character's feelings and what motivates them to behave in a certain way. The clues are usually in the author's choice of words and punctuation.

Read the passage.

On the Trail of the Golden Man

Sipu made walking through the jungle look easy. It wasn't scary with Sipu around. This was his home. He had grown up here. Sipu thought nothing of climbing over tree roots double his height, breaking vines for a quick drink and climbing up a tree for a bite to eat. He walked so lightly through the forest his feet barely marked the ground. He showed Mia and Flynn how to walk through the rainforest without being seen or heard.

Put a box around how Mia and Flynn felt with Sipu around.

Underline a sentence that demonstrates Sipu's survival skills.

Colour how Sipu moved through the jungle.

Highlight what Mia and Flynn learnt from Sipu.

Circle the correct answers.

1 Based on evidence in the passage, which sentence best describes Sipu? Sipu …

a has excellent survival skills. **b** has good time management skills.
c is very competitive. **d** has extraordinary strength.

2 What is the clue to question 1's answer? Sipu is able to …

a walk lightly through the jungle. **b** stay warm in the jungle.
c find food and water in the jungle. **d** identify plants and animals in the jungle.

3 Which sentence best sums up Sipu's attitude towards Mia and Flynn? Sipu …

a thinks he's smarter than Mia and Flynn. **b** wants to share his knowledge.
c wants to learn from Mia and Flynn. **d** thinks Mia and Flynn are a nuisance.

4 Which word is the best clue to question 3's answer?

a easy **b** showed **c** nothing **d** scary

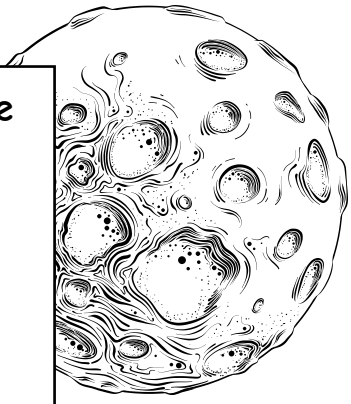
5 How did Mia and Flynn feel with Sipu as their guide?

a scared **b** disappointed **c** relaxed **d** confused

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Interpreting character behaviour, feelings and motivation

Read the passage.

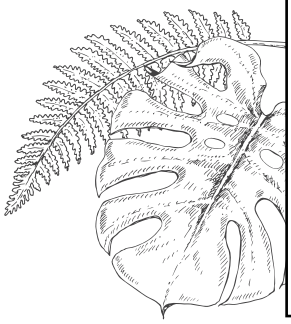


"Hey, look guys!" cried Flynn, pointing to the sky. It was dark now and the moon sat full in the night sky. It looked strangely golden. "Doesn't that look awesome?"

The strange coloured moonlight was making them all look golden. El Dorado was with them. Flynn and Mia thought about Sipu and his secret tribe and the great gift that he had given them. He had shown them some of the real treasures of the rainforest, and they would keep their word and do whatever they could to protect it. Their visit to El Dorado would remain a treasured secret forever.

Circle the word Flynn uses to describe the moon.

Highlight Sipu's gift to Mia and Flynn.



Underline how Flynn and Mia intend to repay Sipu.

Colour the words that help us to understand how Flynn and Mia feel about El Dorado.

6 How does Flynn react to the sight of the moon?

Flynn says it looks "awesome". He's excited and impressed.

7 How do Flynn and Mia feel about the rainforest? Support your answer with a quote from the passage.

They think the rainforest is valuable and should be preserved. They would do "whatever they could to protect it".

8 What does the passage suggest about Flynn and Mia's attitude towards El Dorado?

They think El Dorado is special and valuable, and they will keep it a secret so that it will remain protected.

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Drawing conclusions

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.



In the Clear

When Nick gets home from school, Dad and Mum are sitting chatting at the kitchen table. "Not working, Dad?" he asks, noticing the mugs of tea and packet of biscuits.

"I knocked off early to give Mum a hand moving furniture at Sunset Heights. It's Mrs Blessop's ninetieth birthday party tomorrow," Dad explains.

"Will you lend a hand too, Nick? There are a dozen trestle tables to be shifted," Mum asks when he sits down at the table.

Nick sighs, "Yeah, I'll help."

Highlight the reason Dad is not at work.

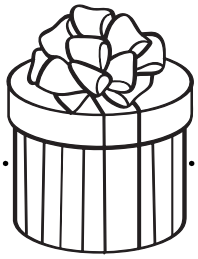
Underline the event the residents of Sunset Heights will be celebrating.

Colour the question Mum asks Nick.

Put a box around Nick's reply.

In the final sentence, circle the word that can be replaced with *said*.





Circle the correct answers.

1 Which is the best conclusion? Sunset Heights is …

a a hotel. **b** a retirement home. **c** an apartment block. **d** a hospital.

2 Which phrase is the clue to question 1's answer?

a knocked off early
b a dozen trestle tables
c at the table
d ninetieth birthday party

3 Which is the best conclusion? Nick …

a is excited about helping Mum.
b is unenthusiastic about helping Mum.
c refuses to help Mum.
d does not think he can help Mum.

4 Which word is the best clue to question 3's answer?

a sighs **b** Yeah **c** help **d** I'll

5 What can we conclude about Mum's connection to Sunset Heights?

a Mum's parents live there.
b Mrs Blessop is Mum's best friend.
c Mum helps out there.
d Mum has known Mrs Blessop all her life.

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Drawing conclusions

Read the passage.



Highlight the sentence that suggests Nick meant to take the long way.

Underline the description of the Flemings' garden.

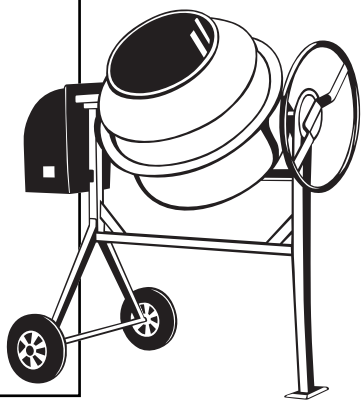
Nick walks to Sunset Heights the long way. His feet are in charge and just happen to be taking him this way.

When he gets to Laura Fleming's house, Nick scans the large garden with its manicured lawns, tall trees and rose beds. There's a Saab parked on the gravel drive and also a new, red SUV. Nick notices a couple of builders mixing concrete near the front steps.

Nick thinks of his dad, who works hard every day, but doesn't seem to get very much—just a boring little house and not much else.

Circle the words that describe the SUV.

Colour Nick's description of his house.



6 We can conclude that Nick chooses the long route to Sunset Heights on purpose. What are the clues?

His feet "just happen to be taking him" the long way. We control what our feet do, so Nick decided to go the long way.

7 From the description of their house, what conclusions can we draw about the Flemings?

The Flemings are wealthy. They have nice, expensive things.

8 We can conclude that Nick is envious of what the Flemings have. What are the clues?

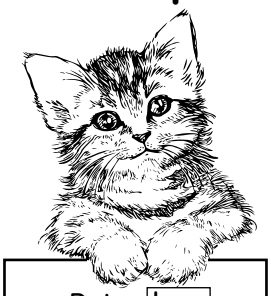
Nick notices the wealth of the Flemings. He thinks his family doesn't have very much compared to the Flemings, and that his house is "boring" and "little".

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Making inferences

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.



Put a box around the words that show that Flynn was experiencing pain.

Colour the words that suggest that Flynn and Mia had landed right next to each other.

Digging for Buried Treasure

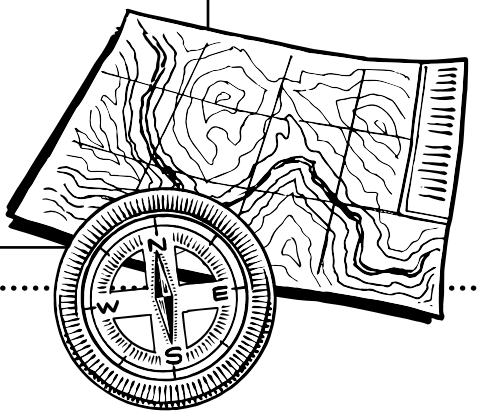
They were spinning out of the marketplace and out of control.

"Ouch! Ouch! Ouch!" yelped Flynn, peeling Curiosity off his head. "Watch your claws, you dumb cat. Let go! Mia, move your elbow—it's breaking my ribs." Mia struggled to her feet. They had landed in bushes, on a dune behind a beach.

Hearing voices, they fell silent. They crawled to the top of the dune and peered over.

Underline where Flynn and Mia landed.

Highlight the sentence that helps us work out where the voices were coming from.



Circle the correct answers.

1 What do the words "Ouch! Ouch! Ouch!" suggest? Flynn …

a had landed safely. **b** was spinning uncontrollably.
c had broken his ribs. **d** was experiencing pain.

2 Which is the best inference? Flynn and Mia landed …

a far apart. **b** opposite each other. **c** close together. **d** upside down.

3 Which group of words is the clue to question 2's answer?

a off his head **b** landed in bushes **c** out of control **d** move your elbow

4 Which is the best inference? The voices were coming from …

a the beach. **b** the top of the dune. **c** the marketplace. **d** the bushes.

5 What is the clue to question 4's answer? To see where the voices were coming from, Mia and Flynn had to …

a search in the bushes. **b** crawl around the dune.
c peer over the dune. **d** go back to the marketplace.

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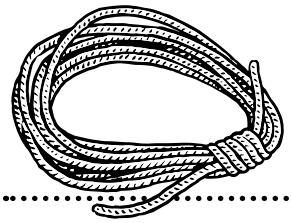
Making inferences

Read the passage.

Highlight the words that indicate the location of Oak Island.

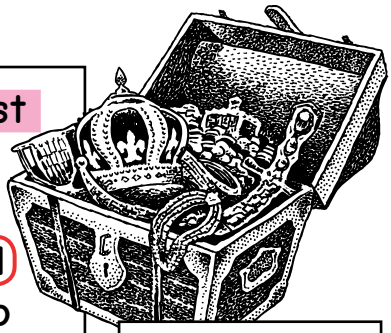
Circle the name of the person who uncovered the site in 1795.

Colour the items that have been uncovered so far.



Oak Island is a small island off the coast of Nova Scotia, Canada. Legend says that treasure is buried in a pit on the island. In 1795, a teenager called Daniel McGinnis uncovered what he believed to be a site for buried treasure. With the help of friends he began to dig. They were forced to abandon their search, however, because the hole kept filling with water.

Over the next 200 years many different groups tried to find what was hidden in the pit. All the things uncovered so far are thought to be clues to bigger treasure — coins, gold chains, parchment and a stone with strange writing.



Underline the reason McGinnis and his friends were forced to abandon their search.

Colour the sentence that shows that people have continued to search for treasure on Oak Island.

6 What can we infer about the existence of buried treasure on Oak Island? Support your answer with quotes from the passage.

There is probably treasure buried on Oak Island because "the things uncovered so far are thought to be clues to bigger treasure".

7 What do the items uncovered so far suggest about the kind of treasure that might be buried on Oak Island?

It suggests the treasure is valuable (coins and gold) and old (parchment). The stone with strange writing suggests there is something mysterious about it.

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Audience and purpose

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

Read the passage.



Circle an example of an informal expression.

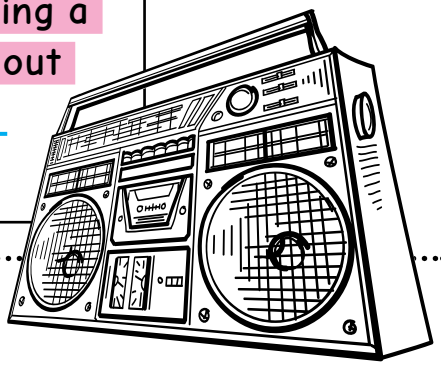
Underline an example of a rhetorical question.

Station Kuku

Now folksies, tonight we are giving you a new feature — an extra service. Ladies and gentlemen of our vast unconscious audience, you have heard of jokes funny enough to make a horse laugh — well, that's the kind of jokes we want on this programme, jokes funny enough to make a horse laugh, and in carrying out our policy of service to the people, beginning tonight we are bringing a horse into the studio to try our jokes out on. What other radio station would go to such lengths for its public?

Colour the words that help us work out what the purpose of the text is.

Highlight what the new feature on the programme will be.



Circle the correct answers.

1 Who is the person making the announcement addressing? He is addressing people …

a watching television. **b** in a theatre audience.
c listening to the radio. **d** at a music festival.

2 What is the main purpose of the announcement? The purpose of the announcement is to …

a persuade people to listen to the programme.
b inform people about a new feature on the programme.
c warn people that there will be a horse on the programme.
d entertain people with a joke about a horse.

3 Which word best describes the kind of language the announcer uses?

a persuasive **b** emotive **c** formal **d** informal

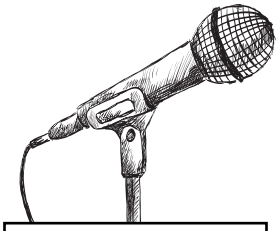
4 Which word the announcer uses is the best clue to question 3's answer?

a folksies **b** funny **c** jokes **d** laugh

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Audience and purpose

Read the passage.



Circle an example of informal language.

Highlight how the sound of a horse entering and running away is recreated.

[Hoofs fade in. Note, use wooden hoofs.]

Come here, Molasses — whoa — whoa — all ready for work?

[Snort]

Good! Now, Molasses, I am going to tell you a joke.

[Snort and run away.]

Hey, bring that horse back here!

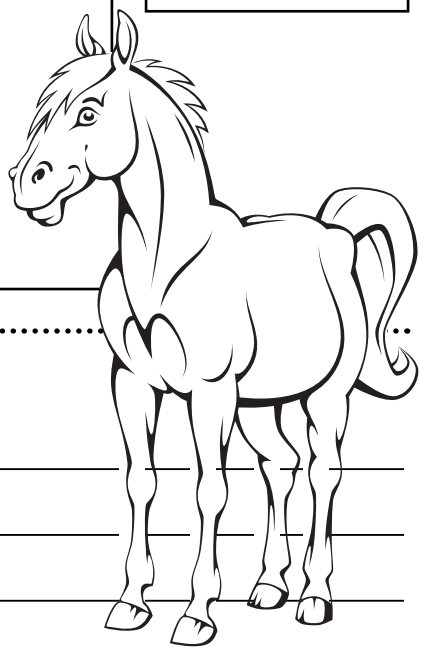
[Hoof in.]

Whoa! Molasses, you misunderstood me.

[Snort]

Put a box around the sound Molasses makes when the actor talks to him.

Underline an example of a script direction.



5 Why do you think the horse ran away?

The horse knew the joke wouldn't be funny and didn't want to hear it.

6 How can we tell that this text is part of a play?

There are script directions and more than one part.

7 How can we tell that the play was written for a radio audience?

The speaker refers to an "audience" and a "radio station". There are also sound effects that would be unnecessary if the script was for a live audience.

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Summarising

A summary is a shortened version of the original text. To summarise a text, look for the key points and details that contain the most important information.

Read the passage.



Highlight when Kangaroo did not have a tail.

Circle the relationship between Kangaroo and Wombat.

How the Kangaroo Got Its Tail

Long ago in the Dreaming, Kangaroo did not have a tail. He was good friends with Wombat and they both lived in huts built from tree bark.

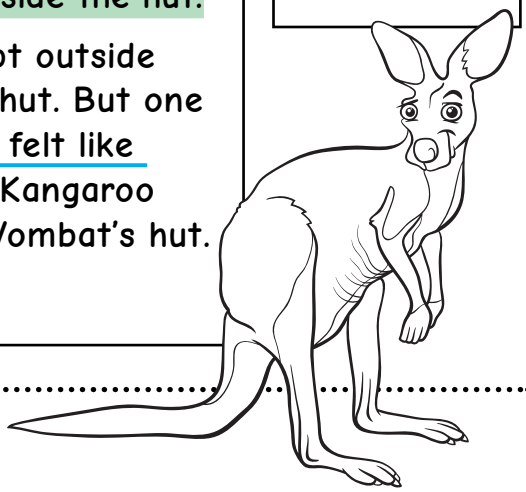
At night, Kangaroo liked to sleep outside where he could look up at the stars. He made fun of Wombat for always wanting to sleep inside the hut.

When winter came, Kangaroo still slept outside and teased Wombat about his smelly hut. But one night, rain fell so hard that each drop felt like a jab by a spear on Kangaroo's back. Kangaroo struggled against the wind to reach Wombat's hut.

"Let me in!" he cried.

Colour where Kangaroo and Wombat slept at night.

Underline why Kangaroo asked Wombat to let him into his hut.



Circle the correct answers.

1 Which sentence summarises the relationship between Kangaroo and Wombat?

- **a** Long ago, Kangaroo did not have a tail.
- **b** Long ago, Kangaroo and Wombat lived in huts.
- **c** Long ago, Kangaroo and Wombat were good friends.
- **d** Long ago, Kangaroo and Wombat built huts from wood bark.

2 Which sentence summarises the most important information in paragraph 2?

- **a** Kangaroo liked to make fun of Wombat.
- **b** Kangaroo liked to sleep outside, and Wombat liked to sleep in his hut.
- **c** Kangaroo liked to look at the stars at night.
- **d** Wombat liked to sleep in his hut at night.

3 Which sentence provides the best summary of the final paragraphs?

- **a** Kangaroo continued to sleep outside even when the weather got colder.
- **b** One night the rain fell so hard that it felt like a spear jabbing into Kangaroo's back.
- **c** Kangaroo had to struggle against the wind to reach Wombat's hut.
- **d** One winter's night it rained so hard that Kangaroo asked Wombat to let him into his hut.

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Summarising

Read the passage.

Underline why Kangaroo could not get dry or warm.

Highlight what Kangaroo did to Wombat in the morning.

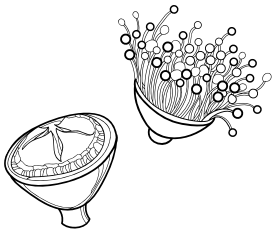
Colour when Wombat threw the spear at Kangaroo.

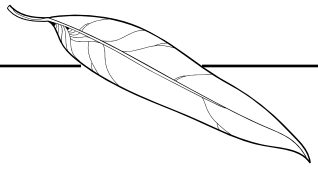
Kangaroo lay in the corner. There was a hole in the wall, where wind and rain came in. He couldn't get dry or warm, and he grew angry as he watched Wombat enjoying a dream.

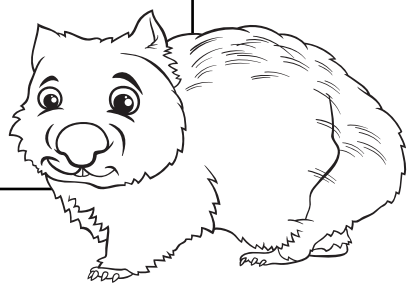
In the morning, Kangaroo was stiff and sore. He hobbled outside and picked up a large rock. He dropped the rock on Wombat's head, flattening his forehead and making his nose curl around.

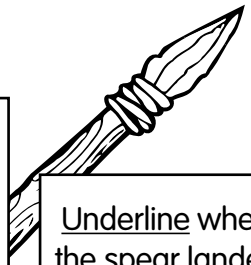
Wombat planned his revenge. He waited until Kangaroo was busy washing and then he threw a spear at him. The spear landed at the base of Kangaroo's spine. Kangaroo tried to pull the spear out, but it was stuck.

"From now on, that will be your tail," yelled Wombat.









Underline where the spear landed.

Put a box around why Kangaroo could not remove the spear.

Circle what the spear turned into.

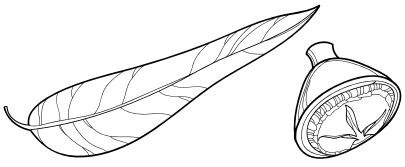
4 Complete the following summary by filling in important information from the passage.

a Kangaroo was cold and wet all night because he lay next to a hole in the wall which let in wind and rain.

b Kangaroo was cross with Wombat, so in the morning he dropped a rock on Wombat's head.

c Wombat got his revenge by throwing a spear at Kangaroo.

d Kangaroo could not remove the spear, and it became Kangaroo's tail.



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Summarising

A summary is a shortened version of the original text. To summarise a text, look for the key points and details that contain the most important information.

Read the passage.

Put a box around what the class gave Mr Sams.

Underline what the principal told the class.

Circle the word that suggests that Andy got out of bed unwillingly.

Teacher's Pet

On the Friday before he left, we gave Mr Sams a surprise farewell party. It wasn't really a surprise because he saw us carrying the party things to school.

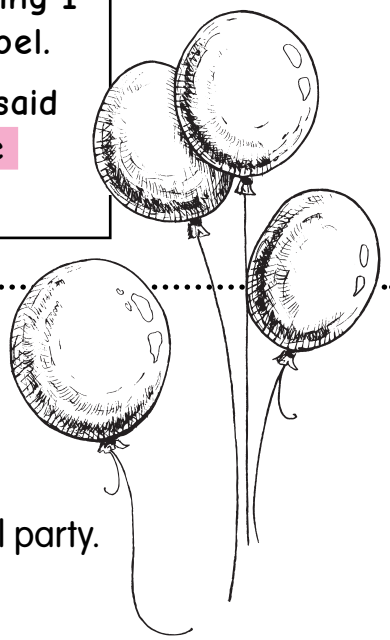
It was almost time to go when the principal, Mr Jones, came into our classroom to tell us a new teacher would start on Monday.

On Monday morning, I dragged myself out of bed again. "Another fun day," I thought, wishing I could change places with my older brother, Joel.

"You might get a nice surprise, Andy," Mum said as she packed my lunch. "You might even like this new teacher."

Colour what Andy's mum was doing.

Highlight what Andy's mum said to him.



Circle the correct answers.

1 Which sentence better summarises paragraph 1?

- a The party the class gave Mr Sams wasn't really a surprise.
- b On the Friday before he left, the class gave Mr Sams a farewell party.

2 Which sentence better sums up what happens in paragraph 2?

- a The principal told them a new teacher would start on Monday.
- b Mr Jones, the principal, came to their classroom to make an announcement.

3 Which sentence provides the best summary of paragraph 3?

- a On Monday, Andy wished he could change places with Joel.
- b On Monday, Andy dragged himself out of bed.
- c On Monday, Andy didn't feel like going to school.

4 Which sentence better summarises paragraph 4?

- a Andy's mum packed his lunch, so he had to go to school.
- b Andy's mum said he might like the new teacher.



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Summarising

Read the passage.

Highlight what Andy did the next morning.

Underline the reason Andy did not give the roses to Miss Thompson in the parking lot.

Circle where Andy put the roses.

The next morning I gathered a big armful of roses from Mum's garden. I wrapped them in some cellophane left over from my birthday.

I was going to give them to Miss Thompson in the parking lot, but I changed my mind at the last minute. What if someone saw me? I'd look like a dork. Instead, I slipped into the classroom before the bell rang and put them on her desk.

When Miss Thompson saw them, she couldn't have looked happier. "What a beautiful bunch of roses!" she exclaimed. "Someone in this class must have guessed that they are my favourite flower. I love them! Who was the kind person who brought them in?"

Everybody looked around the room. Of course nobody answered. I wanted to say it was me, but I couldn't. Not in front of everyone!

Colour the words that describe the look on Miss Thompson's face when she saw the roses.

Put a box around the sentence that suggests that Andy was too embarrassed to say he had brought the roses.



5 Fill in the missing sections in this summary of the passage. Use the clues in the boxes to help you.

a The next morning Andy picked roses from Mum's garden.

b He put them on Miss Thompson's desk.

c Miss Thompson was very happy to receive the roses.

d She wanted to know who had given her the roses.

e Andy was too embarrassed to say it was him.

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Finding facts and information

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Highlight the names of the children in the Hammond family.

Circle Elizabeth Hammond's age.

Put a box around the words that describe James.

The Plight of E. Hammond

Elizabeth Hammond has a busy life. Much busier than the average eleven-year-old. Elizabeth has a brother, James, aged eight—'a space-occupying lesion'; another brother aged five, called Ted—'sweet but useless'; twin sisters Harriet and Lucy, aged twenty-two months—'still in nappies'; and a father called Jim who spends all day in the attic, except for mealtimes—'trying to write a bestseller'. That is the Hammond family.

Underline the name of the sweet but useless child.

Colour the place where Jim spends most of the day.

Highlight what Jim does in the attic.



Circle the correct answers.

1 How many children are there in the Hammond family?

a five **b** four **c** six **d** three

2 Who is the oldest child in the Hammond family?

a Jim **b** James **c** Elizabeth **d** Ted

3 Which child is sweet but useless?

a Lucy **b** Ted **c** James **d** Harriet

4 Where does Jim spend most of his time?

a in his study **b** at work **c** in his bedroom **d** in the attic

5 What does Jim do all day?

a writes articles for magazines **b** makes phone calls

c works on his book **d** writes computer programs

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Finding facts and information

Read the passage.

Highlight the reason Elizabeth cannot see her knees.

Circle where Heather Shambles had put the dirty laundry.

Put a box around what Elizabeth did when she sat amongst the bubbles.

Elizabeth can't see her knees in the mountain of bubbles and wet clothes. She looks at Heather Shambles and says quietly, "You put the dirty laundry in the dishwasher."

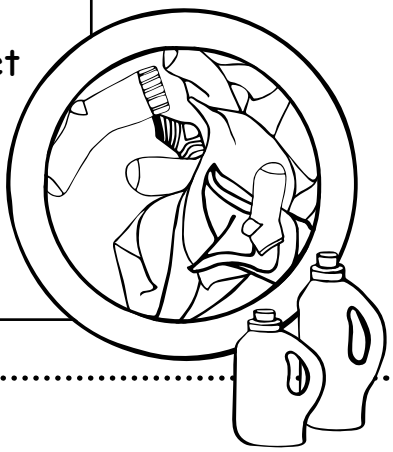
Elizabeth hears her voice trembling. In this crazy moment she wonders whether to cry or shout. Instead, she sits down amongst the bubbles and laughs.

"At least I didn't put the plates in the washing machine," mutters Heather Shambles.

Elizabeth rolls around the kitchen floor, laughing and squealing and kicking her feet in the air. Finally, when she lies quite still, she notices everyone is staring at her. Heather Shambles, Ted, Harriet, Lucy, James — and her father.

Underline the words Heather Shambles speaks.

Colour what Elizabeth notices when she finally stops laughing.



6 *What* stops Elizabeth from seeing her knees?

a mountain of bubbles and wet clothes

7 *Where* did Heather Shambles put the dirty laundry?

in the dishwasher

8 *What* does Elizabeth do when she realises what Heather Shambles has done?

She rolls around on the kitchen floor, laughing and squealing and kicking.

9 *Who* else is in the kitchen with Elizabeth?

Heather Shambles, Ted, Harriet, Lucy, James and Jim (her father)

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Audience and purpose

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

Read the passage.

Circle the word that is similar in meaning to *walking*.

Highlight the old-fashioned word for a young woman.

Colour why the narrator was put in prison.

Underline an example of a simile.

The Black Velvet Band

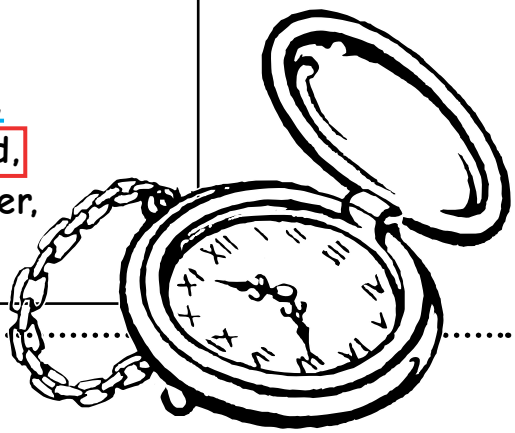
As I went strolling one evening,
Not meaning to go very far,
I spied a pretty young damsel,
Parading her wares at an inn,
A watch she took from a customer,
And she slipped it right in my hand,
And the law came and put me in prison,
Bad luck to her black velvet band.

Chorus

Her eyes shone like the diamonds,
I thought her the pride of the land,
And her hair hung over her shoulder,
Tied up with a black velvet band.

Put a box around the words that rhyme with *band*.

Circle the word that shows which part of the text is meant to be repeated after each verse.



Circle the correct answers.

1 What type of text is this? Choose the best answer.

a a narrative **b** a song **c** a poem **d** a report

2 Which word is the clue to question 1's answer?

a damsel **b** pride **c** Chorus **d** band

3 Who is the intended audience for this text?

a the general public **b** musicians **c** innkeepers **d** lawyers

4 What gives the text its musical quality?

a the vivid imagery **b** the repetition of words
c the mournful tone **d** the rhyme and rhythm

5 What is the main purpose of the text?

a to persuade **b** to entertain **c** to inform **d** to warn

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Audience and purpose

Read the passage.



In line 1, **highlight** an example of alliteration.

Underline the sentence the judge handed down to the narrator.

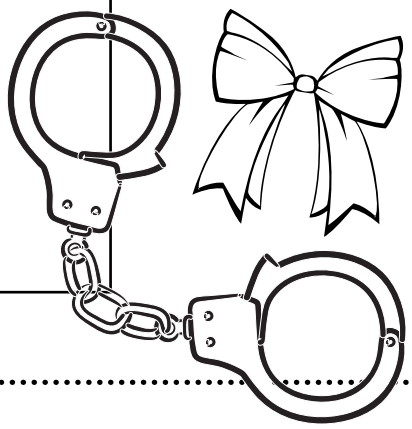
Next morning before judge and jury,
For trial I had to appear,
And the judge said "Me fine young fellow
The case against you is quite clear,
For seven long years is your sentence,
You're going to Van Diemen's Land,
Away from your friends and relations,
To follow the black velvet band."

Chorus

Her eyes shone like the diamonds,
You'd think she was Queen of the land,
And her hair hung over her shoulder,
Tied up with a black velvet band.

Colour the line that indicates that the judge had no doubt that the narrator was guilty.

Put boxes around the words that rhyme in lines 2 and 4.



6 What are the most likely reasons someone wrote this song?

Mainly to entertain, but also to show how harshly an innocent person was treated.

7 Rewrite the song as a narrative. Include information from both passages in your story.

On evening a young man was out walking. As he passed an inn, a young woman, with her hair tied up with a black velvet band, slipped a stolen watch into his hand. He was arrested for robbery. A jury found him guilty and a judge sentenced him to spend seven years in Van Diemen's Land.

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Figurative language

An author uses figurative language to encourage the reader's imagination. *Alliteration* repeats consonant sounds. *Onomatopoeia* imitates sounds. *Simile* compares one thing to another using the words 'like' or 'as'. *Metaphor* also makes comparisons but without using 'like' or 'as'. *Personification* gives animals and objects human qualities.

Read the passage.

Circle the alliteration in stanza 1.

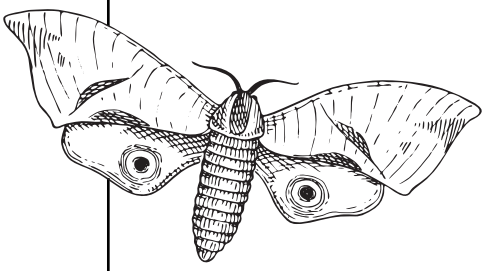
Highlight the simile in stanza 2.



Sunglasses

I look cool
in these glasses
in the mirror
I am tinted
smooth
slick

Natalie said
my old glasses
made me look like
a bogong moth
big black orbs
instead of eyes



Put a box around the alliteration in stanza 2.

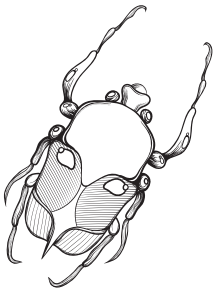
Circle the correct answers.

1 What figure of speech is *smooth / slick*?

a a simile **b** a metaphor **c** onomatopoeia **d** alliteration

2 What is the clue to question 1's answer?

a Consonant sounds are repeated.
b The words imitate sounds.
c The poet gives the mirror human qualities.
d The poet uses the word *like*.



3 Which of the following figures of speech occurs in stanza 2?

a personification **b** onomatopoeia **c** a metaphor **d** a simile

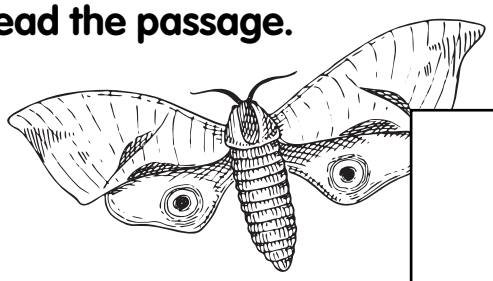
4 What is the clue to question 3's answer?

a The poet uses the word *like*.
b Consonant sounds are repeated.
c The words imitate sounds.
d The poet gives the moth human qualities.

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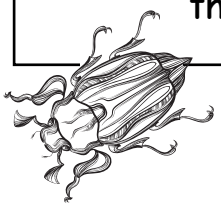
Figurative language

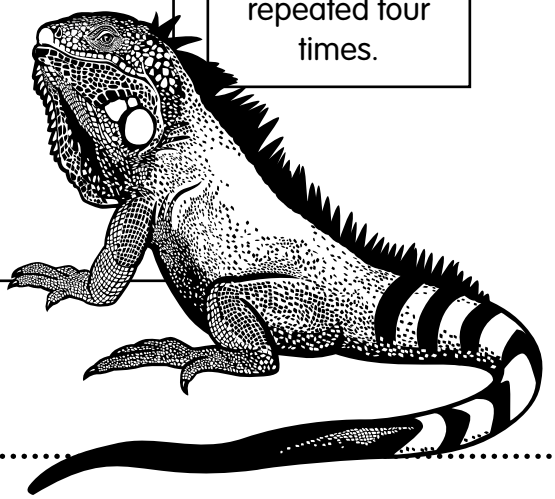
Read the passage.



Natalie said
my old glasses
made me look like
a bogong moth
big black orbs
instead of eyes

now I'm cool
lizard cool
beetle cool
cool insect
that's me.





Circle the insect Natalie compared the poet to.

Put a box around what the old glasses made the poet's eyes look like.

In stanza 2, **colour** the animals the poet compares herself to.

In stanza 2, underline the word that is repeated four times.

5 In stanza 2 the poet compares herself to a lizard, a beetle and an insect.

a What figure of speech has she used? metaphor

b How can you tell what figure of speech it is? It is a direct comparison, without using "like" or "as".

6 Compare Natalie's description of the poet in her old sunglasses with the poet's description of herself in her new sunglasses. Which description is more flattering? Give reasons for your answer.

Natalie's description is not flattering. Being compared to a moth is not nice. The poet's description of herself is more flattering. She describes herself as "cool" and sees herself as stylish.

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Word study

Authors shape our view of a subject through their choice of words.

Read the passage.

Circle the adjective that describes the lorikeet.

Put a box around the word that indicates that the man took something that did not belong to him.

Why Parrots Only Repeat What People Say

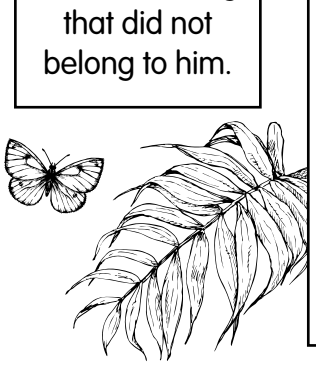
A long time ago, lorikeets not only repeated what a person said, they also spoke their own thoughts.

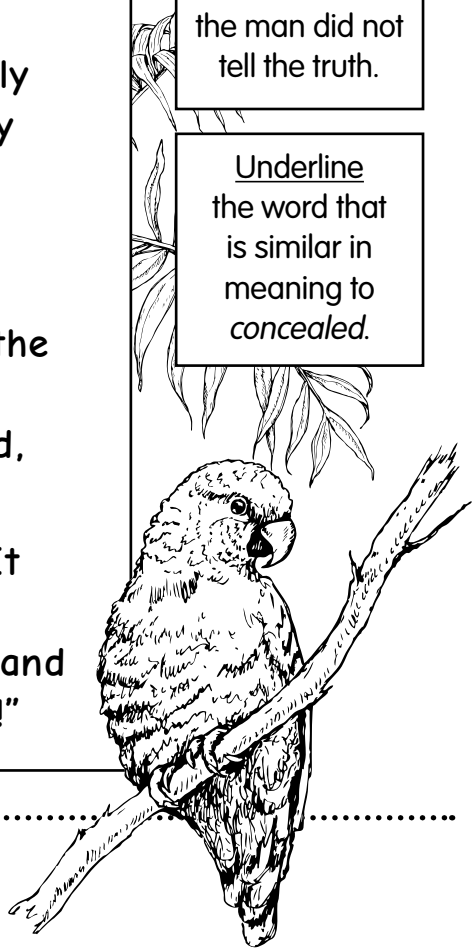
That was until a man who owned a magnificent lorikeet stole his neighbour's water buffalo. When the neighbour asked if the man knew anything about it, he lied and said, "I have no idea."

But the lorikeet knew the truth. It called out, "Brrk! Master stole it! Master killed it! Master ate part and hid the rest in the rice bins. Brrk!"

Colour the verb that shows that the man did not tell the truth.

Underline the word that is similar in meaning to *concealed*.





Circle the correct answers.

1 Which word creates a positive impression of the lorikeet?

a repeated **b** spoke **c** magnificent **d** owned

2 In paragraph 2, which two words create a negative impression of the man?

a neighbour **b** idea **c** lorikeet
d stole **e** asked **f** lied

3 In paragraph 3, which word is most closely associated with the lorikeet?

a truth **b** stole **c** killed **d** ate

4 In the following pairs, which word has the more negative connotation?

a took / stole **b** hid / put **c** ate / gobbled

5 Which of these words has the most positive connotation?

a attractive **b** cute **c** beautiful **d** pleasing

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Word study

Read the passage.



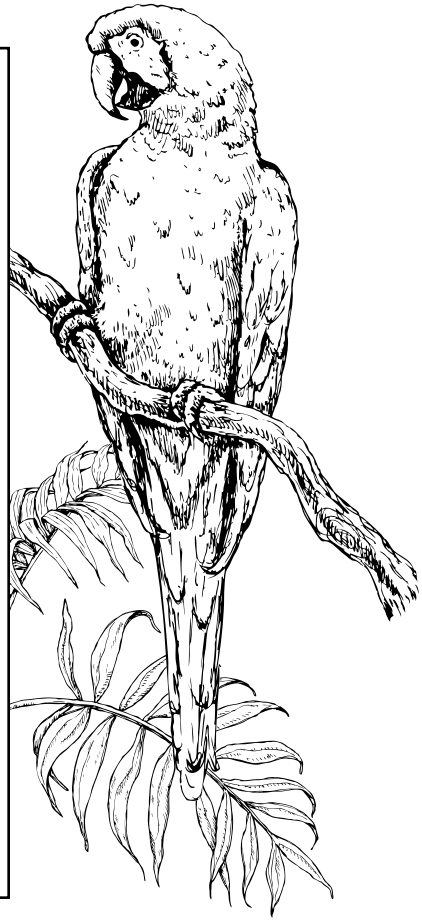
Circle the adjective that describes the man.

Put a box around the word that describes the parrot's colours.

Underline the lorikeet's warning to the parrot.

The guilty man went free. He left the bird, wanting never to see it again. The lorikeet flew back to the jungle, where it met a new bird, the parrot. The lorikeet looked at the parrot's wonderful colours and knew that, one day, man would want it for a pet. The lorikeet warned the parrot, "Brrt! Do not speak your own mind to people! You will get into a lot of trouble. Repeat only what they say. They love to hear their own thoughts."

Today, the parrot remembers the lorikeet's warning, and this is why it only repeats what people say.



6 Which word in the passage gives the most negative impression of the man?

guilty

7 Which actions of the man add to our negative impression of him?

He abandoned the lorikeet.

8 Which words paint a positive image of the parrot?

wonderful colours

9 Which word suggests that the parrot could one day experience problems if it speaks its own mind to people?

trouble

10 Which sentence suggests that people have a high opinion of themselves?

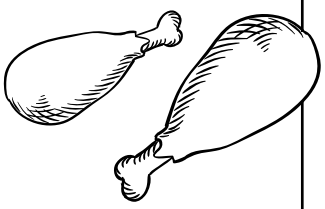
"They love to hear their own thoughts."

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Making predictions

We can predict what is going to happen in a text based on clues in the words and pictures, and on what we already know.

Read the passage.



Circle where the narrator works.

Underline a sentence that shows that working at Chicken Heaven has had a positive effect on the narrator.

Eye of the Future

Life goes on as usual, except that I have started working at Chicken Heaven. I am nervous about learning the codes for different meals on the cash register but I enjoy it. I am so motivated I even do my homework and make my bed without being nagged.

Finally it is Tuesday. My grandmother is due home today. I am stuck at school and the day drags. I have trouble concentrating. The second my last class finishes, I am out the door. I ride home at a speed that an Olympic cyclist would envy.

Highlight what the narrator is nervous about.

Colour the sentence that suggests the reason the narrator is anxious to get home.



Circle the correct answers.

1 Which three events are most likely to happen?

- **a** The narrator will continue working at Chicken Heaven.
- **b** The narrator will never learn the codes for different meals on the cash register.
- **c** The narrator will learn the codes for the different meals on the cash register.
- **d** The narrator will visit her grandmother.
- **e** The narrator will become an Olympic cyclist.
- **f** The narrator will be in trouble for not concentrating in class.

2 What evidence is there in the text to support your predictions? Choose the two best options.

- **a** The narrator is nervous about learning the codes for different meals on the cash register.
- **b** The narrator enjoys working at Chicken Heaven.
- **c** The narrator can match the speed of an Olympic cyclist.
- **d** The narrator's grandmother is due back that day and she is anxious to get home.
- **e** The narrator goes straight home after her last class.
- **f** The narrator is stuck at school all day.

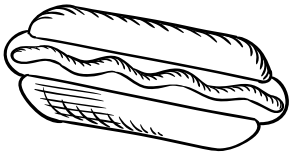
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Making predictions

Read the passage.

Circle two adjectives that describe the narrator's dreams.

Underline the sentence that suggests that the narrator is worried about having the Eye.

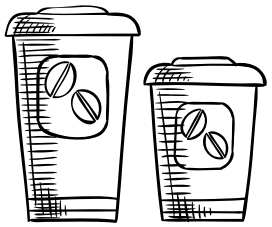


I nod, unable to imagine my brother Troy with the Eye. A week ago I wouldn't have imagined myself with the Eye either. "Do you still have normal dreams too? I mean weird dreams that can't possibly come true?"

My grandmother smiles. "Yes, I still have those. They keep me on my toes."

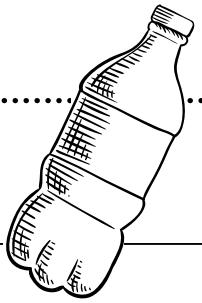
I sip my hot chocolate. "Is there anything I can do about the Eye?"

My grandmother laughs. "You can't turn it off, if that's what you mean." She becomes serious. "You must learn to live with it. Don't try to fight it."



Put a box around how long the narrator has had the Eye.

Highlight the advice the grandmother gives the narrator.



3 What kind of dreams do you think the narrator will have in the future?

Teacher check

4 What evidence is there in the passage that helped you make your prediction?

Teacher check

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Summarising

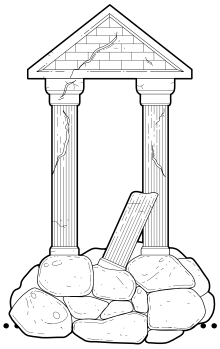
A summary is a shortened version of the original text. To summarise a text, look for the key points and details that contain the most important information.

Read the passage.

Circle two words that show that there were hardly any people around the harbour.

Highlight what the old Greek lady was doing.

Underline the question Mia asked the old lady.



Saving Atlantis

The busy harbour was strangely deserted! None of the fishing boats were in port and the cafes were empty. The only person they could see was an old Greek lady outside one of the cafes. She was hanging squid on lines to dry in the sun.

"Hello," said Mia as they approached her. "My name's Mia and this is Flynn. Where is everyone?"

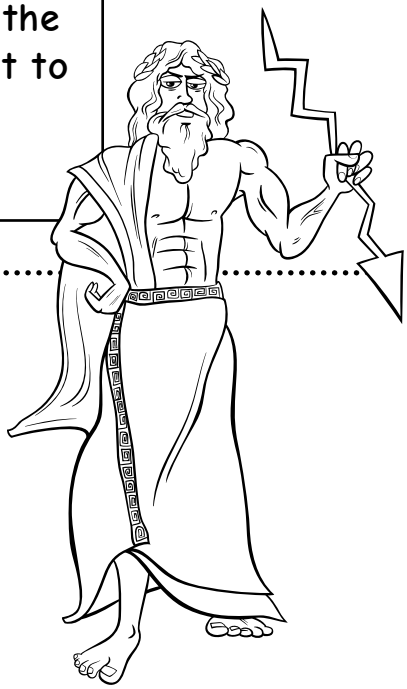
"They're all at the celebrations," she said, turning and offering them a seat. "I can't stand the crowds myself."

The old lady pointed out to sea. "Today is the day the fishermen take all the villagers out to sea. They give thanks to the god of the sea, Poseidon, for good fishing."

Colour the old lady's reply to Mia's question.

Underline the reason the old woman was not at the celebrations.

Highlight the reason the fishermen had taken the villagers out to sea.



Circle the correct answers.

1 Which sentence best summarises paragraph 1?

- **a** There were no fishing boats in the port.
- **b** An old lady was hanging squid on lines to dry in the sun.
- **c** An old Greek lady was standing outside one of the cafes.
- **d** The harbour was deserted except for an old Greek lady.

2 Which sentence best sums up what happens in paragraphs 3 and 4?

- **a** Mia introduced herself and Flynn to the old lady.
- **b** The old lady told Mia and Flynn that everyone else was at the celebrations.
- **c** The old lady stayed behind because she didn't like crowds.
- **d** Mia asked the old lady where everyone was.

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Summarising

Read the passage.



Circle the name of the sea god.

Highlight the reason the sea god created Atlantis.

Put a box around two adjectives that describe Atlantis.

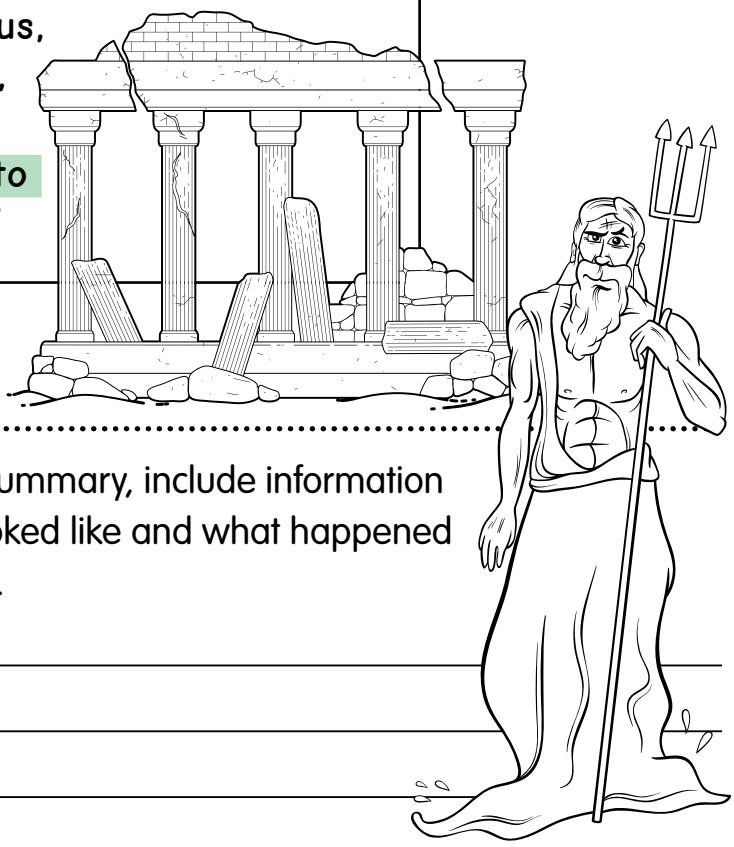
The old lady's eyes lit up as she leaned closer. "Legend has it that the mighty sea god, Poseidon, made Atlantis for a woman he loved. Atlantis was a rich and beautiful place with silver topped temples, grand palaces, winding canals, magnificent harbours and lots of exotic animals."

"So what happened?" urged Flynn.

"Well, it seems the Atlanteans, who had everything they could wish for, became greedy and corrupt. Zeus, the king of all the gods, was so angry with them he banished the island to the bottom of the sea."

Underline the reason the king of the gods became angry with the Atlanteans.

Colour what happened to Atlantis.



3 Write a summary of the passage. In your summary, include information about why Atlantis was created, what it looked like and what happened to it. Use the clues in the boxes to help you.

Teacher check

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Finding facts and information

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Circle the date on which the speech took place.

Put a box around the time the President started his speech.

Underline the official residence of the President of the United States of America.

Pardoning the National Turkey

Remarks by the President of the United States of America on Pardoning of the National Turkey

★★★★★★

11:41 am 25 November 2009

North Portico, The White House, Washington D.C.

★★★★★★

Happy Thanksgiving, everybody. Welcome to the White House. On behalf of Sasha and Malia and myself, we're thrilled to see you. I want to thank Walter Pelletier, chairman of the National Turkey Federation, and Joel Brandenberger, its president, for donating this year's turkey.

Highlight the names of the President's daughters.

Underline the people the President thanked.

Colour who Walter Pelletier was.



Circle the correct answers.

1 At what time of day did the President make this speech?

a in the afternoon **b** at night

c in the morning **d** at midday

2 Where was the President standing when he made the speech?

a on the North Portico of the White House **b** in the Oval Office at the White House

c on the lawn outside the White House **d** in the backyard of the White House

3 Where is the White House?

a in Texas **b** in Washington D.C.

c in New York **d** in North Carolina

4 Who did the President thank for donating the turkey?

a Walter Pelletier **b** Joel Brandenberger

c Sasha and Malia **d** Walter Pelletier and Joel Brandenberger

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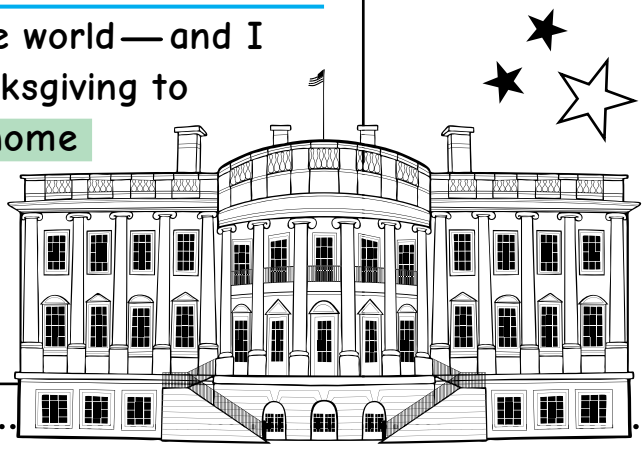
Finding facts and information

Read the passage.

Circle the place the turkey would be sent to.

Put a box around how the President feels about the responsibility the American people have placed in him.

You know, there are certain days that remind me of why I ran for this office. And then there are moments like this—(laughter)—where I pardon a turkey and send it to Disneyland. (Laughter) But every single day, I am thankful for the extraordinary responsibility that the American people have placed in me. I am humbled by the privilege that it is to serve them and the tremendous honour it is to serve as Commander-in-Chief of the finest military in the world—and I want to wish a Happy Thanksgiving to every service member at home or in harm's way. We're proud of you and we are thinking of you and we're praying for you.



Underline the President's role in the military.

Colour who the President is extending good wishes to.

5 Where was the President going to send the turkey?

Disneyland

6 What was the President thankful for?

the responsibility that the American people gave him

7 What made the President feel humble?

the privilege of serving the people, and the honour of being the Commander-in-Chief

8 What is the President's role in the military?

Commander-in-Chief

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Cause and effect

Writing describes actions and thoughts. Their cause (why they happen) leads to effects (what the results are).

Read the passage.



Highlight what Nanna needs help with.

Underline what happened when Nanna fell the previous year.

Circle the reason Nanna is unable to hear what Jack says about her.

I Am Jack

Mum: Jack, Nanna needs help down the stairs.

Jack: That's my job. Three flights.

LFX Stairs.

Jack: Come on, Nan, give us your arm. She had a bad fall last year and broke her arm. Oh, don't worry, she can't hear; she's deaf.

He becomes Nanna struggling to go down the stairs.

Nanna: Have you got me, Jack? Oh, it's been a lovely afternoon. Do you like my new teeth? I've just had them renovated. I've eaten too many biscuits. Hope they don't repeat. I won't be needing m'tea. Oh dear ... these stairs. I swear if I trip, I'll roll all the way down to the bottom.

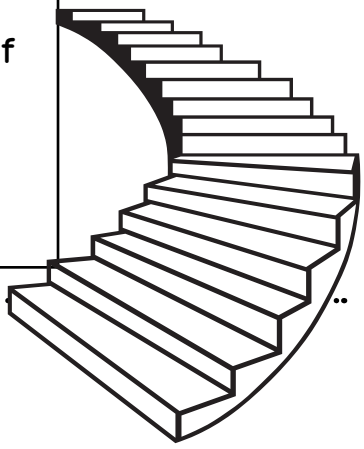
Nanna wobbles. He transforms back to Jack.

Jack: Are you alright, Nan?

Colour the reason Jack pretends Nanna won't be needing any dinner.

Underline what Jack pretends might happen to Nanna if she trips.

Put a box around the word that is similar in meaning to changes.



Circle the correct answers.

1 What is the most likely reason Nanna needs help down the stairs?

a She has a broken arm. **b** She is old and unsteady on her feet.

c She is deaf. **d** She is scared of heights.

2 What happened when Nanna fell the previous year? Nanna broke her ...

a leg. **b** hip. **c** wrist. **d** arm.

3 When Jack pretends to be Nanna, he says: "I've eaten too many biscuits." According to Jack, how will this affect Nanna? Choose two options.

a The biscuits have spoiled her appetite, and she won't be able to eat dinner.

b She is worried she may roll down the stairs.

c The biscuits have spoiled her newly-renovated teeth.

d She is concerned she may suffer from indigestion later.

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Cause and effect

Read the passage.



Highlight the reason Mum does jumping jacks.

Underline what happens to Mum's hair when she does jumping jacks.

Colour why Jack wants to talk to Mum.

Jack encounters Mum doing star jumps in the kitchen.

Mum hates her thighs and the tops of her arms, so she's always doing star jumps, even in the middle of making dinner. Her hair fluffs up when she jumps. It's pretty funny. It wasn't so funny when Mum did it in the school car park the other day. What if someone saw her?

Mum: What, darling?

Jack: Don't call me that.

Mum: But you are my darling.

Jack: Mum, you promised, never again. I need to talk to you. Now.

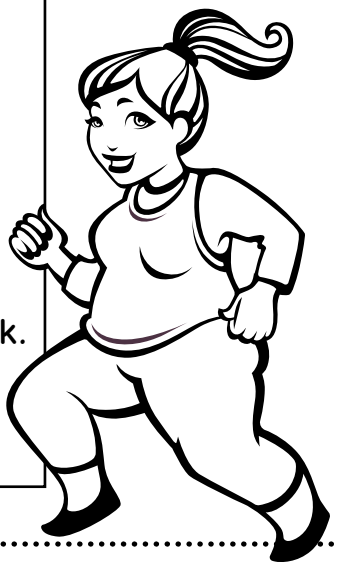
Mum: When I've finished making dinner.

SFX Volcano begins.

That's a joke. Rob'll be here soon and then there'll be dinner, washing up, shower, homework. There'll be no time and I HAVE to talk to her. I think I'm in BIG trouble.

Put a box around a sentence that shows that Jack is annoyed with Mum.

Circle the word that indicates that Jack feels as if he is about to explode.



4 What effect does Mum hope doing star jumps will have?

She hopes her exercise will improve the look of her thighs and arms.

5 What causes Mum's hair to fluff up?

jumping up and down

6 What causes Jack to become annoyed?

being called "darling" by his mother

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Visualisation

Visualising what we are reading helps build understanding of the text. Key words in the text can create mental images.

Read the passage.

Circle where the Seneca boy hunted.

Underline where the boy was sitting when he heard the stone talk to him.

Put a box around the gift the boy gave the stone.

Highlight what the stone's stories were about.

The Storytelling Stone

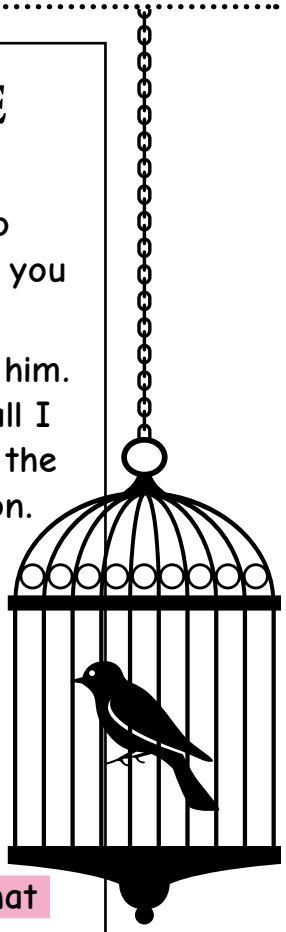
Long ago, there was a Seneca boy who had been hunting in the forest all day. He sat on a stone to rest. As he sat, he heard a voice say, "Shall I tell you a story?"

The boy looked around to see who was talking to him. He could see no one. The voice spoke again. "Shall I tell you a story?" This time the boy realized that the voice was coming from the stone he was sitting on.

The boy wondered about the things the stone could tell. "Yes, I would like you to tell me a story," said the boy.

"First, you must give me one of the birds you caught today," said the stone.

The boy laid down one of his birds and the stone began. It told stories about strange creatures called stone giants, and flying heads that used to make war on the Seneca people.



1 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the stone's stories.

Teacher check

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Visualisation

Read the passage.

Circle what the boy swapped for the stone's stories.

Underline who the boy brought to listen to the stone's stories.



As soon as the stone finished one story, it began another. The boy was spellbound.

Day after day for weeks, the boy returned, always swapping a bird for the stone's stories. He began to bring people from his village with him. Soon lots of people were coming to the stone to hear its stories. Then, one day the stone said to the boy, "I will no longer tell stories. Now it is your job to remember them and tell them to your people. Wherever you go to tell these legends, you will be welcomed and cared for."

The boy was given gifts in every Seneca village, just as he had given the stone a gift each day. He spread the stories among his people until he died. The stories are still told today.

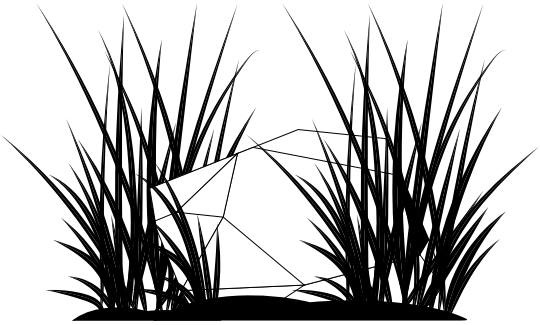


Highlight what the stone said to the boy.

Put a box around what the boy received from the people in the villages.

2 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of people from the village listening to the stone's stories.

Teacher check



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Cause and effect

Writing describes actions and thoughts. Their cause (why they happen) leads to effects (what the results are).

Read the passage.

Highlight why Hannah went to sit under the tree.

Underline words that help us work out how Josh felt when Hannah said she was going to sit under the tree.

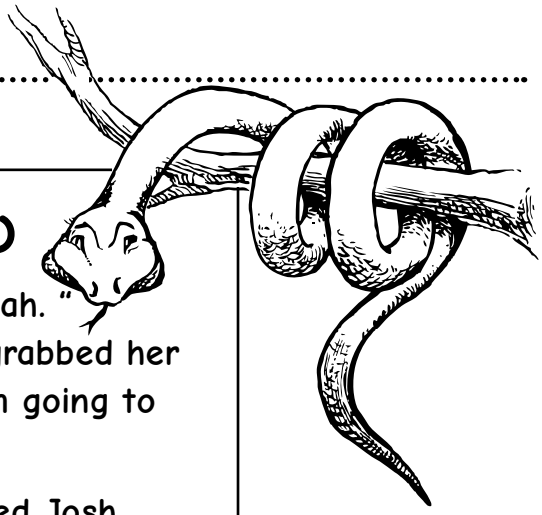
Circle the words that show how close Hannah was to the dead snake.

Assignment Fiasco

"Oh, I can't work with you," said Hannah. "This is insane. I need some air." She grabbed her books and looked out the window. "I'm going to sit under that tree."

"Wh...? Wha...? What tree?" stammered Josh. Hannah was already out the door and headed for his snake tree. All he could do was watch through the window as she walked down the stairs and sat right under the branch. He couldn't help but notice how undead the snake looked. Normally, he would have been pleased. Right now, he felt sick. Josh reckoned it would take Hannah about three seconds to notice the snake. He began to count.

"AAAAAAAAAAHHHHHHHHHHHHHHHHHHHH!"



Colour how long Josh thought it would be before Hannah noticed the snake.

Put a box around Hannah's reaction when she saw the snake.

Circle the correct answers.

1 Why did Hannah go and sit under the tree?

a It was hot and stuffy in the library. **b** She didn't want to work with Josh.
c She thought the fresh air would help her think. **d** She was feeling sick.

2 What effect did Hannah's decision to sit under the tree have on Josh? He felt a sense of …

a excitement. **b** disappointment. **c** shock. **d** pleasure.

3 What was the most likely reason there was a dead snake in the tree?

a A bird had dropped it there. **b** A cat had dragged it there.
c The science class had left it there. **d** Josh had put it there.

4 Why did Josh think it would take Hannah only three seconds to notice the snake? It was …

a a bright colour. **b** right above Hannah's head. **c** smelling badly. **d** very big.

5 What happened when Hannah saw the snake? She …

a screamed. **b** fainted. **c** ran away. **d** reached up to touch it.

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Cause and effect

Read the passage.



Hannah sat with Emma, a girl from the year above. Josh hid in the seat behind Hannah, waiting for another chance to talk to her. Then he overheard Hannah's plan.

"That is such a good idea," cried Hannah with excitement. "It gets me out of working with Super Pain and I'm not cheating or breaking any of the Assignment Quest rules."

"Exactly," agreed Emma. "You're still working in a team and you're not swapping him for someone else. You're just getting him to do what he's best at—which in this case isn't much."

They both giggled.

Josh heard Hannah say, "So what's the web address for this site, Emma? I'd better write it down."

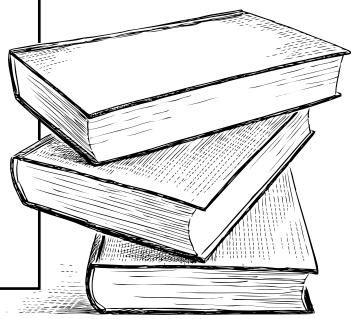
Highlight the reason Josh sat behind Hannah.

Underline the reason Hannah was excited.

Colour why Hannah would still be sticking to the Assignment Quest rules if she used Emma's idea.

Underline the words that suggest that Emma does not have a high opinion of Josh's abilities.

Circle where Hannah intends to find help with her assignment.



6 Why did Josh hide in the seat behind Hannah?

He was waiting for another chance to talk to her.

7 Carefully explain why Hannah was excited.

Emma had told Hannah how she could get out of working with Josh without cheating or breaking any of the Assignment Quest rules.

8 What caused the girls to giggle?

Emma's comment about Josh not being good at doing very much.

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Point of view

To identify the author's or a character's point of view, consider their choice of words and other details. They can help reveal their beliefs, personal judgements and attitudes.

Read the passage.

Circle the word that shows how Rory felt about school.

Highlight the words that indicate that Mr Logie did not want to encourage Rory to interrupt the lesson.

Underline the words that show that Mr Logie felt he was taking a chance in allowing Rory to ask a question.

The Complicator

School was even more complicated than home. Rory enjoyed school. He knew the answers to most of the questions Mr Logie asked the class, but everyone was always in such a hurry.

"Today we are going to learn about coal," began Mr Logie warily, trying not to look in Rory's direction. But Rory's arm shot up and waved about. Mr Logie decided to risk it. "Yes, what is it, Rory?"

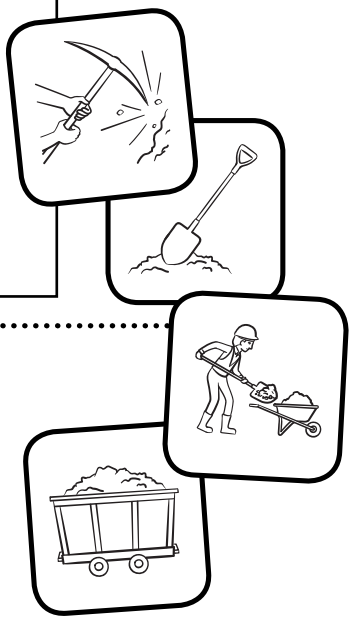
"Please, sir, will we be learning about black coal, brown coal or charcoal?"

"Coal!" thundered Mr Logie. "JUST — ABOUT — COAL! And I am warning you, Rory! I happen to think that sending complicated-boys-who-ask-too-many-questions down coal mines is A VERY GOOD IDEA!"

Colour the question that Rory asked Mr Logie.

Put a box around the word that suggests that Mr Logie shouted at Rory.

Underline the words that best express Mr Logie's opinion of Rory.



Circle the correct answers.

1 How did Rory feel about school? He …

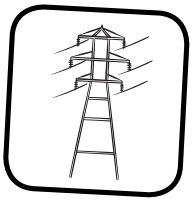
a hated it. **b** liked it.
c thought it was simple. **d** found it boring.

2 Which word is the clue to question 1's answer?

a hurry **b** complicated **c** knew **d** enjoyed

3 How did Mr Logie feel about Rory? Mr Logie thought that Rory …

a was a nuisance. **b** was conscientious.
c was clever. **d** had good ideas.



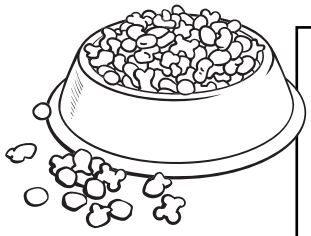
4 What is the clue to question 3's answer? Mr Logie …

a asked Rory to answer the questions. **b** liked to listen to Rory's ideas.
c said that Rory asked too many questions. **d** thought that Rory knew a lot about coal.

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Point of view

Read the passage.



By this time, Lettice was ready to play with her ridiculous dog called Parrot.

Sorry to be rude about a small animal, but she was ridiculous. She looked like a parrot without feathers. She even had a crest like a parrot. Rory gawped the first time he saw Parrot and wondered what unpleasant disease she had.

"Chinese Crested!" said Lettice. "Very simple—no brushing, no fleas, no walking. And she makes a good hot water bottle."

"It looks very ... er, um, fragile," said Rory, trying to be polite.

Lettice giggled. "Hideous, you mean! But I love her."



Circle the word that sums up the author's opinion of Parrot the dog.

Highlight the author's description of Parrot.

Put a box around Rory's reaction the first time he saw Parrot.

Underline the words that show that there was something wrong with Parrot.

Circle the word that is similar in meaning to *delicate*.

Colour how Lettice feels about Parrot.

5 What is the author's opinion of Parrot the dog? Support your answer with quotes from the passage.

The author thinks Parrot looks ridiculous. "She looked like a parrot without feathers."

6 What did Rory think of Lettice's dog?

Rory thought there was something strange with Parrot. He wondered "what unpleasant disease she had".

7 What is Lettice's opinion of her dog? Support your answer with quotes from the passage.

Lettice thinks Parrot looks hideous but still loves her. The dog is easy to take care of and acts like a hot water bottle.

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Making connections

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Read the passages.

Robin Hood

Text 1

As they neared the Abbey, Robin walked in front of the rest and held his bow in his free hand. Presently he came to a stream and heard sounds of a jovial song floating towards him. He hid under a bush and watched alertly. At length, approaching the far bank, Robin espied a knight, clad in chain armour and very merry.

He sang, in a lusty voice, a hearty woodland song. "Now by my bones!" thought Robin, puzzled, "but I have heard this song before."

Text 2

Steadily Robin pressed forward till he came to a stream that dipped in and out among the willows and rushes on the banks.

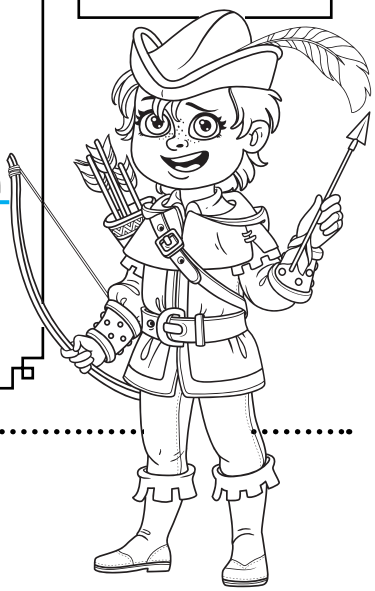
As he sat down to rest and take his bearings, he heard snatches of a jovial song floating to him from the farther side.

Presently the willows on the other bank parted and there emerged a stout friar in a long cloak, tied with a cord in the middle. On his head was a knight's helmet and in his hand was a huge pasty pie.

In both texts, circle where Robin sat and waited.

In both texts, **highlight** the sounds Robin heard.

In both texts, underline the description of the man on the opposite bank.



Circle the correct answers.

1 What information appears in both texts? Robin came to …

a some bushes. **b** some willow trees. **c** a stream. **d** some rushes.

2 What information appears in both texts? Robin heard someone singing …

a a woodland song. **b** a happy song. **c** a sad song. **d** a folk song.

3 What information appears in Text 1? The man Robin saw was wearing …

a a knight's helmet. **b** a long cloak. **c** a leather cloak. **d** chain armour.

4 What extra information does Text 2 give us about the man Robin saw? He was …

a eating a pie. **b** tying a cord around his middle.

c singing in a loud voice. **d** holding his helmet in his hand.

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Making connections

Read the passages.



Text 1

Robin called out suddenly upon the knight, fitting an arrow as he did so.

"I pray you, Sir Knight, to carry me across this stream," said Robin.

"Put down your bow, forester," shouted the knight, "and I will safely carry you across the stream."

While Robin was searching his memory to fit a name to this courteous knight, the latter had waded across to him.

The knight carried Robin safely across the stream.

"Now, gossip, you shall carry me over this stream," said the knight serenely. "One good turn deserves another, as you know."

In both texts, **highlight** Robin's request to the man to carry him across the water.

In both texts, underline the man's answer to Robin's request.

In one of the texts, **colour** the words that show that Robin thinks he knows the man.

Put a box around the final paragraph in both texts.

Text 2

Robin seized his bow and fitted an arrow. "Hey, Friar!" he sang out, "carry me over the water."

"Put down your bow, fellow," the friar shouted back, "and I will bring you over the stream."

The friar waded across the stream and took Robin upon his back. He spoke neither good word nor bad till he came to the other side.

Robin leaped lightly off his back, and said, "I am much beholden to you good father."

"Beholden, say you!" rejoined the other, drawing his sword; "then you shall repay your score. In short, my son, you must carry me back again."

5 Write a paragraph that briefly describes what both texts tell us about the events.

Robin fits an arrow to his bow and asks the man to carry him across the stream. The man agrees to Robin's request but says Robin must first put down his bow. When they reach the other side, the man says Robin must carry him back.

6 List at least three ways in which the texts give a different interpretation of the events.

In Text 1, the man is a knight; Robin hides under a bush; Robin thinks he recognises the man.

In Text 2, the man is a friar.

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Figurative language

An author uses figurative language to encourage the reader's imagination. *Alliteration* repeats consonant sounds. *Onomatopoeia* imitates sounds. *Simile* compares one thing to another using the words 'like' or 'as'. *Metaphor* also makes comparisons but without using 'like' or 'as'. *Personification* gives animals and objects human qualities.

Read the passage.

Circle the word that describes the glade.

Highlight the words that describe how the poet envisions peace coming to the Isle.

Put a box around the word that suggests that the morning is misty.

The Lake Isle of Innisfree

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made:
Nine bean-rows will I have there, a hive for the honey-bee;
And live alone on the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

Underline the sound that the poet imagines he will hear in the morning.

Colour the words that suggest that at night the poet will see lots of stars in the sky.

Circle the words that suggest that there will be lots of birds flying about in the evening.

Circle the correct answers.



1 What image of peace does the poet's description in lines 5 and 6 create?
The poet creates an image of peace as something …
a hard to hold on to. **b** soft and gentle. **c** harsh and shrill.

2 Which of the following is a metaphor?
a Nine bean-rows **b** bee-loud glade
c veils of the morning **d** where the cricket sings



3 Which of the senses is the poet appealing to when he compares noon to a purple glow?
a sight **b** hearing **c** touch **d** smell

4 Which two senses is the poet appealing to in the final line?
a sight **b** hearing **c** touch **d** smell

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Figurative language

Read the passage.

Highlight three metaphors in stanza 1.

Underline an example of alliteration in stanza 2.

Circle the colours that compare the brightness of the Isle with the dullness of the city.

Colour the line that indicates that the poet hears the sounds of the lake no matter where he is.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.



5 Use ideas from the poem to help you complete the following similes.

a Peace descended on the Isle like Teacher check

b The morning mist hung like _____

c The stars in the sky shone as _____

6 What figure of speech is *lake water lapping with low sounds*?

alliteration

7 Why are the repeated *l* sounds in *lake water lapping with low sounds* an effective way of describing the sounds by the shore?

They are soft, liquid sounds, like the sound of water lapping on a shore.

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Drawing conclusions

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.



Highlight the reason Theseus was able to escape.

Circle the person King Minos blamed for Theseus' escape.

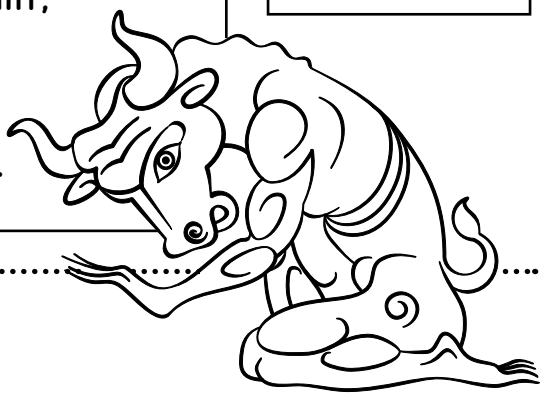
Daedalus and Icarus

King Minos was filled with anger. The hero, Theseus, had killed the Minotaur in a labyrinth and had now escaped. The King blamed the master craftsman, Daedalus, for helping Theseus. He ordered that Daedalus be trapped in a tower of the labyrinth he had designed and built, on the island of Crete.

"As extra punishment, your son can join you!" roared King Minos.

Underline how King Minos punished Daedalus.

Colour the extra punishment King Minos meted out to Daedalus.



Circle the correct answers.

1 Which is the best conclusion? The Minotaur had been …

a imprisoned in the labyrinth. **b** guarding the prisoners in the labyrinth.

c hiding from King Minos. **d** running away from Theseus.

2 What is the clue to question 1's answer?

a King Minos imprisoned Daedalus in the labyrinth.

b King Minos thought Daedalus had helped Theseus escape.

c Theseus was able to escape after killing the Minotaur.

d Theseus was a hero.

3 What conclusion can we draw about King Minos? King Minos was powerful and …

a spiteful. **b** compassionate. **c** wise. **d** merciful.

4 What is the clue to question 3's answer? King Minos …

a imprisoned Daedalus because he thought he had killed the Minotaur.

b imprisoned Daedalus and his son because he thought they were dangerous.

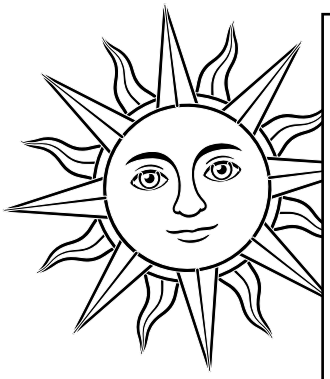
c imprisoned Daedalus' son because he thought he would miss his father.

d imprisoned Daedalus' innocent son to further punish the master craftsman.

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Drawing conclusions

Read the passage.



After a year, Daedalus had made two pairs of wings. He strapped one set of wings on himself and the other onto his son.

"Stay close to me, Icarus," said Daedalus. "Listen carefully — do not fly so low that the sea spray soaks the feathers or so high that the sun melts the wax." He showed his son how to flap his arms so the wings beat the air, and together they rose to freedom and away from the tower.

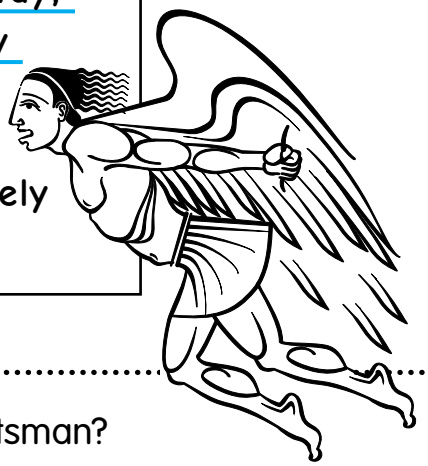
Icarus was excited as the earth fell away, filled with the thrill of flying and finally being free. He began to be careless. Unable to contain his excitement, he flew higher and higher. Icarus completely forgot his father's warning.

Underline the words that suggest that Icarus had not enjoyed being imprisoned.

Colour the words that suggest that Icarus' wings were likely to be destroyed by the sun.

Circle two things that Daedalus warned could destroy their wings.

Highlight what Daedalus and Icarus had to do to make the wings lift them into the air.



5 What conclusion can we draw about Daedalus' skill as a craftsman? Support your answer with evidence from the passage.

He was a talented craftsman. He made wings that allowed him and his son to fly.

6 What conclusion can we draw about the reliability of the wings Daedalus made? Support your answer with quotes from the passage.

The wings work but can be destroyed if "sea spray soaks the feathers" or if "the sun melts the wax".

7 What conclusion can we draw about how Icarus' wings would be destroyed? Support your answer with a quote from the passage.

The wings would most likely be destroyed by heat from the sun as Icarus "flew higher and higher".

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