Reading EGGSPRESS

Series F

COMPREHENSION

FICTION

Teacher Book

Answers for all Lesson Worksheets



Reading Eggspress Comprehension Series F Teacher Book, Fiction

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In this book

The **Reading Eggspress Comprehension** program shows students how to understand the literal meaning of a text and its vocabulary, and its inferred meaning. This teacher book has the answers to the 20 step-by-step lessons, over four terms, that teach key strategies for students to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. The lessons align with the following components of the Australian Curriculum:

Australian Curriculum content codes and descriptions

ACELA1502 – Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

ACELA1512 – Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

ACELY1701 – Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

ACELY1702 – Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

ACELY1703 – Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

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	5
	Main idea and details	31
	Sequencing events	9, 27
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	21, 33
	Compare and contrast	1, 7
	Drawing conclusions	19
	Making inferences	35
	Making predictions	25
	Figurative language	17, 29, 37
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Character behaviour	3, 15
	Making connections	23, 39
	Point of view	13
Vocabulary Uses context clues and own knowledge to understand key words in the text.	Word study	11

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Class record sheet

Name	Term 1					Term 2				
	Compare and contrast	Analysing character feelings and motivation	Finding facts and information	Compare and contrast	Sequencing events	Word study	Point of view	Analysing character feelings and motivation	Figurative language	Drawing conclusions

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Class record sheet

Comprehension Fiction Series F

	Term 3					Term 4				
Name	Cause and effect	Making connections	Making predictions	Sequencing events	Figurative language	Main idea and details	Cause and effect	Making inferences	Figurative language	Making connections

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Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.



Put a box around the words that tell where the tunnels were.

Circle the nouns that tell what Jakob and Tibalt would have seen in the cave.

Highlight the word that tells in which part of the cave the stalactites were.

Above and Below

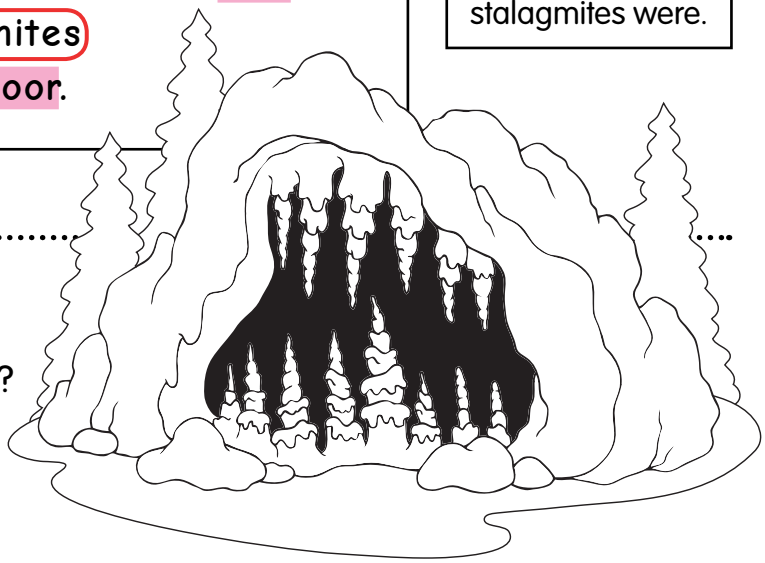
Jakob led Tibalt through the tunnels. There were guards all the way along. There wasn't much need for guards in this peaceful underground city, but they added to Zelig's power.

Jakob and Tibalt arrived at the crystal gardens. The huge cave was filled with beautiful limestone formations. The strange, pale shapes glittered in the light from the firefly lanterns. Long, thin stalactites hung from the roof, and chunky stalagmites rose up from the floor.

Colour the adjectives that describe the stalactites.

Colour the adjective that describes the stalagmites.

Highlight the word that tells in which part of the cave the stalagmites were.



Circle the correct answers.

1 How are stalactites and stalagmites similar?

- **a** Both form underwater.
- **b** Both form in limestone caves.
- **c** Both form on trees.
- **d** Both form on forest floors.

Colour the correct answer in each of the following pairs.

2 Stalactites and stalagmites …

- **a** ● are the same shape. ○ are different shapes.
- **b** ● grow in different directions. ○ grow in the same direction.
- **c** ○ grow on the same part of the cave. ● grow on different parts of the cave.

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Compare and contrast

Read the passage.

Circle the word that shows Jakob's home is underground.

Colour what Jakob's family ate for supper.

Underline where Felda lived.

Below world

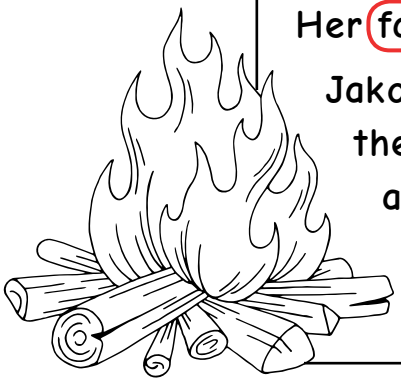
Jakob walked slowly home. From the tunnel, he could smell supper cooking on the fire. He opened the door to his dark, damp home chamber.

Della, Jakob's mother, was pouring mushroom stew into three bowls. "Supper will be ruined if we don't eat it now."

Above world

Felda lived in a large cottage in a small village. Her father, Baldric, was the village chief.

Jakob and Tibalt sat down with Felda and the villagers. They ate food with the most amazing tastes. Bread was mixed with herbs, and the fruits were sweet and juicy.







Highlight two adjectives that describe Jakob's home.

Put a box around the word that shows the relationship between Jakob and Della.

Circle the word that shows the relationship between Felda and Baldric.

3 List at least one similarity between Jakob and Felda's lives.

both live with a parent

4 How is Felda's home different from Jakob's?

It's above ground/it's a real house.

5 How is the food in the above world different from the food in the below world?

more variety/tastier/fresher

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Analysing character feelings and motivation

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.

Read the passage.

Highlight a group of words that show how Oscar feels about their new home.

Circle the verb that shows how Mum feels about their new home.

Put a box around the adjective that describes how Georgia is feeling.

Just Call Me Jungle Boy

No way! Can't be! Please tell me this isn't happening. Help me someone! I look at my dad. His smile is so wide it covers his whole face. Mum is crying. My sister, Georgia, seems pretty upset too. Her mouth hangs open. Her eyes are bulging.

"Welcome to your new home," announces Dad. "What do you think, Oscar?"

"I ... I ... I don't know what to say," I stammer.

Underline the sentence that shows how Dad is feeling.

Circle the punctuation that emphasises Oscar's feelings.

Colour the verb that describes the way Oscar answers Dad.

Circle the correct answers.

1 How does Oscar feel about their new home? He …

a loves it. **b** thinks it is alright. **c** doesn't like it. **d** thinks it is haunted.

2 Which sentence from the text is the best clue to question 1's answer?

a Her eyes are bulging. **b** Please tell me this isn't happening.
c Her mouth hangs open. **d** What do you think Oscar?

3 Which punctuation emphasises Oscar's feelings?

a . **b** , **c** " **d** !

4 Which adjective best describes how Dad feels about their new home?

a enthusiastic **b** disappointed **c** curious **d** upset

5 Which sentence is the best clue to question 4's answer?

a Help me someone! **b** His smile is so wide it covers his whole face.
c Mum is crying. **d** I look at my dad.

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Analysing character feelings and motivation

Read the passage.

Underline the words that show the narrator's opinion of Georgia's novel.

Highlight the words that show how Georgia feels about Nell's grandson.

We've been in our new home in the jungle for about two months now. It seems like forever though.

Georgia has discovered writing and writes great long letters to Tania. She's even started a novel—well, she calls it a novel. Georgia doesn't care about Richard anymore. Not since she discovered Nell's earthy grandson. He's the same age as Georgia and she thinks he's gorgeous.

Mum and Dad are pretty happy too. Dad's veggie garden is thriving and Mum's really into cooking.

Colour the words that show how Georgia's feelings towards Richard have changed.

Underline the clue to how Mum feels about living in the jungle.

6 What is the narrator's opinion of Georgia's novel? Support your answer with evidence from the text.

He doesn't think it's any good because he says, "Well she calls it a novel".

7 Explain why Georgia no longer cares about Richard.

She's discovered Nell's grandson and thinks he's 'gorgeous'.

8 How can we tell that Mum now feels more positive about living in the jungle?

Mum is now "pretty happy" about living in the jungle.

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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.

Underline the key words that tell when the Goblin Deep became darker.

Highlight the words that tell who entered the Goblin Deep.

Circle what could provide cover for the guards.

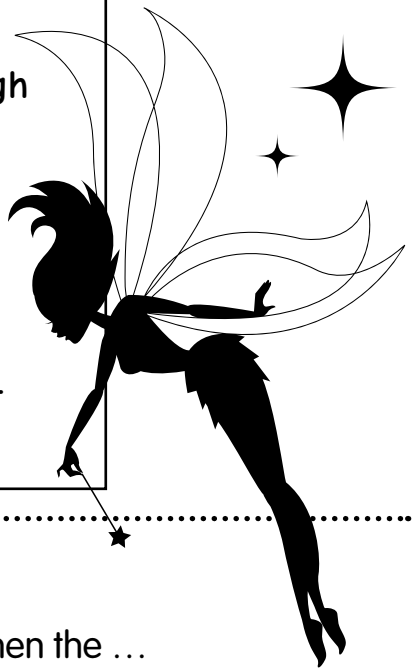
Into the Goblin Deep

The sun finally set. The Goblin Deep became darker. The friends moved forward. They passed cautiously through the shattered doorway. It led into a great hall. Elf, sprite and humans moved in silence, keeping near the wall.

The cold light of the moon shone through the towering, stone-framed windows to their right. It glittered off the dust on the floor. They darted along in silence, moving past gaping doors and yawning windows. Vortagellan knew that the covering shadows could also hide a well-placed guard.

Put a box around how the friends moved through the doorway.

Colour where the windows were.



Circle the correct answers.

1 When did the Goblin Deep become darker? It became darker when the …

a moon set. **b** sun rose. **c** sun set. **d** clouds passed overhead.

2 Who entered the Goblin Deep?

a a human, an elf and sprites **b** a sprite, a human and elves

c an elf, a sprite and humans **d** sprites, humans and elves

3 How did the friends move through the doorway?

a quickly **b** quietly **c** noisily **d** cautiously

4 Where were the windows?

a to the friends' right **b** up ahead **c** to the friends' left **d** up above

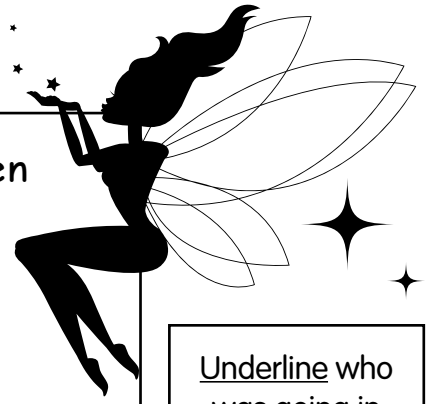
5 What provided good hiding places for the guards?

a pillars **b** shadows **c** doorways **d** windows

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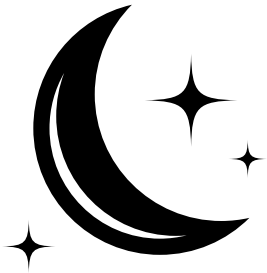
Finding facts and information

Read the passage.



Circle who was standing in front of the portal to the Otherworld.

Put a box around the noises the druids' magic made.



A portal to the Otherworld gaped open below them. It shone like a jewel. Several druids stood before it. Their staffs were joined to the shimmering disc by bright, blue bands of lights. Druid magic cracked and fizzed noisily. The druids were in a deep trance. They chanted spells to keep the portal open.

Faery folk—sprites, fauns and goblins—streamed in and out of the doorway to the Otherworld. Lillian gasped in surprise. All of these little creatures were carrying full sacks on their backs.

Underline who was going in and out of the doorway.

Highlight how the druids kept the portal open.

Colour what the little creatures were carrying.

6 Where were the druids standing? before the portal to the Otherworld

7 Explain how the druids kept the portal open. They were in a trance as they chanted spells.

8 What noises did the druids' magic make? It cracked and fizzed.

9 Who was going in and out of the doorway to the Otherworld?

faery folk: sprites, fauns and goblins

10 When did Lillian gasp in surprise? when she saw the sacks on the faery folks' backs

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Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.

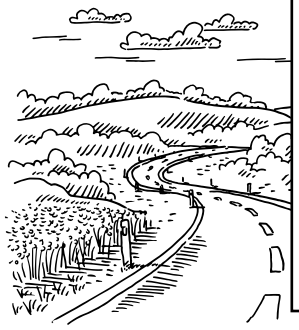
Circle where the children live.

Put a box around what Ben thinks of Anna's choice.

Highlight Mark's reaction to Anna's choice.

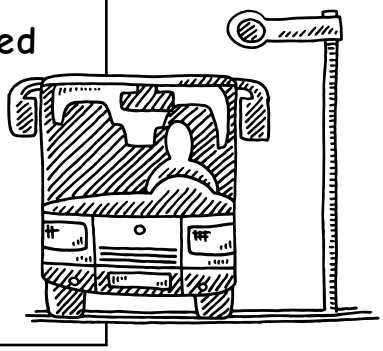
Hitler's Daughter

The novel is set against a backdrop of muddy roads and mournful cows in modern-day, rural Australia. The story of Hitler's daughter is told by Anna, one of four children who wait at the same bus shelter every morning. One of the children usually chooses a character and Anna makes up a story about the character. But one morning Anna decides that she will choose the character. The other children are surprised when she announces who the subject of her story will be. Ben thinks it's a "cool" choice; Mark protests that Hitler did not have a daughter; and little Tracey does not know who Hitler is.



Underline who usually gets to choose the character.

Colour who chooses the character for the new story.



Circle the correct answers.

1 What similar experiences do Anna and Mark share? Choose two answers.

a They catch the same bus to school. **b** They are both good storytellers.

c They both live in rural Australia. **d** They both know about Hitler's daughter.

2 How is Anna's latest story different from her previous ones? This time she …

a is not choosing the character. **b** is choosing the character.

c is reading it from a book. **d** is acting it out.

3 How is Ben's reaction to Anna's announcement different from Mark's? Ben is …

a less enthusiastic than Mark. **b** more surprised than Mark.

c more upset than Mark. **d** more enthusiastic than Mark.

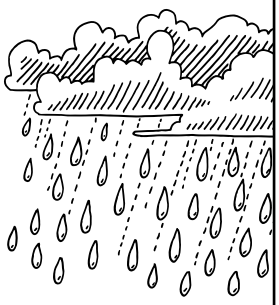
4 Which word is the clue to question 3's answer?

a protests **b** surprised **c** cool **d** know

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Compare and contrast

Read the passage.



The story unfolds over a series of grey, wet mornings, and like the children at the bus stop, the reader can't wait to hear what happens next. French explores the effect that Anna's story has on Mark, a naturally curious boy. Anna's story gets him thinking, and he begins to take a greater interest in news bulletins about suffering in some faraway country. He fears that, like Hitler's daughter, he could be part of something evil without realising it.

But the character who is really at the centre of this novel is Heidi, Hitler's daughter. Heidi is a young girl who loves her father, even though he publicly rejects her.



Put a box around two characters in Jackie French's story.

Circle the character in Anna's story.

Underline words that show how the reviewer thinks readers will respond to the story.

Highlight Mark's fear.

5 According to the reviewer, how will the reader's response to Anna's story be similar to the children's?

Like the children, the reader will be eager to hear what happens next.

6 How does Mark believe that his situation might be similar to Hitler's daughter's?

He is worried that, like Hitler's daughter, he might be part of something evil without knowing it.

7 Describe a difference between Mark and Heidi.

Mark is a character in French's novel and Heidi is a character in Anna's story/Mark is a contemporary character and Heidi is historical/Mark is a boy and Heidi is a girl, etc.

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Sequencing events

Numbers and words give clues to the order in which things happen.

Read the passage.

Circle where the mother goat was.

Underline what the wolf said to the kids.

Put a box around why the kids wouldn't open the door.

The Wolf and the Seven Kids

One day when the mother goat was out her kids heard a gruff voice outside.

"Open the door," said the gruff voice. "Your mother is home with food."

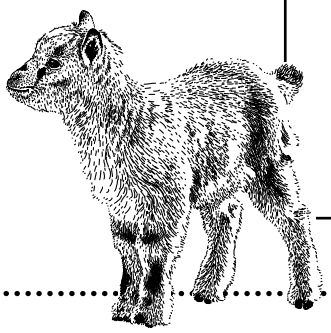
The little kids were hungry, but they remembered their mother's warning.

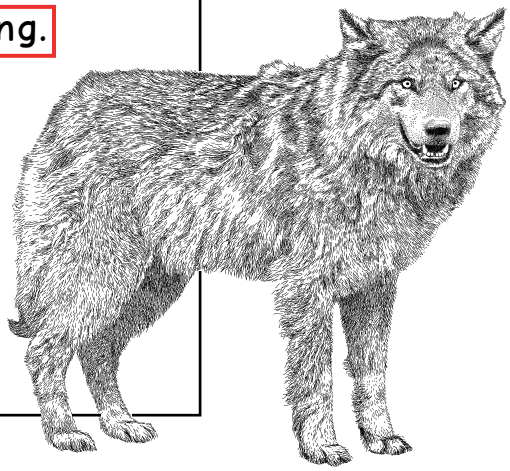
"You are not our mother," they bleated. "Your voice is too gruff!"

The wolf went away and chewed on a lump of chalk to make his voice softer. Then he returned to the goats' cottage.

Highlight what the wolf did after he left the goats' cottage.

Colour what the wolf did after he chewed on the chalk.





1 Write numbers next to the following sentences to show the order in which the events happened.

a [3] The wolf said he was the kids' mother.

b [1] The mother goat went out and left her kids at home.

c [4] The kids said the wolf's voice was too gruff.

d [6] The wolf left the cottage.

e [5] The kids would not let the wolf in.

f [8] The wolf returned to the goats' cottage.

g [2] The wolf came to the goats' cottage.

h [7] The wolf made his voice softer.

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Sequencing events

Read the passage.

Underline the first thing the wolf did.

Highlight what the wolf did after rubbing chalk on his feet.

Put a box around what the kids did when they thought the wolf was their mother.

The wolf went away and rubbed chalk on his feet. He returned to the cottage a third time.

"My little treasures, it's your mother with yummy treats."

The kids saw the white feet, heard the soft voice and flung the door open. The wolf chased the terrified kids, catching them one by one and putting them in a sack. When he caught the sixth kid, he threw the sack over his shoulder and made for his lair. The seventh, smallest kid remained hidden.

When the mother goat returned, she found the frightened kid and left at once to find the others.

Underline what the wolf did with the kids when he caught them.

Circle where the wolf went after he had caught the kids.

Colour what happened when the mother goat returned.

2 Rewrite the following paragraph so that the events are in the correct order.

He caught six of them and put them in a sack. The kids let the wolf in. The seventh kid, who had remained hidden, told his mother what had happened. He came back to the cottage a third time. The wolf then threw the sack over his shoulder and made for his lair. The wolf rubbed chalk on his feet. The wolf chased the terrified kids.

The wolf rubbed chalk on his feet. He came back to the cottage a third time. The kids let the wolf in. The wolf chased the terrified kids. He caught six of them and placed them in a sack. The wolf then threw the sack over his shoulder and made for his lair. The seventh kid, who had remained hidden, told his mother what had happened.

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Word study

Authors shape our view of a subject through their choice of words. A descriptive verb tells exactly how an action or thought occurs.

Read the passage.

Circle the verb that shows how Shane freed himself.

Highlight the verb that shows that Tony spoke aggressively.

Put a box around the verb that helps us see how Tony walked away from Shane.

Underline the verb that helps us visualise what the sand looked like when Tony kicked at the clumps of grass.

Runaway

Shane shook himself free. Had Tony eaten mush for breakfast? It must have gone straight to his brain.

"What do you mean, she's not hurting anyone? First she stole my hamburger and then she took my towel."

"Right," snapped Tony. "You ask her but leave me out of it." He stomped off. Sand sprayed everywhere as he kicked at clumps of grass.



Circle the correct answers.

1 Which verb in the passage could be replaced with 'said'?

a stomped **b** shook **c** stole **d** snapped

2 Why is the verb you chose in question 1 more effective than 'said'? It shows that Tony was …

a annoyed. **b** pleased. **c** impressed. **d** confused.

3 Which verb in the passage could be replaced with 'walked'?

a gone **b** kicked **c** stomped **d** took

4 Why is the verb you chose in question 3 more effective than 'walked'? It shows how …

a clumsy Tony was. **b** angry Tony was. **c** happy Tony was. **d** silly Tony was.

5 In the final sentence, why is 'sprayed' a more effective verb than 'went'?

a It imitates the sound of the sand.

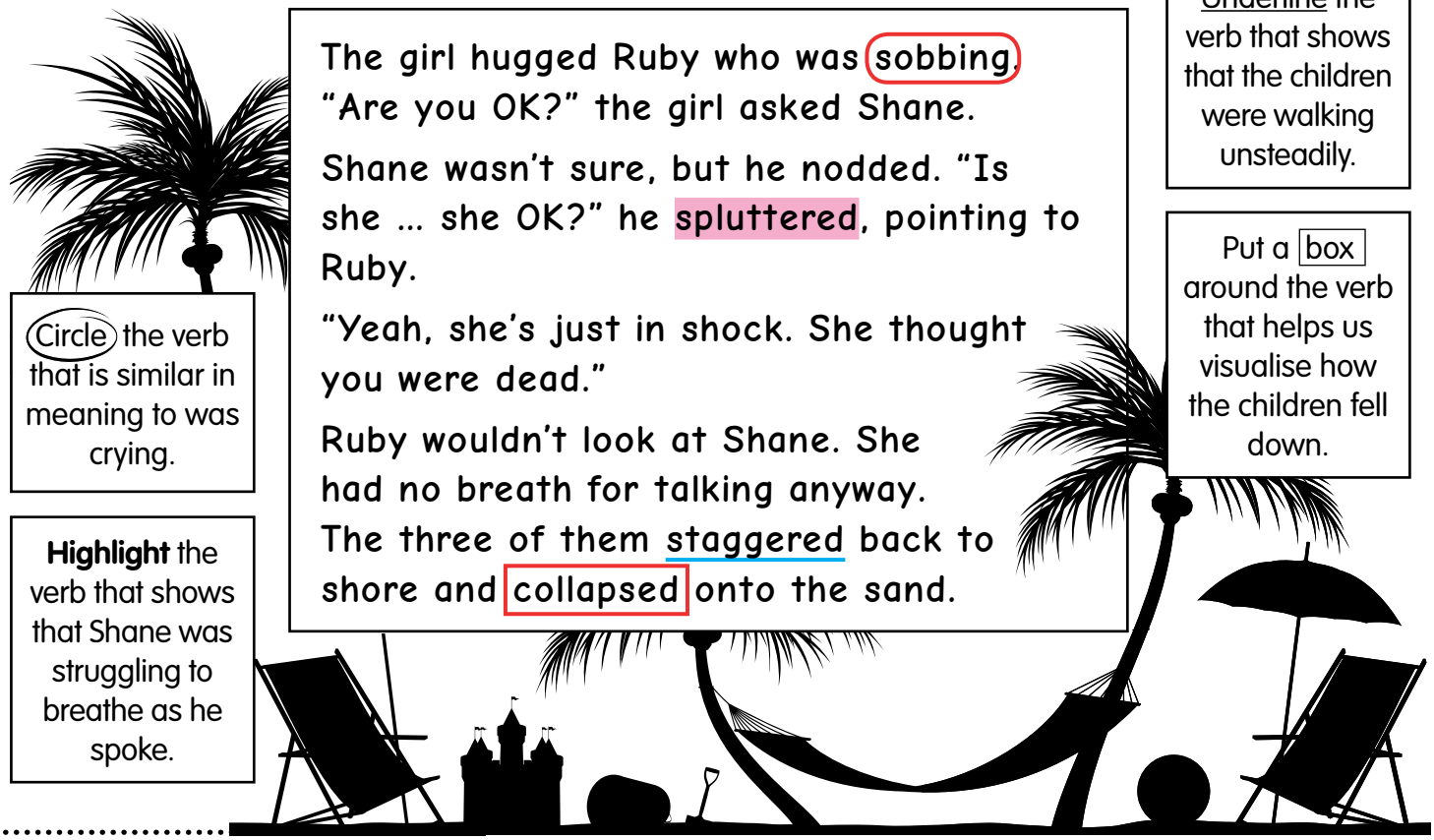
b It helps us imagine what the sand felt like.

c It creates an image of what the sand looked like.

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Word study

Read the passage.



The girl hugged Ruby who was sobbing. "Are you OK?" the girl asked Shane.

Shane wasn't sure, but he nodded. "Is she ... she OK?" he spluttered, pointing to Ruby.

"Yeah, she's just in shock. She thought you were dead."

Ruby wouldn't look at Shane. She had no breath for talking anyway. The three of them staggered back to shore and collapsed onto the sand.

Underline the verb that shows that the children were walking unsteadily.

Put a box around the verb that helps us visualise how the children fell down.

Circle the verb that is similar in meaning to was crying.

Highlight the verb that shows that Shane was struggling to breathe as he spoke.

6 What does the verb *was sobbing* suggest about the way Ruby was crying?

It suggests that she was crying uncontrollably.

7 What does the verb *spluttered* tell us about the way Shane asked the question?

It suggests that Shane was trying to catch his breath while asking the question.

8 What picture does the verb *staggered* give us of the way the children moved?

The children were unsteady on their feet.

9 In the final sentence, why is the verb *collapsed* more effective than *fell down*?

It emphasises how exhausted the children were.

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Point of view

To identify a character's point of view, consider how they behave and feel.

Read the passage.

Underline the words that show that Sally is sure she will succeed.

Highlight the sentences that show that Faisal is worried.

Circle the adjective that describes Corinne's reaction to Sally's question.

Chatroom Trap

The tingling sensation at the back of Sally's head was intense. "Don't worry, Faisal. I'll find out who Venny is," she said.

Faisal shuddered, "You're my only hope."

Sally and Corinne walked to their first class. Corinne was one of the seven students on the list.

"Are you a member of a chatroom?" Sally asked.

Corinne was surprised. "Why? You think the Internet's a waste of time!"

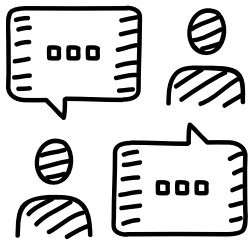
"Well, I do, but that doesn't answer my question."

Corinne shrugged. "Sure I am."

"You know chatrooms aren't safe," Sally warned.

Colour the words that show what Sally's opinion of the Internet is.

Put a box around the words that show how Sally feels about chatrooms.



Circle the correct answers.

1 How does Sally view the challenge of finding out Venny's identity?

a She is worried she won't succeed. **b** She is confident she will succeed.
c She has a few doubts. **d** She thinks it is a hopeless task.

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

a "Sure I am." **b** Faisal shuddered, "You're my only hope."
c "I'll find out who Venny is." **d** Corinne was surprised.

3 What do Faisal's words suggest about his feelings? They suggest he is …

a desperate. **b** hopeful. **c** optimistic. **d** enthusiastic.

4 How does Sally feel about chatrooms? Sally thinks chatrooms are …

a fun. **b** harmless. **c** boring. **d** dangerous.

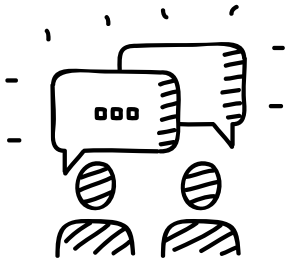
5 Which phrase is the best clue to question 4's answer?

a a waste of time **b** aren't safe **c** tingling sensation **d** only hope

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Point of view

Read the passage.



Underline the first reason Sally thinks people will find out Faisal's secret.

Circle the word that shows that Faisal is not sure if he should tell people his secret.

Sally said, "People will find out your secret one day, Faisal. You'll go somewhere high and ... you'll faint. Then everyone will know."

"Maybe." Faisal didn't want to think about that.

"Faisal, you'll have to tell people for your own safety. No matter what you do, Julian could still tell someone at any time," Sally said.

Faisal scowled.

"You can tell people in your own way, in your own time. But you have to do it," Sally concluded.

Faisal kicked the ground. "I can't. It's just too embarrassing."

Highlight a second reason Sally believes Faisal should tell people his secret.

Put a box around the verb that shows that Faisal is unhappy about revealing his secret.

Colour Faisal's reason for not telling people his secret.

6 From Sally's point of view, what is the best thing Faisal can do?

Faisal must tell people his secret.

7 What reasons does Sally give to support her point of view?

People will find out Faisal's secret eventually – he'll go somewhere high and faint, and Julian could still tell someone at any time.

8 How does Faisal feel about telling people his secret? Support your answer with quotes from the passage.

He doesn't want to tell people his secret: "it's just too embarrassing".

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Analysing character feelings and motivation

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.

Read the passage.



Underline the sentence that shows that Flynn does not know what the Moai are.

Highlight the question Mia asks Flynn.

Racing for the Birdman

"The islanders are very worried about what is causing the red rain. They think it will damage the Moai," whispered Uncle Earl.

"Mo... what?" Flynn tried to say the word.

"MOW-I." Mia sounded the word out slowly for Flynn. "The famous statues of Easter Island. Don't tell me you've never heard of them?"

Flynn shrugged. Mia pulled a book out of her bag and showed Flynn the photograph on the back cover. It was of a long, stone face with a pointed nose, wearing a kind of crown, attached to a short, stone body.

"So this is how you know about all of this?" asked Flynn. He wasn't surprised. No matter how little warning they had, Mia still managed to fit in some research.

Put a box around Flynn's reaction to Mia's question.

Colour why Flynn is not surprised that Mia knows about the Moai.



Circle the correct answers.

1 How does Mia react when Flynn shows that he does not know what the Moai are? She is …

a angry. **b** astonished. **c** pleased. **d** amused.

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

a Flynn tried to say the word. **b** Mia sounded the word out slowly for Flynn.
c Mia says, "Don't tell me you've never heard of them?"

3 What information does the passage give us about Mia? Mia …

a has a curious mind. **b** does not like to read.
c only reads non-fiction books. **d** likes books about famous monuments.

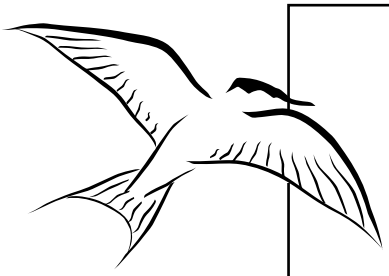
4 What evidence is there in the passage to support question 3's answer? Mia has …

a a book in her bag. **b** done research on the Moai.
c a photograph of the Moai. **d** been on many expeditions.

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Analysing character feelings and motivation

Read the passage.



The woman nodded as though she understood it all. She looked at Flynn very seriously. "Makemake has chosen you to protect the treasured egg."

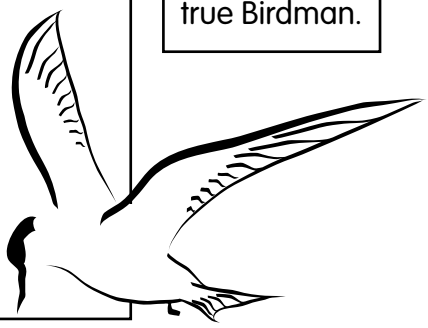
"WHAT?" cried Flynn, jumping to his feet.

The woman took her hand away from his arm. Flynn's mouth gaped when he saw the burn there. A deep red outline formed the shape of a bird.

The woman pointed to a mask on the wall. Flynn thought he looked just like a god of thunder.

"He is the one making the red rain," said the woman. "He is trying to warn us of danger. Makemake wants Flynn to make sure that the true Birdman finds the sooty tern's first egg of the season."

"Danger?" croaked Flynn.



Highlight the phrase that shows Flynn's reaction when he sees the burn.

Colour the sentence that shows that Flynn is worried about helping the true Birdman.

Underline two sentences that show what Makemake wants Flynn to do.

Circle the word that shows that Flynn is shocked.

5 How does Flynn feel when the woman tells him that Makemake has chosen him to protect the treasured egg? Support your answer with quotes from the passage.

Flynn is shocked and cries out and jumps up.

6 How does Flynn react when he sees the burn on his arm? Support your answer with evidence from the passage.

Flynn is horrified; his "mouth gaped".

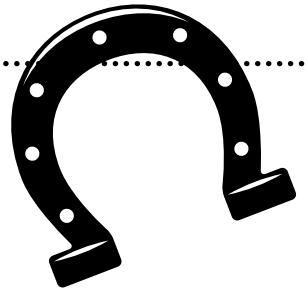
7 What evidence is there to suggest that Flynn is worried about carrying out the task Makemake has set him?

Flynn repeats the word "danger" as a question and his throat is croaky.

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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'.



Read the passage.

Circle the alliteration in line 2.

Underline the simile in line 6.



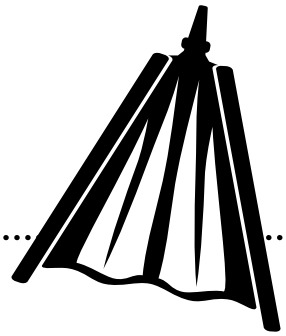
The Village Blacksmith

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Highlight the alliteration in line 3.

Colour the simile in line 8.



Circle the correct answers.

1 Which of the following is an example of alliteration?

a chestnut-tree **b** brawny arms **c** mighty man **d** sinewy hands

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

a The words imitate a sound. **b** A consonant sound is repeated.
c One thing is compared to something else. **d** It contains the word *like*.

3 What figure of speech is *strong as iron bands*?

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

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

a The words imitate a sound. **b** A consonant sound is repeated.
c It compares two things using the word *as*. **d** It gives an object human qualities.

5 Which of the following is a simile?

a His face is like the tan **b** His brow is wet with honest sweat

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Figurative language

Read the passage.

Circle the alliteration in stanza 1.

Underline a simile in stanza 1.

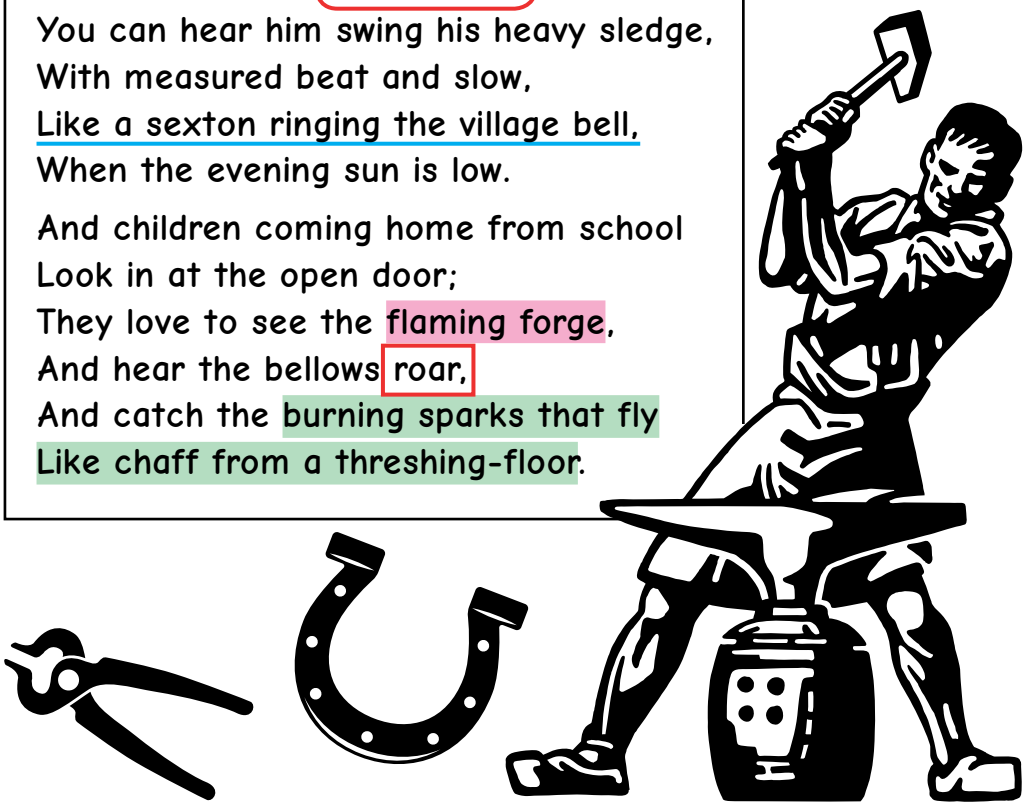
Highlight the alliteration in stanza 2.

Put a box around the word that imitates the sound of an angry animal.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

Colour a simile in stanza 2.



6 What figure of speech is *bellows blow* in line 2?

alliteration

7 Why are the repeated b sounds in *bellows blow* effective?

When you make the "b" sound, you blow air. The repeated "b" sounds emphasise the blowing sound the bellows make.

8 Find and write down an example of alliteration in stanza 2.

flaming forge

9 What figure of speech is *roar* in the second stanza? Explain why it is effective.

onomatopoeia: it is a loud sound that imitates the noise the bellows make

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Drawing conclusions

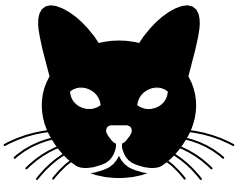
Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.

Underline why Dog joined Donkey.

Circle the word that suggests that Cat was unhappy.

Highlight the words that show that Cat was eager to join Donkey and Dog.



The Four Musicians



Along the way Donkey met a dog.

"I am too old to hunt," sighed Dog.

"Join me," said Donkey. "I am off to town to be a singer."

Soon they came across a weary cat.

"My old teeth are worn, and I can no longer catch mice," sobbed Cat.

"Come with us," said Donkey. "We are off to town to be singers." Cat leaped at the offer.

Soon after, they met an old rooster.

"My mistress says tomorrow I am to be dinner!" Rooster wailed.

Colour why Rooster was upset.

Put a box around the word that shows that Rooster was upset.

Circle the punctuation that emphasises how upset Rooster was.



Circle the correct answers.

1 Which is the best conclusion? When Donkey and Dog came across Cat, Cat was …

a excited. **b** surprised. **c** angry. **d** upset.

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

a weary **b** sobbed **c** worn **d** old

3 Which is the best conclusion? When Donkey asked Cat to join them, Cat accepted …

a enthusiastically. **b** wearily. **c** nervously. **d** shyly.

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

a no longer catch mice **b** old teeth are worn

c leaped at the offer **d** a weary cat

5 Which is the best conclusion? Rooster's mistress plans to …

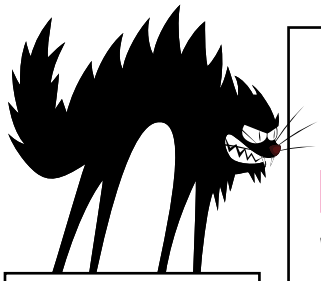
a sell him. **b** eat him.

c give him dinner. **d** make him cook dinner.

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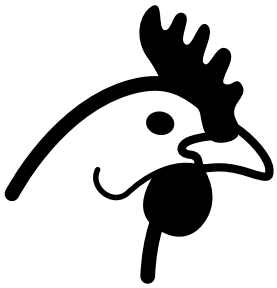
Drawing conclusions

Read the passage.



Highlight the words that are the clue to what Cat did to the robber.

Colour the words that tell what Dog did to the robber.

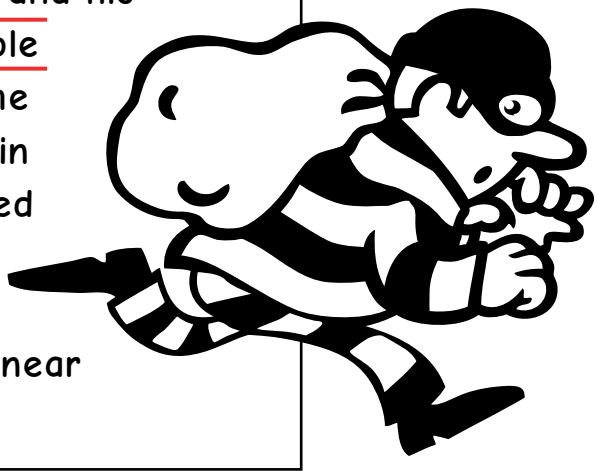


One of the the robbers crept back into the house. Cat leaped at the robber with her sharp claws. The robber tripped over Dog, who bit the robber on the leg. The robber fell onto the sleeping Donkey, who lashed out with his hooves. Rooster woke and crowed loudly, "Cock-a-doodle-do!"

The robber raced back to his gang, his face torn and bleeding, his leg sore and his head swollen. "There is a horrible witch by the fire. She clawed me with her nails and stabbed me in the leg. A hairy monster clubbed me in the head, and from the roof a judge cried 'Catch the rascal, do!' I never want to go near the place again!"

Underline the words that tell what Donkey did to the robber.

Put boxes around who or what the robber thought had attacked him.



6 We can conclude that the robber did not know that he had been attacked by a donkey, a dog, a cat and a rooster. What evidence is there in the passage to support this statement?

The robber thought that the cat and the dog were a horrible witch who had clawed and stabbed him. He thought the donkey was a hairy monster that had clubbed him in the head. He thought the rooster was a judge crying out, "Catch the rascal, do!"

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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.

Put a box around what has made Kelly's bullying worse.

Colour how often Kelly is saying or writing nasty things to Laura.

Highlight what usually cheers Laura up.

Backstage Betrayal

Laura stops at the mirrors. She gazes at her reflection above the hand basin. She wishes Mr Mitchell hadn't given her the solo. Kelly's bullying has always been bad, but the play has made it much worse. The name-calling, lies and nasty notes are now daily events.

Singing usually makes Laura feel better. Softly, she sings her song from the play. She begins to twirl on the tiled floor, pretending she is on the stage. Suddenly the lights go out. Laura can't see a thing.

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



Circle the correct answers.

1 Why does Laura wish Mr Mitchell hadn't given her the solo to sing?

a She doesn't think she's good enough. **b** She doesn't like being on the stage.
c She prefers dancing to singing. **d** She doesn't like being bullied.

2 What effect has Kelly's bullying had on Laura? Kelly's bullying has …

a made Laura angry. **b** confused Laura.
c upset Laura. **d** made Laura determined to succeed.

3 What is the most likely reason Kelly's bullying has become worse? Kelly is …

a afraid of Laura. **b** jealous of Laura.
c disappointed in Laura. **d** worried about Laura.

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

a Laura is prettier than Kelly. **b** Laura is a better singer than Kelly.
c Laura is singing a solo in the play. **d** Kelly has never liked Laura.

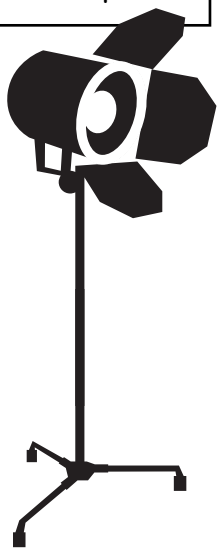
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Cause and effect

Read the passage.

Highlight words that show why Laura is still in the theatre.

Circle who Laura thinks will help her.

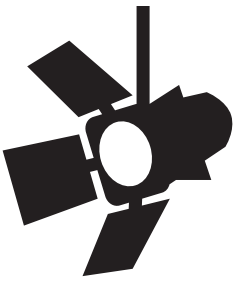


Surely, before leaving, they will check to make sure that no one is locked in the theatre? Of course they will check!

Shona wouldn't leave without her! Shona will look for Laura and ask if anyone has seen her. Shona's parents are supposed to be driving Laura home.

Suddenly, Laura thinks of her own parents. When she doesn't come home, her parents will worry. They will wonder where she is. They'll ring Shona. They'll come to the theatre. They won't rest until they find her.

A balloon of happiness swells in Laura's chest. She won't have to spend all night in this spooky place after all. The balloon bursts. Will her parents think to look for her in the toilet?



Underline the sentence that shows Laura is certain her parents will find her.

Colour why Laura believes she might have to spend the night in the theatre after all.



5 From reading the passage, we can tell that Laura is frightened. What is causing her to feel afraid? Support your answer with a quote from the text.

She is locked in the theatre and is afraid she will have to spend all night there.

6 What gives Laura hope that someone will find her soon?

Shona and her parents will realise she is missing and will come looking for her.

7 What causes Laura to lose hope again?

She doesn't think her parents will expect her to be in the toilet.

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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.

Egyptian Queen

Text 1

Flynn could hardly believe their bad luck. They were only in Cairo for one day and they had to spend it in a museum. Uncle Earl, world famous archaeologist, got to float down the Nile. How unfair! Flynn wanted to climb a pyramid, visit the Valley of the Kings, maybe even ride a camel.

Flynn groaned as he scanned the map of the museum. "OK, let's get this over with. How about we start in the Statue Room?"

In both texts, **colour** all references to the Cairo Museum.

In both texts, **highlight** all references to the pyramids.

In both texts, underline all references to camels.

In both texts, put a box around all references to the Valley of the Kings.

Text 2

One of the most interesting countries I've ever visited is Egypt. Its capital, Cairo, is home to the famous Pyramids of Giza, one of the wonders of the ancient world, and the Cairo Museum, which houses the treasures of Tutankhamun, as well as thousands of other objects from Egypt's past. And I will never forget those camel rides! So much fun! Not to mention our visit to Luxor and the Valley of the Kings. What an amazing experience!



1 Write down whether the following information applies to both of the texts, or just one of the texts.

a a reference to things to see and do in Egypt — both

b a reference to camel rides — both

c what it feels like to ride a camel — Text 2

d visiting the Valley of the Kings — both

e a reference to the Cairo Museum — both

f a reference to Tutankhamun — Text 2

g a reference to the pyramids — both

h a reference to Cairo as Egypt's capital city — Text 2

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Making connections

Read the passages.

Text 1

Queen Hatshepsut was one of the few female pharaohs to rule Egypt. When her husband died, she ruled as regent for her young stepson, Thutmose III, and then proclaimed herself pharaoh. Queen Hatshepsut ruled for almost 20 years in a period known as the 18th Dynasty (around 1489 to 1469 BC).

Queen Hatshepsut was a master politician and dressed like a king, even wearing a false beard. She left behind more monuments and works of art than any Egyptian queen to come.

In both texts, **highlight** all references to Queen Hatshepsut's husband.

In both texts, underline all references to Thutmose III.

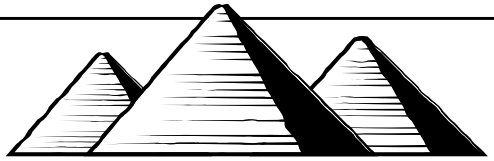
In one of the texts, **colour** the information we are given about when Queen Hatshepsut was pharaoh.

In both texts, circle the phrases that tell what kind of a ruler Hatshepsut was.

Text 2

When Queen Hatshepsut's husband, Thutmose I died, the heir to the throne, Thutmose III, was still a young boy. At first, Hatshepsut was named regent, which meant she ran the country for Thutmose III. Before long, however, she took the title of pharaoh.

Hatshepsut was a clever and powerful ruler. During her reign of 20 years she had many buildings and monuments constructed throughout Egypt, including many statues of herself.



2 What information do both texts give us about how Queen Hatshepsut became pharaoh?

Both texts tell us that Queen Hatshepsut's husband died and she ruled as regent for Thutmose III before she became pharaoh.

3 What information do both texts give us about the kind of ruler Hatshepsut was?

Both texts tell us that she was a strong ruler and a good politician; clever and powerful.

4 What extra information does the first text give us about Queen Hatshepsut?

She dressed like a king and wore a false beard.

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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 the skill that most people on board had.

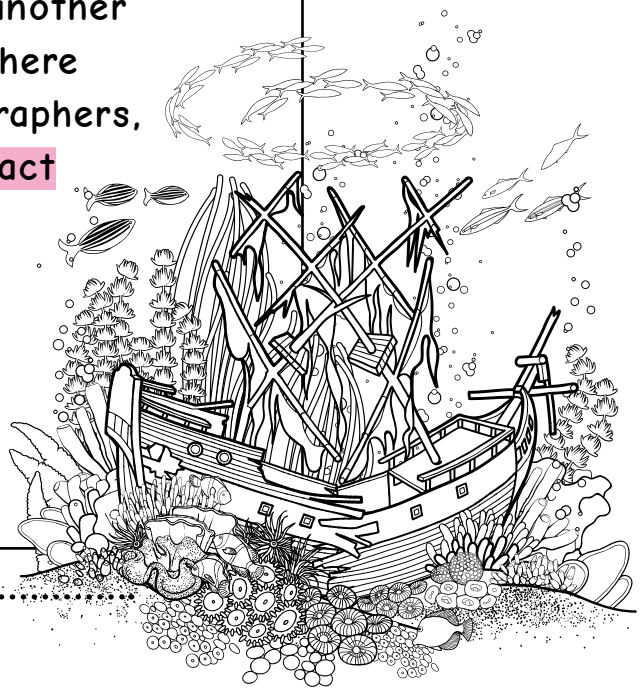
Put a box around the word that shows that some members of the crew knew a lot about shipwrecks.

Highlight the word that refers to an object of cultural or historical interest.

Diving for the Ghost Galleon

Mia and Flynn were surprised to find out how many different skills were on board. While almost all the crew were divers, everyone seemed to have another field of expertise as well. There were researchers, oceanographers, shipwreck specialists, artefact conservationists, salvage experts and a medical team. It seemed that Mel was leaving nothing to chance. He wanted this team to be the best.

Underline the phrase that refers to people who recover objects from shipwrecks.



Circle the correct answers.

1 Based on information in the passage, what is most likely going to happen?

The people on the boat are going to …

- **a** collect underwater plants.
- **b** look for sunken treasure.
- **c** study underwater rock formations.
- **d** measure the depth of the ocean.

2 Which words and phrases are the clues to question 1's answer? Choose four options.

- **a** different skills
- **b** divers
- **c** field of expertise
- **d** researchers
- **e** oceanographers
- **f** shipwreck specialists
- **g** artefact conservationists
- **h** salvage experts
- **i** medical team

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Making predictions

Read the passage.

Colour the phrase that shows what Flynn expected Bloodbath the Pirate to do to him.

Highlight the words that show why Bloodbath the Pirate was interested in *The Atocha*.

Underline the reason Mia says *The Atocha* will make them rich.

"SILENCE!" yelled Bloodbath the Pirate. He was now only a hair's breadth away from Flynn's face. Flynn stood in terror waiting for the strike of the sword. Then Bloodbath the Pirate began to speak slowly. "You come from *The Atocha*, eh? The Spanish ship we are after? Hmm. How very interesting. Tell me of its cargo."

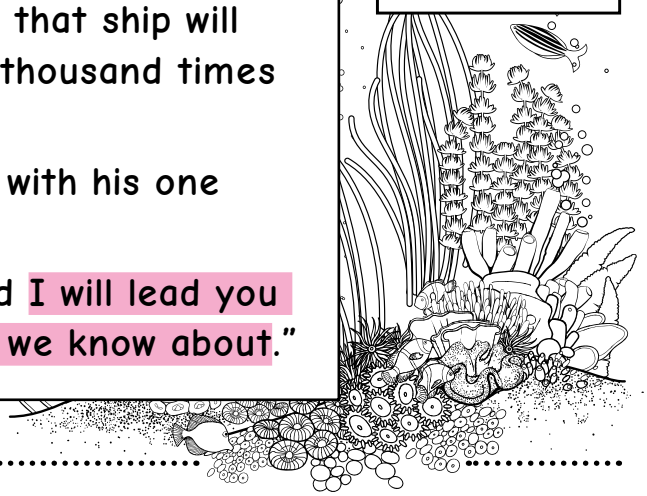
"Why, it's a pirate's dream," cried Mia, diverting Bloodbath the Pirate's attention. "It's packed to the rafters with gold, silver and gemstones! The booty on that ship will make rich pirates of us all, a thousand times over."

"All of us, hey?" He eyed her with his one good eye.

"Why of course! Spare us, and I will lead you to hidden treasures that only we know about."

Circle the word that shows that Mia was trying to get Bloodbath the Pirate's attention away from Flynn.

Highlight the reason Mia says Bloodbath the Pirate should spare her and Flynn.



3 What do you think Bloodbath the Pirate is going to do next? Give reasons for your answer.

Teacher check

4 What do you think is going to happen to Mia and Flynn? Give reasons for your answer.

Teacher check

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Sequencing events

Numbers and words give clues to the order in which things happen.

Read the passage.



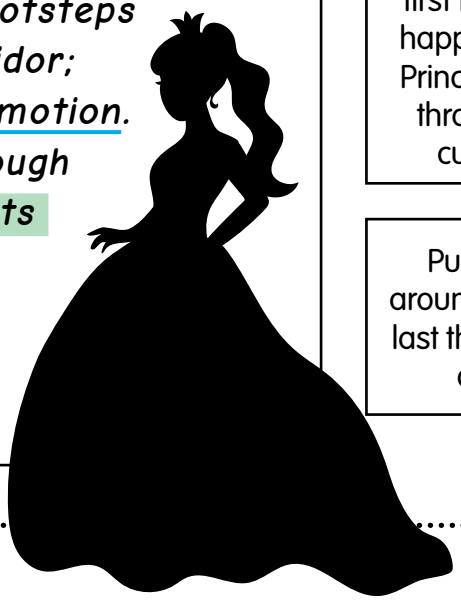
Circle what the audience sees streaming through the window.

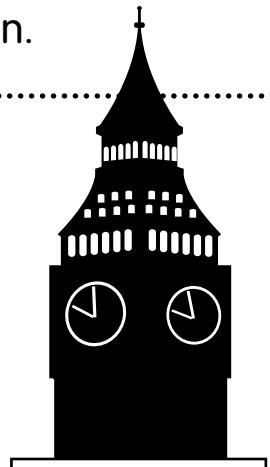
Highlight the first sound the audience hears.

Underline the sound the audience hears immediately after the footsteps.

The Ghost Breaker

At curtain rise, stage dark. Moonlight streams through the window. Small clock strikes five. Pause. Tower clock strikes. Two gunshots heard off stage right. Door slams off stage. Footsteps heard coming along corridor; growing hubbub and commotion. Princess pokes head through curtains. Right door bursts open and Warren Jarvis enters hurriedly, in long coat, closing and bolting the door behind him.





Colour the first thing that happens after Princess looks through the curtains.

Put a box around the very last thing Jarvis does.

Circle the correct answers.

1 As the curtain rises, what is the first thing the audience sees?

a moonlight streaming onto the stage
b a small clock
c a dark stage
d a tower clock

2 Which event happens first?

a Princess looks through the curtains.
b Someone enters Princess's room.
c A door slams.
d A clock strikes the hour.

3 What happens between the time the audience hears footsteps and Princess looks through the curtains? The audience …

a hears a lot of noise.
b hears a door slamming.
c sees a door open.
d hears gunshots.

4 What does Jarvis do immediately after entering the room? He …

a locks the door.
b closes the door.
c looks behind him.
d speaks to Princess.

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Sequencing events

Read the passage.

Highlight the question Princess asks Jarvis.

Underline Jarvis's reply to Princess.

Circle the sound that comes from the corridor.

Highlight Jarvis's final question.

Princess: Is it money you want? All the money I have is on that dressing table. (*Pointing.*) Take it and go.

Jarvis: I'm not a burglar. I don't want your money.

Princess: Well, then, what do you want? (*Sound of running in corridor coming toward door, right.*)

Jarvis: Listen — (*Turns back to door.*) They're coming here. (*To Princess.*) They mustn't search this room, do you understand — you must put them off — I'm not what you think I am. (*Running dies away. Jarvis turns to Princess.*) Is there no way out through that door? (*Indicates door 5r.*)

Princess: That is my maid's room.

Jarvis: The fire-escape — where is it?

Colour what Jarvis does not want the people outside to do.

Put a box around who room 5r belongs to.



5 Rewrite the following paragraph so that the events are in the correct order.

Jarvis asks Princess if there is a way out through a door marked 5r. Jarvis then asks where the fire-escape is. However, Jarvis says he isn't a burglar and refuses Princess's offer. Just then there is the sound of running in the corridor. Princess replies that it is her maid's room. Jarvis tells Princess not to let them search the room. Princess offers Jarvis money. Princess says if he doesn't want money, what does he want?

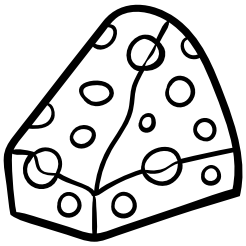
Princess offers Jarvis money. However, Jarvis says he isn't a burglar and refuses Princess's offer. Princess says if he doesn't want money, what does he want. Just then there is the sound of running in the corridor. Jarvis tells Princess not to let them search the room. Jarvis asks Princess if there is a way out through a door marked 5r. Princess replies that it is her maid's room. Jarvis then asks where the fire-escape is.

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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'.

Read the passage.



In paragraph 1, underline the simile.

In paragraph 1, circle two consecutive words that start with the letter *b*.

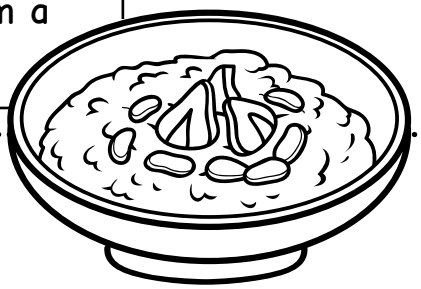
The Goblin and the Grocer

There once was a student who was as poor as a church mouse. He lived in an attic above a grocer's shop. A goblin lived with the grocer downstairs, happy that every year he was given a big bowl of porridge with a large lump of butter.

One evening the student was very hungry. To stop his stomach rumbling, he went downstairs to the grocer's shop to buy some cheese. The student noticed that the cheese was wrapped in pages from a book of poetry.

In paragraph 1, put a box around two consecutive words that start with the letter *l*.

Highlight the word that imitates the sound the student's stomach makes.



Circle the correct answers.

1 Which phrase is an example of a simile?

a a big bowl of porridge **b** as poor as a church mouse

c a large lump of butter **d** his stomach rumbling

2 Which groups of words are examples of alliteration? Choose two options.

a stomach rumbling **b** big bowl **c** book of poetry **d** large lump

3 Which phrase contains an example of onomatopoeia?

a stop his stomach rumbling **b** wrapped in pages from a poetry book

c lived in an attic **d** was very hungry

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

a The phrase contains the word *like*.

b The phrase contains words in which consonant sounds are repeated.

c The phrase contains a word that imitates a sound.

d The phrase contains a direct comparison between two objects.

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Figurative language

Read the passage.

Highlight the object that the tree is compared to.

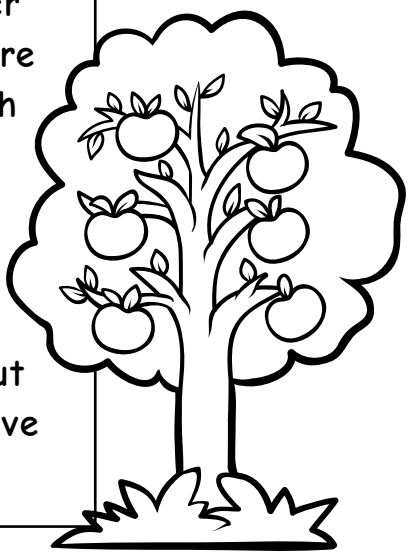
Circle the objects that the fruits are compared to.

Colour the objects that the leaves are compared to.

The goblin listened as the student read from the book of poetry. He was entranced. A tree was a beam of light. The leaves were emeralds, and a flower was the face of a lovely girl. Fruits were shining stars and the air was filled with beautiful music. The goblin had never known such wonders. Great feelings swept over him.

"Such beauty! Maybe I should move into the attic," thought the goblin. "But the student is poor, and he doesn't have any porridge for me."

Put a box around the object that the flower is compared to.



5 Carefully explain how the author uses metaphors to help us understand the great feelings that swept over the goblin as he listened to the poetry.

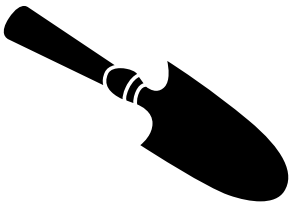
Teacher check

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Main idea and details

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.



Circle the word that suggests that Mr Piper wanted Alex to be his secret agent.

Put a box around the word that shows that Mr Piper did not want anyone to hear what he was saying to Alex.

Operation Green Thumbs

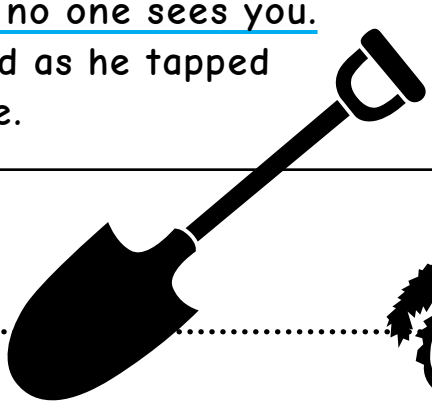
"Alex, this job is very important," Mr Piper whispered. "It's undercover, so don't tell anyone. I'll leave your assignments near the compost bin out the back."

Mr Piper looked up and down the street. "First I need you to get me some soil samples from Old Man Oliver's garden and spare block. You can leave them by the bin. Make sure no one sees you. Top-secret," he said as he tapped the side of his nose.



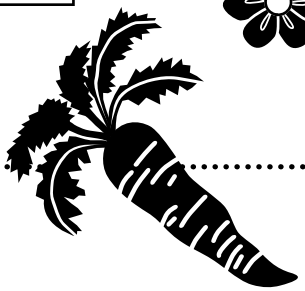
Colour the word that is similar in meaning to *tasks*.

Underline a sentence that shows that Mr Piper did not want anyone to know about Alex's assignment.









Circle the correct answers.

1 What is the passage mainly about?

- **a** the street Mr Piper lives in
- **b** Alex's undercover assignment
- **c** Old Man Oliver's garden
- **d** the importance of the compost bin

2 Which three details from the passage support the main idea?

- **a** leave them by the bin
- **b** up and down the street
- **c** this job is very important
- **d** Top-secret
- **e** near the compost bin
- **f** don't tell anyone

3 What would be the best title for this passage?

- **a** The compost bin
- **b** Undercover agent
- **c** Mr Piper's street
- **d** Old Man Oliver's Garden

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Main idea and details

Read the passage.



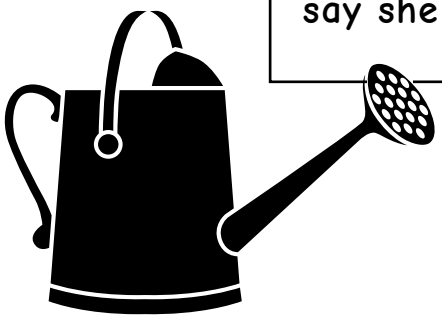
Alex knew how she was going to measure Mr Piper's spare block. In her sports class she had been told that each of her marching steps was about half a metre. As the block was rectangular, Alex was going to march around two of the sides. She'd count how many steps were on each side, and then convert the steps into metres.

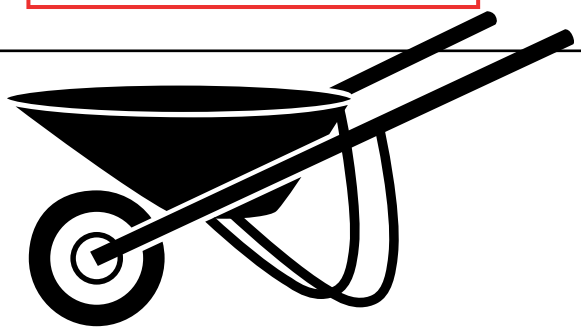
If Mr Piper caught her, Alex was going to say she was practising her marching.



Underline how long each of Alex's marching steps was.

Colour how Alex was going to measure Mr Piper's spare block.





Put a box around the excuse Alex was going to give Mr Piper if he caught her.

4 What is the passage mainly about?

measuring Mr Piper's spare block

5 Which three details in the passage support the main idea?

Alex was going to "measure Mr Piper's spare block"

Alex was going to "count how many steps were on each side"

Alex was going to "march around two of the sides"

6 What would be a good title for this passage?

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.

Circle a word that suggests that the heat was affecting Mia.

Underline the phrases that show that Mia and her companions were having trouble walking on the forest floor.

Highlight the sentences that show how the humidity made Mia feel.

Decoding the Mayan Marvels

Sweat poured from Mia's brow as she lifted the heavy machete to clear the jungle ahead. As they struggled on, the jungle became more treacherous. At times they could barely get a foothold in the soft mud of the rainforest floor. Mia stopped to catch her breath. "This humidity is too much. I'm melting. The jungle is so thick I don't think we'll ever get there!"

Flynn glanced at his watch. It was already 3 pm. At this rate they'd be lucky to make it to the cliffs by sunset!

Mia stopped for some water and found a chocolate bar. She broke off pieces of chocolate for Flynn and Professor Drake.

Colour the word that tells why they could not move quickly through the jungle.

Put a box around where Mia and her companions were headed.

Circle the correct answers.

1 How did the humidity affect Mia? The humidity caused Mia to …

- **a** start melting.
- **b** lose her breath.
- **c** eat chocolate.
- **d** slip in the mud.

2 Why were Mia and her companions making such slow progress? Choose three options. Mia and her companions were struggling to …

- **a** carry their machetes.
- **b** walk in the mud.
- **c** see the cliffs.
- **d** deal with the humidity.
- **e** keep the sun out of their eyes.
- **f** cut their way through the jungle.

3 What is the most likely reason Mia gave everyone a piece of chocolate?

- **a** to reward them with a treat
- **b** to eat it before it melted
- **c** to replenish their energies
- **d** to stop insects from eating it

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Cause and effect

Read the passage.

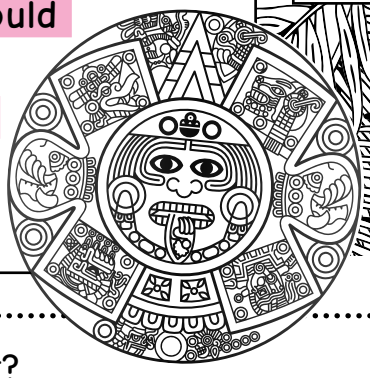
Underline why the people left Tayasal.

Highlight what the people of Tayasal took with them into the forest.

Colour the information the Mayan scrolls are thought to contain.

The Mayan cities survived until 1697 when the last city, Tayasal, was overtaken by Spanish invaders. The king of Tayasal, King Can Ek, and his people vanished into the forest and were never found. They took with them the treasures of the city, including a huge library of Mayan scrolls. These scrolls apparently recorded ancient Mayan medicines, astrology and the secrets of eternal life. It was believed that King Can Ek took his people and library to caves deep within the Mayan mountains.

In 1994 an American archaeologist stumbled upon a clue to the whereabouts of King Can Ek's library — an ancient glowing stone. Finding the library of the Maya would unravel the mystery surrounding South America's oldest civilisation and answer some of *our* most puzzling questions.



Circle when the American archaeologist discovered the ancient glowing stone.

Underline why the archaeologist's discovery was important.

Highlight why archaeologists would like to find the library of the Maya.

4 What caused the people of Tayasal to go into the forest?

Their city was overtaken by Spanish invaders.

5 What is the most likely reason the people of Tayasal took their treasures into the forest with them?

Their treasures were important to them and they didn't want them falling into the hands of the invaders.

6 How would discovering the library of the Maya affect modern humans?

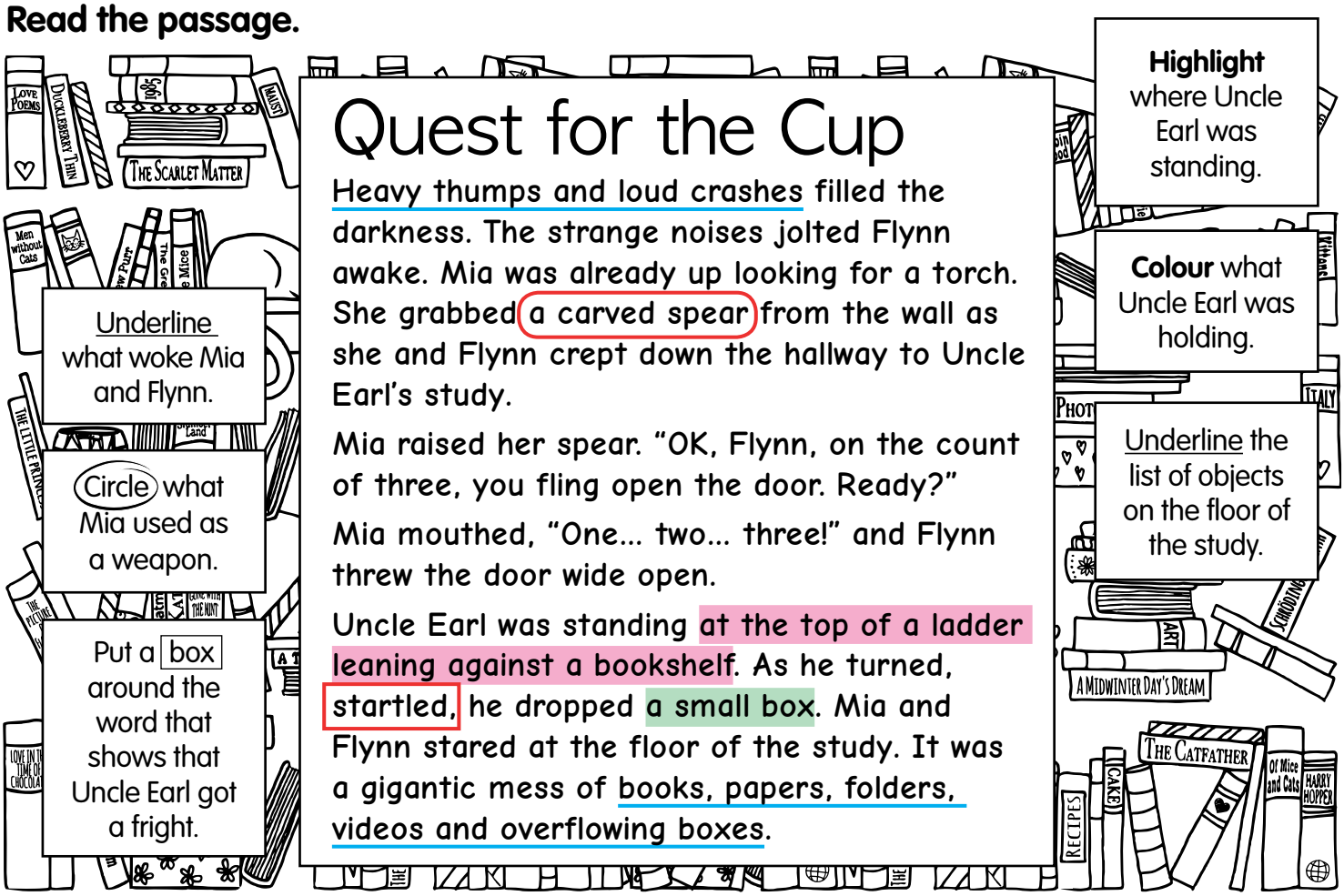
Modern humans would learn the secrets of the Mayans.

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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.



Quest for the Cup

Heavy thumps and loud crashes filled the darkness. The strange noises jolted Flynn awake. Mia was already up looking for a torch. She grabbed a carved spear from the wall as she and Flynn crept down the hallway to Uncle Earl's study.

Mia raised her spear. "OK, Flynn, on the count of three, you fling open the door. Ready?"

Mia mouthed, "One... two... three!" and Flynn threw the door wide open.

Uncle Earl was standing at the top of a ladder leaning against a bookshelf. As he turned, startled, he dropped a small box. Mia and Flynn stared at the floor of the study. It was a gigantic mess of books, papers, folders, videos and overflowing boxes.

Underline what woke Mia and Flynn.

Circle what Mia used as a weapon.

Put a box around the word that shows that Uncle Earl got a fright.

Highlight where Uncle Earl was standing.

Colour what Uncle Earl was holding.

Underline the list of objects on the floor of the study.

Circle the correct answers.

1 Which is the best inference? Mia and Flynn thought that Uncle Earl was a …

a burglar. **b** visitor. **c** repairman. **d** cleaner.

2 Which is the best clue to question 1's answer? Mia …

a told Flynn to open the door. **b** looked for a torch.

c armed herself with a spear. **d** crept down the hallway.

3 Which is the best inference? Uncle Earl had found the small box …

a next to the bookshelf. **b** at the top of the bookshelf.

c at the bottom of the bookshelf. **d** in a cupboard.

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

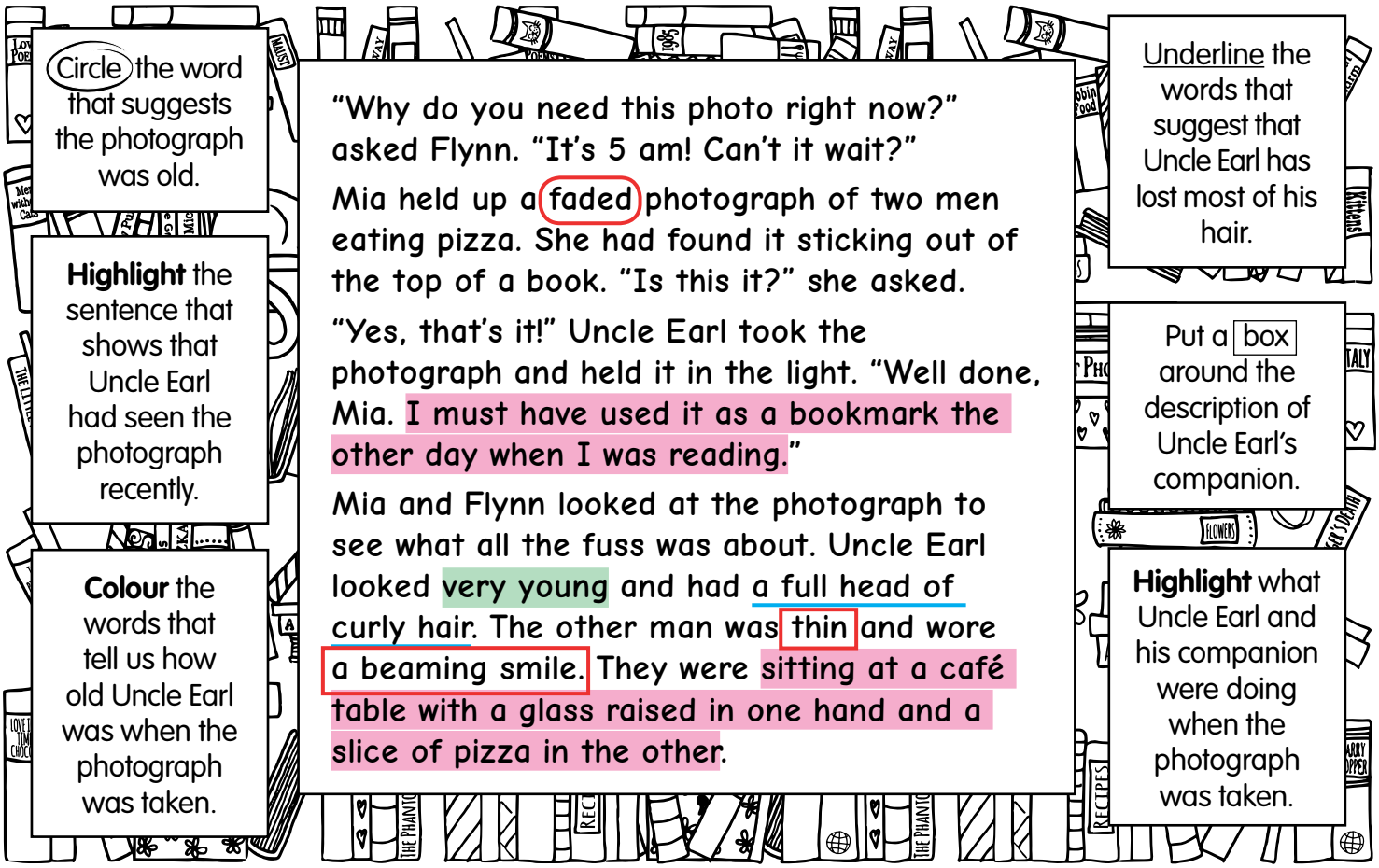
a against a bookshelf **b** was standing

c at the top of a ladder **d** a small box

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Making inferences

Read the passages.



Circle the word that suggests the photograph was old.

Highlight the sentence that shows that Uncle Earl had seen the photograph recently.

Colour the words that tell us how old Uncle Earl was when the photograph was taken.

"Why do you need this photo right now?" asked Flynn. "It's 5 am! Can't it wait?"

Mia held up a faded photograph of two men eating pizza. She had found it sticking out of the top of a book. "Is this it?" she asked.

"Yes, that's it!" Uncle Earl took the photograph and held it in the light. "Well done, Mia. I must have used it as a bookmark the other day when I was reading."

Mia and Flynn looked at the photograph to see what all the fuss was about. Uncle Earl looked very young and had a full head of curly hair. The other man was thin and wore a beaming smile. They were sitting at a café table with a glass raised in one hand and a slice of pizza in the other.

Underline the words that suggest that Uncle Earl has lost most of his hair.

Put a box around the description of Uncle Earl's companion.

Highlight what Uncle Earl and his companion were doing when the photograph was taken.

5 We can infer that the photograph Uncle Earl was looking for had been taken a long time ago. What are the clues?

It was faded. Uncle Earl looked "very young". He [Earl] "had a full head of hair".

6 We can infer that Uncle Earl had seen the photograph recently. Support this statement with a quote from the passage.

"I must have used it as a bookmark the other day when I was reading."

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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* is a type of metaphor that gives human qualities to animals or objects.

Read the passage.

Highlight the metaphor.

Colour an example of personification.

Coffee Creek

I remember fallen trunks
and the rings of growth revealed in death
Fallen yellow sorbet-coloured leaves
over dusty paths quelled by a storm
Blue-green firs, dusted with grey
in staggered rows, silent choristers* in stalls.

*choir members

Circle the word that the leaves are compared to.

Underline the words that the fir trees are compared to.

Circle the correct answers.

1 What figure of speech is *Fallen yellow sorbet-coloured leaves*?

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

2 How does the figure of speech in question 1 help us create a picture of the leaves? It helps us imagine what the leaves …

a look like. **b** taste like. **c** sound like. **d** smell like.

3 The poet compares the fir trees to choristers. What figure of speech is this?

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

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

a Consonant sounds are repeated. **b** The words imitate sounds.
c The trees are compared to people. **d** The poet uses the word *like*.

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Figurative language

Read the passage.

Blue-green firs, dusted with grey
in staggered rows, silent choristers in stalls.

I remember a sprinting squirrel
stopping mid-tree to eye my ride
and the patient inspection of rocks by my horse
as he picked our way across the stream.

Highlight an example of alliteration.

Put a box around two words that show how the squirrel moved.

Circle the adjective that describes the way the horse inspected the rocks.

5 Write out the example of alliteration in the poem.

sprinting squirrel stopping

6 **a** Which two words in question 5's answer suggest movement?

sprinting, stopping

b How do these two words help us visualise the action?

They help use visualise how the squirrel suddenly stopped in the middle of its run up the tree.

7 Which human quality has the poet given the horse?

patience

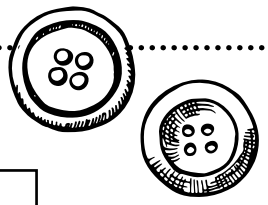
8 How does the poet's description of the horse make you feel about the animal?

Teacher check

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Making connections

Linking a text to your own life is a great way to build understanding. Look for key words and phrases in the text to make connections.



Read the passage.

Highlight what the Emperor liked more than anything.

Underline what the traders said to the Emperor.

Circle the word that shows that the traders were not really weaving any cloth.

The Emperor's New Clothes

There was once an Emperor who liked fine clothes more than anything. One day, two traders arrived in the kingdom. They said they could make beautiful cloth, invisible to anyone who was stupid or unfit for his job.

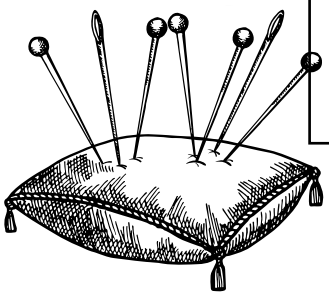
The traders set up looms and set about pretending to weave the invisible cloth. After a while, the Emperor sent his Chief Minister to check on their progress.

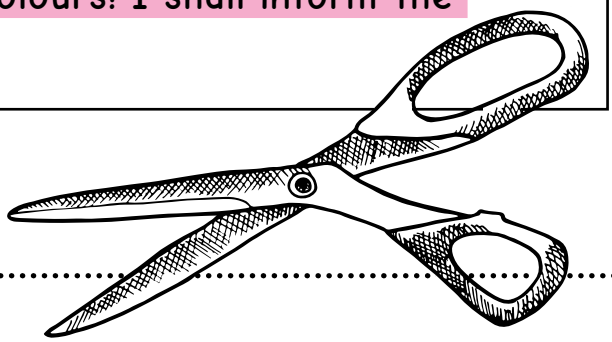
When the Chief Minister saw the looms, they looked empty. "I mustn't let anyone know I see nothing," he thought. So he said to the traders, "Wonderful patterns! Wonderful colours! I shall inform the Emperor."

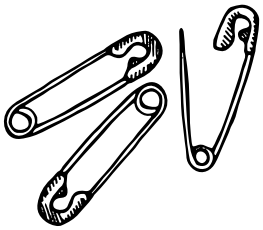
Colour who the Emperor sent to check on the traders.

Put a box around what the Chief Minister saw when he looked at the looms.

Highlight what the Chief Minister was going to tell the Emperor.







Circle the correct answers.

1 Which of the following have you done, or might you do?

a wear fine clothes

b wear clothes made from invisible cloth

c play a trick on someone

d lie about something because you don't want to appear foolish

e weave cloth on a loom

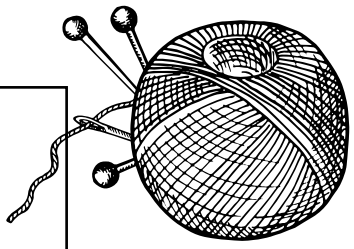
f rule over a kingdom

Teacher check

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Making connections

Read the passage.



Highlight the words that suggest that the people did not want to upset the Emperor.

Underline the child's words.

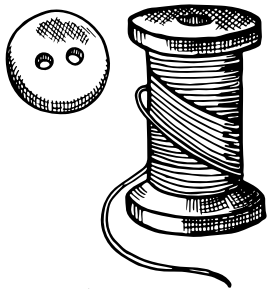
The Great Procession began and the Emperor strode through the streets. No-one would dare admit that they couldn't see his fine set of robes, until a child called out, "He's got nothing on! The Emperor has nothing on!"

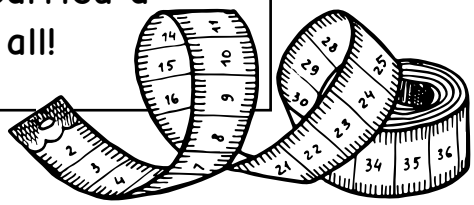
"Shhhh!" said the child's father.

The child's words moved through the crowd. The Emperor realised he had been tricked, but he held his head even higher and strode on, not wanting to spoil the procession, while his officials carried a long train that wasn't there at all!

Circle the father's reaction to the child's words.

Colour the words that show that the Emperor was a proud man.





2 Write about ONE of the following:

a a time when you said or did something that embarrassed a family member or friend

b a time when you said or did something that made you feel embarrassed afterwards

Teacher check

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