

Plattsburg Public School  
Learning from Home

# YELLOW LITERACY



## Spelling Focus:

'ie' makes long e sound  
(i before e except after  
c)

## Spelling Words

1. achieve
2. grief
3. chief
4. fierce
5. siege
6. hygiene
7. alright
8. hurrying
9. sufficient
10. terrible



## Activity Grid

Must Do	Can Do
Write a paragraph about a chief. Use as many of your spelling words as you can and underline them. Make sure to proof read and edit your writing.	Write all your spelling words with red vowels (a,e,i,o,u) and blue consonants.
Group your spelling words according to the number of syllables. Mark where the syllable break occurs, e.g. ter/ ri / ble	Create 1 or 2 tongue twister phrases using your spelling words. E.g. 'Fierce Fred frequently feeds frogs'.
Change your spelling words by adding endings, e.g. -ing, -ed, -ation etc.	Write the words that you can find within your spelling words, e.g. toothbrush – tooth, brush, too, to, toot
Sort your spelling words into nouns, verbs, adjectives and adverbs.	Create a comic strip in any genre. Be sure to include your spelling words in speech bubbles.



# Practise Your Words!



Look



Say



Cover




Write



Check

Words	Monday	Tuesday	Wednesday	Thursday	Friday

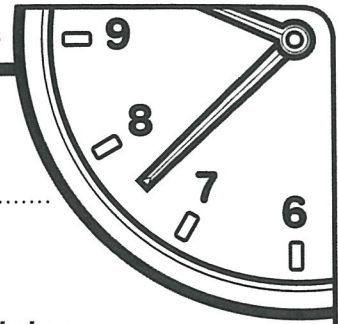


Monday



# Minute 24

Object pronouns



Name: ..... Date: .....

**For Questions 1–7, write the correct object pronoun that completes each sentence.**

*(Hint: An object pronoun takes the place of one or more nouns in the action part of a sentence.)*

- Brian's dad took ..... to the Lions game.  
we    us
- The teacher gave ..... a sticker for being good.  
I    me
- The costumes are for ..... to wear on Halloween.  
them    they
- Jack's mum told ..... to go to his room.  
him    he
- Tanya asked me to get a napkin for.....  
it    her
- The two girls were upset that Mary didn't invite.....  
they    them
- Mr Lee gives ..... five dollars for cleaning his garden.  
us    we

**For Questions 8–10, write a pronoun to replace the underlined word or words in each sentence.**

- The house at the lake was built by Kurt. .....
- The car needs to be washed very soon. ....
- My parents took my sister and me to the fair. ....

My score:

10

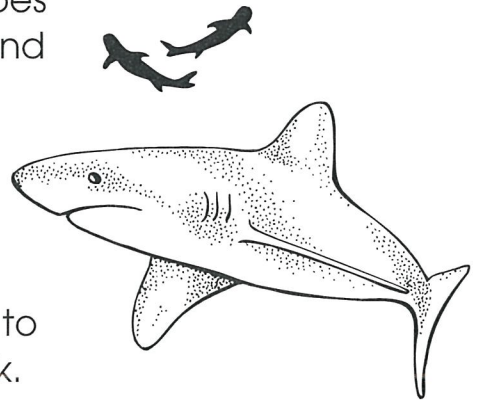
My time:

.....  
minutes

.....  
seconds

# Sharks

Sharks are fish. There are over 370 different types of sharks. Sharks are meat-eaters and are found in all oceans, but they are more common in warm seas. People around the world fear sharks because humans have been bitten or killed by them. However, fewer than 100 shark attacks happen each year around the world. This means that people are more likely to drown in the sea than be attacked by a shark.



Sharks normally eat fish, including other sharks, while their main enemies are other, larger sharks. Most sharks eat their prey whole or, if it is too large, they will tear off large slabs of meat instead. To do this they need good teeth. Sharks have several rows of teeth and new teeth regularly replace those that are old or damaged. Some sharks replace teeth every week.

Many people eat the flesh of sharks. Their fins are sometimes used to make soup. The skin of a shark can also be used to make leather.

*Write key notes below about sharks. Use these questions to help you with your notetaking.*

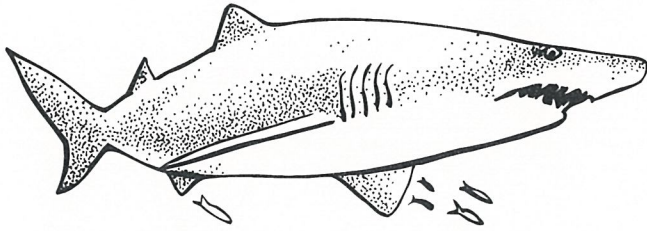
1. What do sharks eat?
2. Why do people fear sharks?
3. How do people use sharks?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





# Sharks



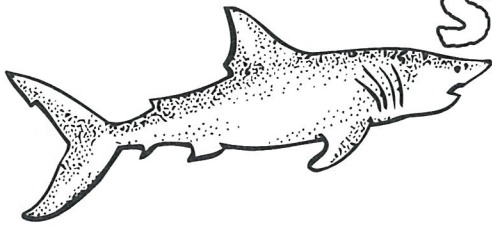
Sharks are fish. There are over 370 different types

\_\_\_\_\_ <sup>1</sup> sharks. Sharks are meat-eaters and are found in all \_\_\_\_\_ <sup>2</sup>, but they are more common in warm seas. People \_\_\_\_\_ <sup>3</sup> the world fear sharks because humans have been bitten \_\_\_\_\_ <sup>4</sup> killed by them. However, fewer than 100 shark attacks \_\_\_\_\_ <sup>5</sup> each year around the world. This means that people \_\_\_\_\_ <sup>6</sup> more likely to drown in the sea than be \_\_\_\_\_ <sup>7</sup> by a shark.

Sharks normally eat fish, including other \_\_\_\_\_ <sup>8</sup>, while their main enemies are other, larger sharks. Most \_\_\_\_\_ <sup>9</sup> eat their prey whole or, if it is too \_\_\_\_\_ <sup>10</sup>, they will tear off large slabs of meat instead. \_\_\_\_\_ <sup>11</sup> do this they need good teeth. Sharks have several \_\_\_\_\_ <sup>12</sup> of teeth and new teeth regularly replace those that \_\_\_\_\_ <sup>13</sup> old or damaged. Some sharks replace teeth every week.

\_\_\_\_\_ <sup>14</sup> people eat the flesh of sharks. Their fins are \_\_\_\_\_ <sup>15</sup> used to make soup. The skin of a shark \_\_\_\_\_ <sup>16</sup> also be used to make leather.

# Sharks



1. What do sharks eat? \_\_\_\_\_

\_\_\_\_\_

2. About \_\_\_\_\_ shark attacks happen around the world each year.

3. Why do people around the world fear sharks? \_\_\_\_\_

\_\_\_\_\_

4. Describe one way sharks can be useful to people.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5. What do you think should happen if sharks couldn't replace old or damaged teeth?

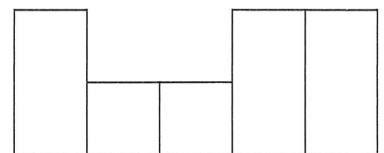
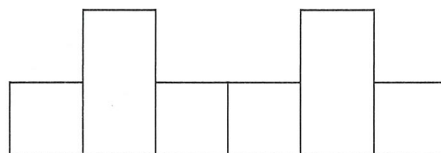
\_\_\_\_\_

\_\_\_\_\_

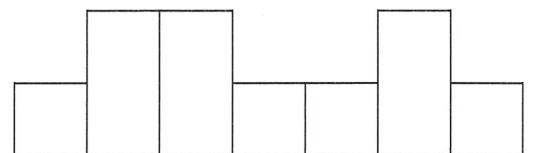
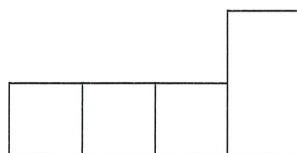
\_\_\_\_\_

6. Write the words below in the correct shape.

*attacks*

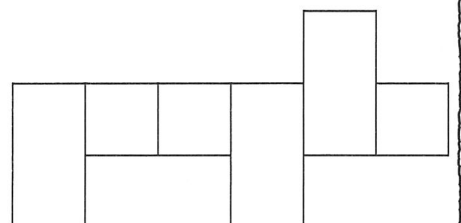
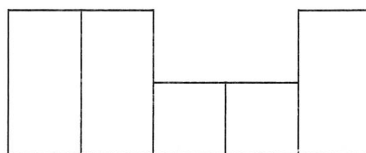


*people*



*flesh*

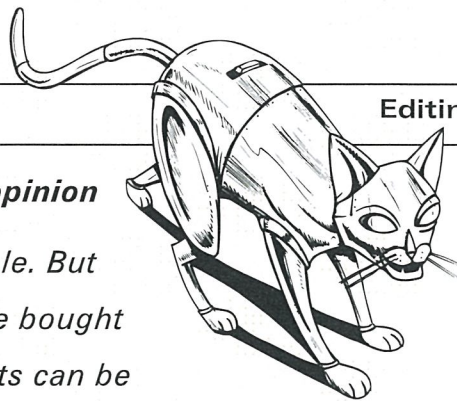
*meat*



*teeth*



# Robotic pets



**Read the exposition.**

*robotic pets my opinion*

*Robotic pets, like cats and dogs are now available. But I think they should be banned. If a robotic pet are bought for a yung child it could teech him or her that pets can be ignored or mistreated whenever the childs mood changes. What would hapen if one day the child receive a real pet He or she may treat it the same way.*

*Some robotic pets are used in nursing homes for eldely people who are unable to care for a real pet. I understand that this may give them some cumfort, but a robotic pet cant give you no love like a real animal can. I think nursing homes should has volunTERS who regularly brings in real pets for a few hours at a time insted.*

*The only positiv thing about robotic pets is that it might save some animals from being treated cruelly by their owners. But the cost of robotic pets is still too high for most peoples budjets.*

**1 Punctuation**

- (a) Write the 2 missing commas, 3 apostrophes and 1 question mark. Correct the title by writing the missing capital letter and colon.

**2 Grammar**

*In any sentence, the subject and the verb have to agree in person and in number; for example, 'he sees' but 'they see'.*

- (a) Four verbs in the text do not agree with their subjects. Write the correct form of each.

**3 Spelling**

- (a) Write the correct spelling of the 11 misspelt words.

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**4 Writing**

*A double negative statement incorrectly uses two negative words; for example, 'I haven't got no more' should be 'I haven't any more' or 'I have no more'.*

- (a) Underline the line in the text containing a double negative. Write it correctly.

- (b) Correct the double negatives.

- (i) They never had no pets.


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- (ii) He didn't see no robots.

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Tuesday



# Minute 25



Name: ..... Date: .....

**Write the correct possessive pronoun to complete each sentence.**

*(Hint: A possessive pronoun is a pronoun that shows ownership. It takes the place of one or more nouns. Possessive pronouns include my, your, his, her, our, its and their.)*

1. That bike belongs to me. It is .....bike.  
her my
2. Carrie spilled juice all over .....new dress.  
its her
3. Mum got that book for John. It is .....book.  
his our
4. That old plane is missing .....left wing.  
their its
5. Our dog licked Frank's face. ....face was all wet.  
His Your
6. You are a mess! .....shirt is covered in mud.  
Your His
7. Mike and Maria are visiting .....friends today.  
its their
8. The sick dog hurt .....back leg.  
our its
9. Dad said .....family's new car is black.  
his our
10. Grandma sent .....birthday gift to me in the mail.  
my its

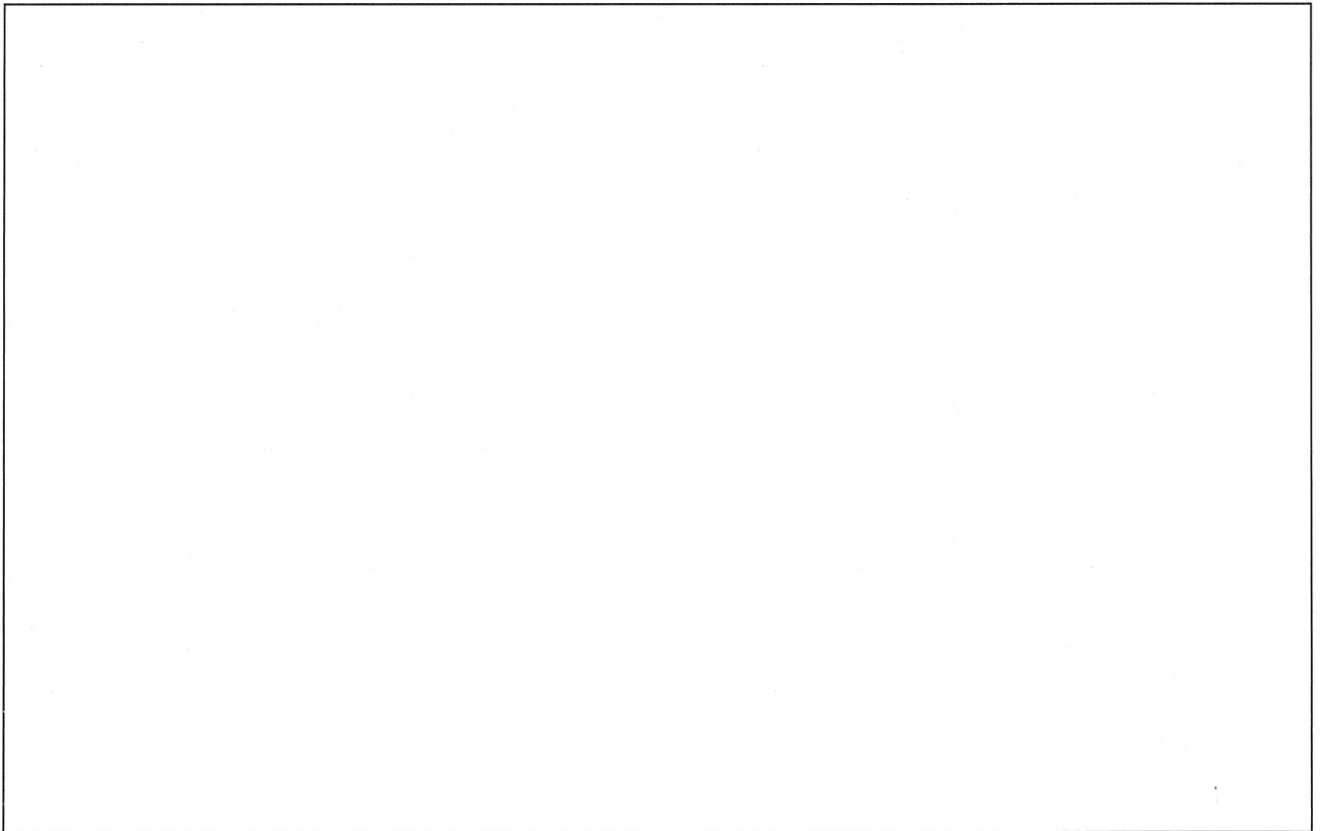
My score:

10

My time:

.....  
minutes

.....  
seconds







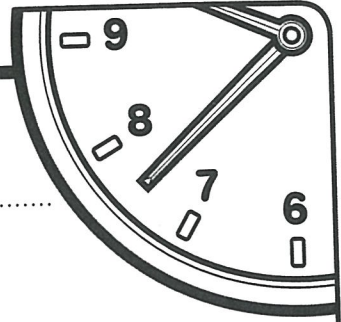


Wednesday



# Minute 26

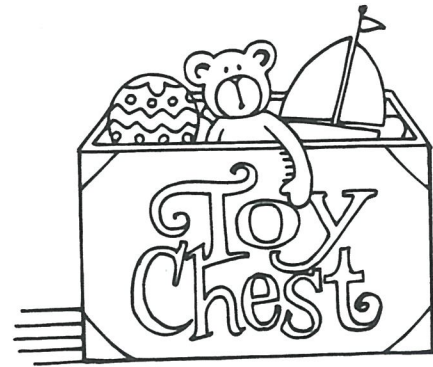
More possessive pronouns



Name: ..... Date: .....

Circle the possessive pronoun in each sentence.

1. Jeff is excited about his birthday party.
2. Did your invitation come in the mail yet?
3. I got my new dress yesterday.
4. Alexis is driving in her new car.
5. The kids gave their old toys away.
6. Jessica saw her favourite movie again.
7. Have you seen my science book?
8. The lion dropped its prey and ran away.
9. Why can't we bring our puppy into bed?
10. Julio saw his teacher at the supermarket.



My score:

10

My time:

..... minutes ..... seconds

# Smugglers' cave

Text

Read the narrative text.

'What's that noise? Listen, can't you hear it ... a strange sort of clunking noise? I think some smugglers are in our cave', whispered Tom, as he shook his sisters hard to wake them up. Next minute he was hanging precariously out the window of their holiday home, in Polperro, on the Cornish coast of England and pointing excitedly down the cliff to the beach below.

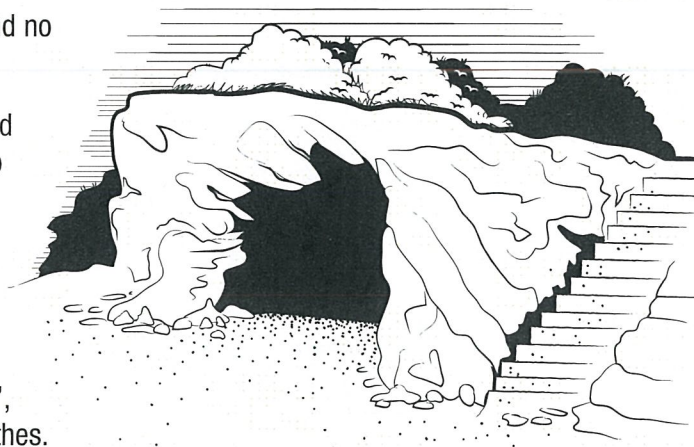
'Don't be silly, Tom, that was years ago. Get back into bed before you fall out the window and break your neck. Just because we spent half the day in the Smugglers' Museum in town, doesn't mean we'll see any real ones. You were probably dreaming about some', Sally replied, sounding cross and sleepy.

'Let me see, let me see', whined Bernadette '... and no Tom, I am NOT shouting!'

But when the children finally stopped arguing and listened, there was a faint noise and it did seem to be coming from the beach below the cliffs.

'Well I'm going down to find out. You two scaredy-cats can stay here!'

'That would be the wise thing to do, but you can't go by yourself, so I guess we'll have to come, too', muttered Sally, as the children pulled on some clothes.



The old stone steps down to the beach were a dangerous hazard during the day, but without a torch and with only very faint moonlight, they were treacherous. But they finally all reached the sand in one piece. Tom pushed the girls down behind a rock just before someone with a torch came out of the depths of the dark cave. Bernadette gripped Sally's arm tightly and they all held their breath as someone slowly moved past them and across to a small, wooden rowing boat. He seemed to be dragging a sort of trolley towards the water. A second man appeared suddenly from behind the boat and helped him place it inside. Then, with the oars making a soft clunking noise, the boat slowly glided away.

The three children sat and said nothing for a while. They were all shaking and Bernadette was sobbing quietly.

'Well, what now?' asked Sally. 'We can't go into the cave without torches and we have no idea what's in there, or who or when someone's coming back to get it.'

'It'll be light soon', replied Tom. 'Let's wait till then and come back to investigate. We could find some fabulous treasure. It could be a chest of precious jewels.'

'I don't think so! But they'll probably wait until tomorrow night to move whatever they've left there. During the day, there'll be tourists everywhere. And they can't use a car, because no-one's allowed to drive on the village streets', added Sally.

To Tom's great disappointment, the treasure they uncovered a few hours later was just a pile of old paintings. But the policeman Dad called was much more impressed and informed them that these stolen artworks were worth a fortune.

The officers, after lying in wait for hours the following night, captured the thieves' accomplices. But the three tired children, perched expectantly at their window, had fallen asleep and were disappointed they didn't see a thing!

## My learning log

When I read this narrative, I could read:

all of it.  most of it.  parts of it.



# Smugglers' cave – 2

1. (a) Where were the children holidaying?

\_\_\_\_\_

(b) Where had they spent most of that day? \_\_\_\_\_

2. Why do you think Tom called the cave 'our cave'? \_\_\_\_\_

\_\_\_\_\_

3. (a) Did Sally want to go down to the beach with Tom? \_\_\_\_\_

(b) Why did she go? \_\_\_\_\_

\_\_\_\_\_

4. Write **Fact** or **Opinion** after each statement.

(a) Sally was cross and sleepy. \_\_\_\_\_

(b) Bernadette was sobbing. \_\_\_\_\_

(c) Tom was curious. \_\_\_\_\_

(d) The children went down the steps. \_\_\_\_\_

(e) The steps were dangerous. \_\_\_\_\_

5. (a) Why did the children wait until morning to find out what was in the cave?

\_\_\_\_\_

\_\_\_\_\_

(b) Why was Tom disappointed about the paintings?

\_\_\_\_\_

\_\_\_\_\_

6. (a) Why didn't the children see the police arrest the men?

\_\_\_\_\_

(b) Do you think the children will get a reward? \_\_\_\_\_

(c) Give reasons for your answer. \_\_\_\_\_

\_\_\_\_\_

7. What does the pronoun 'it' mean in these sentences?

(a) 'A second man appeared suddenly from behind the boat and helped him place *it* inside.' \_\_\_\_\_

(b) '... and we have no idea what's in there, or who or when someone will come back to get *it*.' \_\_\_\_\_

My learning log	While doing these activities:		
	I found Q _____ easy.	I found Q _____ challenging.	I found Q _____ interesting.

# Smugglers' cave – 3

1. (a) Has the writer of this narrative used formal or informal language?

\_\_\_\_\_

(b) Give two examples.

- \_\_\_\_\_
- \_\_\_\_\_

2. Write a word from the text to match each definition.

- (a) people who help others commit a crime \_\_\_\_\_
- (b) dangerous; unstable; insecure \_\_\_\_\_
- (c) to gather information about something \_\_\_\_\_

3. Writers often avoid repetition by referring to something they have already mentioned by using a pronoun or different words or phrases to describe it. Draw a line to match words and phrases from the text referring to the same thing.

- |                         |   |                            |
|-------------------------|---|----------------------------|
| you two scaredy-cats    | • | stolen artworks            |
| the old stone steps     | • | Sally and Bernadette       |
| a pile of old paintings | • | a faint noise              |
| some fabulous treasure  | • | a dangerous hazard         |
| it                      | • | a chest of precious jewels |

4. Adjective groups/phrases act like adjectives. They describe nouns (people, places, things or ideas). Adjective groups/phrases may be many adjectives in a row or a phrase that begins with a preposition. They make writing more interesting and descriptive. Write the adjective group/phrase that matches each noun. The paragraph where each can be found and the numbers of words are given.

- (a) Paragraph 4 ... the beach \_\_\_\_\_ (3 words)
- (b) Paragraph 7 ... \_\_\_\_\_ steps (2 words)
- (c) Paragraph 7 ... \_\_\_\_\_ moonlight (2 words)
- (d) Paragraph 7 ... \_\_\_\_\_ boat (3 words)
- (e) Paragraph 10 ... chest \_\_\_\_\_ (3 words)

5. Write the correct homophones or confused words in each sentence.

- (a) Someone walked slowly \_\_\_\_\_ (past/passed) them.
- (b) The children tried not to \_\_\_\_\_ (breathe/breath) so he wouldn't \_\_\_\_\_ (here/hear) them.
- (c) Sally was worried Tom would fall and \_\_\_\_\_ (brake/break) his neck.
- (d) The children managed to get down the treacherous steps in one \_\_\_\_\_ (peace/piece) without breaking \_\_\_\_\_ (there/their) legs.

<b>My learning log</b>	<p><i>Colour:</i> I <input type="checkbox"/> can / <input type="checkbox"/> can't give examples of formal and informal language.</p> <p>I <input type="checkbox"/> can / <input type="checkbox"/> can't recognise adjective groups/phrases.</p> <p>I <input type="checkbox"/> understand / <input type="checkbox"/> need more practice on homophones and near-homophones.</p>
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# Dream catcher

**Read the legend from North America.**

Long ago Iktomi, the teacher of wisdom appeared to a Lakota elder. Iktomi had taken the form of a spider. The spider took a wooden hoop that the elder was carrying it then will start to spin a web in it.

The spider made the web a perfect circle with a hole in the middle. It told the elder that webs like this would help the Lakota people will reach their goals and make better use of their ideas and dreams. The webs would catch their good ideas and dreams and let the bad ones go straight through the hole. The elder will take the web to his people and told them what the spider had said the Lakota people then made their own 'dream catchers'.

Today many Native Americans hang dream catchers above their beds to capture good dreams and ideas.

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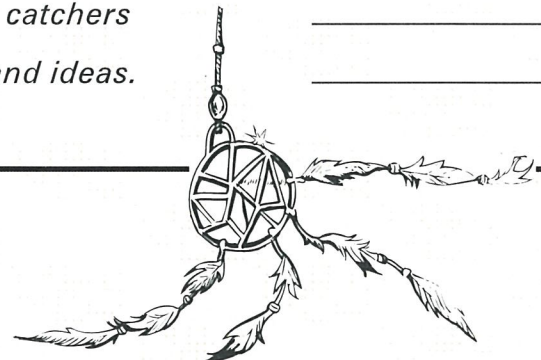
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**1 Punctuation**

(a) Find the missing capital letters, full stops and commas.

**2 Grammar**

Adjectives are words that describe nouns; for example, 'red car', 'juicy apple'.

(a) Circle 3 adjectives in the text.

Verbs in the future tense describe what will happen in the future. The word 'will' is often used to show this; for example, 'He will go', 'She will see'.

(b) Three of the verbs in the text have been written incorrectly in the future tense. Circle them and write the correct verb tense in the space at the end of the line.

**3 Spelling**

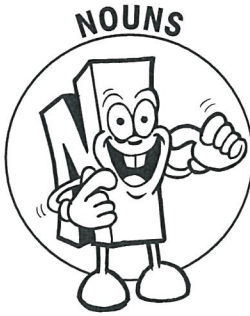
(a) Write the misspelt words correctly in the space at the end of the lines.

**4 Vocabulary**

(a) Write at least 3 more compound words, either hyphenated or unhyphenated, that begin with the words 'dream' or 'web'. Use a dictionary.

dreamland,

# Nouns with a gender



Some nouns name male or female people and animals. These are called **gender nouns**. The nouns for males are called **masculine nouns** (e.g. son, king), and those for females are called **feminine nouns** (e.g. girl, aunt).

Some nouns can be used to name both males and females. These are called **common gender nouns** (e.g. baby, teacher, cousin, doctor, student, astronaut).

The nouns that name things that are neither male nor female are called **neuter nouns** (e.g. chair, pen, sad).

In the following article, the feminine nouns are in **bold**.

## Local *woman* dubbed ‘The **Heroine** of Harvey.’

**Chloe** Repus, a **waitress** and the **niece** of a local **landlady**, came to the rescue at the opening night of the play, ‘The **Witches** of WA’. **Chloe** moved to Harvey three years ago with her two young **daughters**. The budding **actress** played the role of the Fairy **Queen** in the local production.

As the audience watched last night, the cable lifting **Kiara** Pord, playing the flying **Witch** of WA, snapped. **Chloe** quickly pushed some stage props, two fluffy **ewes**, under the falling **mother** of four, cushioning her fall. The theatre company praised **Chloe’s** bravery, calling her ‘The **Heroine** of Harvey!’

1. (a) Rewrite the article, changing the feminine nouns to masculine or common nouns. There are some other words you will also need to change.

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- (b) Circle six neuter nouns in the text.

2. In the box provided next to those words, write N for neuter, C for common, M for masculine or F for Feminine.

bull	<input type="checkbox"/>	aunt	<input type="checkbox"/>	manager	<input type="checkbox"/>	bride	<input type="checkbox"/>	duke	<input type="checkbox"/>
giant	<input type="checkbox"/>	child	<input type="checkbox"/>	happiness	<input type="checkbox"/>	parent	<input type="checkbox"/>	bike	<input type="checkbox"/>

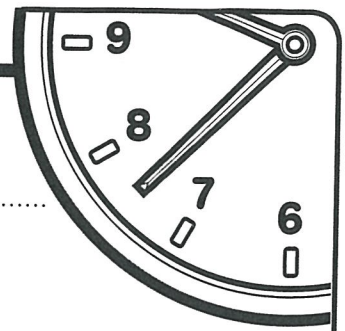




Thursday

# Minute 27

Nouns – review



Name: ..... Date: .....

Write each noun from the box in its correct category below.

hospital      Dr Watson      nurse      book      librarian  
medicine      blanket      library      table      office

Person	Place	Thing
1. ....	4. ....	7. ....
2. ....	5. ....	8. ....
3. ....	6. ....	9. ....
		10. ....

My score:

10

My time:

..... minutes

..... seconds



# Fish

Fish can be found almost anywhere there is water. The sea contains the largest numbers of fish. They are many different colours, designs, sizes and shapes.

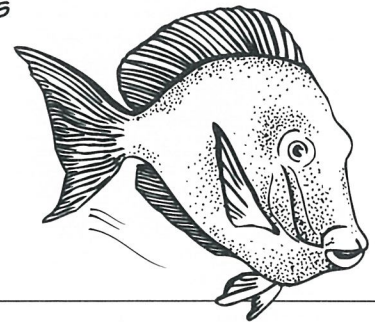
The smallest fish is about one centimetre long while the whale shark, which is the largest fish, can grow to a length of more than 12 metres. Although whale sharks are very large, their only food source is tiny animals called plankton. They do not attack other fish or people. Some of the most dangerous fish are very small. The stonefish weighs about one kilogram, but its spines are very poisonous. If a person stands on the spines of a stonefish he or she could die within minutes.



Fish are used as food and in some health products. For some people fishing is a popular pastime, while for others it is their job. Many people keep fish such as goldfish, tetra or guppies as pets.

*Write key notes below about fish. Use these questions to help with your notetaking.*

1. Where can fish be found?
2. What is the largest fish?
3. Why are fish important to people?



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Fish



Fish can be found almost anywhere there is water.

\_\_\_\_\_<sup>1</sup> sea contains the largest numbers of fish. They are \_\_\_\_\_<sup>2</sup> different colours, designs, sizes and shapes.

The smallest fish \_\_\_\_\_<sup>3</sup> about one centimetre long while the whale shark, which \_\_\_\_\_<sup>4</sup> the largest fish, can grow to a length of \_\_\_\_\_<sup>5</sup> than 12 metres. Although whale sharks are very large, \_\_\_\_\_<sup>6</sup> only food source is tiny animals called plankton. They \_\_\_\_\_<sup>7</sup> not attack other fish or people. Some of the \_\_\_\_\_<sup>8</sup> dangerous fish are very small. The stonefish weighs \_\_\_\_\_<sup>9</sup> one kilogram, but its spines are very poisonous. If \_\_\_\_\_<sup>10</sup> person stands on the spines of a stonefish he \_\_\_\_\_<sup>11</sup> she could die within minutes.

Fish are used as \_\_\_\_\_<sup>12</sup> and in some health products.

For some people fishing \_\_\_\_\_<sup>13</sup> a popular pastime,

while for others it is their \_\_\_\_\_<sup>14</sup>.

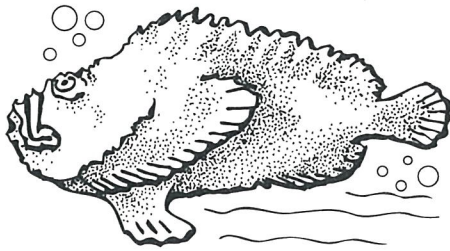
Many people keep fish such as goldfish, tetra

\_\_\_\_\_<sup>15</sup> guppies as pets.





# Fish



1. Where would you find the largest number of fish?

\_\_\_\_\_

\_\_\_\_\_

2. Is the whale shark dangerous? \_\_\_\_\_

Why/Why not? \_\_\_\_\_

\_\_\_\_\_

3. What makes the stonefish so dangerous? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Many people keep sharks as pets.

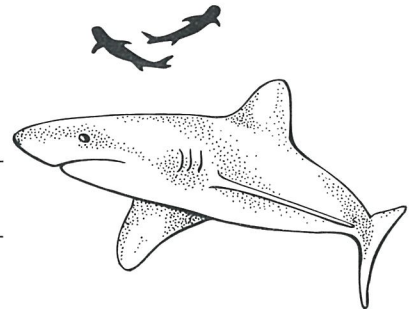
True or false? \_\_\_\_\_

5. Why do you think most fish live in the sea?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. Complete the crosspatch below.

*sport*

*kept*

*spines*

*sea*


*plankton*

*shark*

*stonefish*

*streams*

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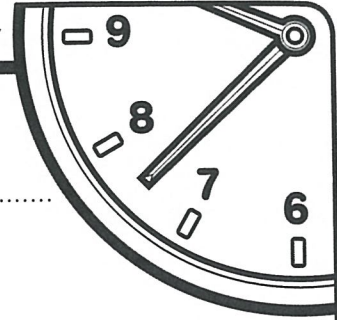


Friday



# Minute 28

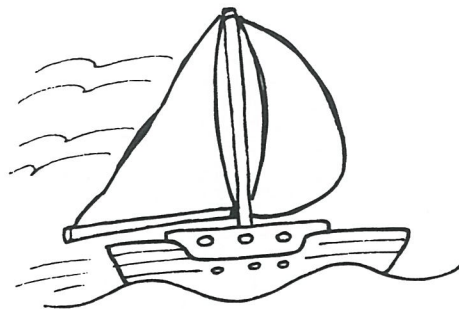
Common and proper nouns – review



Name: ..... Date: .....

*Circle the common noun and underline the proper noun in each sentence.*

1. Frank wants to learn how to fly planes.
2. Barbara knows how to knit sweaters.
3. The bunny chased Cindy around and around.
4. Judy exercises at the park.
5. My older sister is going to Charles Darwin University.
6. There are a lot of boats in Lake Grace.
7. Our class is studying Neville Bonner.
8. That man is from Fremantle.
9. My birthday is not until November.
10. Eve finally moved back home.



My score:

10

My time:

..... minutes ..... seconds

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**Writing Checklist**

2+ Paragraphs

Mix of simple, compound and complex sentences

Higher Order Punctuation





## Cup final hero!

Richard Riggs and Brian Bowen arrived early at Paul Peckham's house. This was the day the trio had dreamt of all season. Their soccer team, Robe Rockets, were in the final of the Northern Districts Cup, to be held at the local soccer park. The boys had attended every training session, played in every match and, among them, had scored most of the goals. But even Richard and Brian had to agree, Paul Peckham was the star player.

Paul packed his lucky boots in his bag. He had worn them for every match this season and had scored 47 goals. He was hoping to reach the magic 50 with a hat-trick today. With Paul's dog Romelyn at their heels, the boys set off for the soccer park.

As they passed the end of the main street, a shout and a loud whizzing noise made them turn quickly. Before he realised what was happening, Paul was knocked to the ground and, as he fell, his bag was dragged from his arm. In a second, the assailant was gone.

'After him! Quickly! He's got my boots!' Paul cried in despair, as he staggered up. The boys ran after him but were no match for a thief on a skateboard. Romelyn, however, was up for the chase.

Tearing down pathways, jumping over walls and squeezing through fences, the fit dog was enjoying a great workout. The boy on the board had not expected a pursuer with such dogged determination! He climbed a tree in an effort to escape, but Romelyn was on his scent and found him immediately.

The three boys followed the sound of familiar barking and waited at the base of the tree, while the boy sheepishly climbed down.

'Sorry', he mumbled. 'I was just having a laugh.'

'Well, we need someone to look after Romelyn while we play our match and I think he's decided that someone is you', declared Paul. 'Come on, or we'll be late!'

In the closing minutes of what had been a nail-biting match, the score was level at two all. Paul's lucky boots had kicked two goals. A foul from the opposing team gave Robe Rockets a penalty and a chance for the Cup, and for Paul Peckham, the chance of reaching the magic 50. The spectators hushed as he prepared to take his kick. Just as his foot made contact with the ball, Romelyn barked wildly. Time stood still. Would the ball find the back of the net?

The referee blew the whistle for the end of the match, the tournament and the season. The crowd went berserk. Paul Peckham was carried at shoulder height by his team.

'Robe Rockets are the champions', screamed the voice through the loud hailer. 'Three cheers for the champions and the lucky boots of Paul Peckham! Hip hip ... !'





# Examining narrative

1

Use the narrative on page 11 to complete the page.

## 1. Title

Give reasons for both Paul Peckham and Romelyn being a 'Cup final hero'.

Paul Peckham	Romelyn

## 2. Orientation

(a) What are you told about the main characters?

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(b) When and where does the Cup final match take place?

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## 3. Complication and events

Briefly describe the problem and how it happened.

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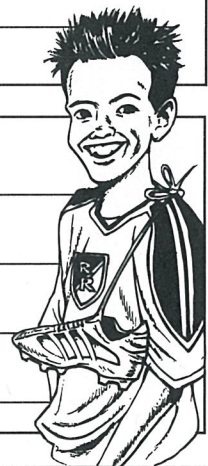
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## 4. Resolution

(a) Who solved the problem and how? \_\_\_\_\_  
\_\_\_\_\_

(b) How did the assailant pay for his deed? \_\_\_\_\_  
\_\_\_\_\_



## 5. Conclusion

(a) What are the three main points of the conclusion?

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(b) Write an addition to the conclusion about the boy on the skateboard.

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