

## Why cockerels crow (Part 1) – a fable from Malawi

1

Read this Malawian fable again. Answer the questions that follow.



### Why cockerels crow

Everyone admired Cockerel because he had a bright red spiky **comb** on top of his head. You could see the red spikes from miles away. He told everyone that the red spikes were like flames that could set everything on fire with just one touch! Nobody wanted Cockerel to set things on fire, so they did everything they could to be friendly and **respectful** towards him. Cockerel loved everyone helping him, especially when they did his **chores** for him. The first time, Hyena ploughed his field for him for free! Cockerel sat in the shade and watched, without a care in the world. Cockerel was sitting with his feet up on an old table under the trees.

**admired:** respected and approved of

**comb:** a soft, red growth on a chicken's head

**respectful:** showing admiration for someone or something

**chores:** jobs around the house that need doing regularly

2

Underline the sentences in the story extract that show you:

- That Cockerel is lazy.
- That the other animals are scared of cockerel
- That Hyena is a hard worker.

3

Complete the table to give your opinion about the characters in the story extract. Find and copy a quotation to show where you have found this implicit meaning.

Implicit information about a character	Which character behaves this way?	Quotation as evidence
kind		
lazy		
untruthful		
scared	Hyena	Nobody wanted Cockerel to set things on fire, so they did everything they could to be friendly and respectful.
hardworking		

4

Imagine that you are Cockerel. On a separate sheet of paper, write a paragraph about yourself, explaining why you think it's ok for others to do all of your chores.

## Why cockerels crow (Part 2) – a fable from Malawi

1

Tick to show whether each sentence contains a fact or an opinion.

Sentence	Fact	Opinion
a A male chicken is called a cockerel.		
b The sky looks amazing this evening.		
c It was the most exciting football match I'd ever seen.		
d After the concert, we walked home through the park.		
e Tomorrow is Tuesday.		

2

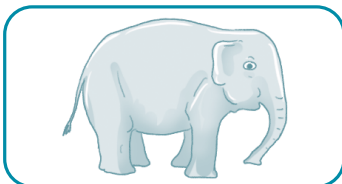
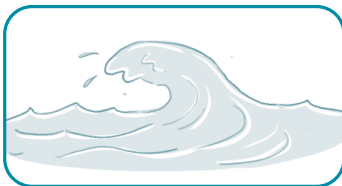
Which information in the passage below is fact and which is opinion? Underline the facts and circle the opinions.

The fable is great. It's called *Why the cockerel crows*. It's a fable from Malawi. The two main characters are Hyena and Cockerel. Cockerels crow because they like to wake people in the morning!

3

Write sentences about each picture. Each sentence must contain a fact and an opinion. Underline the opinions.

For example: *The moon is a beautiful crescent shape tonight.*



## Why monkeys live in trees – a fable from South Africa

1

Proofread this extract from the fable *Why monkeys live in trees*. Find and correct six mistakes. Rewrite the extract on a separate sheet of paper using the correct capital letters and punctuation.



many hours later Lioness woke up as she was trembling like a leaf. The son had gone down, the wind was blowing a harsh wind and Monkey was knowhere to be seen. lioness tried to stand up, but she couldn't? She looked at her tail and saw that it was tied around the tree in a big bow

2

Read this extract from the South African fable, *Why monkeys live in trees* and answer the questions.



Lioness was hunting all day, but luck was not on her side. For hours, she stalked prey and pounced and leapt, but caught nothing. She was so hungry and annoyed that she hadn't caught anything. It was a boiling hot day and the fleas in her fur were **working overtime**!

They wouldn't stop biting her and she could feel them running along her tail. She tried to flick her tail, but it wasn't any good! The fleas were making her beautiful coat and tail look patchy as her fur was falling out in **clumps**.

**fleas:** a small, jumping insect that feeds on other animals' blood

**working overtime:** doing something excessively

**clumps:** a group of things clustered together

- a Which of the words below could be used to describe how Lioness is feeling in this part of the story? Circle the words.

frustrated

grumpy

joyful

famished

patient

gleeful

desperate

- b Choose three of the feelings above and explain how you know that Lioness feels this way. For example: *Lioness feels \_\_\_\_\_ because she is \_\_\_\_\_.*

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3

Imagine that you are a lion hunting prey. Write a paragraph to explain how you move and what you see, hear and feel.

Include interesting vocabulary such as verbs like *stalk*, *creep* or adjectives like *timid*, *silent*.




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## The first sunrise – a fable from Australia

1

Rewrite the multi-clause sentences below, adding commas correctly. An example has been done for you.

- a *The explorers had been lost in the Australian desert for several days, walking in circles, not knowing where to go.*
- b The kangaroos were so happy without hesitation they jumped straight into the lake.

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- c Howling like a wolf tearing the leaves from branches the wind was growing stronger every moment.

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2

- a Using your imagination, write a list of verbs that could be used to describe what might happen in the picture. For example: *paddle, row, tumble*.

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- b Use a thesaurus to find and write more words with similar meanings to the ones you have written above. For example: *tumble – drop, tilt, roll*.

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3

On a separate sheet of paper, write sentences to describe what might happen using multi-clause sentences to create a sense of danger.

For example: *The small boat was too close to the edge of the falls, pulled by the powerful current, teetering on the brink.*



## The elephant who lost his patience – a fable from India

1

Read this extract from the Indian fable *The elephant who lost his patience*. Notice how the writer carefully chooses words to show how Ant behaves.

This insect didn't like anyone in the jungle. Ant was tiny, but he had small, angry eyes and would wave his pincers at anyone that went past. All day, every day, Ant would tease the monkeys about their ears, the oxpeckers about eating ticks and flies from other animals, the baboons for their brightly coloured faces, and the lions about their frizzy manes. All of them threatened him, and Ant ran away as he knew they would hurt him if they got too close. The one that Ant teased the most was King Elephant. **It was such a piece of cake!** King Elephant was so calm and quiet that Ant knew he wouldn't do or say anything. 'Look at those ridiculous ears! They are so big that when you flap them, a tornado starts,' taunted the ant as he sat on a rock watching King Elephant take his daily shower in the waterfall. King Elephant was hurt by the comments, but he pretended he hadn't heard.

- a Which words tell you that Ant is unkind.
- b Which words tell you that Ant is cowardly?
- c Which adjectives have been used to describe the appearance of:
  - the lions?
  - the baboon?
- d Find the three adjectives that have been underlined. Replace each one with a different adjective.

Use a separate piece of paper to answer questions a–d.



2

Write three things that King Elephant might be thinking or feeling during the moments described in the fable extract.



A large empty rectangular box with a blue border, intended for writing three things that King Elephant might be thinking or feeling.

3

Match these idiomatic phrases (underlined) with their meanings. An example has been done for you.

Idiomatic phrase	Meaning
1 I learned how to use a computer <u>one step at a time</u> .	A She can't make her mind up.
2 Can you <u>walk me through</u> that?	B They greeted us coldly.
3 I'm finding your explanation <u>hard to swallow</u> .	C They will find out what happened.
4 He's a really <u>bright spark</u> .	D I did it slowly and carefully.
5 <u>Break a leg!</u>	E Can you show me how to do that?
6 You'll need to take what she says <u>with a pinch of salt</u> .	F I don't really believe you.
7 They gave us quite <u>a frosty reception</u> .	G He is very clever.
8 The police will <u>get to the bottom of</u> this mystery.	H Good luck!
9 She's still <u>sitting on the fence</u> about your idea.	I She exaggerates a lot.

4

Choose three of your favourite idiomatic phrases from the table above and write your own sentences using them.

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5

Find five examples of idiomatic phrases from your own country. Write a conversation that includes these phrases.

For example: 'Let's see if we can mend this bicycle.  
It's not rocket science, you know!' said Lola.

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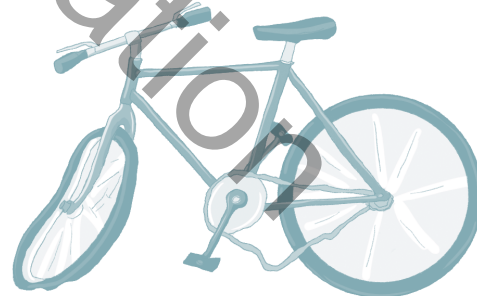
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## The lion with the red eyes – a fable from Somalia

1

Read this extract describing a setting and answer the questions below.

Ahead of us now I saw there was a great **mound** of grey rock **rearing up** through the trees from the jungle floor, a miniature mountain shaped a bit like a giant ant hill.



- a Underline three words in this description that make the grey rock seem powerful.
- b The rock is described as 'rearing up' rather than just 'appearing'. Which animals can 'rear up'?
- c Why has the writer chosen to use 'rearing up'?

2

Read this extract describing another setting and answer the questions below on a separate sheet of paper.

... days of the worst heat and **humidity** I had ever known, sapping my strength, draining my energy. There was fruit enough, and some water from the leaves. But I longed for a stream to plunge into.



- a What is making the narrator feel so tired – the journey, the weather or the lack of food?
- b Copy two phrases from the extract that show how tired they are.
- c Which word helps you to imagine jumping into the stream?

3

Read this extract from the Somalian fable, *The lion with the red eyes*, and answer the questions on a separate sheet of paper.

By the light of the village fires, he saw the dragon's gold body of scales, the huge **talons** outstretched and the massive jagged yellow and green teeth sticking out of the fire-spreading mouth. Without a second thought, Cuka ran like the wind and charged down the mountain. His booming roar was so loud and **ferocious** that the dragon got a terrible fright and flew off into the night sky.



- a Describe the mood that the writer has created. Use words from the text to support your opinion.
- b Which words tell you that Cuka is fearless?
- c Which words tell you how fast Cuka can run?

**talons:** claws  
**ferocious:** cruel and violent

4

Underline the adverbial phrases in the sentences below that tell you *where* something happened. The first example has been done for you.

- a Cuka stopped at the edge of steep cliff.
- b The tiger moved between the tall trunks of the forest trees.
- c High above the forest floor, the orang-utans fed and played and slept.
- d Small creatures were sleeping inside delicate nests.



5

Underline the adverbial phrases in the sentences below that tell you *how* something was done. The first example has been done for you.

- a The monkeys shrieked a warning, piercing the night's silence.
- b A bear patrolled the forest tracks, silently searching for prey.
- c Sliding silently and cautiously, a snake moved across the forest floor.
- d Men tramped along the trail, snapping sticks and chopping back bushes.



6

On a separate sheet of paper write four sentences using adverbial phrases of place and manner. Use the table below to help you. Some examples have been done for you.

For example:

*Small children played beside the busy road, not thinking about the dangers.*

*Not thinking about the dangers, small children played beside the busy road.*



Main clause	Adverbial phrase of place	Adverbial phrase of manner
small children played	from the waterhole	not thinking about the dangers
colourful parrots were perched	beside the busy road	hanging their heads and straining with the weight
elephants drank deeply	through the narrow streets of the town	enjoying the cool freshness
donkeys pulled carts	high in the canopy of the trees	gripping firmly and chattering loudly



## The broth with the rocks – a fable from Scotland

1

- a** Check that full stops and commas have been used correctly. Cross out full stops and commas that are in the wrong place and add any that are missing.
- b** Check spellings and grammar. Cross out any errors and write the correct words above the error. Some examples have been done for you.

passed

After adding lots of delicious ingredients, the old man could smell the **sumptuous** flavours floating through the open window?



**dreich:** cold, dreary and wet weather (Scottish)

2

Do you remember the ending? Write the final paragraph of the fable in your own words.

ation

# Unit 1

# Fiction: Stories from different cultures

## Self-check



I can do this.



I can do this, but I need to keep trying.



I can't do this yet.



What can I do?			
1 I can find explicit information in a text.			
2 I can tell the difference between a fact and an opinion.			
3 I can use implicit information to form opinions about characters.			
4 I can identify the mood of a setting.			
5 I can create a setting to convey a particular mood.			
6 I can build multi-clause sentences to create pace and excitement.			
7 I can use adverbs and adverbial phrases to add precision to my ideas.			
8 I can recognise some idioms and explain their meanings.			
9 I can proofread my writing for accuracy of punctuation and spelling.			

What do you need more help with?



I need more help with \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_