

Year 3 and 4 Statutory words

accident	group	regular
accidentally	guard	reign
actual	guide	remember
actually	heard	sentence
address	heart	separate
answer	height	special
appear	history	straight
arrive	imagine	strange
believe	increase	strength
bicycle	important	suppose
breath	interest	surprise
breathe	island	therefore
build	knowledge	though
busy	learn	although
business	length	thought
calendar	library	through
caught	material	various
centre	medicine	weight
century	mention	woman
certain	minute	women
circle	natural	
complete	naughty	
consider	notice	
continue	occasion	
decide	occasionally	
describe	often	
different	opposite	
difficult	ordinary	
disappear	particular	
early	peculiar	
earth	perhaps	
eight	popular	
eighth	position	
enough	possess	
exercise	possession	
experience	possible	
experiment	potatoes	
extreme	pressure	
famous	probably	
favourite	promise	
February	purpose	
forward	quarter	
forwards	question	
fruit	recent	
grammar		

Year 5 and 6 Statutory words

accommodate	foreign	sincere
accompany	forty	sincerely
according	frequently	soldier
achieve	government	stomach
aggressive	guarantee	sufficient
amateur	harass	suggest
ancient	hindrance	symbol
apparent	identity	system
appreciate	immediate	temperature
attached	immediately	thorough
available	individual	twelfth
average	interfere	variety
awkward	interrupt	vegetable
bargain	language	vehicle
bruise	leisure	yacht
category	lightning	
cemetery	marvellous	
committee	mischievous	
communicate	muscle	
community	necessary	
competition	neighbour	
conscience	nuisance	
conscious	occupy	
controversy	occur	
convenience	opportunity	
correspond	parliament	
criticise	persuade	
curiosity	physical	
definite	prejudice	
desperate	privilege	
determined	profession	
develop	programme	
dictionary	pronunciation	
disastrous	queue	
embarrass	recognise	
environment	recommend	
equipment	relevant	
equipped	restaurant	
especially	rhyme	
exaggerate	rhythm	
excellent	sacrifice	
existence	secretary	
explanation	shoulder	
familiar	signature	



In the Light of the Moon

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The Language of Cat

Teach me the language of Cat; the slow-motion blink, that crystal stare, a tight-lipped purr and a wide-mouthed hiss. Let me walk with a saunter, nose in the air.

Teach my ears the way to ignore names that I'm called. May they only twitch to the distant shake of a boxful of biscuits, the clink of a fork on a china dish.

Teach me that vanishing trick where dents in cushions appear, and I'm missed. Show me the high-wire trip along fences to hideaway places, that no-one but me knows exist.

Don't teach me Dog, all eager to please, that slobbers, yaps and begs for a pat, that sits when told by its owner, that's led on a lead. No, not that. Teach me the language of Cat.

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Answer these questions:

1. Cats don't speak, so what do you think the poet means by 'the language of cat'?
2. Would the poet prefer to be like a cat or a dog? Why?
3. What do you think the word 'saunter' means? (if you have a dictionary, look up the meaning)
4. Would you prefer to be a cat or a dog? Why?
5. Which of these adjectives would describe a cat? (a dictionary would be useful)
eager, mysterious, proud, lively, secretive, obedient, self-confident, bouncy, agile, clumsy, graceful
6. If you could speak to animals, which would be your three favourite animals to talk to? Why?

Questions for the cat.

1. What is your name, Cat, and where do you come from?
2. Can you tell me something about yourself and the house you live in?
3. What makes you happy?
4. How do you feel about humans?
5. What are you good at?
6. What do you like to do during the day?
7. What do you like about night-time?
8. I've heard that cats have nine lives. Is that true?
9. How do you feel about dogs?
10. What are you planning to do tonight?

Write the cat's answers in full sentences.

'The Lion, the Witch and the Wardrobe' by C.S. Lewis

An extract from Chapter 3 – 'Edmund and the Wardrobe'

Lucy ran out of the empty room into the passage and found the other three. "It's all right," she repeated, "I've come back."

"What on earth are you talking about, Lucy?" asked Susan.

"Why?" said Lucy in amazement, "haven't you all been wondering where I was?"

"So you've been hiding, have you?" said Peter. "Poor old Lu, hiding and nobody noticed! You'll have to hide longer than that if you want people to start looking for you."

"But I've been away for hours and hours," said Lucy.

The others all stared at one another.

"Batty!" said Edmund, tapping his head. "Quite batty."

"What do you mean, Lu?" asked Peter.

"What I said," answered Lucy. "It was just after breakfast when I went into the wardrobe, and I've been away for hours and hours, and had tea, and all sorts of things have happened."

"Don't be silly, Lucy," said Susan. "We've only just come out of that room a moment ago, and you were there then."

"She's not being silly at all," said Peter, "she's just making up a story for fun, aren't you, Lu? And why shouldn't she?"

"No, Peter, I'm not," she said. "It's – it's a magic wardrobe. There's a wood inside it, and it's snowing, and there's a Faun and a Witch and it's called Narnia; come and see."

The others did not know what to think, but Lucy was so excited that they all went back with her into the room. She rushed ahead of them, swung open the door of the wardrobe and cried, "Now! go in and see for yourselves."

"Why, you goose," said Susan, putting her head inside and pulling the fur coats apart, "it's just an ordinary wardrobe; look! there's the back of it."

Then everyone looked in and pulled the coats apart; and they all saw – Lucy herself saw – a perfectly ordinary wardrobe. There was no wood and no snow, only the back of the wardrobe, with hooks on it.

Peter went in and rapped his knuckles on it to make sure that it was solid.

"A jolly good hoax, Lu," he said as he came out again; "you have really taken us in, I must admit. We half believed you."

"But it wasn't a hoax at all," said Lucy, "really and truly. It was all different a moment ago. Honestly it was. I promise."

"Come, Lu," said Peter, "that's going a bit far. You've had your joke. Hadn't you better drop it now?"

Lucy grew very red in the face and tried to say something, though she hardly knew what she was trying to say, and burst into tears.

For the next few days she was very miserable. She could have made it up with the others quite easily at any moment if she could have brought herself to say that the whole thing was only a story made up for fun. But Lucy was a very truthful girl and she knew that she was really in the right; and she could not bring herself to say this.

Questions

1. At the start of the chapter, where does Lucy think she has returned from? (1 mark)

2. Why is Lucy amazed when she first finds her brothers and sister? (2 marks)

3. 'The others all stared at one another.' How are the children feeling at this point in the text? Why? (2 marks)

4. What does Edmund mean by the term 'batty'? Circle one. (1 mark)

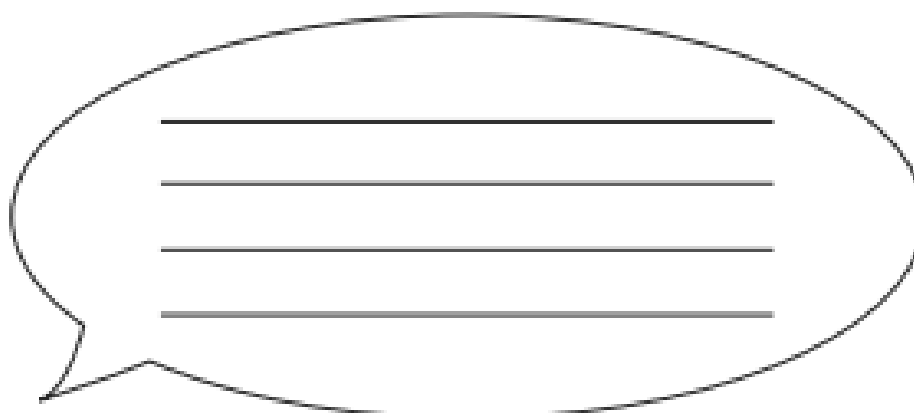
☐ funny

☐ forgetful

☐ sad

☐ crazy

5. Complete the thought bubble to show how Lucy felt when Susan said to her 'Don't be silly, Lucy.' Use evidence from the text to justify your answers. (2 marks)



Questions

6. Tick to show whether the statements are true or false. (4 marks)

	True	False
Peter thinks Lucy is making up a story for fun.	☐	☐
Lucy says that there's a wood inside the wardrobe.	☐	☐
The children believed Lucy's story.	☐	☐
Lucy is worried about showing the children the wardrobe.	☐	☐

7. What insult does Susan call Lucy? (1 mark)

8. How might Lucy have felt when the other children revealed that it was just an ordinary wardrobe? Why? (3 marks)

9. What word in the text means 'joke' or 'trick'? (1 mark)



Questions

10. What does it mean by the phrase 'grew very red in the face' in the context of this story? Tick one. (1 mark)

to feel excited or amazed

☐

to feel embarrassed or ashamed

☐

to feel hot and uncomfortable

☐

to feel sad and upset

☐

11. How does the reader know that Lucy feels upset about her siblings' reactions? (1 mark)

12. Why does Lucy not admit that she is wrong? (1 mark)



Answers

1. At the start of the chapter, where does Lucy think she has returned from? (1 mark)

A magical land located in the back of the wardrobe called Narnia.

2. Why is Lucy amazed when she first finds her brothers and sister? (2 marks)

She is amazed that her siblings are not more worried about her and where she has been for so long. Lucy believes she has been missing for many hours and so presumes that her brothers and sister have wandered where she was.

3. 'The others all stared at one another.' How are the children feeling at this point in the text? Why? (2 marks)

They are confused because Lucy is telling them she has been gone for hours and yet they didn't even realise she was hiding and so believe Lucy can't have been gone for as long as she says she has.

4. What does Edmund mean by the term 'batty'? Circle one. (1 mark)

☐ funny

☐ forgetful

☐ sad

☒ crazy

5. Complete the thought bubble to show how Lucy felt when Susan said to her 'Don't be silly, Lucy.' Use evidence from the text to justify your answers. (2 marks)

'How dare Susan call me silly! I know where I was. I've been up to all sorts of things, meeting people and having tea. I couldn't have done all that in less than a few hours. Why won't she believe me?'

Answers

6. Tick to show whether the statements are true or false. (4 marks)

	True	False
Peter thinks Lucy is making up a story for fun.	☒	☐
Lucy says that there's a wood inside the wardrobe.	☒	☐
The children believed Lucy's story.	☐	☒
Lucy is worried about showing the children the wardrobe.	☐	☒

7. What insult does Susan call Lucy? (1 mark)

a goose

8. How might Lucy have felt when the other children revealed that it was just an ordinary wardrobe? Why? (3 marks)

She might have felt confused as she was certain that she had visited Narnia and reached the magical land through the back of the wardrobe. She can vividly recall things she has done in Narnia e.g. having tea and yet now there is 'no wood and no snow, only the back of the wardrobe'. She might be questioning whether she did go through there or she had made it up or cross that the wardrobe is now not magical as it will mean her siblings won't believe her and it will look like she has lied to them.

9. What word in the text means 'joke' or 'trick'? (1 mark)

hoax



Answers

10. What does it mean by the phrase 'grew very red in the face' in the context of this story? Tick one. (1 mark)

- to feel excited or amazed ☐
- to feel embarrassed or ashamed ☒
- to feel hot and uncomfortable ☐
- to feel sad and upset ☐

11. How does the reader know that Lucy feels upset about her siblings' reactions? (1 mark)

She 'burst into tears'.

12. Why does Lucy not admit that she is wrong? (1 mark)

Lucy does not admit that she is wrong because she is a 'very truthful girl' and she 'knew she was right'.



Inverted Commas

Hint!

Use the acronym SCAPS to help you remember how to punctuate speech correctly.

S = speech marks

C = capital letter

A = actual words spoken

P = punctuation

S = speech marks

1. Insert the missing inverted commas in the sentences below.

- a) It's time for bed, said Peter's mother Go and brush your teeth.
- b) While directing her daughter in the car, Mrs Jones said, Take the next left and then go straight ahead.
- c) Why are you being so annoying? Melanie moaned at her brother, Leave me alone!

2. Identify the mistakes in the punctuation and rewrite the sentence correctly below.

- a) How much flour do I need to make this cake"? asked Julie?

- b) "we need to bring a packed lunch and a change of clothes, don't we" asked James.

- c) "can't we stay up late tonight" asked Pete, it is the weekend after all!

3. Tick the box to show whether speech punctuation has been used correctly or incorrectly.

	Correct	Incorrect
"please can I sit next to Alistair today?" asked Peter.		
"Please can I sit next to Alistair today" asked Peter?		
"Please can I sit next to Alistair today?" asked Peter.		
"Please can I sit next to Alistair today?" ask Peter?		

4. Explain why this sentence is incorrect.

"We are going for a walk today." declared mum.

5. Rewrite this passage from a playscript as direct speech.

Mrs Portly: How much do I need to pay to have my car fixed?

Mark the mechanic: It shouldn't be too much. Approximately £76.

6. Rewrite these sentences using the correct speech punctuation.

a) the headteacher was very happy with the netball team you've won the whole tournament due to your hard work and dedication

b) what do you mean you don't know where your homework is cried Mrs Kettle
it was due in today

Challenge!

A new speaker means you need to start a new line. Rewrite this passage correctly.

what's the time asked james is it time for lunch yet not quite yet replied mrs jones
I'm so hungry though complained james

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"Can't we stay up late tonight?" asked Pete, "It is the weekend after all!"

Inverted Commas

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4. Explain why this sentence is incorrect.

"We are going for a walk today." declared mum.

There should be a comma not a full stop after today as the sentence isn't completed yet.

5. Rewrite this passage from a playscript as direct speech.

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"Not quite yet," replied Mrs Jones.

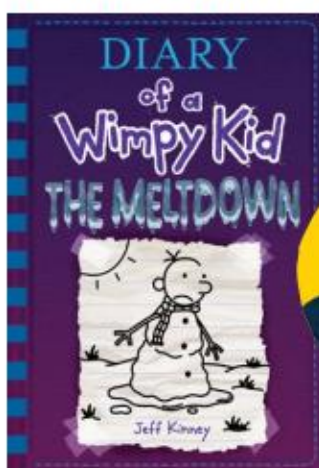
"I'm so hungry though," complained James.

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NOTES FOR TEACHERS & LIBRARIANS

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IN PARTNERSHIP WITH

AUTHORFY
SHAPES
for schoolsJEFF KINNEY:
TELLING FUNNY STORIES**BEFORE WATCHING THE VIDEO AND
READING THE EXTRACT:****GET IN THE ZONE!**

The *Diary of a Wimpy Kid* series by Jeff Kinney is well-known for its humour and ability to make people laugh.

A good way to get students in the right frame of mind for telling funny stories is to get them thinking about laughter. Ask them to consider the following questions in pairs: What is laughter? When do we laugh? Why is it important? When was the last time you really laughed?

Then, ask students to list as many types of laughs as they can. For example, can they explain the differences between a belly laugh, a snigger, a giggle or a snort? To really get students in the mood for humour, encourage them to draw each

type of laugh that they list – or, better still, they might act them out, or even create scenarios for the different types of laughter.

Ask students to share their different types of laughter with their classmates. Are they ready to snigger, giggle or snort when they watch Jeff's video?

**AFTER WATCHING THE VIDEO
AND READING THE EXTRACT:****DISCUSSION QUESTIONS**

1. Do you think the series title *Diary of a Wimpy Kid* is a funny title? Why?
2. What is effective about using the form of a **diary** to document Greg's adventures? Do you like this format? Why? How does it change the experience of reading?
3. Jeff Kinney often uses words made up of capital letters in his writing. Can you find any examples of this in the extract? What is the effect of using capital letters? What do they show?
4. Can you find an example of **onomatopoeia** in the extract? Why is this an effective technique for creating comedy?
5. How does Jeff Kinney present the relationship between Greg and his parents in the extract from *Diary of a Wimpy Kid: The Meltdown*? Why is this funny?
6. How do the illustrations complement the text? For example, in the extract from *Diary of a Wimpy Kid: The Meltdown*, why is it funny when Greg says: 'Manny was already in the front yard making snowmen, or WHATEVER you'd call those things'?

ACTIVITY 1: GETTING TO GRIPS WITH GREG

The Diary of a Wimpy Kid series invites readers into a world that is full of humour. It is so popular amongst children because Greg Heffley, the main character, makes us all laugh!

- In pairs, re-read the extract from *Diary of a Wimpy Kid: The Meltdown*. Find examples in the extract that show that Greg is: YOUNG, FUNNY, FRUSTRATED (with his parents!), and CHEEKY! Can you think of any more words to describe Greg?
- If Greg Heffley was interviewed on the television, what do you think he'd be like in real-life? Jot down your ideas using the following headings: voice, body language and facial expressions.
- Carry out interviews with Greg, asking him all about his experiences outside in the snow, and why he'd rather be inside, playing video games! Remember: try to make it as funny as you can!

ACTIVITY 2: COMIC DEVICES

Jeff Kinney is inspired by things in everyday life that make him laugh. He loves listening to and telling jokes. In fact, his ideas for Diary of a Wimpy Kid often start with a list of jokes... it's how you tell 'em!

- In pairs, consider how Jeff Kinney makes jokes funny in his stories. How does he tell them?
- Jeff Kinney uses lots of comic devices in his writing to make it funny. Looking back at the extract from *Diary of a Wimpy Kid: The Meltdown*, find examples in the extract of the following comic devices: USE OF CAPITAL LETTERS, INFORMAL WORDS, ONOMATOPOEIA, USE OF CARTOON, REPETITION, FUNNY SCENARIOS.
- For each comic device listed, think about how it helps to make the story funny. Can you use one of these devices in your own writing to tell a funny story?

Jeff explains that he always wanted to be a comic book writer. As inspiration for Diary of a Wimpy Kid, he came up with the idea that he would write as a kid writing his diary – and that way he could sneak his hilarious cartoons in too!

- Using some of the comic devices from Activity 2, create a six-panel comic book of your own.
- Your comic book story should be based on a something funny that has happened to you recently in your everyday life – either at home, or at school. Remember to write a list of jokes or funny things before you begin. Share your comics with your classmates in Comic Book Club!

SHARE A STORY

Think of a story you read recently that tickled your funny bone. It doesn't have to be a whole book; it might just have been just one particular passage, or section of dialogue, or even a character description! Find an example that you can show to someone else to spread the laughter. Spend ten minutes sharing it with your friends, family and classmates. Can you make them laugh when you read it out loud? Remember, it's how you tell 'em!

SPARK YOUR IMAGINATION...

AN INSPIRING SHARE A STORY CHALLENGE FOR YOU:

Including a quick recap of the expert advice from Jeff:

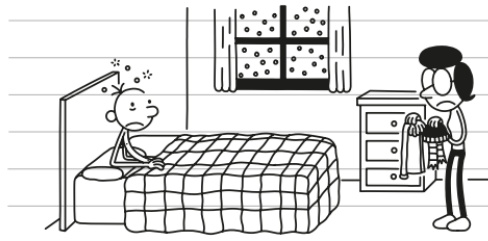
Write your own diary entry, making it as funny as you can. Start by thinking about things that have happened recently that made you laugh – have you had a funny moment at school, at home or on holiday that you remember?

DID YOU KNOW?

There are more fascinating Masterclass films and resources featuring amazing authors and illustrators over at worldbookday.com/online-masterclasses. Don't miss out, download them today!

Saturday

I usually sleep IN at weekends, but this morning Mom had OTHER plans for me.



She said I was going to spend the whole day OUTSIDE. I told her I'd go out in the snow after I'd played some video games, but she reminded me about Screen-Free Weekends, and I knew she wasn't gonna budge.

When I was younger, I could spend HOURS playing in the snow. But, nowadays, after about ten minutes I'm ready to come inside.

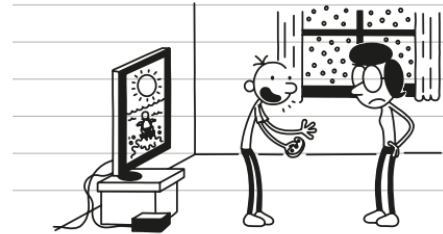
Grown-ups act like being in the snow is the most fun you can ever have. But you never see THEM out there rolling around in it.

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I can only remember one time Dad played with us out in the snow. But THAT ended the second Rodrick dumped snow down the back of Dad's NECK.

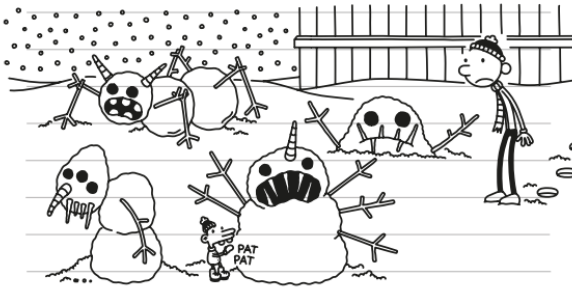


Mom's ALWAYS making us kids go outside because she says we need our vitamin D, which you get from the sun. I tell Mom I get PLENTY of vitamin D from the sun in my video games, but that kind of reasoning never works on her.

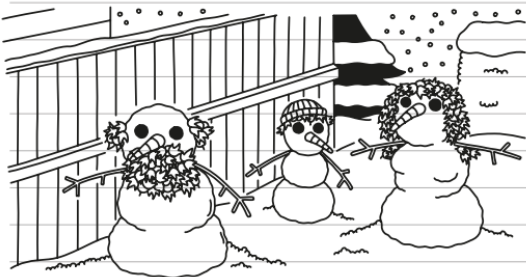


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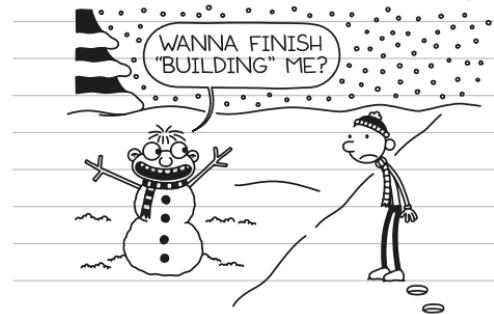
When I went outside today, Manny was already in the front yard making snowmen, or WHATEVER you'd call those things.



We never finished raking the lawn in the autumn, so Manny used the leaves we hadn't picked up to decorate his snow friends.



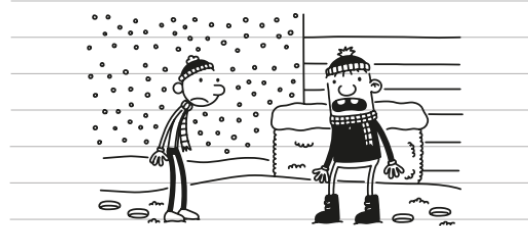
Manny had used up most of the snow in the yard, so there wasn't a whole lot I could even DO outside. I decided to head up to Rowley's, which meant I had to pass by FREGLEY'S house. And, sure enough, he was out in his front yard.



The reason I went to Rowley's was because his family just got heated floors. So on cold days I try to spend as much time at his house as POSSIBLE.



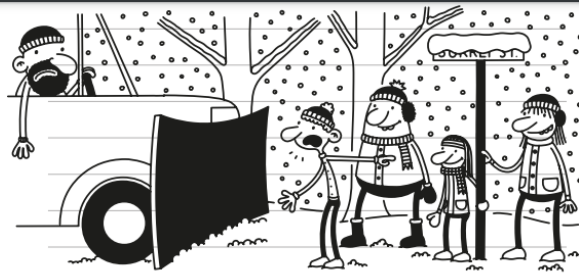
But Mom must've KNOWN I was gonna go to Rowley's because she called his parents and he was outside when I got there.



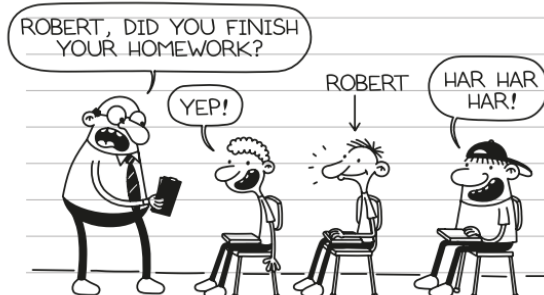
As long as we both had to be outdoors, I figured we should make the most of it. Since I'd already done all the hard work getting up the hill, I told Rowley we should get in a little sledging.

The plough usually comes through by late morning, so we can only get in a few good runs before the street is cleared. But the regular plough guy was on HOLIDAY, and the kids at the top of the hill told the SUBSTITUTE driver that Surrey Street was two miles down the road. So that bought us some extra time.

...



I don't actually think it's a good idea to mess around with substitutes because it ALWAYS comes back to bite you. Last year we had a long-term supply teacher in Algebra, and on his first day me and my classmates all switched seats with each other because we knew the sub would be relying on the seating chart.



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How to train a dragon

Have you found yourself in charge of a dragon egg with no idea how to look after it? Dragons are famously tricky animals to control so you must follow these instructions carefully! However, be warned, if the training does not start when the dragon is young, then it will be even more of a challenge to tame.

You will need the following equipment:

- Small pen made from metal, wood or concrete
- A back scratching stick
- Fish heads
- A clear, confident voice.



A suitable dragon's pen

Method:

1. Firstly, it is important that, when the dragon is very young, you handle the hatchling every day as soon as it is born so that it becomes used to human contact.
2. As soon as the young dragon is calm, place four or five handfuls of smelly fish heads, which must be either salmon or haddock's heads, on the ground near you so that the dragon will eventually associate the delicious food with you.
3. After this, you'll need to teach the dragon to fly. To do this, you will need to be able to pick the young reptile up from behind, making sure you place your legs either side of the animal. Use a clear, confident voice to state "Stay" repetitively.
4. Once you are able to handle the dragon in a secure manner, you must now hold the beast up in the air and again say in your clear, confident voice, "Fly". It is important that you don't use a weak voice.
5. Next, make sure that you have built a strong and secure cage or pen for the dragon to sleep in during the day. As everyone knows, dragons are nocturnal (they sleep in the day and are awake at night) so they need somewhere safe to sleep in during the day. They normally sleep between 10 and 12 hours.
6. Finally, it is essential that you have a back-scratching stick available at all times! Any sudden movements might scare the animals! Use the stick to gently scratch the top of the dragon's head, using a horizontal motion but never a vertical one or your arm might not survive!

Remember that all of these steps must be completed when the dragon is young or they may not work! These instructions can be followed by one person because the dragon is small.

Questions

1. Why must you follow the instructions carefully? (1 mark)

2. When must the training be carried out? Why? (2 marks)

3. Circle the equipment which is required. (1 mark)

big pen, stomach-scratching stick, fish heads	small pen, a back scratching stick, fish heads	straw pen, back scratching stick, fish bones	metal, wood or concrete pen, leg scratching stick, fish heads
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4. Order these statements (1-6) according to the order they need to be carried out. (6 marks)

Hold the dragon in the air.	
Place fish heads on the ground.	
Build a strong cage.	
Handle the hatchling every day.	
Have a back-scratching stick available.	
Pick up the reptile.	

5. Why must you handle the dragon every day? (1 mark)

6. Why might you need to speak in a clear and confident voice when speaking to the dragon? (2 marks)

7. What does the term 'nocturnal' mean? (1 mark)

8. What direction must you scratch the dragon? Why? (2 marks)

Answers

1. Why must you follow the instructions carefully? (1 mark)

Because dragons are famously tricky animals to control.

2. When must the training be carried out? Why? (2 marks)

When the dragon is young or it will be more of a challenge to tame.

3. Circle the equipment which is required. (1 mark)

big pen, stomach-scratching stick, fish heads	<u>small pen, a back scratching stick, fish heads</u>	straw pen, back scratching stick, fish bones	metal, wood or concrete pen, leg scratching stick, fish heads
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4. Order these statements (1-6) according to the order they need to be carried out. (6 marks)

Hold the dragon in the air.	<u>4</u>
Place fish heads on the ground.	<u>2</u>
Build a strong cage.	<u>5</u>
Handle the hatchling every day.	<u>1</u>
Have a back-scratching stick available.	<u>6</u>
Pick up the reptile.	<u>3</u>

5. Why must you handle the dragon every day? (1 mark)

So it becomes used to human contact.

6. Why might you need to speak in a clear and confident voice when speaking to the dragon? (2 marks)

Choose two: so it knows that it is a command / to show that you are not afraid of it / so that it can hear clearly / to show who is in charge

7. What does the term 'nocturnal' mean? (1 mark)

sleep in the day and are awake at night

8. What direction must you scratch the dragon? Why? (2 marks)

In a horizontal motion because if you do it in a vertical one, the dragon might bite your arm off.