



EduVision

Year 3 English

Term 1, Week 4

Student Name: _____

Activity One

Skill focus: **Vocabulary**

Word	Part of speech	Definition
malodour	noun	a very unpleasant smell
pyrotechnics	noun	the practice or art of making or using fireworks
spectator	noun	a person who watches a show, game or other event
excavation	noun	the act of removing earth that is covering very old objects buried in the ground in order to discover things
tumult	noun	1. a loud, confused noise, especially one caused by a large mass of people 2. a state of confusion or disorder

Using our new vocabulary in sentences

Skill Focus: Idiom Inference



Activity Two

Skill Focus: Synthesis & Transformation

Join the sentences by connecting them with the word(s) in the brackets. Your answer has to be in one sentence and its meaning has to be same as the sentences given.

1. He went out without an umbrella. There was the monsoon rain. (**despite**)

2. Mary would not reveal the secret. The children wanted to know the secret very much. (**no matter**)

3. Jane knew she would not win the competition. Jane still put in the effort. (**although**)

Activity Three

Skill Focus: Reading Comprehension

The Storm

By Asokbijay Raha

Without warning a snake of black cloud rises in the sky
 It hisses as it runs and spreads its hood.
 The moon goes out, the mountain is dark.
 Far away is heard the shout of the demon.
 Up rushes the storm a moment after
 Rattling an iron chain in its teeth.
 The mountain suddenly lifts its trunk to the heavens.

Need to Know:

Simile: a figure of speech in which two different things are compared by using the words 'like' or 'as'.

Metaphor: a word or phrase used to describe something as if it was something else, e.g. 'The moon was a white plate in the night sky.'

Onomatopoeia: a word that describes a sound and actually mimics the sound, e.g. 'clatter', 'shush'.

1. What is this poem about?

- A. A fierce storm.
- B. A fierce snake in a storm.
- C. A demon that starts a storm.
- D. Magic that unleashes demons and storms.

2. Select the example that is NOT visual imagery.

- A. 'Without warning a snake of black cloud rises in the sky'
- B. 'The moon goes out, the mountain is dark.'
- C. 'Far away is heard the shout of the demon.'
- D. 'The mountain suddenly lifts its trunk to the heavens.'

3. What is the 'shout of the demon'?

4. Select the example of onomatopoeia.

- A. 'Far away is heard the shout of the demon.'
- B. 'Up rushes the storm a moment after'
- C. 'Rattling an iron chain in its teeth.'
- D. 'The mountain suddenly lifts its trunk to the heavens.'

5. Sensory imagery is description that appeals to our senses. Which senses are appealed to in the following line: 'It hisses as it runs and spreads its hood'?

- A. touch and smell
- B. sound and touch
- C. sight and touch
- D. sound and sight

Activity Four

Skill Focus: Listening comprehension

The Globe Theatre [about 4:15]

<https://www.youtube.com/watch?v=Ck6S5c0Zv4c>

Directions: Take notes as you watch the video.

**1. When were the plays performed and why?**

- A. Only in summer and spring because it was too cold in winter.
- B. Only at night because that was when most people had finished work.
- C. During the day because candles were too expensive to light the theatre at night.
- D. Only at lunch times because that was when the queen preferred to watch.

2. Who were the groundlings and what would they do?

- A. The wealthiest people who were allowed to yell and throw things at the actors that they didn't like.
- B. The poor people who could only afford the worst and cheapest seats and would walk out early.
- C. The people in the cheap seats at the front who would boo and throw things if they didn't like the play.
- D. The wealthiest people who bought the tickets right at the front where it was the most exciting.

3. What did the church call the theatre?

- A. 'The nest of angels'
- B. 'The nest of the devil'
- C. 'Jolly good fun'
- D. 'Entertainment for sinners'

4. Who could be an actor?

- A. Only Londoners
- B. Only men as it was illegal for women
- C. Only the poor as it was illegal for nobility
- D. Only English citizens

5. Which parts of the stage represented which elements?

- A. Heaven/sky _____
- B. Earth _____
- C. Hell _____

Activity Five

Skill Focus: Reading comprehension

The theatre was relatively new when William Shakespeare became famous. In fact, one of London's first theatres was built in 1576, when Shakespeare was 12 years old. But play houses quickly became popular, and by 1600, London's theatres served between 10,000 and 20,000 spectators every week.

Special effects were all the rage in William Shakespeare's day. At the Globe, audiences might hear 'thunder' made by a cannonball rolled inside a wooden box. The special effects team made lightning by tossing resin powder into a candle. Elizabethan

theatres used magic effects, too, often by creating black, white, or red smoke. Additionally, the stage crew used pyrotechnics by tying a firecracker to a rope and lighting it. The rocket would hiss across the stage, shooting out sparks and replicate a lightning bolt.

English spectators loved to see lots of gore when they went to the theatre. Many of William Shakespeare's plays incorporated slayings, fights, and carnage. Acting troupes used props to put on the exciting shows audiences preferred.

The theatre drew huge crowds, and many enjoyed beer or wine during the performance. Spectators also ate food like apples, oranges, nuts, and gingerbread. Modern excavations even found oyster shells on the floors of theatres.

Moreover, if the audience members didn't like the play, they let the actors know. In 1629, the audience pelted a visiting French troupe with apples, perhaps because the group included female actors.

Up to 3,000 audience members attended each show at the Globe, and the spectators didn't just watch the action: they often participated. For example, play-goers booed when a villain appeared on stage. They often cheered for elaborate special effects. And many plays ended with crowd members dancing. But the dancing also caused problems. In 1612, the Fortune Theatre stopped playing music because the rowdy crowd caused 'tumults and outrages.'

The theatre could be dangerous. During one performance that occurred near the end of William Shakespeare's life, the Globe Theatre actually burned down. The events occurred on June 29, 1613, during a performance of *Henry VIII*. The stage crew used a cannon with real gunpowder. Consequently, a piece of flaming cotton set the theatre's thatched roof on fire. The play was so engaging the audience didn't notice the fire at first. An eyewitness claimed, 'Their eyes [were] more attentive to the show [than the blaze].' The entire theatre burned to the ground in an hour.

Theatres had to compete with other forms of entertainment, like bear-baiting, though. Norden's 1593 map of London showed the close proximity of the bear house and the playhouse on the south bank of the Thames River. In fact, in 1591, the theatre was banned on Thursdays because 'the players do recite their plays to the hurt of bear-baiting, maintained for Her Majesty's pleasure.'

Theatres in William Shakespeare's day could fit 3,000 people in very close quarters. Visitors even complained the cheap seats smelled like garlic and beer. And the special

effects only heightened the bad smells. Stage crews used sulfur and white saltpetre to make gunpowder or magic effects, so the rotten-eggs scent from the sulfur and the dung from the saltpetre only added to the malodour.

1. According to the text, what was very popular in the theatre during Shakespearean times?

- A. Bear-baiting, hunting, and street archery.
- B. Singing and refreshments.
- C. Special effects and gore.
- D. Throwing things at the actors and dancing on the stage.

2. What other entertainment did the theatre have to compete with? What did the theatre have to provide in order to compete?

- A. Love scenes such as those in Romeo and Juliet to compete with the opera.
- B. Fireworks, smoke and witches to compete with the sermons at church.
- C. Slayings, carnage, fighting, lots of gore to compete with the bear-baiting.
- D. Fireworks, smoke and thunder to compete with the bear-baiting.

3. According to the text, what had to stop because of the 'tumults and outrages'?

- A. bear-baiting on stage
- B. theatre going at night
- C. a visiting French troupe
- D. music playing at the Fortune Theatre

4. What surprising thing did people eat at the theatre?

- A. apples and oranges
- B. gingerbread
- C. nuts
- D. oysters

5. Why might the audience have pelted food at the travelling French troupe?

- A. Because there were female actors in the troupe.
- B. Because they couldn't understand French.
- C. Because they thought the actors were ugly.
- D. Because they thought the music was terrible.

6. What does the underlined word 'proximity' mean?

- A. parallel to each other
- B. nearness in space
- C. with connecting buildings
- D. on both sides of the river

7. If people are in 'very close quarters' (underlined in text), it means that the place is

- A. noisy.
- B. crowded.
- C. indoors.
- D. hot.

8. According to the text, what made going to theatre dangerous?

- A. the bear-baiting
- B. the rowdy crowds
- C. food being thrown around
- D. the possibility of fire from special effects

9. According to the text, what made the bad smell in the theatre worse?

- A. bad breath and body odour
- B. rotting food
- C. sulfur and saltpetre used in special effects
- D. garlic and beer used in the food

10. How many people could fit into the Globe and how many people went to the theatre (including all theatres) per week?

	Maximum number of people in the Globe	Total number of people who went to the theatre every week
A.	3000	10,000
B.	3300	20,000
C.	3300	10,000–20,000
D.	3000	10,000–20,000

Activity Six

Writing Task

Imagine you are a character living in Elizabethan England. You go to the Globe theatre for the first time. Write a journal entry describing the experience.

- Decide what gender, age and class you are. Do you have a 'good seat' at the theatre or are you a groundling?
- Describe the sights, sounds and smells of the theatre. What does it feel like to be there? What kind of action might your character see on stage?
- Describe your character's feelings and reactions. What does your character feel about the theatre? Will they go again?

Skills checklist:

- I have made my descriptions appropriate to the story: I have included details about the theatre-going experience learned from the video and the article.
- I have used the format of a journal entry. I have included a day and a date.
- I have written in first person.
- I have used interesting adjectives.
- I have written description that appeals to the senses (sight, sound, smell, touch).
- I have edited my work for correct punctuation, grammar and spelling.

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Homework

1. Complete and submit the writing task.
2. Complete the reading task.
3. Complete the cloze passage task.

2. Reading comprehension

Tam Lin (Part 2)

Janet quickly agreed to help Tam Lin and, at midnight, she was waiting, hidden, at the crossroads. She would hear, borne on the wind, the sound of bridles jingling and she knew the fairy folk were coming.

Then, suddenly, the first company appeared and swept past, their faces pale in the moonlight and their silver hair streaming out behind them. Janet remained quite still and let them go. The second company galloped past and she crouched in her hiding place till they had gone. Finally, the third company began to stream past with Tam Lin in their midst on his milk-white steed. Janet leapt from her hiding place and seizing his cloak, she pulled him to the ground.

At once a cry went up, "Tam Lin is away!" and the Elf Queen came galloping back at full speed on her sleek black horse. She looked at Janet and Tam Lin with her beautiful silver eyes and, suddenly, instead of a young man, Janet found herself holding a horrible, scaly lizard. Yet, she still held fast to it. The next moment, the lizard changed into a slippery snake that coiled tightly around her neck and threatened to choke her. But still Janet clung on to it. The Elf Queen cast one last spell and Janet screamed out in pain because she was clutching a red-hot bar of iron. Although her hands and arms were burning and she was in the most dreadful pain, Janet still held on. Finally, the Elf Queen realised that she was beaten and turned Tam Lin into his mortal form of a young man. Turning away, she rode off, screaming out her anger. The dawn began to break and Janet and Tam Lin walked to the castle where her father greeted his daughter and future son-in-law.

Vocabulary Building

1. Find a word or phrase from the text that matches each definition.

- | | |
|------------------------------|-------|
| A. an intersection | _____ |
| B. part of a horse's harness | _____ |
| C. light musical noise | _____ |
| D. moved past with speed | _____ |
| E. bent down low | _____ |
| F. smooth and shiny | _____ |
| G. twisted around | _____ |

- H. understood _____
- I. extremely hot _____

2. Choose the correct homophone in each set of brackets.

- A. Tam Lin was (borne/born) a human being.
- B. The sound of the elfin riders was (borne/born) on the wind.
- C. A (bridal/bridle) is part of a horse's harness.
- D. Janet wore a beautiful (bridal/bridle) gown.

Decoding the text

3. How was Janet able to beat the Elf Queen? You may need to reread *Tam Lin – Part 1* from last week's homework.

4. What qualities did Janet reveal by her actions?

5. What is the lesson (moral) of the story?

3. Cloze passage

Fill in each blank with a word from the box. Each word is to be used once.

independent	composed	citizen	officially
approved	reopening	proudly	

In 1958, *Majulah Singapura*, the national anthem of Singapore, was _____ by Zubir Said (pronounced *za-eed*) with lyrics in the Malay language. The Singapore Chamber Ensemble played it for the first time to mark the _____ of the Victoria Theatre on 6 September 1958. Interestingly, Said was not a Singapore _____ when he wrote it.

The song was _____ as Singapore's national anthem on 11 November 1959 after some changes. It was _____ presented on 3 December 1959 during Loyalty Week. When Singapore became _____ in 1965, the song _____ became the country's anthem.