



# EduVision

**Year 3 English**

Term 1, Week 2

Student Name: \_\_\_\_\_

## Activity One

Skill focus: **Vocabulary**

Word	Part of speech	Definition
unparalleled	adjective	having no parallel or equal; exceptional
mistreat	verb	treat (a person or animal) badly, cruelly, or unfairly
deception	noun	the act of causing someone to accept as true or valid what is false or invalid
adapt	verb	make (something) suitable for a new use or purpose; modify how something is used or done
transformation	noun	a marked change in form, nature, or appearance

Using our new vocabulary in sentences

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**Skill Focus: Idiom Inference****Activity Two****Skills Focus: Poetry Analysis**

**Personification** is when you give human qualities to something that isn't human.

Examples:

- the moon's veil of clouds (veil is an item of clothing)
- the leaves danced on the trees

A **simile** is a way of describing something by comparing it to something else using 'like' or 'as', usually in an interesting or imaginative way. Examples:

- the tap on her shoulder was as light as a feather
- the road was like a ribbon of moonlight

A **metaphor** compares something directly to something else, in order to create an image or resemblance (something which is similar). Example:

- the road was a ribbon of moonlight

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Read the poem and then answer the questions.

**Need to know:**

**epaulette:** an ornamental shoulder piece on an item of clothing, especially on the coat or jacket of a military uniform.

### The Vanity of the Dragonfly

The dragonfly at rest on the doorbell—  
too weak to ring and glad of it,  
but well mannered and cautious,  
thinking it best to observe us quietly  
before flying in, and who knows if he will find  
the way out? Cautious of traps, this one.  
A winged cross, plain, the body straight  
as a thermometer, the old glass kind  
that could kill us with mercury if our teeth  
did not respect its brittle body. Slim as an eel  
but a solitary glider, a pilot without bombs  
or weapons, and wings clear and small as a wish  
to see over our heads, to see the whole picture.  
And when our gaze grazes over it and moves on,  
the dragonfly changes its clothes,  
sheds its old skin, shriveled like laundry,  
and steps forth, polished black, with two  
circles buttoned like epaulettes taking the last space  
at the edge of its eyes.

*Nancy Willard*

1. How is the dragonfly described? Select all correct answers.

- A. delicate
- B. well behaved
- C. careful
- D. pretty

2. In the beginning, what word is repeated and why?

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### 3. Which metaphor describes the dragon's body?

- A. 'A winged cross'
- B. 'the body straight / as a thermometer'
- C. 'brittle body'
- D. 'Slim as an eel'

### 4. Identify the technique for each of the following lines. Put P for personification, S for simile, M for metaphor.

- A. 'the dragonfly sheds its clothes' \_\_\_\_\_
- B. 'shrivelled like laundry' \_\_\_\_\_
- C. 'buttoned like epaulettes' \_\_\_\_\_
- D. 'A pilot without bombs' \_\_\_\_\_

### 5. The poet describes the dragonfly as '*a pilot without bombs / or weapons*'.

#### 5.1. What does the poet want us to concentrate on?

- A. that it looks like an aeroplane
- B. that it is not dangerous
- C. that it flies in a straight line
- D. that it does not know where it is going

#### 5.2. Write the line that contrasts with this description.

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### 6. What is the effect of the simile '*wings clear and small as a wish*? Select all correct answers.

- A. It describes the size and transparent nature of the wings.
- B. It describes the colour, shape and size of the wings.
- C. It makes the wings seem almost magical.
- D. It makes the dragonfly seem very fast.

### 7. In the last six lines, the dragonfly changes from

- A. old to young.
- B. blind to sighted.
- C. folded to flat.
- D. crinkled to shiny.

## Activity Three

### Skills Focus: Reading Comprehension – Informative text

#### The history of the fairytale '*Cinderella*'

The roots of Cinderella can be traced back to ancient times, with similar tales found in different cultures. These stories typically involve a mistreated young woman who, with the help of magical elements, transforms her life.

Perrault's version, titled "Cendrillon," is one of the earliest and most influential. In this version, Cinderella is a gentle and kind young woman mistreated by her stepmother and stepsisters. With the help of her fairy godmother, Cinderella magically transforms and attends the royal ball, where she captures the heart of the prince. However, she must leave the ball by midnight, as her magical transformation is temporary. She leaves behind a glass slipper, which the prince uses to find her. The traditional western version (including the Walt Disney films) is based on the Perrault version of Cinderella.

The Grimm Brothers' version (from 19th Century Germany), titled "Aschenputtel," has some variations. It follows a similar plot, but Cinderella's magical helper is a hazel tree that grows on her mother's grave. The stepsisters' deception is more extreme, with one cutting off her toes and the other her heel to fit into the golden slipper.

Cinderella stories exist in various cultures worldwide, with unique twists and cultural elements. Examples include the Chinese tale of "Yeh-Shen," the Greek story of "Rhodopis," and the Native American story "The Rough-Face Girl." The story is also present in Asia as well. The Chinese have the story of Ye Xian 叶限 which can be dated to about CE 860, the Malay-Indonesian people have the tale of Bawang Putih Bawang Merah, the Vietnamese have Tam Cam and other ethnic groups have similar tales.

Cinderella has been adapted into numerous books, plays, ballets, operas, and films. Each adaptation may add its own twists, but the core elements of a mistreated protagonist, a magical transformation, and a royal marriage typically remain.

The enduring appeal of Cinderella lies in its universal themes of kindness, transformation, and the triumph of good over adversity, making it a beloved and timeless folktale.

1. According to the text what are the essential elements of a Cinderella story?

- A. mean stepsisters, magic, a wedding
- B. mean stepmother, magic, a wedding
- C. mistreated protagonist (heroine), magical transformation, a royal marriage
- D. a fairy godmother, a pumpkin coach, a shoe that only fits the protagonist (heroine)

2. '*Bawang Putih Bawang Merah*' is the name of which version of Cinderella?

- A. the German version
- B. the Vietnamese version
- C. the Chinese version
- D. the Malaysian version

3. Which version has some of the characters use violence in order to try and fit the special slipper?

- A. Yeh Shen
- B. Bawang Putih Bawang Merah
- C. Rodopis
- D. Aschenputtel

4. The text mentions many different adaptations of Cinderella. Select the option that was not mentioned in the text.

- A. comic
- B. ballet
- C. opera
- D. film

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## Activity Four

### Skills Focus: Reading Comprehension – Fairy tale

*The following is the popular Western version of the Cinderella story.*

Once upon a time in a small village in France, there lived a kind and gentle young girl named Cinderella. After her mother's untimely death, Cinderella found herself at the mercy of her wicked stepmother and stepsisters, who treated her as a servant in her own home.

One day, news arrived in the village that the king was hosting a grand ball at the royal palace. The entire kingdom was invited, including Cinderella's family. Overjoyed at the prospect of attending the splendid event, Cinderella's stepsisters demanded she help them prepare for the ball, leaving her with chores and drudgery.

Cinderella toiled away, unhappy to be missing out on the ball. Her fairy godmother, a shimmering vision in a gown of starlight, appeared to grant her the gift of attending the ball. With a wave of her wand, the fairy godmother transformed a pumpkin into a magnificent carriage, mice into elegant horses, and Cinderella's tattered rags into a gown of unparalleled beauty.

"Remember, my dear," the fairy godmother warned, "you must leave the ball before midnight, for the magic shall wear off." Cinderella, in awe of her enchanting transformation, promised to heed the fairy godmother's advice.

At the royal ball, the palace glittered with a thousand lights, and enchanting music filled the air. Cinderella entered, and all eyes turned to the mysterious beauty who seemed to float across the grand ballroom. The prince, captivated by her grace and charm, approached her and asked for a dance.

Cinderella and the prince danced the night away, the world around them fading into the background. The prince was enchanted by Cinderella's kindness and beauty, and Cinderella, in turn, found solace in the warmth of the prince's company.

As the clock struck midnight, Cinderella, remembering the fairy godmother's warning, regretfully left the palace. The prince chased after her, wanting to know her name. In her haste to be gone before she transformed back into tattered rags, she left behind a delicate glass slipper.



Determined to find the mysterious beauty, the prince searched the kingdom for the owner of the glass slipper. When he reached Cinderella's home, her stepsisters eagerly tried to squeeze their feet into the dainty shoe. However, it was clear that the slipper was too delicate for their clumsy attempts.

Finally, Cinderella appeared, and the prince, recognising her as the true love he sought, knelt and gently placed the glass slipper on her foot. It fit perfectly. Overjoyed, he declared Cinderella as his beloved and future queen.

**1. What does the phrase *'the world around them fading into the background'* suggest?**

- A. that everyone else magically disappeared
- B. that everyone else was silently watching them dance
- C. that they only noticed each other
- D. that the king ordered everyone else into the banquet hall

**2. The word 'solace' is closest in meaning to**

- A. comfort.
- B. gratitude.
- C. excitement.
- D. nervousness.

**3. Why were the stepsisters so eager to fit into Cinderella's shoe?**

- A. They thought the slipper was beautiful and magical.
- B. They realised they needed to be nicer to Cinderella.
- C. They hoped to gain the prince's attention.
- D. They thought they could get the slipper and sell it for a lot of money.

**4. Based on the description of the protagonist, what character traits this fairytale value?**

- A. intelligence, wit and humour
- B. cunning, humour and charm
- C. kindness, gentleness and beauty
- D. wealth, power and charm

**5. What does marriage to the prince represent for Cinderella? Select all correct answers.**

- A. wealth
- B. being cared for
- C. wearing a lot of new clothes
- D. an escape from servitude and drudgery

## Activity Five

### Skills Focus: Writing Fractured Fairytales

There are many modern retellings of fairy tales that change the details for entertainment or challenge the original cultural values and morals expressed in the fairy tale.

Now it is your turn to retell the Cinderella story. Here are some suggestions for how you might like to change the story:

- Perhaps Cinderella saves herself and doesn't have to be good and quiet and wait for a fairy godmother to help her?
- Perhaps the protagonist is a boy and not a girl?
- Perhaps the story takes place in out of space in a futuristic world?
- Perhaps the mean stepmother was not the villain and instead it is Cinderella who has tricked us!

#### Skills checklist:

- I have used some important details from the original to make it recognisable as a Cinderella story.
- I have changed something significant about the story, such as the setting, the ending or the villain.
- 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 editing task.
3. Complete the reading task.

### 2. Editing

There is a grammatical or spelling error in each of the underlined words. Write the correct word in each of the brackets provided.

Wendy had a toothache last week. She had to visit the dentist to have the tooth extract 1 (\_\_\_\_\_). She was strickened 2 (\_\_\_\_\_) with horror, but she had no choice.

When they arrived at the dentist's office, Wendy was taken into a cold room that made her shivered 3 (\_\_\_\_\_). She sink 4 (\_\_\_\_\_) into the dentist's chair. The frightening drills and pliers were all lain 5 (\_\_\_\_\_) out in front of her. The much dreadful 6 (\_\_\_\_\_) moment came when the dentist came in. He instrakted 7 (\_\_\_\_\_) Wendy to open her mouth. Next, she felt a priq 8 (\_\_\_\_\_) when an injection was given. Within a minute, the toothache was magicly 9 (\_\_\_\_\_) gone. The anaesthetic was very efektiv 10 (\_\_\_\_\_).

Before long, the dentist told Wendy that she could go. Wendy looked at him surprised wonder 11 (\_\_\_\_\_) why she could leave. It was only then that she realised the dentist had extracted her tooth without her having the slight 12 (\_\_\_\_\_) idea of that happening.

### 3. Reading Comprehension

#### Armour

Armour has been worn during battles for 4000 years. The earliest armour was made of skins or of very thick fabric. After this came armour made up of dozens of small pieces of horn or metal, overlapping each other like fish scales. Later, chain-mail was developed. This was a heavy material composed of tiny, linked iron rings. Chain-mail was possibly developed by the Celts and copied by the Romans who saw how effective it was.

As weapons improved, it was found that chain-mail did not offer enough protection. Men began to strap iron plates over the mail. Later, these plates were linked together with narrow strips. By the 15th century, noblemen rode into battle completely encased in iron suits. Even horses had their own armour of either iron, chain-mail, heavy material or leather. Most foot-soldiers (infantry) had much lighter armour or none at all.

By the 16th century, the development of guns changed the way battles were fought. Soldiers needed to be able to charge gunners before they could reload. Heavy armour slowed them down and was abandoned in most armies. However, because it did give protection from bullets unless fired from close range, armour was still used by generals and commanding officers in some armies until the beginning of the 18th century. As well, in Japan, samurai warriors continued to wear armour until the 19th century.

In modern times, armour in the form of bullet-proof vests are worn by soldiers, police and security staff for protection.

**1. This text is a/an**

- A. narrative
- B. poem
- C. recount
- D. information report

**2. The first type of armour was made of**

- A. tiny iron rings.
- B. thick material or skins.
- C. horn or metal.

**3. What made heavy armour impractical?**

- A. The introduction of horses: if you fell off in armour, you couldn't get up.
- B. The introduction of modern warfare: it was too noisy.
- C. The introduction of guns: it slowed down the reloading process.
- D. The introduction of taxes: metal became too expensive.

**4. How did class (wealth and title) affect who wore armour?**

- A. It did not as all good soldiers were given the necessary armour.
- B. The upper classes, such as noblemen and generals, had armour but lower class soldiers did not.
- C. Only the Samurai warrior had armour in the 19th century.
- D. The Celts invented it and shared it equally among their tribes.

**5. Which statement is true?**

- A. Armour was worn for only 400 years.
- B. Armour is not worn at all in modern times.
- C. Armour was worn all over the ancient world.
- D. Armour has been worn for 4000 years.

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