Y6 Literature Revision Worksheet

Eye of the Wolf

Answer ALL questions. Some questions need to be answered with a cross in a box. If you change your mind, put a line through the box and then put cross in another box.

1. Black Flame protects her cubs with the help of:
   - A  Shiny Straw
   - B  Great Wolf
   - C  Grey Cousin
   - D  Blue Wolf

2. How did Blue Wolf hurt one eye?
   - A  a gunshot
   - B  a disease
   - C  a rock
   - D  a burning branch

3. An Abyssinian dove is a:
   - A  a goat
   - B  a bird
   - C  a sheep
   - D  a cub

4. Who names the boy Africa?
   - A  his mother
   - B  Toa
   - C  an old Tuareg chief
   - D  Pa Bia
5. Match the dialogues with their speakers. The first one has been done for you. Draw four more lines. Draw only one line to each box

- Toa: “Not even the best human beings are worth bothering about.”
- Africa: “Haven’t had time to give him a name - too busy working.”
- King of the Goats: “Shepherd, you shouldn’t talk to that.”
- Black Flame: “I come from Yellow Africa. There’s so much silence back there it sharpens our ears.”
- Cheetah: “Be off with you! Out of my sight, before I strangle you.”

6. What is the setting at the beginning of the novel? How does the scenery change when the boy describes his journey with Toa across Yellow Africa? (3 marks)

7. How has the writer portrayed the character of Toa in the story? In your answer refer to:
   - description
   - what he says
   - what he does (5 marks)

8. Shiny Straw can be described as irresponsible.
   Do you agree with this statement?
   - YES ☐
   - NO ☐

   Explain your answer fully, using evidence from the story to help you. (5 marks)

9. Who do you think is a better friend to Africa – Blue Wolf or Saucepans? Explain with reference to the text. (5 marks)

10. Which event in the story did you enjoy the most? For your answer you may consider:
    - Description of the event
    - Characters’ reactions
    - Your reasons for liking it (5 marks)
11. The destructive nature of humans is a theme in this book that affects the lives of many of the characters. Give two ways in which this theme is presented in the novel and how do they affect the lives of the characters? (6marks)

These questions are based on the text, “Fantastic, Funny, Frightening”

Answer ALL questions.
For multiple choice questions, put a cross in each correct box ☑️ to indicate your answer. If you change your mind, put a line through the box ✗ and then put cross in another box ☑️.

1. In ‘The Glass Cupboard’, the king was wise because
   - A he owned a glass cupboard
   - B he ordered his servants to find the missing cupboard
   - C he used the pieces of the cupboard to make a globe
   - D he decided to use the globe to teach his people a lesson

2. The man in ‘Water, Water, Water’ was not allowed into the hotel because
   - A he did not buy a tie
   - B his clothes were dirty
   - C he did not wear a tie
   - D he was not dressed well

3. In the story ‘Thank Goodness!’ the man didn’t stop the horse because
   - A he knew where he was going
   - B he did not know how to stop it
   - C he did not remember how to stop it
   - D he was too scared to stop it

4. Fill in the blanks choosing the most suitable option from the list.

   a) The robbers stole the cupboard because they wanted ________________. (money /silver/ gold)

   b) In the middle of the desert the thirsty man saw Hotel ________________ (Splendour/ Splendid/Spender)

   c) The horse was trained to stop on hearing _____________________________ (thank goodness/ black button/ belly button)
5. How do the events in the story, ‘Thank Goodness’, create humour for the reader? You may refer to:
- events
- characters

(4 marks)

6. How has the writer described the king, in ‘The Glass Cupboard’? Explain your answer with reference to:
   - what he says
   - what he does

(4 marks)

7. Among the three stories included in the book ‘Fantastic, Funny, Frightening’, which one did you enjoy the most? In your answer refer to:
   - the description of setting and incidents
   - actions and reactions of characters

(6 marks)
AUTUMN

As summer draws its final breath, to prepare its curtain call, the monarchs begin their epic trek, to usher in the fall.

The northern wind breathes out its chill, as songs begin to hush, and paint the trees upon the hill with its artist’s brush.

From green to red, orange and brown, the trees discard their masks, and lay them gently upon the ground, for us to begin our tasks.

Autumn makes way for winter’s reign, we bid farewell old friend, till summer’s warmth begins to wane and fall returns again.

By SYDNEY BYRNE

HARD FROST

Frost called to water ‘Halt!’ And crusted the moist snow with sparkling salt; Brooks, their own bridges, stop, And icicles in long stalactites drop.

And tench in water-holes Lurk under gluey glass like fish in bowls.

In the hard-rutted lane At every footstep breaks a brittle pane, And tinkling trees ice-bound, Changed into weeping willows, sweep the ground;

Dead boughs take root in ponds And ferns on windows shoot their ghostly fronds.

But vainly the fierce frost Interns poor fish, ranks trees in an armed host, Hangs daggers from house-eaves And on the windows ferny ambush weaves;

In the long war grown warmer The sun will strike him dead and strip his armour.

By ANDREW YOUNG

Glossary

Tench - a kind of freshwater fish
Fronds - leafy part of a palm or fern
Interns - imprison for military reasons

Some questions need to be answered with a cross in a box. If you change your mind, put a line through the box and then put cross in another box.

1. In the poem ‘Autumn’, what sounds hush in the fall?
   a. the sounds of the wind
   b. the sounds of the birds
   c. the sounds of the leaves
   d. the sounds of the butterflies
   e. 
2. The ‘epic trek’ refers to:
   a. stage performance
   b. battle
   c. migration
   d. funeral

3. In the poem ‘Hard Frost’, what happens to the fish in winter?
   a. They are killed.
   b. They hide under the ice.
   c. They are put into bowls.
   d. They turn to ice.

4. The poet uses the word ‘tinkling’ to describe the trees because:
   a. they move in the wind
   b. they are covered in ice
   c. they make sounds
   d. all the above reasons

5. In the poem ‘Hard Frost’, the long war ends because:
   a. the ground turns white
   b. the ponds fill with dead branches
   c. Spring arrives
   d. Frost takes control

6. In the poem, ‘Autumn’, what is happening to the trees when the poet describes it with ‘discard their masks’?

7. What task might the poet be referring to in the line, ‘for us to begin our tasks’?

8. What figurative language is used by Sydney Byrne in the poem, ‘Autumn’, to describe the end of summer?

   **Figurative Language:**

   **Example:**

   **Explanation:**

   (4 marks)

9. In the poem, ‘Hard Frost’, what do you think the poet means by the line ‘The sun will strike him dead and strip his armour’?

   (2 marks)

10. The poet brings out the cruelty of the frost with his choice of words in the poem ‘Hard Frost’. Which of these best suggest this?

    **Tick two boxes.**

    At every footstep breaks a brittle pane
    And icicles in long stalactites drop
    Lurk under gluey glass
    Interns poor fish
    Frost called to water ‘Halt!’
11. The two poets, Sydney Byrne and Andrew Young, give their views on different seasons in their poems. What differences are there in their views of the seasons they describe. Use evidence from both poems to support your answer with focus on:
- use of ideas
- use of language

(5 marks)