

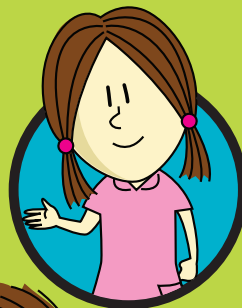
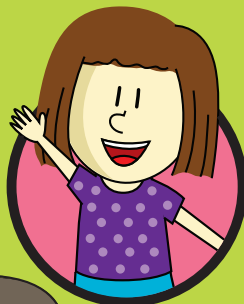


# Can Do

Primary

5

Student Book



# Unit 16 A.B.C.

## A Pre-reading Activity

### 1. Read the explanation below.

A play is a piece of writing that tells a story through the actions and words of characters. It's usually performed on a stage.

A play script consists of:

**Characters:**

anybody or anything that takes part in the play

**Scene:**

a single situation of action in the play

**Setting:**

the time and place of a scene

**Plot:**

the structure or story of the play

**Theme:**

a message communicated by the play

## B Reading Activity

### 1. Listen and read.



### A.B.C.

#### Scene 1: In a wood

Narrator:

Deep in the woods, four...well, actually, three boys and one brainy bird, Mr. Woodwise, were hiding in a bush in front of a cave guarded by a pack of giant wolves.

Kibby:

Ahh...CHOO!!!

Mark (whispering):

Shhh...! Be quiet, Kibby! If Jacko knows we're here, we're in trouble.

Kibby (grumbling):

I'm sorry, but I'm itching all over.

Mr. Woodwise (hissing):

Stop moaning, Kibby Boy! If we can't rescue Miss Suzie by midday tomorrow, Jacko will offer her to King Anacobra as a sacrifice and she'll be turned into stone!

Tom:

A dear little cat sacrifice, oh poor Miss Suzie....

Mark (tearfully):

It's all my fault. I shouldn't have taken her to school with me in the first place.

Mr. Woodwise:

Pull yourselves together, boys. Remember what Mrs. Pepper taught us in our scouts' class on Monday? **A.B.C!**

Boys together (blankly): A...B...C....

Mr. Woodwise:

Oh, come on. Even though I was sitting on a branch outside the classroom window, I could still hear what she said loud and clear. She told us to practise three things – Aim, Brain, and Courage – when facing a problem.

Mark: Oh, yes! I remember now. So... our **aim** is to rescue Miss Suzie from bad Jacko, and get past those wolves.

Tom: Then we need to use our **brains** to find the way to do so.

Kibby (proudly): And lastly, we've got to have **courage** to get these things done, right?

Narrator: The ABC team brainstormed and finally worked out a way to save Miss Suzie. They once learned from a science class that wolves can hear high-pitched noises that humans can't. Mark then borrowed Uncle Ben's ultrasonic device, used to keep stray animals off his farm. They turned on the device and the guard wolves ran away confused.

### Scene 2: In the cave

Narrator: Mr. Woodwise flew into the cave, and after seeing Miss Suzie, untied her. And Kibby, yes, our Kibby Boy plucked up courage and offered himself as bait to bad Jacko.

Jacko (fiercely): Whoa! What is this? A lanky little boy here alone in my cave.

Kibby (scared): I've come to rescue Miss Suzie. You'd better give her up now or....

Jacko (laughing): Ha Ha Ha...or what? Well, I think with your long thin body, you'll make an excellent post once you've been turned into stone. Don't you think so?

Narrator: Jacko rushed towards Kibby who yelled and ran out of the cave as if he would never be able to run again.

### Scene 3: In the wood

Narrator: Chasing Kibby, Jacko fell headlong into a pit dug out by Tom and Mark. Mrs. Pepper arrived.

Mrs. Pepper (yelling): Jacko, you're grounded! You will clean the school toilets for months and months until you are sorry for what you've done!

Miss Suzie (happily): Meow....

Boys together: Hooray! An Absolutely Brilliant Conclusion indeed!

## C Post-reading Activity

### 1. Match the information about the play.

- |               |   |   |  |
|---------------|---|---|--|
| 1. Characters | • | • | In a wood and in a cave  |
| 2. Theme      | • | • | To be successful, you need to have goals in life, be clever, and be brave.   |
| 3. Setting    | • | • | Narrator, Kibby, Jacko, Mark, Mr. Woodwise, Miss Suzie, Tom, Mrs. Pepper, the wolves   |
| 4. Plot       | • | • | Three young boys and Mr. Woodwise helped save Miss Suzie, a cat, from the villain Jacko. At the end of the story, Jacko was punished by Mrs. Pepper for torturing a cat. |



## Learning Box

### Looks, movements, and sounds

These verbs can be used to describe how we look at something, move or make sounds.

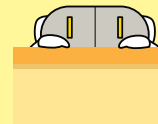
#### Looks

**Glare** means to look angrily.

**Stare** means to look at something hard for a long time.

**Glance** means to look at something quickly and look away.

**Peep** means to take a quick look at something from somewhere hidden.



#### Movements



**Dash** means to run quickly.

**Tiptoe** means to walk on your toes slowly and quietly.

**Stagger** means to walk as if you may fall over.

**Creep** means to move slowly and without being seen.

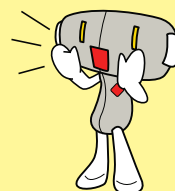
#### Sounds

**Grumble** means to make a complaining, or an unhappy sound.

**Hiss** means to make an 's' sound.

**Gasp** means to speak as if you can't breathe.

**Yell** means to shout loudly.



1. Take turns acting out the scenarios, using the vocabulary from above. Guess what sound, look, or action each person is doing.

**Scenario 1:** A cat balancing on a fence

**Scenario 2:** Being in space

**Scenario 3:** A dog when it greets you on the doorstep

**Scenario 4:** A shopkeeper telling off a naughty child

**Scenario 5:** A monkey taking fruit from a table

**Scenario 6:** Sharing a secret

**Scenario 7:** On a spying mission

**Scenario 8:** Escaping from somewhere

## 2. Complete the sentences, using the words below.

glanced

stared

grumbled

dashed

staggered

peeped

glared

gasping

crept

1. The detective picked up the old watch and \_\_\_\_\_ at it. Something very small was written on the back.
2. The firefighter \_\_\_\_\_ out of the burning building, \_\_\_\_\_ for air.
3. The burglar \_\_\_\_\_ into the museum and \_\_\_\_\_ at the painting from behind a column.
4. She \_\_\_\_\_ at him angrily. 'It wasn't my fault,' he \_\_\_\_\_.
5. He was in a rush but he was thirsty, so he \_\_\_\_\_ into the shop, \_\_\_\_\_ at the drinks, and grabbed the first bottle he saw.

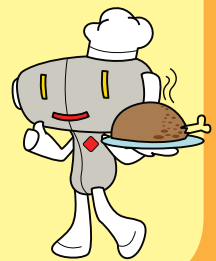
## E Grammar

### Learning Box

#### Intensifiers

**Intensifiers** are adverbs that are used to add force to the meaning of verbs, adjectives, or other adverbs.

Example: This food is **absolutely** delicious.  
I've been so busy today. I'm **totally** exhausted.  
I **completely** disagree with you.  
I'm **fully** aware of the situation.



## 1. Choose an intensifier from the Learning Box to make the sentences below.

1. She's \_\_\_\_\_ brilliant at maths.
2. I \_\_\_\_\_ understand your position.
3. You're \_\_\_\_\_ right!
4. I didn't \_\_\_\_\_ realise that you were so worried.

Words spelt with **y**



Some **y** spellings have an **i** sound. Examples: pyramid, system, gym, mystery

Some **y** spellings have an **ai** sound. Examples: cry, shy, python, cycle

### 1. Listen and say.



1. At the **pyramid** we saw **mysterious symbols** not **typical** to **Egypt**.
2. The laughing **hyena** looked at the **sky**.
3. **Evelyn** was **shy** and she didn't **cry**.
4. The **gypsy** was looking for the golden **syrup**.

### 2. Listen and circle the two words that have the same vowel sound.



1. cycle      my      gym

2. symbol      typical      rhyme

3. play      symphony      rhythm

4. sky      apply      busy

5. pyramid      cry      python

6. shy      mystery      style

### 3. Listen and tick ✓.



pyramid

i sound

ai sound



syrup

i sound

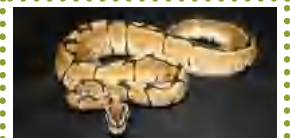
ai sound



type

i sound

ai sound



python

i sound

ai sound

### Transition words

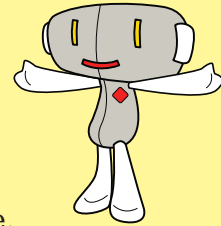
**Transition words** are used to connect one idea to the next. They help give direction to a reader, and so the reader can read the story more clearly.

The **transition word** is usually placed at the beginning of the sentence and followed by a comma.

Example: **Generally**, children are very playful.

**Sometimes**, they can be naughty and uncontrollable.

**To sum up**, all children are able learn new skills.



## 1. Underline the three transition words.

### On Boxing Day

As soon as Zara opened, Paula and her mum stepped into the super sale zone. They could hardly see anything since the whole place was crowded with customers. After a while, they managed to get through the crowd. Then, Paula's mum saw a lovely purple dress and a nice pair of jeans for Paula. They quickly walked to the counter and queued up for half an hour to pay for the clothes. Finally, they got out of the shop and headed back home.

## 2. Try to finish the story, using the clues below.

- |   |  |
|---|--|
| 1. The opposite of <b>late</b>            | 2. A synonym of <b>chose</b>                 |
| 3. The verb <b>to be</b> in its past form | 4. The same meaning as the word <b>while</b> |
| 5. A synonym of <b>began</b>              | 6. The verb <b>blow</b> in its past form     |

1. \_\_\_\_\_ Sunday morning, I 2. \_\_\_\_\_ to go to the nearby lake to bird-watch. While I 3. \_\_\_\_\_ there, a flock of cranes from Siberia flew across the lake looking for food. 4. \_\_\_\_\_ I was standing there, some of them flew right over my head. I 5. \_\_\_\_\_ to take some photos. The wind 6. \_\_\_\_\_ gently in my face. It was a really peaceful moment. Man and nature were peacefully living together.

# Test Your Skills

## 1. Match the definitions to the words.

- |             |   |   |   |
|-------------|---|---|---|
| 1. Poem     | • | • | a direct comparison between two things        |
| 2. Verse    | • | • | part of a poem, like a paragraph in writing   |
| 3. Stanza   | • | • | words that make the same sound                |
| 4. Rhyme    | • | • | an indirect comparison between two things     |
| 5. Simile   | • | • | a piece of writing that uses sound and rhythm |
| 6. Metaphor | • | • | a group of lines in a poem                    |

## 2. Listen and fill in the blanks with the adverbs below.



**particularly**      **recently**      **especially**      **delightedly**  
**large**      **very**      **extremely**      **really**      **surprisingly**

My French teacher is \_\_\_\_\_ short and wears \_\_\_\_\_ black spectacles. He's \_\_\_\_\_ strict and only allows us to speak French in class. I \_\_\_\_\_ like learning languages, but I find French \_\_\_\_\_ difficult. We \_\_\_\_\_ had an exam which I studied \_\_\_\_\_ hard for. I was amazed when the results were handed out; I did \_\_\_\_\_ well. My mum \_\_\_\_\_ said that this year we would go to France for our summer holiday. I'm \_\_\_\_\_ excited about the chance to finally practise the French that I've learnt.

## 3. Read the poem below and tick ✓ the correct answer.

Two little birds sat side by side,  
Like two peas in a pod, opened wide.  
The grey netted sky, threatened rain,  
So the cute little birds flew home again.

	Simile	Metaphor
Like two peas in a pod	<input type="checkbox"/>	<input type="checkbox"/>
The grey netted sky	<input type="checkbox"/>	<input type="checkbox"/>



#### 4. Fill the missing words in the story below.

**creep**

**peeped**

**yelling**

**staring**

**tiptoed**

**hissed**

**gaspd**

**dashed**

She was \_\_\_\_\_ loudly at me, 'What are we going to do?'

'Well, she asked you to look after it, so it's not really my fault.' I grumbled back at her, \_\_\_\_\_ at her angry face and noticing the pink patches appearing on her cheeks.

'We'll have to go and look for it, won't we?' She \_\_\_\_\_ because I wasn't taking things more seriously.

We \_\_\_\_\_ off down the street, glancing over the neighbours' fences, hoping to catch sight of Digby.

'There he is!' My sister \_\_\_\_\_ at me, out of breath from the run.

'But he's in Mrs. Snide's garden,' I whispered, knowing that if she saw him, there would be trouble.

'Will you \_\_\_\_\_ in and get him, I'm scared,' my sister begged.

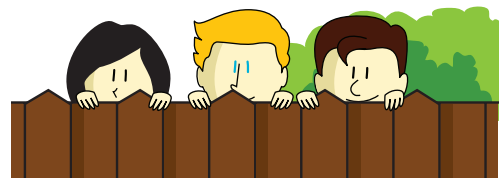
I sighed and \_\_\_\_\_ over Mrs. Snide's fence. Digby was snoozing in the shade under a tree. I \_\_\_\_\_ through the gate and across the lawn.

Just as I reached out to grab Digby's collar, I

heard somebody say.

'You boy, what are you doing? Come here!'

I froze.



#### 5. Read and identify the correct five senses nouns.

**sight**

**touch**

**taste**

**smell**

**hearing**

1. I put my hands to my ears. It was so loud that it hurt. \_\_\_\_\_
2. It was delicious and definitely my favourite dish on the table. \_\_\_\_\_
3. My nose crinkled and I sniffed. Was it smoke? \_\_\_\_\_
4. It was beautiful. The sea shimmered, and the palm trees swayed. \_\_\_\_\_
5. It was so soft. I wrapped it around me comfortably. \_\_\_\_\_