



## Part 1: Comprehension

## Procedure

Read the text.

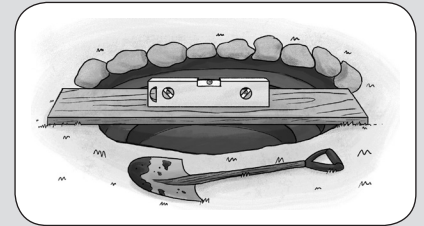
**How to Make a Garden Pond**

**Aim:** To make a garden pond that will be a home for wildlife including frogs and newts.

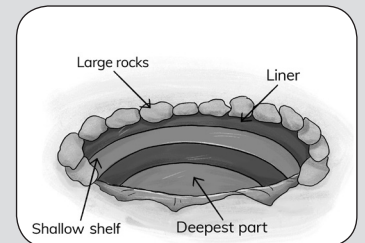
**Materials and equipment:** spade, plank of wood, spirit level, pond liner, sand, rainwater, large rocks and a variety of pond plants

**Method**

**1 Dig the pond.** First, locate a place for your pond. Next, draw your pond outline. Then dig out the earth. Dig deepest in the centre and create a shallower shelf near the edges, for plants and wildlife. Use the plank of wood and the spirit level to ensure the edges of your pond are level.



**2 Line the pond.** Place a layer of sand in the bottom of your pond. Keep some sand for use later. Now make a trench around the edge of your pond. Lay the edge of the pond liner into the trench and weigh it down firmly with the rocks. Fill the bottom of the pond with the remaining sand.



**3 Fill the pond.** Next fill the pond with rainwater. Leave it to settle for approximately one week before adding plants. Do not add fish or a pump to your wildlife pond because fish will eat smaller life forms, including frog and newt larvae, while a pump might suck them into it.

**4 Add plants to the pond.** Finally, add your plants. Then watch and wait to see what wildlife visits and inhabits your pond.

**Evaluate:** Have you created a viable pond for wildlife? What plants grow well? Which creatures live in your pond?

**A. Tick the correct answers.**

1. What is the aim of these instructions?

- to make a pond for fish
- to dig a garden pond
- to make a garden pond for wildlife
- to line a garden pond

2. Looking at step 1, what is the third action you should take?

- Draw your pond outline.
- Dig out the earth.
- Dig deepest in the centre.
- Create a shallow shelf.

**B. Answer the questions.**

1. Why should you create a shallow shelf in your pond?

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2. Summarise when you need to add sand to your pond.

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3. Why should you not add fish to your pond?

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4. Why are the illustrations helpful, do you think?

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5. How can you judge the success of your pond?

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a  
b c

**Part 2: Vocabulary****Tick the word nearest in meaning to the underlined word.**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The frost has made <u>intricate</u> patterns on the glass.</p> <p><input type="checkbox"/> beautiful</p> <p><input type="checkbox"/> elaborate</p> <p><input type="checkbox"/> simple</p> <p><input type="checkbox"/> fine</p> | <p>2. That comment was <u>malicious</u>.</p> <p><input type="checkbox"/> forceful</p> <p><input type="checkbox"/> unnecessary</p> <p><input type="checkbox"/> kind</p> <p><input type="checkbox"/> cruel</p>                |
| <p>3. The kittens had been <u>abandoned</u>.</p> <p><input type="checkbox"/> restrained</p> <p><input type="checkbox"/> groomed</p> <p><input type="checkbox"/> left</p> <p><input type="checkbox"/> harmed</p>                      | <p>4. Connor was <u>plummeting</u> down the icy slope.</p> <p><input type="checkbox"/> leaping</p> <p><input type="checkbox"/> tumbling</p> <p><input type="checkbox"/> rising</p> <p><input type="checkbox"/> speeding</p> |
| <p>5. That tapping sound is <u>infuriating</u>.</p> <p><input type="checkbox"/> reassuring</p> <p><input type="checkbox"/> deafening</p> <p><input type="checkbox"/> calming</p> <p><input type="checkbox"/> annoying</p>            | <p>6. The rocks <u>protruded</u> from the cliff.</p> <p><input type="checkbox"/> jutted</p> <p><input type="checkbox"/> fell</p> <p><input type="checkbox"/> tumbled</p> <p><input type="checkbox"/> differed</p>           |
| <p>7. The half-eaten mouse was <u>repulsive</u>.</p> <p><input type="checkbox"/> destroyed</p> <p><input type="checkbox"/> maimed</p> <p><input type="checkbox"/> revolting</p> <p><input type="checkbox"/> attractive</p>           | <p>8. He crept round the garden <u>furtively</u>.</p> <p><input type="checkbox"/> openly</p> <p><input type="checkbox"/> sneakily</p> <p><input type="checkbox"/> quietly</p> <p><input type="checkbox"/> cautiously</p>    |

**Part 3: Word study and Phonics****A. Complete the words with the correct suffix.**

1. The weather today is very change\_\_\_\_\_. (-ible -able -ful)
2. He was clear\_\_\_\_\_ in the wrong. (-ed -ing -ly)
3. I am hope\_\_\_\_\_ that we'll make it tomorrow. (-less -ful -full)
4. I think we are now in agree\_\_\_\_\_. (-able -ing -ment)
5. That's mean! Don't be inconsider\_\_\_\_\_. (-able -ate -ably)

**B. Choose the correct words to complete the sentences.**

1. 'As bright as a button' is a \_\_\_\_\_. (simile, metaphor, idiom)
2. This is a sentence with alliteration: Peggy is a \_\_\_\_\_ pup. (happy, sweet, playful)
3. The root word of 'inconsiderable' is \_\_\_\_\_. (considerable, in, consider)

**Part 4: Grammar**

1. Write appropriate prepositions in the spaces in the text.

She climbed \_\_\_\_ the wall because she wanted to see into the celebrity's beautiful garden. For a while she perched \_\_\_\_ top. She almost tumbled \_\_\_\_ the wall but she managed to steady herself \_\_\_\_ a moment. Then she slipped and tumbled \_\_\_\_ a bed of roses. She peered \_\_\_\_ the neighbour's house. Should she escape by creeping \_\_\_\_ the front or should she try to climb \_\_\_\_ the wall again? Taking a deep breath, she ran \_\_\_\_ the roses, \_\_\_\_\_ the garden and crept cautiously \_\_\_\_\_ the side path.

2. Underline all the conjunctions in the text.
3. Write examples of parts of speech from the text above.

A noun \_\_\_\_\_ A verb \_\_\_\_\_

An adjective \_\_\_\_\_ A pronoun \_\_\_\_\_

 **Part 5: Writing**

**Write instructions for how to make something.**

It could be a junk model, a snack, a mask, a craft item, a card, or anything of your choosing.

Remember, instructions:

- Start with an aim, and then list materials and equipment.
- Use numbered steps and command verbs (e.g. cut) for the method.
- End with an evaluation of how well it worked.

**Title** \_\_\_\_\_

**Aim:** \_\_\_\_\_

**Materials and equipment:**

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**Method:**

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**Evaluation:** \_\_\_\_\_

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