

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a formal job application

- Read [Big Cats Job Application](#)
- What strengths has Fred got that will fit the job? What three things would you ask him to tell you more about if you interviewed him?

2. Learn about the Subjunctive Form

- Use the [PowerPoint](#) or [Revision Card](#) to learn about the subjunctive form.
- Look back in the [Big Cats Job Application](#) and try to highlight examples where the subjunctive has been used for requests or the ‘if...were’ pattern.
- Now use [Subjunctive Practice](#) and write some of your own sentences.

[Well done. Share your highlighting and answers with a grown-up.](#)

3. Now for some writing.

- Pick one of the [Possible Jobs](#). Write a letter like Fred’s to apply for it. (You can make things up!)
- Include some sentences that use the subjunctive.

Try the Fun-Time Extras

- Role-play a job interview for one of the Possible Jobs. Can you include one character who would be really good and one who would be really terrible?
- Think of your dream job. Write and draw about what it would involve doing.

Big Cats Job Application

Fred Fletcher

Post applied for	Keeper of big cats at London zoo
Start date	1 st January 2020
Please give your reasons for applying below. Explain why you believe you are suited to this post.	
<p><i>I believe that if I were appointed, I would be an excellent zookeeper, especially if I were working in the big cat enclosure.</i></p> <p><i>I am a person who will obey instructions to the letter. I prefer that things be explained carefully and that reasons be given so that I understand the instructions clearly. But, once this has happened, I will never forget what I have been asked to do and I will keep doing it faithfully and consistently. I love animals and, in particular, members of the cat family. Everyone who knows me, including my teachers, insist that I listen most carefully when the subject has anything to do with cats. I have always loved cats – the bigger the better as far as I am concerned. If I were to work with big cats, that would fulfil my life's dream.</i></p> <p><i>I do not mind messy work or unpleasant tasks. I suggest that some people avoid smelly environments or get uncomfortable working in hot or enclosed spaces. My own brother is like this. If I ask that he help to muck out the pigs' enclosure on our farm, he will refuse! But I have plenty of experience in this sort of task and do not mind.</i></p> <p><i>I ask that I be considered as a very strong candidate for this post. You will never find someone who will work harder or be more diligent, or more conscientious and committed to the animals.</i></p>	
Signed and dated	<i>Fred Fletcher 20th June 2019</i>

Revision Card – Subjunctive

Subjunctive Form

If **I were a teacher**, I would be kind.

We insisted that **he sit still**.

She requested that **she run the race again**.

Requests

Look at these requests.
What do you notice?

We **ask** that students **walk** in school.

I **demand** that he **answer** my question.

We **request** that doorways **be** kept clear.

The Head **insists** that everyone **write** in pen.

I **suggest** that he **listen** carefully to me.

Verbs in simple form (**walk, answer, be**)

Request Verbs

ask
command
demand
insist
request
suggest

The word **that** joins the parts of the sentence.

If...were

Look at these sentences.
What do you notice?

I would go **if** I **were** younger.

If he **were** not so mean, he would buy one.

I wish the computer **were** working.

Suppose she **were** here. What would you say?

She acts as if she **were** the Queen.

Always **were** whoever it's about. (Instead of was). Formal sounding.

if
as if
wish
suppose

The sentences are about something desired or imagined.

Subjunctive Practice

Subjunctive - Requests

Make your own formal sentences using **that** and these verbs. (Remember: to keep the **verb** in the simple form whoever is doing it)

1. demand e.g. I demand that she **listen** to my reasons.
2. request
3. suggest
4. insist
5. recommend
6. propose

Re-read your sentences. Which sound ok without 'that'? Can you change the verb form to make them more informal?

Subjunctive – If/Were

Make your own formal sentences using these patterns. (Remember, in the subjunctive: always use the word 'were', never use the word 'was')

1. if/were
2. I wish/were
3. Suppose/were
4. As if/were

Possible jobs

Professional
pet-cuddler

Snake venom
milker

Iceberg mover

Dog surfing
instructor

Professional
queuer

Pet food taster

Fortune cookie
writer

Colour-inner
for comic books

Letter of Application

Write to apply for one of the jobs.

*Try to use at least one example of the **subjunctive as a request** and at least one of the **subjunctive in the if...were pattern**.*

A large rectangular writing area with a decorative orange and black border. The interior is ruled with horizontal lines for writing.

Job Application - ANSWERS

Fred Fletcher

Post applied for	Keeper of big cats at London zoo
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Please give your reasons for applying below. Explain why you believe you are suited to this post.	
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Signed and dated	<i>Fred Fletcher 20th June 2019</i>

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read and think about an advert

- Read the child president advert and *Applicant Information*.
- Do you think this (imaginary) scheme is a good idea? What could be its advantages? What problems could it create?

2. Practise finding the subjunctive

- Use the *Revision Card* to remind yourself about the subjunctive,
- Find and highlight examples of the **subjunctive** in *Applicant Information*.
- Challenge yourself to find examples of the **passive voice** and **formal vocabulary** as well.

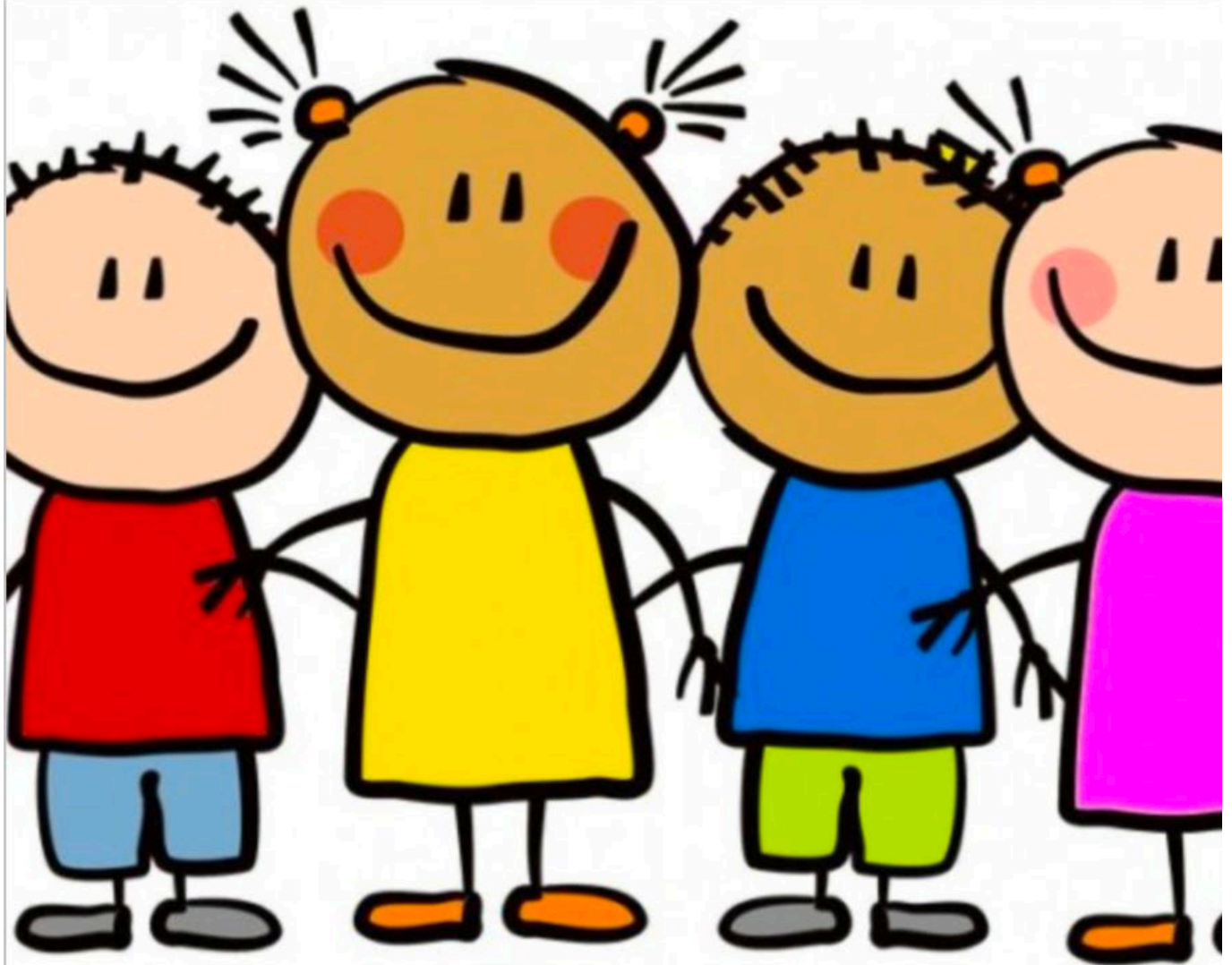
Well done. Share your highlighting with a grown-up. Explain to them what you have found. (You can check some of your answers at the end of the pack)

3. Now for some writing

- Decide 3-5 actions that you would take if you were president.
- Use *Writing prompts* to plan some writing.
- Write your application.

Try the Fun-Time Extras

- Interview other people to find out what they would do if they were president.
- Make a drawing to show how the world would have improved a year after you were president.



CHILD PRESIDENT REQUIRED

- Must be between 7 and 11 years old
- Must have a clear vision for their presidency
- Term of presidency will be for one week and will include full law-making, financial and organisational resources

Interested applicants should contact childpresident@wgo.org

Applicant Information

Applications may be received from any child. The committee insists that applicants be aged between 7 and 11 years old at the point of application. No other ages are eligible for entry. Applications must be written in standard English and should directly address the title: 'If I were president...' Applications will be judged for their clarity and the originality of their content. The judging committee recommends that applicants describe between three and five actions they would take. The committee also requires that applications be not more than 300 words in length. It is also essential that applicants be not related in any way to the judging committee.

Upon receipt of the application, the committee shall give due and careful consideration to the merits contained. It is vital that the applicant's vision for the presidency be clearly conveyed. Were an application to be successful, the applicant will be contacted at the address provided, and arrangements will be made for them to commence their presidency.

The presidential term shall be for one week. Appropriate law-making powers and associated resources will be assigned to the Child President during this term.

Writing prompts

Write about your proposed 3-5 actions. Describe why they are important. You are trying to sound credible and clear.*

Compose as many sentences as you can using the **subjunctive form**.

These sentence stems may help you:

If I were president for the day, I would...

If I were successful, I would

I would insist that ...


It would be vital that ...

CHALLENGE: Can you also write some of your sentences in the **passive voice**?

CHALLENGE: Can you include some particularly **formal vocabulary**?

*credible means believable, able to be trusted to do what they say.

Child President Application



A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a space for writing an application.

Applicant Information - Analysis

Applications may be received from any child. The committee insists that applicants be aged between 7 and 11 years old at the point of application. No other ages are eligible for entry. Applications must be written in standard English and should directly address the title: 'If I were president...'. Applications will be judged for their clarity and the originality of their content. The judging committee recommends that applicants describe between three and five actions they would take. The committee also requires that applications be not more than 300 words in length. It is also essential that applicants be not related in any way to the judging committee.

Upon receipt of the application, the committee shall give due and careful consideration to the merits contained. It is vital that the applicant's vision for the presidency be clearly conveyed. Were an application to be successful, the applicant will be contacted at the address provided, and arrangements will be made for them to commence their presidency.

The presidential term shall be for one week. Appropriate law-making powers and associated resources will be assigned to the Child President during this term.

Subjunctive Form

Passive Voice (not every example)

Formal Vocabulary (not all examples)

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a poem

- Read *If I were a king*. It's a poem that uses the subjunctive.
- Highlight some examples of the subjunctive in the poem.
- What do you like about the poem? Is there anything that you dislike about it? Can you spot any patterns? Which is your favourite verse?

2. Learn the poem by heart

- Read *Top Tips for Learning a Poem by heart*.
- Try learning at least three verses by heart. Challenge yourself to learn the whole poem.

3. Now for some writing

- Make up some extra verses for the poem.
- Choose new countries and make up lines that rhyme with them. Use *Country names* if that helps. Try to come up with at least six new ideas.
- Choose your best ideas and write your poem out carefully.

Try the Fun-Time Extras

- Make a recording or film of you performing your poem or of you reciting the original off by heart. Send it to somebody else.
- Make illustrations to accompany your poem or the original.
- Find out more poems by AA Milne. You may know some already. You could start looking here:

<https://www.familyfriendpoems.com/poet/aa-milne/poems/>

If I Were King

By A. A. Milne

I often wish I were a King,
And then I could do anything.

If only I were King of Spain,
I'd take my hat off in the rain.

If only I were King of France,
I wouldn't brush my hair for aunts.

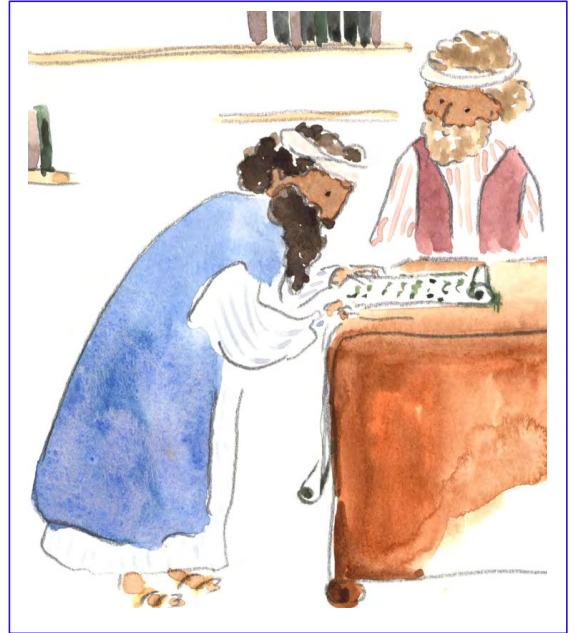
I think, if I were King of Greece,
I'd push things off the mantelpiece.

If I were King of Norway,
I'd ask an elephant to stay.

If I were King of Babylon,
I'd leave my button gloves undone.

If I were King of Timbuctoo,
I'd think of lovely things to do.

If I were King of anything,
I'd tell the soldiers, "I'm the King!"



Top tips for learning a poem by heart

- Read the poem aloud several times slowly.
- Copy the poem out a couple of times.
- Be strategic. Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.
- Learn and internalise the 'story' in the poem
- Understand the poem by knowing every word's meaning
- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you've 'got it.'
- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you've got the two.
- Then it's on to three. Always repeat the first line on down, till the whole poem sings.



Country names

There are 195 countries in the world. Here are some to get you going.

Afghanistan	Burundi	Estonia
Albania	Cabo Verde	Eswatini
Algeria	Cambodia	Ethiopia
Andorra	Cameroon	Fiji
Angola	Canada	Finland
Antigua and Barbuda	Central African Republic	France
Argentina	Chad	Gabon
Armenia	Chile	The Gambia
Australia	China	Georgia
Austria	Colombia	Germany
Azerbaijan	Comoros	Ghana
The Bahamas	Congo	Greece
Bahrain	Costa Rica	Grenada
Bangladesh	Côte d'Ivoire	Guatemala
Barbados	Croatia	Guinea
Belarus	Cuba	Guinea-Bissau
Belgium	Cyprus	Guyana
Belize	Czech Republic	Haiti
Benin	Denmark	Honduras
Bhutan	Djibouti	Hungary
Bolivia	Dominica	Iceland
Bosnia and Herzegovina	Dominican Republic	India
Botswana	East Timor	Indonesia
Brazil	Ecuador	Iran
Brunei	Egypt	
Bulgaria	El Salvador	
Burkina Faso	Equatorial Guinea	
	Eritrea	

If I were king

A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a space for writing. The border consists of a repeating pattern of orange zigzags with small black dots at the peaks and valleys.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a poem

- Read *Jack's Tale* by Judith Nicholls.
- Read the *Poetry Questions*. Think about your answers and then write them as clear sentences.

2. Learn about performing a poem

- Watch Michael Rosen's tips about performing a poem.
<https://www.youtube.com/watch?v=RvV23xoZRkl>
- Use *Performing Notes* to make notes about what he says.

3. Prepare a performance

- Read *Jack and the Beanstalk* by Roald Dahl.
- Pick either of the poems and prepare a performance. Try to think about all of Michael Rosen's tips.
- Give your performance to somebody else. Ask them to give you feedback using the *Evaluation Sheet*.

Try the Fun-Time Extras

- Film your performance and share it with somebody else.
- Find some more poetry by Judith Nicholls, Roald Dahl or Michael Rosen.
You could start looking here:

<https://childrens.poetryarchive.org/poet/judith-nicholls/>

<https://www.michaelrosen.co.uk/videos/>

<https://www.michaelrosen.co.uk/hypnotiser/>

<https://allpoetry.com/Roald-Dahl>

Jack's Tale

Judith Nicholls

Sun rises before me,
dazzles pathless flight.
In the corner of each eye
mists drift and fade,
dissolve against a lightening sky;
the tops of oaks sprawl
like giant undergrowth below.
*I dare not pause to gaze,
I dare not fall!*

Behind, as if in smoke,
the castle disappears.
My life is ruled by noise:
heart drums inside my chest,
the giant thud of angry steps
invades my ears.

Beneath one arm
a squirming weight of feathers,
crooked between waist and elbow,
squawks our whereabouts into the dawn,
scratches tales of panic into flesh.
*All thoughts are on escape;
all golden dreams have flown!*

Ahead, at last,
green stalks emerge from cloud
then cobwebs downwards,
stitching earth to sky.
I leap, grasp branches urgently
with outstretched hand;
half-slide, half fall
to blessed earth below,
to blessed land.



Poetry Questions

What do you **like** about this poem?
Is there anything you **dislike** about this poem?

What does this poem **remind** you of? Another poem? A different piece of writing? A person?

What **patterns** can you find in this poem?

What **puzzles** or questions does this poem raise?

Performing Notes

Roleplay Character and Stories	Tone and Emphasis	Speed and Pacing
Sound Effects	Expression and movements	Enthusiasm -
Rhyme and Repetition	Be silly	Perform the Story

Titles taken from: <https://www.youtube.com/watch?v=RvV23xoZRkl>

Jack and the Beanstalk

Roald Dahl

Jack's mother said, 'We're *stony*
broke!

Go out and find some wealthy bloke

Who'll buy our cow. Just say she's
sound

And worth at least a hundred pound.

But don't you dare to let him know

That she's as old as billy-o.'

Jack led the old brown cow away,

And came back later in the day,

And said, 'Oh Mumsie dear, guess
what

Your clever little boy has got.

I got, I really don't know how,

A super trade-in for our cow.'

The mother said, 'You little creep,

I'll bet you sold her much too cheap.'

When Jack produced one lousy bean,

His startled mother, turning green,

Leaped high up in the air and cried,

'I'm *absolutely stupefied!*

You crazy boy! D'you really mean

You sold our Daisy for a bean?'

She snatched the bean. She yelled,
'You chump!'

And flung it on the rubbish-dump.

Then summoning up all her power,

She beat the boy for half an hour,

Using (and nothing could be meaner)

The handle of a vacuum-cleaner.

At ten p.m. or thereabout,

The little bean began to sprout.

By morning it had grown so tall

You couldn't see the top at all.

Young Jack cried, 'Mum, admit it now!

It's better than a rotten cow!'

The mother said, 'You lunatic!

Where are the beans that I can pick?

There's not *one bean!* It's bare as
bare!'

'No, no!' cried Jack. 'You look up
there!

Look very high and you'll behold

Each single leaf is solid gold!'

By gollikins, the boy was right!

Now, glistening in the morning light,

The mother actually perceives

A mass of lovely golden leaves!

She yells out loud, 'My sainted souls!

I'll sell the Mini, buy a Rolls!

Don't stand and gape, you little clot!

Get up there quick and grab the lot!'

Jack was nimble, Jack was keen.

He scrambled up the mighty bean.

Up up he went without a stop,

But just as he was near the top,

A ghastly frightening thing occurred –

Not far above his head he heard

A big deep voice, a rumbling thing

That made the very heavens ring.

It shouted loud, 'FEE FI FO FUM

I SMELL THE BLOOD OF AN
ENGLISHMAN!'

Jack was frightened, Jack was quick,

And down he climbed in half a tick.
'Oh mum!' he gasped. 'Believe you
me,
There's something nasty up our tree!
I saw him mum! My gizzard froze!
A Giant with a clever nose!
'A *clever nose!*' his mother hissed.
'You must be going round the twist!'
'He smelled me out, I swear it, mum!
He said he *smelled* an Englishman!
The mother said, 'And well he might!
I've told you every single night
To take a bath because you smell,
But would you do it? Would you hell!
You even make your mother shrink
Because of your unholy stink!
Jack answered, 'Well, if you're so
clean
Why don't *you* climb the crazy bean.'
The mother cried, 'By gad, I will!
There's life within the old dog still!
She hitched her skirts above her knee

And disappeared right up the tree.
Now would the Giant smell his mum?
Jack listened for the *fee-fo-fum*.
He gazed aloft. He wondered when
The dreaded words would come . . .
And then . . .
From somewhere high above the
ground
There came a frightful crunching
sound.
He heard the Giant mutter twice,
'By gosh, that tasted very nice.
Although' (and this in grumpy tones)
'I wish there weren't so many bones.'
'By Christopher!' Jack cried. 'By gum!
The Giant's eaten up my mum!
He smelled her out! She's in his belly!
I had a hunch that she was smelly.'
Jack stood there gazing longingly
Upon the huge and golden tree.
He murmured softly, 'Golly-gosh,
I guess I'll *have* to take a wash

If I am going to climb this tree
Without the Giant smelling me.
In fact, a bath's my only hope . . .'
He rushed indoors and grabbed the
soap
He scrubbed his body everywhere.
He even washed and rinsed his hair.
He did his teeth, he blew his nose
And went out smelling like a rose.
Once more he climbed the mighty
bean.
The Giant sat there, gross, obscene,
Muttering through his vicious teeth
(While Jack sat tensely just beneath),
Muttering loud, 'FEE FI FO FUM,
RIGHT NOW I CAN'T SMELL ANYONE.'
Jack waited till the Giant slept,
Then out along the boughs he crept
And gathered so much gold, I swear
He was an instant millionaire.
'A bath,' he said, 'does seem to pay.
I'm going to have one every day.'

Evaluation Sheet

Roleplay Character and Stories	Tone and Emphasis	Speed and Pacing
Sound Effects	Expression and movements	Enthusiasm -
Rhyme and Repetition	Be silly	Perform the Story

Titles taken from: <https://www.youtube.com/watch?v=RvV23xoZRkl>

Michael Rosen's Tips for Performing Poetry - POSSIBLE ANSWERS

Roleplay Character and Stories <ul style="list-style-type: none">- do different voices- show different facial expressions for each character	Tone and Emphasis <ul style="list-style-type: none">- vary volume- use high & low tones- emphasise certain words	Speed and Pacing <ul style="list-style-type: none">- change the speed- build tension by slowing down- show excitement or danger by speeding up
Sound Effects <ul style="list-style-type: none">- use non-word utterances – <i>mmm</i>, <i>aargh!</i>- use sound effects- make noises	Expression and movements <ul style="list-style-type: none">- use your face, hands and whole bodies to tell the story	Enthusiasm <ul style="list-style-type: none">- show you are enjoying it- show that you are interested, and the audience will be too
Rhyme and Repetition <ul style="list-style-type: none">- say repeating words/phrases differently each time to build up and engage the audience	Be silly <ul style="list-style-type: none">- be confident- forget that it is you	Perform the Story <ul style="list-style-type: none">- lose yourself in the poem- do a show- be the narrator or the character- try not to be self-conscious

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read two poems

- Read *Fuss Fuss Fuss* and *Goldilocks on CCTV*
- What do you like about the poems? Is there anything that you dislike about them? Can you spot any patterns? Do they raise any questions or leave any puzzles?

2. Answer questions

- Read and think about *Questions A and B*. the questions get harder so challenge yourself to keep going. Don't give up too easily!
- Write your answers in clear sentences.

3. Now for some writing

- Read the *Writing Brief*, choose one of the poems and make notes to plan your writing.
- Write your recommendation for Year 5 carefully.

Try the Fun-Time Extras

- Can you make up a new poem based on a fairy-tale character?
- Can you practise performing either of these poems?

Fuss Fuss Fuss or The Goldilocks Rap

James Carter

Hey everybody, listen, yo!
here's a tale you might just know
it's all about the 3 Bears 3
and the fussiest girl you ever did see
who went by the name of Little Miss G

Now G was out in the woods one day
when after a while she lost her way
and deeper and deeper into the wood
she followed the smell of something good

Soon she came to a dreamy cottage
and three hot bowls of creamy porridge –

Fuss Fuss Fuss!

One too lumpy, one too hot
but one just right – she scoffed the lot!

Fuss Fuss Fuss!

Next 3 chairs – and two weren't right
the other she broke – it served her right!

Fuss Fuss Fuss!

Next 3 beds, it was number 3
where G took a nap so peacefully

Fuss Fuss Fuss!

The bears came back before too long
crying 'What the ding dong's going on?!?'
and finding G in the tiny bed
it made those 3 Bears 3 see red

'Hey Goldie girl, you keep it real –
you can't just barge in here and steal
our food! – you go and cook some more
you lazybod – you know the score'

Never before in the dreamy cottage
had tastier bowls of creamy porridge
been cooked (by the bears or anyone)
so the bears said, 'G – it'd be such fun

to open a diner!' they did, it was cool
and G's food made those wood folk drool
and the fussiest girl you ever did see – went
Fuss Fuss Fuss?

well, no actually –

the fussiest girl you ever did see
cooked porridge ever after (quite happily)

Page to Stage: Developing Writing, Speaking & Listening Skills in Primary Schools



Goldilocks on CCTV

John Agard

There she was on the news,
Miss Goody Two Shoes
caught on CCTV.

Don't look so shocked.
Of course you know who –
who else but Goldilocks!

Broke into a house
of suburban grizzlies,
a nuclear family

from the sound of it.
Daddy Bear, Mummy Bear
and whiz kid Baby Bear.

There she was, tucking in
to a bowl of their muesli.
Every move on CCTV.

How she vandalised a chair
in the nursery
then tried out their jacuzzi

not to mention the towels
marked His and Hers.
And everywhere a trail

of golden curls mixed with fur.
A forensic goldmine.
It appears the police found her

in perfect slumber
at the scene of the crime –
which wasn't very clever.

But the Bears decided to drop
charges for the sake of
happy-ever-after.

And so fairy-tale justice
was seen to be vindicated
and Goldie's parents were sedated.



Questions A - Fuss Fuss Fuss or The Goldilocks Rap

- 1) Which fairy tale is the poem based on?

- 2) How does the first line grab our attention?

- 3) Can you think of two reasons why Goldilocks might be called 'G' in the poem?

- 4) What is the refrain? Why do you think these words were chosen?

- 5) What do you notice about the language used in this poem. Is it formal or informal? Give an example from the text when you explain what you think.

- 6) How does the poem twist the original fairy tale ending?

- 7) Describe the rhythm of the poem. How could this help perform it aloud?

- 8) This poem has a choice of titles. Which would you choose? Explain why.

Questions B - Goldilocks on CCTV

- 1) What clues are there that this version of Goldilocks and the Three Bears is set in the modern world?

- 2) Why do you think the words, 'Miss Goody Two Shoes' start with capital letters? What does it mean?

- 3) Look at the third stanza. What two separate noun phrases are used to refer to the three bears?

- 4) What do you think of 'fairy-tale justice'? Does Goldilocks get away with her crimes?

- 5) What do you notice about the rhyme scheme and rhythm of this poem? What is the impact of this?

- 6) Does the poet want us to like Goldilocks? Give examples from the poem which justify your answer.

Writing Brief

Write a short recommendation for one of these poems to suggest it to a Year Five group who wants to perform a poem for an assembly.

Tell them why it would be good to perform and give them some ideas as to what they could do.

You could use your notes from Michael Rosen from yesterday.

Make notes to plan your writing here.

Recommended Poem:

Reasons it would be good to perform (3-5):

Ideas for performance (3-5):

Recommendation

A large rectangular area with a decorative orange and black border. The border consists of a repeating pattern of orange zig-zags and black dots. Inside the border, there are 20 horizontal lines for writing, creating a series of rows for text.

POSSIBLE ANSWERS

Questions A

Fuss Fuss Fuss or The Goldilocks Rap

1) Which fairy tale is the poem based on?

Goldilocks and the Three Bears

2) How does the first line grab our attention?

It talks to us; it says 'Hey' to get our attention; the exclamation mark means that it must be said loudly or energetically

3) Can you think of two reasons why Goldilocks might be called 'G' in the poem?

It sounds cooler/like a rap name & fits in with the rhythm easier/easy to rhyme

4) What is the refrain? Why do you think these words were chosen?

Fuss Fuss Fuss! It draws attention to the fussy nature of Goldilocks; the poem is about her and this is what she does all of the time

5) What do you notice about the language used in this poem. Is it formal or informal? Give an example from the text when you explain what you think.

The language is informal – any example including slang, contractions

6) How does the poem twist the original fairy tale ending?

Instead of running away, Goldilocks makes the bears porridge so tasty that they decide to open a diner with Goldilocks as cook.

7) Describe the rhythm of the poem. How could this help perform it aloud?

It has a strong, regular rhythm. It would be easy to say as the words fit well into the rhythm; you could say them quickly like a rap

8) This poem has a choice of titles. Which would you choose? Explain why.

Any answer that is justified by examples from the text.

Questions B

Goldilocks on CCTV

1) What clues are there that this version of Goldilocks and the Three Bears is set in the modern world?

References to technology – on the news, CCTV, jacuzzi/ references to modern culture – muesli, police, scene of crime, his and hers towels/ modern terms and slang- 'whiz kid', 'suburban grizzlies', 'drop charges'

2) Why do you think the words, 'Miss Goody Two Shoes' start with capital letters? What does it mean?

It is like Goldilocks's name/nickname; it means that she is very well-behaved or too good to be true.

3) Look at the third stanza. What two separate noun phrases are used to refer to the three bears?

suburban grizzlies & a nuclear family

4) What do you think of 'fairy-tale justice'? Does Goldilocks get away with her crimes?

It was not fair. She got away with her crimes – there were no consequences or compensation

5) What do you notice about the rhyme scheme and rhythm of this poem? What is the impact of this?

They are irregular /keep changing, it sounds more like everyday speech/ it is harder to say with a strong rhythm

6) Does the poet want us to like Goldilocks? Give examples from the poem which justify your answer.

No. He calls her 'Miss Goody Two Shoes'. He says that we should not be 'shocked' that she has been caught in the act. He uses the word 'vandalised' to make the breaking of the chair sound deliberate. She does not seem to feel guilty 'perfect slumber' and is not 'very clever'.