

Ana Alonso

Story Land



**PINCH OF SALT
WORK CARDS**



1

Applying what you have learnt

- 1 In the story there are some pairs of antonyms.
Write the antonym of the following words.

Word	Antonym
Near	
Similar	
Sad	
Good	



Contents

Antonyms

The adjective

Activities

Consolidation: 1 and 2

Skills

Reading

Writing

Speaking

- 2 a)** Work in groups. Write in your own way what the following words mean.
Then read your definitions to your classmates and compare them to theirs.

Colourful: _____

Full: _____

Funny: _____

Surprised: _____

- b)** From all the words that you have written in the definitions, underline the **nouns** in red, the **adjectives** in blue and the **verbs** in green.

Name: _____

2

Understanding what you have read

Listen to the audio CD and answer the following questions.

You can also look for the answers in the written text if you prefer.

Then explain them to your classmates.



1 What do people use in Story Land instead of money?



2 Why does Antonio prefer being a dustman in Story Land to working in his hometown?



Contents

The written language

Anecdotes, narration and dialogues

Activities

Consolidation: 1, 2, 3, 4 and 5

Skills

Reading

Listening

Writing

Speaking



3 What does **the king** do? What is he doing at the end of the story?



4 Why do policemen in Story Land **carry violins**?



5 What is **the difference** between the parks in Story Land and normal parks?

Name: _____

3

Expressing yourself orally

1 Imagine that you need to explain what Story Land is like to somebody who has not read the book. How would you do it? Try to explain the story to your family or a friend who has not read the book.

2 Make groups of four. Draw lots to decide who is going to act each of the following parts:

**Antonio,
the dustman**

The king

**Fred,
the policeman**

**Adela,
the bank
clerk**

Each of you will have to act the part of your character and invent a conversation with the other characters.



Contents

The oral language

Anecdotes, narration
and dialogues

Activities

Extension: 1 and 2

Complementary: 3

In group: 2 and 3

Skills

Speaking

Writing

3 We are going to recreate the market in Story Land. Each child will make at least **five banknotes** and **four coins**. Then, a group of students will act the part of merchants and another group the part of customers. At the end of the game write down the things that you have bought or sold and their price.

I have bought: _____

I have sold: _____

Name: _____

4

Applying what you have learnt



1 Look up the meaning of the following words in the dictionary and write it down. Listen to their pronunciation on the CD and try to imitate it.

Greenhouse: _____

Skyscraper: _____

Hill: _____

Uniform (*used as an adjective*): _____



Contents

The dictionary
Idiomatic expressions
Derivative words

Activities

Extension: 1, 2, and 3

Skills

Reading
Listening
Speaking
Writing

2 What does the expression '**pleased to meet you**' mean? Write a sentence using that expression.

It means: _____

Example: _____

3 Find words in the book that are derivatives of **snow**, **sea** and **sun**.

Word	Derivative word
Snow	
Sea	
Sun	

Name: _____

5

Thinking and making connections

1 Invent an **anecdote about the policeman** in Story Land and his way of using the violin. Write it here.



PINCH OF SALT

Contents

Anecdotes, narration and dialogues

Synonyms and antonyms

Activities

Consolidation: 1 and 2

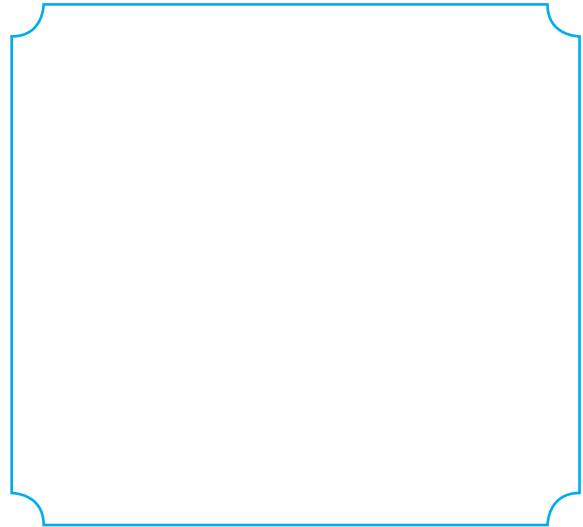
Interdisciplinary with Art: 2

Skills

Reading

Writing

2 Write a comparison between a king from a classic tale (for example, *Sleeping Beauty*) and the king of Story Land. Use at least two pairs of antonyms, a synonym of the word **'nice'** and a synonym of the word **'home'**. You can draw a picture of the king of Story Land inside the box.



Name: _____

6

Stimulating creativity

1 Write a rhyming poem that includes the following words. Take turns with your classmates to read it aloud in class:

snow

blow

rain

train



Contents

Inventing poems

Anecdotes, narration and dialogues

Activities

Extension: 1 and 2

Interdisciplinary with Art: 2

Skills

Writing

Speaking

2 Imagine that you are at the market in Story Land and that you want to sell the stories of *Little Red Riding Hood*, *Cinderella* and *The Three Little Pigs* to somebody who does not know them. Write here what you would say to convince the potential customers. Draw a picture related to one of the stories. Take turns with your classmates and try to convince them to **'buy'** your story.



Name: _____

7

Applying what you have learnt

- 1 Write a synonym for each of the following words. You can ask your teacher or your parents to help you by using a dictionary:

Word	Synonym
Brave	
Answer	
Delicious	
Paralysed	



PINCH OF SALT

Contents

Synonyms and antonyms

Compound and derivative words

Idiomatic expressions

Activities

Consolidation: 1 and 2

Skills

Reading

Writing

2 a) What does the idiomatic expression '**rain cats and dogs**' mean?

b) Can you substitute that expression for one verb that means the same?
Do you know a derivative of that word?

c) Do you know any similar expressions in Spanish?

3 Write a compound word using the following nouns:

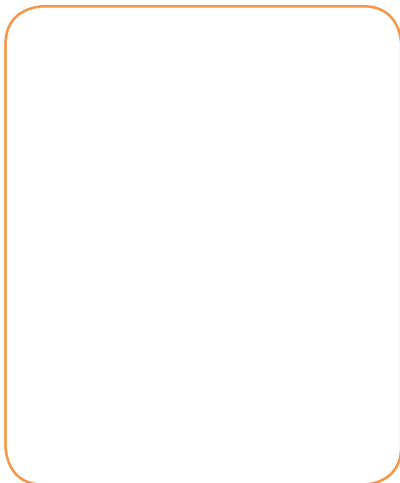
	Compound word
book	
dish	
glasses	

Name: _____

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Stimulating creativity

- 1 Invent a character who lives in Story Land. Describe him or her and draw a picture of him or her in the box. Take turns with your classmates to show your picture and describe your character.





PINCH OF SALT

Contents

Anecdotes, narration and dialogues

Activities

Extension: 1

After school: 2

Interdisciplinary with Art: 1 and 2

Skills

Writing

Speaking

2 In Story Land people usually make works of art by using rubbish. You can also make a toy by using **recycled materials**. For that purpose you can use: **kitchen roll tubes, boxes, empty plastic bottles, lids, corks, egg boxes...**



Let your imagination run wild and create dolls, vehicles, board games, ornaments, plant pots or toy houses with all those materials.

Then you can work together with your classmates to organise an exhibition of your creations.

Name: _____

9

Expressing yourself in writing



1 Write a story that contains the following words. Then take turns with your classmates to read your story in front of the class. You can ask the teacher to help you with the pronunciation of the difficult words:

snow train Christmas gorilla policeman



PINCH OF SALT

Contents

Anecdotes, narration and dialogues

Activities

Extension: 1 and 2

In group: 2

Interdisciplinary with Art: 2

Skills

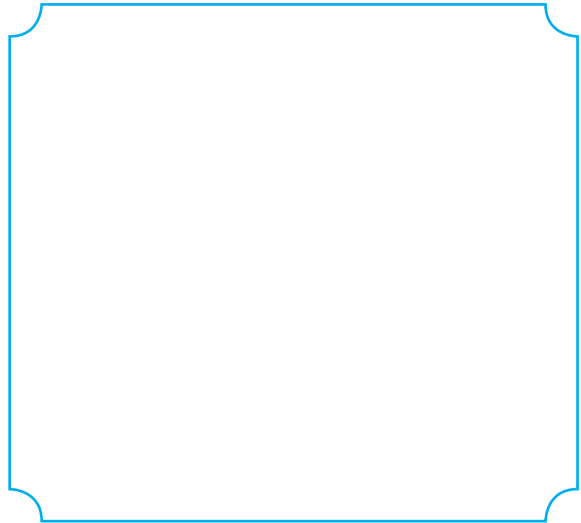
Reading

Listening

Writing

Speaking

2 Work in teams. Imagine that a policeman from Story Land finds a **broken violin** abandoned in the street. What do you think he would do? Invent a story with your classmates. You can draw a picture in the box. Then one pupil from each team will tell the story to the class.



Name: _____

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Thinking and making connections



- 1 Read and listen to this love poem written by Shakespeare.
(Note: 'thee' means 'you' in old English).

*All days are nights to see till I see thee,
And nights bright days when dreams do show thee me.*

- a) What do you think the poet **means** with these verses?

- b) Can you find any **antonyms** in them?



Contents

Synonyms and
antonyms

Activities

Extension: 1 and 2

Skills

Reading

Listening

Writing

Speaking

2 Read the poem again and answer the following questions.

a) Which of the two verses do you **like** best?

b) What does it **mean** to you?

c) Which do you think is the most difficult to understand? Why?
(You can ask your teacher to explain it to you).

3 Read and listen to the poem again. Read it aloud, trying to imitate the pronunciation and intonation from the CD.

Name: _____



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