

Name: _____

- 1 A personal pronoun is a word used instead of naming a person (or an item) again. They help a writer avoid repetition. For example: Sarah plays the violin. She (Sarah) has been playing for a couple of years. Her (Sarah's) mother gives her (Sarah) some good advice. Possessive pronouns show ownership. For example: his, her, mine, our and your. Select the best pronoun from the box below to complete the sentences. You may use a word more than once.

I him it me my our she we you your

Tomorrow is _____ last lesson before the concert. Mrs Rondo gave _____ a list of things to practise. _____'s almost a kilometre long! Stephan's coming over today. _____ need to practise _____ duet. The doorbell rings. _____ bet _____'s _____ ...

"Race _____ back," Stephan says.

"Don't run with _____ violins!" Mum shrieks as _____ cross the yard. _____ has a snack waiting in the kitchen. Banana cake — _____ favourite. As _____ lick the icing, _____ cross off another day.

- 2 Conduct a text search. Locate the words on each of the following pages that show that Sarah has 'butterflies'.

_____ (Page 4)

Worried (Page 5)

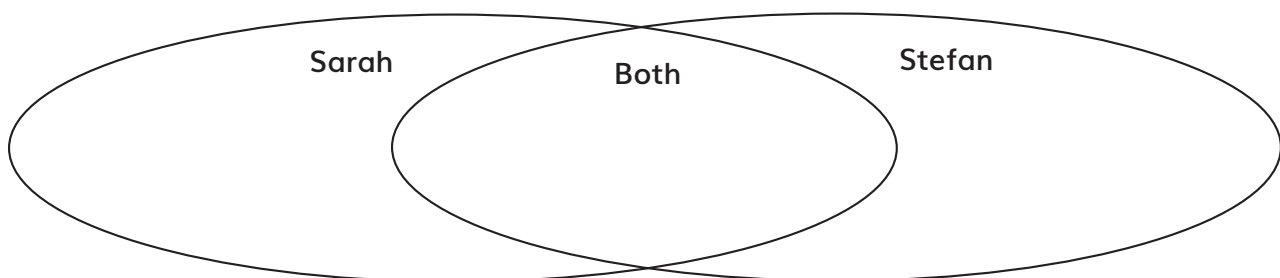
_____ (Page 4)

_____ (Page 5)

_____ (Page 4)

_____ (Page 6)

- 3 Sarah and Stefan have some things in common. They also have their differences. Write them into the Venn diagram below.



Looking back and making connections

Sarah receives advice about her 'butterflies' from the people around her. Whose advice do you think she should follow and why? Write your response on the back of this page.

Name: _____

1 Authors select their words carefully when writing. Can you find:

- a a word that means praise (Page 17) _____
- b a word that means greatest (Page 17) _____
- c a word that means strong-minded (Page 21) _____
- d a word that means spectators (Page 22) _____
- e a word that means groups (Page 25) _____
- f a word that means suffering (Page 27) _____
- g a word that means rise (Page 30) _____

2 Conjunctions are used to join sentences and parts of sentences. Add a conjunction to join the sentences below and change the punctuation. The first one has been done.

- a It's hard for the younger kids to get the timing ~~x~~ ^wso ~~w~~We do it again and again.
(Page 17)
- b At last they get it right. _____ We finish with a catchy tune. (Page 17)
- c Mum is cooking roast lamb and Dad has promised to make his special lemon pudding. _____ I've lost my appetite. (Page 19)
- d I try to hide my tears. _____ She sees them. (Page 20)

3 In the lead-up to the concert, Sarah practises. In the box below there are ten tips for practising music. Order the tips from most important to least important for Sarah. On the back of this page, explain and justify the order you selected.

<i>Tune up</i>	<i>Tap toes to keep time</i>
<i>Practise over and over</i>	<i>Practise in front of relatives</i>
<i>Practise with a friend</i>	<i>Use a CD to check your timing</i>
<i>Warm up in a practice room</i>	<i>Practise with a teacher</i>
<i>Practise on stage</i>	<i>Practise somewhere with good acoustics</i>

- 1. _____ 6. _____
- 2. _____ 7. _____
- 3. _____ 8. _____
- 4. _____ 9. _____
- 5. _____ 10. _____