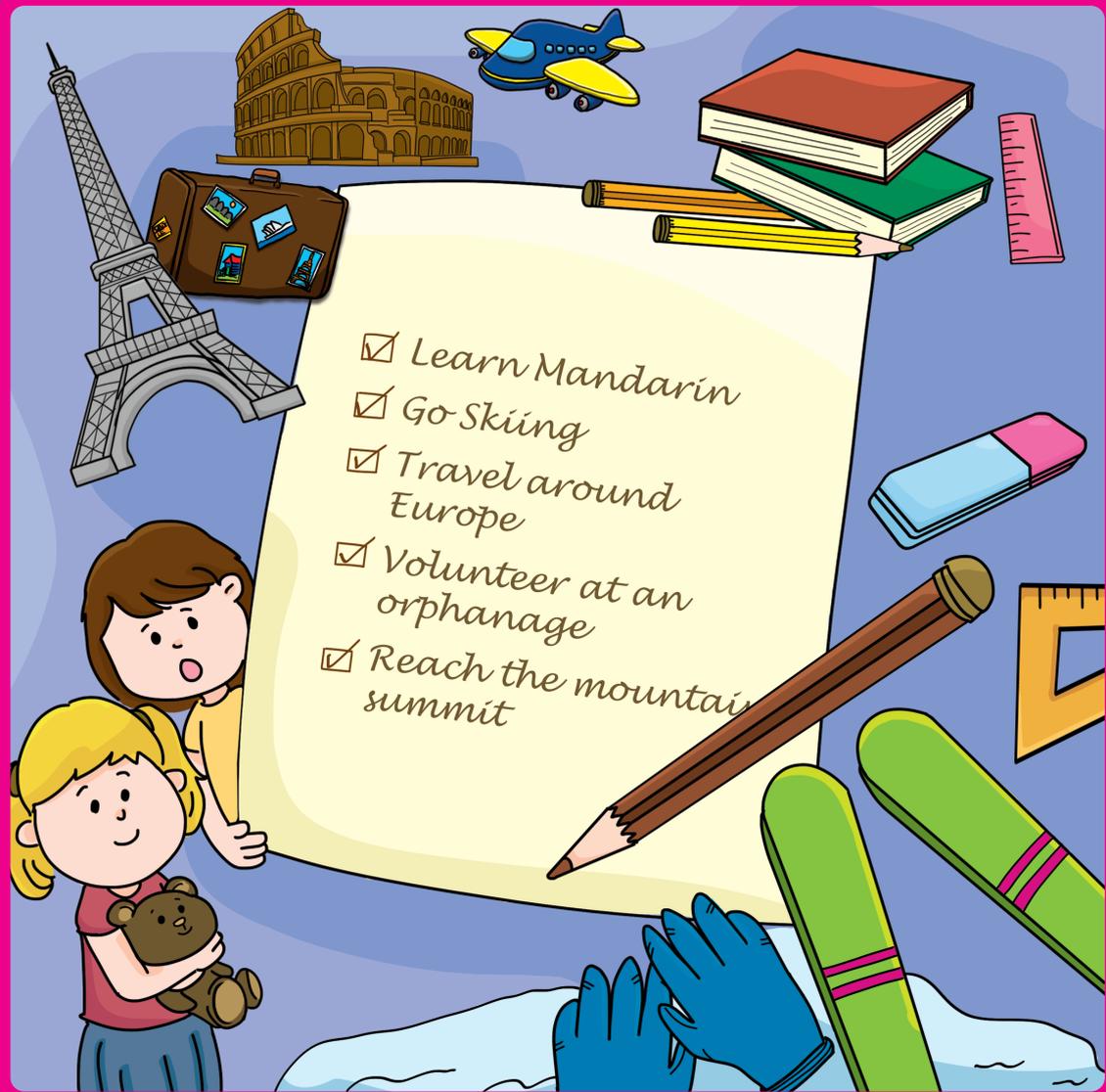


Advanced Monkeys

Bucket List



Name: _____

Teacher: _____

Date: _____

My Bucket List



Climbing Mt. Everest was never going to be a piece of cake. From day one, I had to overcome many challenges on my journey. However, when I heard a low, ominous rumble from the mountaintop, I thought that maybe I'd bitten off more than I could chew.

The noise meant that an avalanche was approaching. It rose into a thunderous roar, and a tight knot formed in my stomach. However, I couldn't let fear paralyze me. I immediately ran to higher ground and hoisted myself up a thick, sturdy-looking tree. Just then, a great mass of snow began to tumble down the mountain pass between the two slopes in unstoppable, earth-shattering waves.

Maybe you're wondering why I chose to do something so difficult and dangerous. Mt. Everest is one of the harshest environments on the planet. The conditions are so extreme that very few plants or animals can survive there. It has freezing temperatures, low oxygen levels, and high-speed winds. As I clung to the tree branches, I seriously considered throwing in the towel. But when the earth stilled, I took a deep breath, got down from the tree, and carried on

My Bucket List



climbing. You see, I had given myself a mission.

One day, I woke up and realized how dull my life was. I'd spent my whole life sitting on the fence, watching my friends go places and do exciting things. I wondered what I could do, then I realized that the ball was in my court. I decided to make a bucket list.

A bucket list is a set of goals you want to accomplish in your lifetime. Before climbing Mt. Everest, I began learning Mandarin, went skiing, traveled around Europe, and volunteered at an orphanage. All have been eye-opening experiences, and when I reached the mountain summit and ticked the fifth item off my bucket list, I knew that I'd been right to persist through danger and difficulty.

I can't describe how incredible the world looks from Everest's 8,848 meter-high summit. You'll have to make your own bucket list and climb it for yourself!

Week One

Reading Comprehension

Part A: Vocabulary

1. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

2. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

3. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

4. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

Week One

Reading Comprehension

5. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

6. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

7. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

8. Word: _____ noun verb adjective adverb

Definition: _____

Sentence: _____

Part B: Vocabulary Check

Match the words to their definitions.

Ominous

Paralyze

Extreme

Very far from what is normal

Making you worry that something bad will happen

To cause a person to be unable to move

Part C: Written Response Questions

Answer the following questions in full sentences.

1. Why do you think that people complete bucket lists?

2. Why do you think the writer decided to climb Mt. Everest?

3. What do you think the writer could see from the summit of Mt. Everest?

Part D: Multiple Choice Questions

Circle the letters next to the correct answers.

1. Mt. Everest is a mountain that...

- a** is home to many plants and animals.
- b** does not have any snowfall.
- c** is very difficult to climb.
- d** is smaller than most other mountains.

2. Which one is not a harsh environment?

- a** The Sahara Desert
- b** The ocean depths
- c** Kowloon Park
- d** The Arctic

3. How did the writer survive the avalanche?

- a** She stayed still.
- b** She called for help.
- c** She ran to higher ground.
- d** She held onto a rock.

4. Why did the writer decide to do her own bucket list?

- a** She was bored.
- b** She needed more exercise.
- c** She enjoys extreme sports.
- d** She enjoyed dangerous situations.

5. What danger is not associated with climbing Mt. Everest?

- a** Avalanches
- b** Extreme coldness
- c** Vicious wild animals
- d** Extreme windiness

6. Which item could be on a person's bucket list?

- a** Learn a new language
- b** Become an astronaut and travel to space
- c** Participate in an extreme sport
- d** All of the above

Part A

Find and underline the **idioms** in the text, *My Bucket List*. Then, read the definitions and write the correct **idioms**.

1. **idiom:** _____

meaning: *Not able to make a decision about something*

2. **idiom:** _____

meaning: *To give in or quit doing a difficult task*

3. **idiom:** _____

meaning: *A task or job that is fun to do, and therefore easy*

4. **idiom:** _____

meaning: *To try to do something that is too difficult for you*

5. **idiom:** _____

meaning: *It is your turn to act in order to make progress*

Part B

Match the **idioms** to their definitions.

To see eye to eye

To cost an arm and a leg

To miss the boat

To hit the nail on the head

To happen once in a blue moon

To judge a book by its cover

To be very expensive

To be too slow to take up an opportunity

To be a very rare event

To agree about something

To find exactly the right answer

To decide if you like someone by looking at them

Part C

Read the following sentences and circle the **idiom** in each one.

1. Janice thinks the exam is too hard; she says she'll pass when pigs fly.
2. Learning English is a walk in the park after learning Mandarin!
3. Mary says she is the cleverest student in the class, but just ignore her. She's on her high horse.
4. I don't know whether they'll understand English in Japan, but we'll cross that bridge when we come to it.
5. Camille isn't at school today because she is feeling under the weather.
6. I don't know why the doctor said I should exercise more; I'm as fit as a fiddle!
7. I can't put this shelf up on my own. Will you give me a hand?
8. Julie was begging me to spill the beans today, but I didn't tell her our secret.

Part D

Complete the following table by copying the **idioms** from the sentences above and writing a definition for each one.

Idiom	Definition
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Part E

Look at the following images and label them correctly.

1. Leonard has hit the hay already.

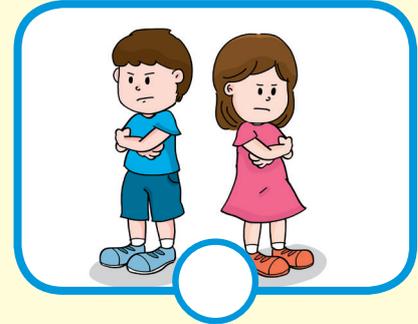
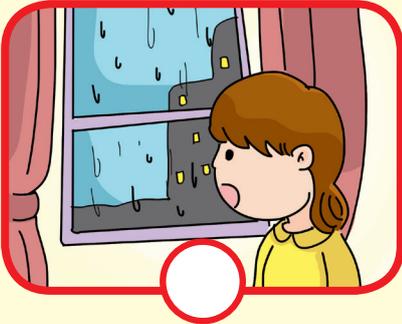
2. Mary and Bob do not see eye to eye.

3. It's raining cats and dogs!

4. Sylvia is under the weather.

5. Harry bit off more than he can chew.

6. This is a piece of cake!



Part F

Pick an **idiom** from the box. Draw a picture to show its literal meaning and then use it to write a sentence.

when pigs fly

raining cats
and dogs

on your high
horse

A large, empty rounded rectangle with a purple border, intended for drawing and writing.

Part G

Read and rewrite the following sentences using **idioms** from the previous activities.

1. My mom said that I should never decide whether I like someone just by looking at them.

2. The cinema is very far away from my home, so I only go very rarely.

3. Gill asked whether I want to go to Spain or to France, but I can't make a decision.

4. I'm not buying that dress! It is too expensive.

5. My math homework was so difficult that I gave up on it.

6. I could do what I wanted if I were queen, but that will never happen.

Part H

Write a sentence for each of the following **idioms**.

1. **see eye to eye**

2. **a piece of cake**

3. **miss the boat**

Week Three

Creative Writing

Part A: Let's Learn

Writing a Fictional Story

- ◆ A **fictional story** is a story that is made-up.
- ◆ **Fictional stories** are often about characters in exciting situations (like time travel) that could never really happen.

Example: My little sister is an alien and has a pet dinosaur!

- ◆ A **fictional story** has:

- ✓ **characters**

- Including a main character and others involved in the story.
- Characters might be people or beings that are not real, like wizards and monsters.

- ✓ **a plot**

- This is the events that make up the story. It tells us what happens.
- The plot should have a **beginning**, a **middle**, and an **end**.

- ✓ **a setting**

- This is where the story happens. It may be somewhere magical, or in place that does not really exist.
- Include lots of details and adjectives to describe the setting.

Example:

The Witch Hunter

They say a wicked witch lives in these woods. Sam, Derrick, and I creep silently through the dark trees in search of her cottage. We are witch hunters, and it is our job to find and destroy evil creatures like witches.

Sam sees the cottage first, in a small clearing in the distance. We surround it, waiting for the witch to appear. Finally, I see a silhouette against the moon. A few seconds later, the wicked witch lands on her broomstick in front of the cottage, cackling.

She knows we are there straightaway. With two swift flicks of her wand, Sam and Derrick are transformed into frogs. I hear their low ribbits echo through the woods as they leap into the clearing. The witch turns on me, but I'm too fast for her. Her curse hits a tree, and it bursts into flames.

I hide beneath a bush. The witch is confused, but she's looking for me. My time is running out...

Part B: Let's Practice

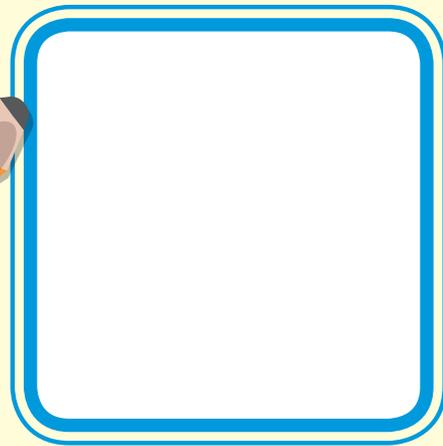
Refer to the example fictional story, *The Witch Hunter*, to complete the following activities.

1. Complete the chart by drawing pictures and writing information.

Characters

Setting

2. Create your own characters by completing the character profiles below.



Name:

Personality:

Name: *Super Pig*

Personality: *Super Pig is a powerful superhero. She has many superpowers, including flight. She helps many people in danger.*

Part D: Let's Plan

Writing a Fictional Story

You will write your own **fictional story**. You may use the characters you created in Part B, or you may create your own. Use the space below to plan.

Title:

Setting:

Beginning:

Main character:

Middle:

Other characters:

End:

Week Four

Project

Part A: Spelling

1

2

3

4

5

6

7

8

9

10

Part B: Project Planning



Project: Create Your Own Bucket List

Create your own bucket list! Think of all the exciting and interesting things that you would like to do in your life, but haven't had the opportunity to do yet. You should also think about the goals and ambitions that you would like to accomplish. Think about your bucket list, then use the space to draw pictures and write information to show what things you want to include in it. Be as creative as you can!

1. _____

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

2. _____

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

3. _____

4. _____

5. _____

6. Now, make a poster to show your bucket list. Write your list and draw pictures to illustrate the different items. When you are done, present it to your classmates.

Extra Activities

Part A: Topic Review

Which ones are in your bucket list? Draw lines to the bucket to show which ones you'd like to do.



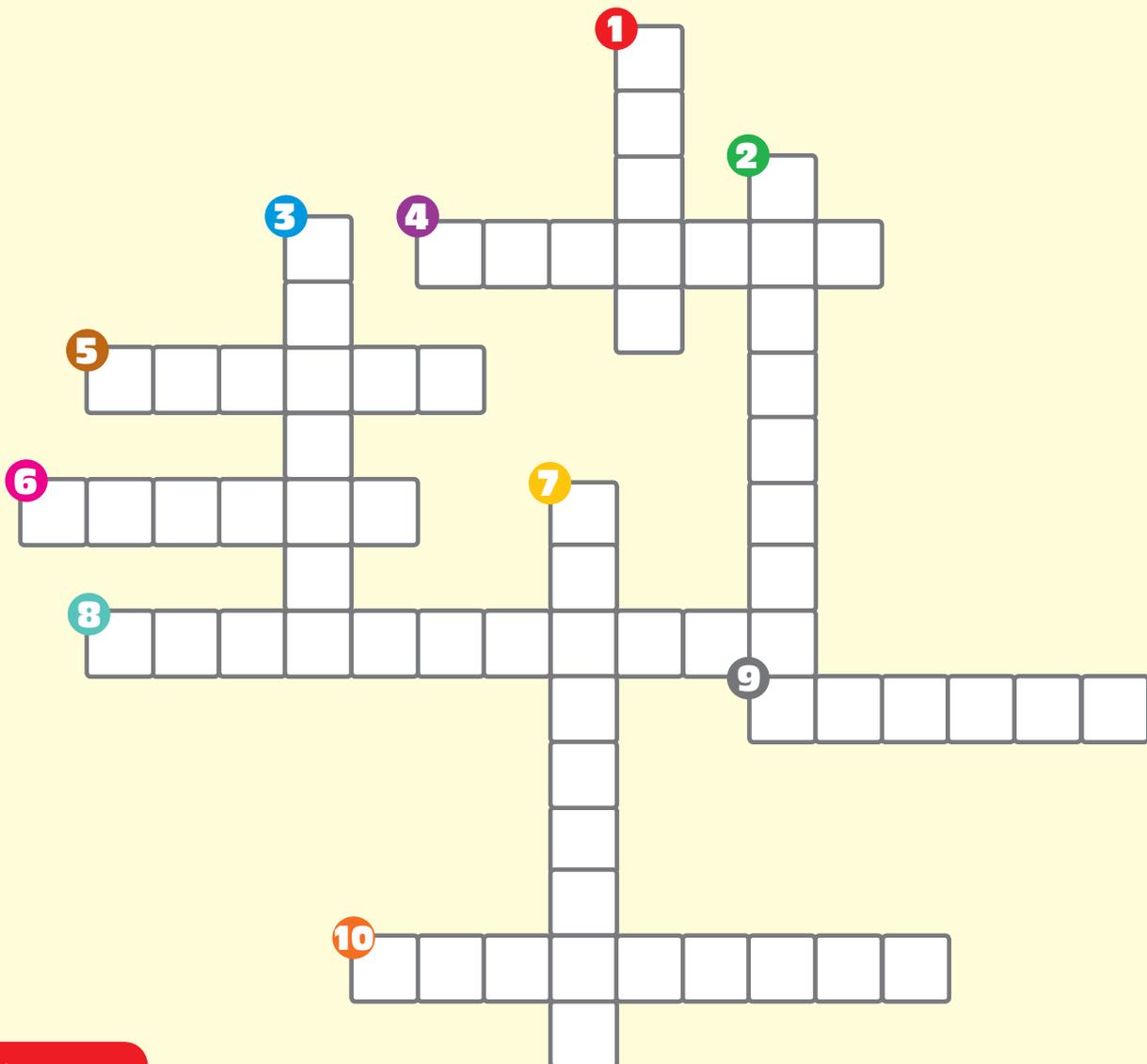
Part B: Story Check

Read the extract from the reading passage. Visualize what happens and draw a picture.

"I ran to higher ground and hoisted myself up a tree. A great mass of snow began to tumble down the mountain in unstoppable, earth-shattering waves."

Part C: Vocabulary Review

Use the clues to complete the crossword puzzle.



Across

- 4 An important or difficult task given to someone
- 5 Strong enough to keep on standing
- 6 The very top of a mountain
- 8 Impossible to prevent
- 9 A long, deep, and echoing sound
- 10 A place where children with no family live

Down

- 1 To raise up using ropes or your arms
- 2 To offer to do something for free
- 3 To keep on doing something though it is difficult
- 7 A mass of snow, ice, and rock falling quickly down a mountainside

Part D: Grammar Review

1. Read the following paragraph and fill in the blanks using the **idioms** from the box.

give you a hand

see eye to eye

hit the nail on the head

a piece of cake

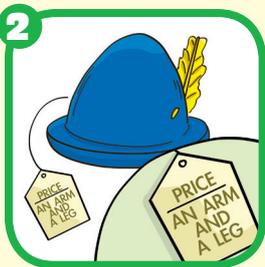
throw in the towel

Pam and I had an argument last week. We don't always _____ . However, what she says about learning a language is totally right. She really _____ when she said that everyone should put learning a language at the top of their bucket list.

No one is saying that it will be _____ , but it is definitely worth all the hard work when you can use it to communicate with people.

So keep working hard and don't _____ when you don't understand something. Ask someone who speaks the language to _____ . Their help will be very important, and will help you overcome the problem. Start learning a new language today!

2. Decide which **idiom** is shown in each picture and use it to write a sentence.



Concept Check

1. Write a word from the story that matches each of the following pictures.



2. What difficulties have to be overcome when climbing Mt. Everest?

3. Read each sentence and fill in the blank using the correct **idiom** from the box.

when pigs fly

a walk in the park

throw in the towel

a. Learning English is tough, but you should keep trying; don't _____ yet.

b. This homework is _____, but don't tell Ms. Jan or she'll make it harder!

c. She said that she'll be a millionaire one day. Maybe it'll happen _____!

Advanced Monkeys

Week 1 2 3 4 5



Vocabulary

Speaking

Reading

Writing

Grammar

Overall

Poor Average Good Very Good Excellent

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

Monthly Progress:

Teacher Signature:

Should you have any further questions or concerns, you are welcome to make an appointment with your child's teacher with our receptionist to further discuss your child's progress.