The Firework Maker’s Daughter
By Phillip Pullman
Workbook

How to use this workbook
When you are working through the questions in this workbook, remember:
1. To write your answers in your best handwriting in your home learning / exercise / notebook.

Don’t try to answer the questions in boxes the workbook.
2. “Blue box is book” = The blue boxes are there to show you what to write / say and how to set out your work / ideas. Anything in the blue boxes is what you write in your book.

Don’t write the black, write the blue – but without drawing the box round it!
3. When you are answering reading comprehension questions, you should always answer in complete thoughts (full sentences) and use the exact words from the text to prove your answer.

The blue boxes will show you how...

Lesson 1: Lila faces a tiger
Lesson 2: Chulak meets the Goddess of the Emerald Lake
Lesson 3: Lila reaches the Grotto of the Fire-Fiend
Lesson 4: Lila is rescued by Chulak and Hamlet
Lesson 5: Catch up time for lessons 1-4
Lesson 1: Lila faces a tiger.

Lila has been kidnapped by Rambashi and his pirate crew, they have reached the shore of the river and they are now looking for somewhere to tie her up...

1) Word of the day

magnificent
➢ Think: what do you already know about the word magnificent? What is the antonym (opposite) of magnificent? Can you find any synonyms (words that mean the same thing)?
➢ If you are not sure what the word magnificent means, you can look it up in a dictionary - or you can use an online dictionary like this one: https://dictionary.cambridge.org/.
➢ Then write down a complete thought to show what you understand the word magnificent to mean.

Lesson 1: Lila faces a tiger.
1) Word of the day
magnificent
If a person is magnificent, they ________________________________

2) Handwriting, Grammar and Punctuation Practice
➢ Copy this passage from chapter three of ‘The Firework Maker’s Daughter’ into your home learning book in your neatest handwriting, adding the missing punctuation.

2) Handwriting, Grammar and Punctuation Practice
mind she said to rambashi and pulling the string of the first one she threw the firework in front of the tiger the mighty beast had never been so surprised in its life first one then another then yet another crackle dragon snapped and flashed and sparked and leapt at him and that was too much with a whimper the tiger turned and fled the pirates cheered magnificent cried rambashi congratulations i was about to stab him to death of course but never mind

3) Self-marking and self-evaluation
➢ Check and correct your punctuation against the blue text below in purple pen (or any other colour will do).
➢ Then (underneath the blue writing you just corrected) evaluate your grammar and punctuation.

For there on the path ahead of them was a tiger. It swung its tail lazily from side to side, and raised its golden eyes at them, and then opened its mouth and roared so loudly that Lila thought the very earth was shaking. One of the smallest pirates put his hand in hers.
So there they stood, and the tiger was just gathering its strength to spring, when Lila suddenly remembered her self-igniting Crackle-Dragons. She took her hand back from the small pirate, reached into her bag, and took out the three she’d brought with her.

‘Mind,’ she said to Rambashi, and, pulling the string of the first one, she threw the firework in front of the tiger.

The mighty beast had never been so surprised in its life. First one, then another, then yet another Crackle-Dragon snapped and flashed and sparked and leapt at him, and that was too much: with a whimper, the tiger turned and fled.

The pirates cheered.

‘Magnificent!’ cried Rambashi. ‘Congratulations!’ I was about to stab him to death, of course but never mind.’

3) Self-evaluation

This time I remembered to add ______________________________________________________

________________________________________________________________________________

Next time I need to remember __________________________________________________________

_________________________________________________________________________________

4) Reading

➢ Read the whole extract from chapter three printed below.
➢ Circle any words you’re not sure of. There is a glossary at the back of this booklet so you can look up the words you are not sure of - or you can use an online dictionary like this one: https://dictionary.cambridge.org/.

For there on the path ahead of them was a tiger. It swung its tail lazily from side to side, and raised its golden eyes at them, and then opened its mouth and roared so loudly that Lila thought the very earth was shaking. One of the smallest pirates put his hand in hers.

So there they stood, and the tiger was just gathering its strength to spring, when Lila suddenly remembered her self-igniting Crackle-Dragons. She took her hand back from the small pirate, reached into her bag, and took out the three she’d brought with her.

‘Mind,’ she said to Rambashi, and, pulling the string of the first one, she threw the firework in front of the tiger.

The mighty beast had never been so surprised in its life. First one, then another, then yet another Crackle-Dragon snapped and flashed and sparked and leapt at him, and that was too much: with a whimper, the tiger turned and fled.

The pirates cheered.

‘Magnificent!’ cried Rambashi. ‘Congratulations!’ I was about to stab him to death, of course but never mind.’

5) Reading Comprehension: Reading with RIC

R1: Where was the tiger? (Remember to prove it with the actual words from the text.)
R2: Which type of fireworks did Lila throw in front of the tiger? (Remember to prove it with the actual words from the text.)
I: Why did the tiger run away? How do you know? (Remember to prove it! & explain it)
C: Would you trust Rambashi to protect you from a tiger? Yes / No (Remember to say why with the actual words from the text.)

5) Reading Comprehension: Reading with RIC
R1:
The tiger was _____________________________________________________.
I know this because in the text it says the words “______________________________________________”.
R2:
Lila threw ____________________ in front of the tiger.
I know this because in the text it says the words “___________________________________________”.
I:
I think the tiger ran away because it was ________________________________________.
I think this because in the text it says the words “__________________________________”. Authors or people usually use the word(s) __________________ when they are describing _____________________.
C:
I would trust Rambashi to protect me from a tiger.
I think this because in the text it says the words “______________________________________”.
OR
I wouldn’t trust Rambashi to protect me from a tiger.
I think this because in the text it says the words “______________________________________”.

6) Self-marking and self-evaluation
➢ Check and correct your answers using the separate answer booklet in purple pen (or any other colour will do).
➢ Then (underneath your answers) evaluate your answers.

6) Self-evaluation
This time I remembered to _________________________________.
_____________________________________________________________.
Next time I need to remember _________________________________.
_____________________________________________________________.
7) Extension / Challenge
Either: Write a letter to Lila, congratulating her on her quick thinking and bravery when facing a fierce tiger
Or: Write a character description of Rambashi from what you already know about him (not a hugely successful pirate or very brave).

Lesson 2: Chulak meets the Goddess of the Emerald Lake
Reconnection activities
a) Retrieval Practice
➢ Without looking back at the story, how much of it can you remember from yesterday?
➢ Use what you can remember to complete these sentences and write them in your home learning book.

➢ There are some ideas in the answer booklet about how you could complete these sentences correctly – but yours may be better. Check them to see...

b) Prediction
➢ What do you think might happen next? What makes you think this might happen?

Lesson 2: Chulak meets the Goddess of the Emerald Lake
After frightening away the tiger, Lila has left Rambashi and his pirate crew who have decided to give up pirating and are going to open a jungle restaurant instead. She is continuing her journey to Mount Merapi to find the Royal Sulphur so that she can achieve her dream of becoming a Firework-Maker like her father. Chulak (Lila’s friend) and Lalchand (Lila’s father) have successfully smuggled the Hamlet (the white elephant) away from his latest (almost bankrupt!) owner. Unknown to Chulak and Lalchand, they have been seen by a slave who knows that stealing the King’s elephant is a terrible crime. The slave is hoping to collect a huge reward for revealing the criminals. Meanwhile, Chulak and Hamlet have reached the Emerald Lake passing a new, free, restaurant run by Chulak’s uncle Rambashi on the way! It is a full moon and the goddess of the lake is expected to appear...

1) Word of the day
rebuked
➢ Think: what do you already know about the word rebuked? What the antonym (opposite) is of rebuked? Can you find any synonyms (words that mean the same thing)?
➢ If you are not sure what the word rebuked means, you can look it up in a dictionary - or you can use an online dictionary like this one: https://dictionary.cambridge.org/.
➢ Then write down a complete thought to show what you understand the word rebuked to mean.
Lesson 2: Chulak meets the Goddess of the Emerald Lake.

1) Word of the day
rebuked
If a person is rebuked, they _______________________________________________________.

2) Handwriting, Grammar and Punctuation Practice
➢ Copy this passage from the end of chapter three of ‘The Firework Maker’s Daughter’ into your home learning book in your neatest handwriting, adding the missing punctuation.

one after another the villagers bowed to her and asked her help: this woman for a sick child, that man for a good harvest, these lovers for a blessing on their marriage, the goddess rebuked some for asking too much, though she never refused anyone in need. When they had all finished, and the goddess was about to depart, Chulak gathered his wits and shook his head, because he was a little dazzled by her beauty, and he thrust his way to the water’s edge and knelt down.

goddess he said please hear me too

3) Self-marking and self-evaluation
➢ Check and correct your punctuation against the blue text below in purple pen (or any other colour will do).
➢ Then (underneath the blue writing you just corrected) evaluate your grammar and punctuation.

And then she was there, though no-one had seen her arrive; it was as if she’d come when they were looking away, and when they looked back they saw her; though no-one had really looked away. She was floating to the shore on a raft of water-lilies, a beautiful lady in a robe the colour of the moon, with silver rings and amulets, and a necklace of jasmine flowers.

One after another the villagers bowed to her and asked her help: this woman for a sick child, that man for a good harvest, these lovers for a blessing on their marriage. The Goddess rebuked some for asking too much, though she never refused anyone in need. When they had all finished, and the Goddess was about to depart, Chulak gathered his wits and shook his head, because he was a little dazzled by her beauty, and he thrust his way to the water’s edge and knelt down.

‘Goddess!’ he said. ‘Please hear me, too!’

3) Self-evaluation
This time I remembered to add _______________________________________________________.

________________________________________________________________________________

Next time I need to remember _______________________________________________________.

_________________________________________________________________________________.
Lesson 2: Chulak meets the Goddess of the Emerald Lake

4) Reading

➢ Read the whole extract from the end of chapter three printed below.
➢ Circle any words you’re not sure of. There is a glossary at the back of this booklet so you can look up the words you are not sure of - or you can use an online dictionary like this one: https://dictionary.cambridge.org/.

And then she was there, though no-one had seen her arrive; it was as if she’d come when they were looking away, and when they looked back they saw her; though no-one had really looked away. She was floating to the shore on a raft of water-lilies, a beautiful lady in a robe the colour of the moon, with silver rings and amulets, and a necklace of jasmine flowers.

One after another the villagers bowed to her and asked her help; this woman for a sick child, that man for a good harvest, these lovers for a blessing on their marriage. The Goddess rebuked some for asking too much, though she never refused anyone in need. When they had all finished, and the Goddess was about to depart, Chulak gathered his wits and shook his head, because he was a little dazzled by her beauty, and he thrust his way to the water’s edge and knelt down.

‘Goddess!’ he said. ‘Please hear me, too!’

5) Reading Comprehension: Reading with RIC

R1: How did the Goddess reach the shore of the Lake? (Remember to prove it with the actual words from the text.)
R2: What was the Goddess’ necklace made of? (Remember to prove it with the actual words from the text.)
I: Why did Chulak wait until the end to speak to the Goddess? How do you know? (Remember to prove it! & explain it)
C: What would ask the Goddess to help you with?
Authors or people usually use the word(s) __________________ when they are describing _______________________.
C: I would ask the Goddess to help _________________________________.

6) Self-marking and self-evaluation
➢ Check and correct your answers using the separate answer booklet in purple pen (or any other colour will do).
➢ Then (underneath your answers) evaluate your answers.

6) Self-evaluation
This time I remembered to _____________________________________________.

Next time I need to remember _________________________________________

7) Extension / Challenge
Either: Write a letter to an imaginary villager, rebuking them for asking too much from the Goddess.
Or: Write a list of instructions, reminding the Goddess’ servants how she must be dressed and how she must appear to the villagers on the night of the full moon each month.

Lesson 3: Lila reaches the Grotto of the Fire-Fiend
Reconnection activities
a) Retrieval Practice
➢ Without looking back at the story, how much of it can you remember from yesterday?
➢ Use what you can remember to complete these sentences and write them in your home learning book.

a) Retrieval Practice
The Goddess was magnificent because _______________________________________.
The Goddess was magnificent but _______________________________________.
The Goddess was magnificent so _______________________________________.

➢ There are some ideas in the answer booklet about how you could complete these sentences correctly – but yours may be better. Check them to see...

b) Prediction
➢ What do you think might happen next? What makes you think this might happen?
Lesson 3: Lila reaches the Grotto of the Fire-Fiend

After overcoming his fear, Chulak has asked the Goddess of the Emerald Lake for a flask of magic water to protect Lila from Razvani the Fire-Fiend on Mount Merapi. Armed with the precious liquid, Chulak and Hamlet have set off towards the mountain. As they leave they can hear that in the background, Uncle Rambashi’s restaurant has caught fire and collapsed! At the same time, Lila has climbed and climbed, falling down but bravely carrying on up the Mountain until finally, with bleeding hands and feet and hardly any breath left in her lungs, she has reached the sulphurous great hole that is the Grotto of the Fire-Fiend.

1) Word of the day
simile
➢ Think: what do you already know about the word simile? What is the antonym (opposite) of simile? Can you find any synonyms (words that mean the same thing)?
➢ If you are not sure what the word simile means, you can look it up in a dictionary - or you can use an online dictionary like this one: https://dictionary.cambridge.org/.
➢ Then write down a complete thought to show what you understand the word simile to mean.

2) Handwriting, Grammar and Punctuation Practice
➢ Copy this passage from the beginning of chapter five of ‘The Firework Maker’s Daughter’ into your home learning book in your neatest handwriting, adding the missing punctuation.
3) Self-evaluation

This time I remembered to add ________________________________________________________
________________________________________________________________________________

Next time I need to remember ______________________________________________________
__________________________________________________________________________________

4) Reading

➢ Read the whole extract from the beginning of chapter five printed below.
➢ Circle any words you’re not sure of. There is a glossary at the back of this booklet so you can
look up the words you are not sure of - or you can use an online dictionary like this one:
https://dictionary.cambridge.org/.

The cavern was full of light and noise. Thousands upon thousands of little fire-spirits toiled and
blazed and swung hammers and ran to and fro with handfuls of sparks, and swarmed against the
rocky wall till it melted and slid downwards like soft wax. Then the greedy creatures plunged their
red hands into it and lifted up the bubbling sulphur to their tiny mouths and ate and ate until
another mass of rock slid down and smothered them.

And then into the heart of the light, and the fire and the noise leapt Razvani himself, the great Fire-
Fiend, whose body was a mass of flame and whose face a mask of scorching light.

Thousands of fire-imps scattered as he landed, and even the blazing flames bowed down to him. And
so did Lila.

In a voice like the roar of a forest fire, Razvani spoke.

‘By what right have you come to my Grotto?’

She swallowed hard. It was difficult to breathe, because she seemed to be taking fire into her lungs
as well as air. ‘I want to be a Firework-Maker,’ she manage to say.

He laughed a great laugh.

‘You? Never! And what do you want from me?’

‘Royal Sulphur,’ she gasped.

5) Reading Comprehension: Reading with RIC

R1: What filled the cavern? (Remember to prove it with the actual words from the text.)
R2: What did the fire-spirits eat? (Remember to prove it with the actual words from the text.)
I: Who is the Fire-Fiend? How do you know? (Give AT LEAST two examples which prove and explain it)
C: Do you think that Lila will get her wish (Royal Sulphur)?
5) Reading Comprehension: Reading with RIC
R1:
__________________________ filled the cavern.
I know this because in the text it says the words ____________________________.

R2:
The fire-spirits ate ____________.
I know this because in the text it says the words ____________________________.

I:
___________________ is the Fire-Fiend.
I think this because in the text it says the words ____________________________.
These words make me think ____________________________.
I think this because in the text it says the words ____________________________.
These words make me believe ____________________________.

C:
I do not think that Lila will get her wish for Royal Sulphur.
I think this because ____________________________.
OR
I think that Lila will get her wish for Royal Sulphur.
I think this because ____________________________.

6) Self-marking and self-evaluation
➢ Check and correct your answers using the separate answer booklet in purple pen (or any other colour will do).
➢ Then (underneath your answers) evaluate your answers.

6) Self-evaluation
This time I remembered to ____________________________.
Next time I need to remember ____________________________.

7) Extension / Challenge
Simile in the Firework-Maker’s Daughter
Simile is when writers use an expression comparing one thing with another always using the words ‘like’ or ‘as’.
Simile helps us to see the written picture that an author is painting. Simile adds description and can also add interest and fun to poems and stories for the reader.

Mum said that her tea was as hot as molten lava. After the football match, my fingers were as cold as ice.

Challenge 1
Can find any examples of simile in today’s part of the story and describe how they work?

Challenge 2
Can you think of any similes to describe everyday objects at home? Write down your ideas...

Lesson 4: Lila is rescued by Chulak and Hamlet

Reconnection activities
a) Retrieval Practice
➢ Without looking back at the story, how much of it can you remember from yesterday?
➢ Use what you can remember to complete these sentences and write them in your home learning book.

Razvani was frightening because _____________________________ ________________________.
Razvani was frightening but _____________________________ ________________________.
Razvani was frightening so _____________________________ ________________________.

➢ There are some ideas in the answer booklet about how you could complete these sentences correctly – but yours may be better. Check them to see...

b) Prediction
➢ What do you think might happen next? What makes you think this might happen?

I think what might happen next is _____________________________ ________________________.
I think this because _____________________________ ________________________.

Lesson 4: Lila is rescued by Chulak and Hamlet

Lila is in trouble. Razvani has asked her for something in exchange for Royal Sulphur – the Three Gifts. As Lila has no idea what these are, she is going to be forced to walk in the flames and become a ghost. The only thing that can help her is water from Razvani’s cousin – The Goddess of the Emerald Lake...

1) Word of the day

mighty
➢ Think: what do you already know about the word **mighty**? What is the antonym (opposite) of mighty? Can you find any synonyms (words that mean the same thing)?

➢ If you are not sure what the word **mighty** means, you can look it up in a dictionary - or you can use an online dictionary like this one: [https://dictionary.cambridge.org/](https://dictionary.cambridge.org/).

➢ Then write down a complete thought to show what you understand the word **mighty** to mean.

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**Lesson 4: Lila is rescued by Chulak and Hamlet**

1) **Word of the day**  
**mighty**  
*If a person is mighty, they_____________________________________________________.*

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2) **Handwriting, Grammar and Punctuation Practice**  
➢ Copy this passage from the end of chapter five of 'The Firework Maker’s Daughter’ into your home learning book in your neatest handwriting, adding the missing punctuation.

> so she took one step forward and then another and her poor feet burned and blistered so that she cried out loud then she took another step and when she knew she could bear it no longer she heard a great sound behind her like a mighty trumpet and through the blaze a voice was shouting lila the water take it take it

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3) **Self-evaluation**  
This time I remembered to add ______________________________________________________
________________________________________________________________________________

Next time I need to remember ______________________________________________________
_________________________________________________________________________________

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4) **Reading**

➢ Read the whole extract from the end of chapter five printed below.

➢ Circle any words you’re not sure of. There is a glossary at the back of this booklet so you can look up the words you are not sure of - or you can use an online dictionary like this one: [https://dictionary.cambridge.org/](https://dictionary.cambridge.org/).

She was terribly afraid. But she knew that she must do it: she would rather be a ghost than go back empty-handed and fail at the one thing she had ever wanted.

So she took one step forward, and then another, and her poor feet burned and blistered so that she cried out loud. Then she took another step, and when she knew she could bear it no longer she heard a great sound behind her, like a mighty trumpet. And through the blaze a voice was shouting: 'Lila! The water! Take it, take it!'
And there was a small figure beside her, thrusting something into her hands: a gourd! A drinking gourd with a clasp that she tore off, before lifting it to her parched lips and drinking, drinking, drinking deep.

5) Reading Comprehension: Reading with RIC

R1: How did Lila feel as she faced the flames? (Remember to prove it with the actual words from the text.)
I know this because in the text it says the words ________________________________.

R2: What happened to Lila’s feet? (Remember to prove it with the actual words from the text.)
I know this because in the text it says the words ________________________________.

R3: What is Lila asked to take?
I: I think that __________________________ has rescued Lila.
I think this because ____________________________________________.
This makes me believe that ____________________________________________.

C: I think that the water will save Lila/will not save Lila.
I think this because ____________________________________________.
This makes me believe that ____________________________________________.
6) Self-marking and self-evaluation
➢ Check and correct your answers using the separate answer booklet in purple pen (or any other colour will do).
➢ Then (underneath your answers) evaluate your answers.

6) Self-evaluation
This time I remembered to ____________________________________________________________

________________________________________________________________________________

Next time I need to remember ________________________________________________________

_________________________________________________________________________________.

7) Extension / Challenge
Either: Write a letter to Lila congratulating her on being brave
Or: Describe how you would feel if you were Lila drinking the water.
Glossary:

Lesson 1: Lila faces a tiger
roared - past tense of the verb ‘to roar’ which means to make a long, loud, deep sound
gathering – preparing to make a great effort to be strong or brave
whimper - (especially of an animal) to make small, weak sounds showing pain or unhappiness
self-igniting – independently start to explode or burn
mighty – very large, powerful, or important
fled – past tense of the verb ‘to flee’ which means running away or escaping
magnificent – brilliant or splendid

Lesson 2: Chulak meets the Goddess of the Lake
shore – where water meets land (for example the edge of a river, lake or sea)
rebuked – past tense of the verb ‘to rebuke’ which means to speak angrily to someone because you disapprove of what they have said or done
amulets – lucky charms worn to protect against evil
blessing – religious request for God/a god or goddess to take care of someone or something
wits – intelligence
departure
thrust – pushed forcefully

Lesson 3: Lila reaches the Grotto of the Fire-Fiend
cavern – large cave (opening in rock)
simile – an expression comparing one thing with another always using the words ‘like’ or ‘as’
toiled – worked physically hard
sulphur – yellow substance which burns with a toxic smell
smothered – completely covered

Lesson 4: Lila is rescued by Chulak and Hamlet
blistered - If skin is blistered, it has one or more painful swellings that contain liquid, caused usually by continuous rubbing or by burning
trumpet – brass musical instrument
gourd – large round fruit with a hard shell, used as a container