

## Chapter 3

Sad and dejected, Amber made her way down the corridor (with her now almost empty wicker basket) towards her next class: Spells and Charms. This was her worst subject and one she was not looking forward to. Grimsby croaked up at her from the basket and smiled at her with his big toad eyes, but not even he could bring her out of her dark, despondent mood. Miss Canning's words kept repeating in her head: "This is your last chance." She knew what would happen if she didn't prove herself in the Spells class; she would be out of Spellcaster Academy for good! She was brooding over her fate with her head bent low, not particularly looking where she was going, when CRASH! Mr Broom, leaving one of the classrooms in his usual bustle, bumped into her. For the second time that morning, she saw her basket being propelled across the floor.

"I'm terribly sorry," said Mr Broom. "My fault entirely; wasn't looking where I was going, I'm afraid." He picked up the basket, containing the accident prone Grimsby, and handed it to Amber. It was only then that he realised who it was. "Oh! Amber! I didn't realise it was you!" he said surprised. "Let me walk with you to your next class. I need a chat with you."

It was evident from his conversation that Miss Canning had been speaking to him about Amber's lack of ability because he was doing his utmost to be reassuring and positive. "You can do it, Amber," he kept saying. "I know you've got it in you!" It was true; he was the only teacher in Spellcaster Academy who remembered the potential in Amber. However, today his pep talk had little effect on the downhearted girl.

They reached the door to the classroom for Spells and Charms, so Mr Broom left her to it with a friendly pat on her shoulder. "Remember: positive mental attitude," he reminded her. Mr Broom may have had faith in Amber, but Amber was far less positive about her ability to succeed. She knew something that Mr Broom wasn't aware of: she hadn't revised for the Spells test! Miss Finch always set homework: spells to learn, charms to recite, incantations to chant; but Amber hadn't done a thing over the weekend. And now she was going in for a test that she hadn't even prepared for: an assessment to see how well she could make inanimate objects disappear. She followed her excitable classmates into the room with a feeling of panic and trepidation.





Name: \_\_\_\_\_

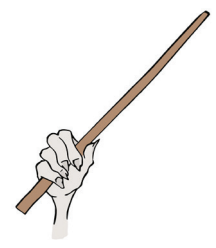


**I can use a colon to introduce a list or add further detail.**

*Colons can be used to introduce a list, or to provide further information and details.*

**Add colons to the sentences below. (The second part of the sentence is written in italics to help you.)**

- 1 Amber went to sit on the back bench with a group of girls *Evie, Astrid, Alexa and Isadora.*
- 2 Miss Finch strode to the front of the class stroking her favourite object *a cane.*
- 3 She had many alarming traits *a bad temper, an evil laugh and a fondness for physical punishments.*
- 4 Miss Finch showed the girls three objects *a pencil, a book and a chair.*
- 5 Miss Finch wanted her pupils to do just one thing *make the objects disappear!*
- 6 Amber had one overwhelming feeling *panic.*
- 7 She had to make a choice *run away or stay and face the consequences.*

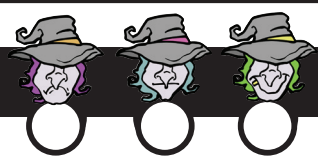


**Using the sentences above as examples, complete the sentences below with your own list or further information.**

- 8 Amber went to sit on the back bench with a group of girls: .....
- 9 Miss Finch strode to the front of the class stroking her favourite object: .....
- 10 She had many alarming traits: .....
- 11 Miss Finch showed the girls three objects: .....
- 12 Miss Finch wanted her pupils to do just one thing: .....
- 13 Amber had one overwhelming feeling: .....
- 14 She had to make a choice: .....

**Extension** Find all the examples of where colons have been used in the passage.



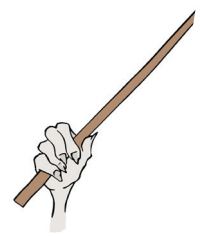


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I can use a colon to introduce a list or add further detail.

Colons can be used to introduce a list, or to provide further information and details.

Find a suitable second part of the sentence to match the first parts below. (Don't forget the colon.)

Evie, Astrid, Alexa and Isadora.

a pencil, a book and a chair.

panic.

run away or stay and face the consequences.

make the objects disappear!

a cane.

a bad temper, an evil laugh and a fondness for physical punishments.



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Using the sentences above as examples, complete the sentences below with your own list or further information. (Don't forget the colons!)

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