

The Trip of a Lifetime!

Monday 11th January 2017

Excited, scared, elated, I jumped out of bed. It was 6.45am and today was the day! Rushing downstairs, I quickly gobbled up my breakfast (which was cereal and toast). Then I ran back upstairs, got changed, brushed my teeth and whizzed out of the door. As I thought I was going to be late for our trip, I sprinted to school, clinging to my packed lunch.

Finally, I arrived at school at 8.23am to see a class full of my chatting classmates. We were happy because we were travelling to the British Museum. Mr. Smith sorted us into groups, we checked we had everything and then lined up to get on the coach. Hopping onto the coach, I felt lucky because I got to sit next to John, my best friend. The coach journey seemed to take forever but we passed the time watching cars zooming by as fast as lightning, sleeping and also playing card games. As we approached London, the traffic came to a screeching halt and began to crawl along, like a tired snail. Eventually we arrived at the huge, magnificent museum, feeling tired but ready to work!

We filed into the busy museum and crammed our bags and coats into the lockers. We were marched through the heaving crowds to our first gallery: The Ancient Egyptians. I was full of wonder and excitement as we explored the fantastic artefacts. What secrets would they reveal? There were towering mummies and beautiful, blue beetles. I wondered what had happened to the people who had been wrapped up and kept preserved for 5000 years and how they had died. Also, there were carefully carved and decorated wooden figures showing what life was like along the Nile. My favourite part of this gallery was seeing the hieroglyphs written on the stunning walls, like forgotten messages.

Starving! Absolutely starving! By 12.30pm, I was ravenous! Luckily, we were whisked out of the gallery and down for lunch. The room was packed! We were stuffed onto a table, like poor sardines in a tin. Other schools were also crunching crisps and munching sandwiches. Lunch, which was a ham sandwich, yoghurt and crisps for me, had to be eaten very quickly. This was because we needed to get back to our learning!

At 1pm, after a scrumptious but rushed lunch, we entered the Roman gallery. It was in there that I learnt about their houses, their food, clothes and even the tools they used. It was fascinating. In addition to this, a lady gave us a talk about Roman life. This included facts about clothing, jewellery and transport. I even got to touch some real Roman artefacts! However, time was running out....Before I knew it, I was in the huge shop, gobsmacked by all the wonderful things I could buy. Deciding was very tricky, but eventually I choose some delicious sweets and a blue, glittery pencil.

We trudged back onto the coach about 2pm, ready for a long journey home (we even broke down four times!). On the way back, I slept, thinking about all the brilliant things I had seen. What a day! I would definitely recommend the British Museum to any schools who want to discover what life was like for people throughout history. Even though it was a tiring day, it was well worth it.

These questions are about *The Trip of a Lifetime!*

1. What evidence is there in this recount that the author enjoyed the trip? Give **two** examples.

1. _____

2. _____

2 marks

2. 'At 1pm, after a *scrumptious* but rushed lunch, we entered the Roman gallery...'

Give the meaning of the word *scrumptious*.

_____ 1 mark

3. Explain the phrase 'we were stuffed onto a table, like poor sardines in a tin'.

_____ 1 mark

4. What does the author mean when they say the hieroglyphics are 'like forgotten messages'?

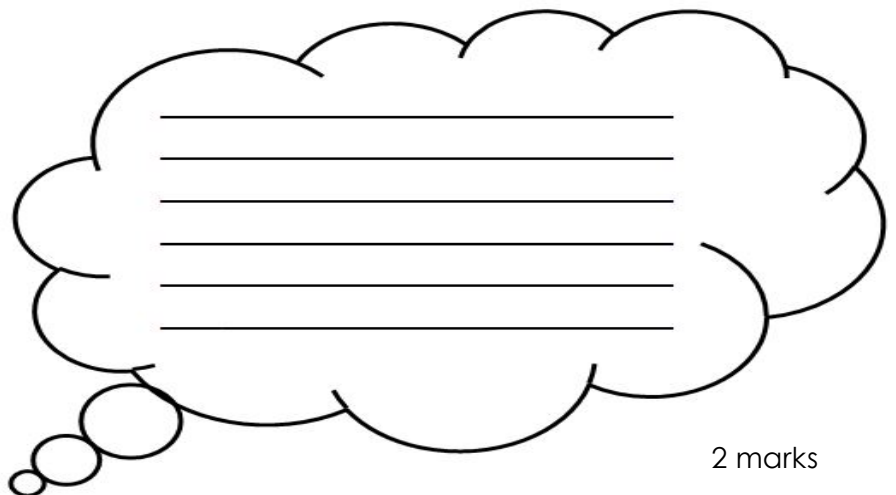
_____ 1 mark

5. The account of the trip to the British Museum is made up of six main events. Number each stage of the trip to show the order in which they happen. The first one has been done for you.

Eat lunch	
Wake up at 6.45am and have breakfast, rush to school	1
Visit the Roman gallery	
Return to the coach and go home	
Visit the Ancient Egyptian gallery	
Go to the shop and buy sweets and a pencil	

2 marks

6. In your own words, write what the author might be thinking and feeling when they enter the Ancient Egyptian gallery.



2 marks