

Year 6 - Comprehension

Fiction, Non - Fiction and Poetry Texts in Themes e.book version

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YEAR 6 - Comprehension

Fiction, Non-Fiction and Poetry Texts in Themes

Introduction

Year 6 Comprehension is a collection of fiction, non-fiction and poetry texts grouped in themes suitable for the age group. These exercises can be used to prepare children for SAT style tests or matched to themes the class may be studying at the time. The question pages are split into three sections. Section A gives an overview of the text with missing words or phrases to find, Section B contains open-ended questions and Section C is a relevant written challenge for more able pupils or those who work quickly. All the pages have been printed 'Landscape' to make maximum use of the space on Interactive Whiteboards. Black and white images are used in the paper book; full colour images have been used in the e.book and download.

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Topical Resources publishes a range of Educational Materials for use in Primary Schools and Pre-School Nurseries and Playgroups.

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THE GIRGUS



The story is set in Victorian Times. The Gradgrind children have been brought up very strictly. Their father believes they should spend their time learning facts. He believes there is no time to waste enjoying life or having fun. One day the children decide to make a secret visit to the circus. Unfortunately, their father catches them watching the circus acts. This is how the story continues...

Dumb with amazement, Mr Gradgrind crossed to the spot where his family was thus disgraced, laid his hand upon each erring child, and said:

“Louisa! Thomas!”

Both rose, red and disconcerted. But, Louisa looked at her father with more boldness than Thomas did. Indeed, Thomas did not look at him, but gave himself up to be taken home like a machine.

“In the name of wonder, idleness and folly!” said Mr Gradgrind, leading each away by a hand; “what do you do here?”

“Wanted to see what it was like,” returned Louisa shortly.

“What it was like?”

“Yes father.”.....

“Thomas, though I have the fact before me, I find it difficult to believe that you, with your education and resources, should have brought your sister to a scene like this.”

“I brought him, father,” said Louisa, quickly. “I asked him to come.”

“I am sorry to hear it. I am very sorry indeed to hear it. It makes Thomas no better, and it makes you worse, Louisa.”

She looked at her father again, but no tear fell down her cheek.

“You Thomas and you, to whom the circle of the sciences is open, Thomas and you, who may be said to be replete with facts; Thomas and you, who have been trained to mathematical exactness;

Thomas and you here!” cried Mr. Gradgrind. “In this degraded position! I am amazed.”

The children return home in disgrace, and are met by their father’s friend Mr. Bounderby, an equally strict Victorian gentleman.

“Well!” blustered Mr Bounderby, “what’s the matter? What is young Thomas in the dumps about?”

He spoke of young Thomas, but he looked at Louisa.

“We were peeping at the circus,” muttered Louisa haughtily, without lifting up her eyes, “and father caught us.”

“And Mrs Gradgrind,” said her husband in a lofty manner, “I should as soon have expected to find my children reading poetry.”

“Dear me,” whimpered Mrs Gradgrind. “How can you, Louisa and Thomas! I wonder at you. I declare you’re enough to make one regret ever having had a family at all. I have a great mind to say I wish I hadn’t. Then what would you have done, I should like to know.”

Mr Gradgrind did not seem favourably impressed by these cogent remarks. He frowned impatiently. “As if, with my head in its present throbbing state, you couldn’t go and look at the shells and minerals and things provided for you, instead of circuses!” said Mrs Gradgrind.

THE CIRCUS

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The Gradgrind children, Louisa and Thomas, are caught watching the circus without permission. Father asked, "What do you do

1 **next?"** **now?"** **here?"** **then?"**

"Wanted to see what it was like," returned

2 **Thomas.** **Louisa.** **Mrs Gradgrind.** **Mr Bounderby.**

Father said he found it difficult to believe that

3 **Thomas** **Louisa** **Mrs Gradgrind** **Mr Bounderby**

had brought

4 **Thomas** **Louisa** **Mrs Gradgrind** **Mr Bounderby**

to a scene like this . "Thomas and you here!" cried Mr Gradgrind. "In this

5 **difficult** **uncomfortable** **unnecessary** **degraded**

position! I am amazed."

On their way home they met

6 **a clown** **Mr Gradgrind** **a policeman** **Mr Bounderby**

an equally strict Victorian gentleman. "What's the matter?" he said.

Section B

- 1 What does Mr Gradgrind believe his children should be doing?

- 2 Why do you think the children decided to make a secret visit to the circus?

- 3 What does the phrase 'red and disconcerted' imply?

- 4 What did Mr Gradgrind think that Thomas had done?

- 5 What reasons did Mr Gradgrind give for being 'amazed' at finding Thomas at the circus?

- 6 How did the children know Mr Bounderby?

- 7 "We were peeping at the circus," muttered Louisa haughtily, without lifting her eyes, "and father caught us." What does this sentence suggest about how Louisa was feeling?

- 8 Who regretted 'ever having a family at all'?

- 9 What did Mrs Gradgrind think the children should have been doing instead of looking at circuses?

Section C

Imagine a circus has come to your town. Write a short story in which you are caught making a secret visit to the show.



Harriet's bedroom would be very simple, containing a wooden bed, straight-back wooden chair, dresser and basic washstand. She could expect to be paid ten pounds seven shillings a year.

Harriet Lister – Housemaid

My name is Harriet Lister and I am 19 years old, I work as a housemaid in a large house in London. My day begins at 6am when I make a cup of tea for Mrs Sawyer who is the Housekeeper. After the mistress, Mrs Sawyer is the most important person in the house so it's very important to keep on the right side of her unless you like being in trouble!

My first job of the day is to light the fires in the downstairs rooms, it's a dirty job and I'm always glad to wash my hands before taking hot water up to the family bedrooms for them to start getting ready for their day.

While they are busy we make a start on the laundry by putting the clothes to soak. There are six people in the family here and it's amazing how many outfits they wear each day.

While the family are at breakfast, I make the beds and clean the bedrooms before moving downstairs to dust, polish the brasses and sweep the floors. This has to be done before visitors start arriving.

Once the house is clean, it is then time to go and continue with the laundry. We are up to our elbows in soap suds as we scrub the clothes until they are clean and then we rinse and rinse and rinse again before wringing the water out of them and hanging them out to dry. My hands are often very sore, especially in winter.

During the day, I have to carry scuttles full of coal around the house to make sure the fires don't go out, it's heavy work. As soon the washing is dry we start on the ironing.

We never stop working from the moment we get up to the moment we drop into bed about half past ten at night. Still, I am very lucky because once a month I get to go home and see my mother and father for half a day and Mrs Sawyer sometimes lets me take some cakes and biscuits for them.

List of Rules Given to Harriet on her First Day

1. When spoken to, stand straight, keep your hands still and always look at the person speaking to you.
2. Never let your voice be heard by the ladies and gentlemen of the household unless they have spoken to you.
3. Never address the ladies and gentlemen unless you are delivering a message.
4. When you receive an order, always use the proper address, 'Sir', 'Ma'am' or 'Miss'.
5. Never offer your opinion to your employer.
6. Always give room when you encounter your betters in the house, that is to say make yourself as invisible as possible and avert your eyes.
7. If you are required to walk with a lady or gentleman in order to carry packages, always walk a few paces behind.
8. You may not receive any relative, visitor or friend into the house.
9. You may not receive any relative, visitor or friend into the Servant's Hall without the consent of the Housekeeper.
10. Any breakages or damages will be deducted from your wages.

Harriet Lister – Housemaid

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

My name is Harriet Lister and I work as a housemaid. My day begins at

1 **5 am** **6am** **7am** **8am**

when I make a cup of tea for

2 **Harriet.** **the mistress.** **Mrs Sawyer.** **Lister.**

My first job of the day is to

3 **put on the light.** **make the tea.** **heat the water.** **light the fires.**

Next I take

4 **breakfast** **hot water** **clean clothes** **polished shoes**

up to the family bedrooms for them to start getting ready. During the day I have to carry

5 **wet washing** **ironing** **a sweeping brush** **scuttles full of coal**

around the house to make sure the fires do not go out. We drop into bed about

6 **half past nine** **ten o'clock** **half past ten** **eleven o'clock**

at night. I am lucky because once a month I get to go home and see my mother and father for half a day.

Section B

1 Who is the most important person in the house?

2 Why is it important to keep on the right side of Mrs Sawyer?

3 Why do you think the first job of the day is to light the fires?

4 Why is there so much laundry to do in this house?

5 'My hands are often very sore, especially in winter.' Why do you think this is the case?

6 What do you understand by the term 'scuttle full of coal'?

7 Give two reasons why Harriet thinks she is very lucky?

8 What does the rule 'Never address the ladies and gentlemen unless you are delivering a message,' mean?

9 Rule 7 states 'If you are required to walk with a lady or gentleman in order to carry packages, always walk a few paces behind.' Why do you think this rule was written?

Section C

Imagine you are a maid or servant in a large Victorian house. Write a timetable for your long day fitting in as many different jobs as you can.

The History of the CIRCUS

The word 'circus' is of Latin origin and means 'circle' or 'ring'. The Romans built circular stadiums for their chariot races and these were called 'circuses'. Philip Astley founded the first modern circus in London in about 1770. He gave horse displays accompanied by acrobats, musicians and a clown.

Astley found that his horses performed best in a circular place, so he enclosed his performance area by a ring. Astley called his show a riding school. A rival show set up by Charles Hughes in 1782, called the Royal Circus, was the first to use the word circus in the title. Following this, the idea of a circus performed in a ring spread to Europe and North America.

A Londoner, John Bill Rickets, set up the first circus in America. His circus followed the now established pattern of using performing horses and riders, acrobats and a clown but was the first to travel from town to town. Horses were the mainstay of the early circus performance but gradually other animals were introduced. The animal trainer Isaac Van Amburgh was said to be the first man to put his head inside a lion's mouth. America's first elephant arrived in 1796.

Among the first travelling circuses was that of Aaron Turner. In about 1830 it began performing outdoors under what may have been the first circus tent or 'big top'. Turner's tent was 28 metres across, providing space for a few hundred wooden seats, which could be dismantled and moved in a horse drawn wagon.

Travelling menageries (collections of animals) were popular about the same time. By 1870 the menagerie had become part of every circus. The circus was often presented in two tents, one for a variety of circus acts and a second reserved for the display of animals. Special wagons had to be built. The giraffe, for example, required a tall, padded wagon in order to protect its neck during transportation. The hippopotamus had a large tank of water built inside its wagon.

In 1871 P. T. Barnum formed a circus that was billed as 'The Greatest Show on Earth'. He purchased 65 railway carriages and became the first to transport his equipment, performers and animals in his own railway train. Other American circuses soon followed this idea as it was much easier than using horse drawn transport.



Clowns

Since the early days of the circus, clowns have been a major attraction, adding variety and humour to the show. When circus tents were small, the clowns entertained as singing and talking comedians. By 1870 circus tents had grown so large that not all the spectators could hear the clowns' voices. Since that time most clowns have mimed.

The Circus Ring

Although circuses have changed in many ways over the years the ring itself is still the same size in every land, 13 metres across. The circus programme has generally remained unchanged also. A traditional circus usually includes clowns, jugglers, horse acts and acrobats. Wild animal acts are now less popular than they once were.

Famous Animals

Jumbo the elephant was among the main attractions of the Barnum and London circus from 1882 until 1885, when he was struck and killed by a railway engine. His name has now come to mean anything big such as jumbo jets or jumbo sausages.

Famous Performers

Many performers became famous by the unusual nature of their acts. In 1897 Alan 'The Human Arrow' was the first to be shot through the air from a giant crossbow. Audiences were startled by the Zacchini Family's human cannonball act in which a family member was shot from a cannon and landed in a net.

The History of the CIRCUS

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Philip Astley started the first modern circus in London in about

- 1 **1782.** **1830.** **1870.** **1770.**

He gave horse displays accompanied by acrobats, musicians and a

- 2 **comedian.** **comic.** **clown.** **choir.**

Charles Hughes first used the word

- 3 **circus** **circle** **circular** **concentric**

in 1782. The American circus first saw

- 4 **a giraffe** **a lion** **a tiger** **an elephant**

in 1796. Aaron Turner had the first circus tent called a

- 5 **marquee** **large tent** **small bottom** **big top**

in 1830. In 1871 Barnum's 'Greatest Show on Earth' was the first circus to travel by

- 6 **lorry** **bus** **train** **plane**

as it was much easier than using horse drawn transport. Other American circuses soon followed this idea.

Section B

- 1 Where does the word 'circus' come from?

- 2 Why did Philip Astley hold his performances in a ring?

- 3 Who was the first man to put his head inside a lion's mouth?

- 4 What is a menagerie?

- 5 Why do you think P.T. Barnum called his circus 'The Greatest Show on Earth'?

- 6 What does the word 'mime' mean? Why did most clowns mime?

- 7 What does a traditional circus programme usually include?

- 8 Why do you think 'wild animal acts are less popular than they once were'?

- 9 Why do you think 'audiences were startled by the Zacchini Family's human cannonball act'?

Section C

Write a short newspaper report describing to your readers exactly what happened to 'Jumbo the Circus Elephant'.

The Final Push



It had been raining when they set off and the top of the mountain was covered in cloud but they couldn't let anything slow them down, not if they wanted to beat the clock and achieve their goal, climbing three mountain summits in twenty four hours. It had been Dad's idea; a unique way to celebrate his special birthday. When he'd suggested that they could do it together, Ben had been really thrilled. They'd been training for months, right through the year, every season and in all weathers and now as they set off on the final push to the last summit, it looked as though the wind and rain were going to be their companions right to the top.

It was a steep climb and the pathway was narrow and very rocky. The overnight rain had made it very slippery and Ben was glad that his boots were strong with a good, thick tread. He glanced ahead to Devil's Crag, the towering rock face they would soon be climbing. It was the last big hurdle before the summit and the biggest challenge of all. It would take all their energy and strength to get to the top. "It's not just about being fit," Dad had said earlier, "sometimes it's more about strength of character. You just have to set your mind to it and tell yourself that you can do it."

They rested briefly at the base of Devil's Crag waiting for a party of walkers to come down. The person bringing up the rear was dressed in a

bright orange waterproof jacket that seemed to shine in the gloom. Ben sipped from his water bottle and ate a chocolate biscuit, watching them picking their way carefully down the slope.

"You all right?" said Dad.

Ben nodded, "Nearly there, aren't we? I think we're going to do it in time. We'll be champion walkers then won't we, Dad?"

Dad pushed up his sleeve and glanced at his watch, "It's looking good," he said, "and the weather's getting better. With any luck, we might even be able to look at the view when we get to the top. Are you ready to push on, only one more man to come down."

The words were hardly out of his mouth when there was a sharp cry followed by the sound of stones and rocks rattling down the hillside as the man in the orange jacket crashed down from the rock face and landed in a heap at the feet of his companions.

Dad slipped the rucksack from his shoulders and dropped it at Ben's feet, "Don't move!" he said, "look after the bags, I'll see if I can help."

The man was conscious but it looked like he might have broken his leg and he was in a lot of pain. Dad offered to help in any way he could but one of the man's friends was a doctor and he said that they would be able to make him comfortable. Another was already phoning for help. Reluctantly, Dad turned away.

"Do you still want to climb up?" he said, hitching the rucksack back onto his shoulder.

"I think so," said Ben, "we're so close to the top now, I don't want to give up."

When they finally hauled themselves on to the top of Devil's Crag, they could see the cairn on the summit and when at last they trudged to the pinnacle of the mountain, Ben cheered loudly and punched the air in triumph. A mixture of relief and elation surged through him as they looked around at the hills and valleys below them. They picked up two stones and added them to the cairn, "That should bring us good luck!" said Dad, "We'd better start making our way down if we want to get back to the car for six o'clock."

"I wonder if the man who fell put a stone on the cairn?" said Ben.

"Well it didn't bring him much luck if he did," said Dad and they turned to begin the descent, "Listen! Can you hear that?"

Way below them they could see a flash of yellow as the Mountain Rescue helicopter, its blades whirring, came in to pick up the injured climber. By the time Ben and Dad reached the foot of Devil's Crag there was no sign that it had been the site of an accident and emergency rescue. It was almost as if they had imagined the whole event! They continued on their way back to the car happily recalling the highlights and challenges of their own mountain adventure.

The Final Push

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

They wanted to beat the clock and achieve their goal of climbing three mountain summits in

- 1 **12 hours.** **18 hours.** **24 hours.** **30 hours.**

They had been training right through the year in all

- 2 **weathers** **winters** **winds** **locations**

and now they were setting off up the final summit. Ben was glad his boots had

- 3 **tight laces.** **comfortable insoles.**
a good, thick tread. **been polished.**

Just as Dad looked at the time they heard the sound of

- 4 **a man** **a rucksack** **stones and rocks** **a sheep**

rattling down the hillside. Dad ran to help. The man had

- 5 **cracked his skull.** **broken his arm.** **broken his leg.** **fainted.**

As the man's friends were able to make him comfortable, Dad put his

- 6 **fleece** **jacket** **rucksack** **boots**

back on and they continued towards the final summit.

Section B

- 1 Why do you think Ben was really thrilled when his Dad suggested they could do the climb together?

- 2 Why did Dad say "You just have to set your mind to it and tell yourself you can do it."?

- 3 Why did Ben think they would be 'champion walkers'?

- 4 Why do you think Dad told Ben not to move when he went to see if he could help?

- 5 Why did Dad 'reluctantly' turn away from the injured walker?

- 6 After the accident, Dad asked Ben if he still wanted to climb. Why did he do this?

- 7 Why do you think the rescue helicopter looked like a 'flash of yellow' to Ben and his Dad?

- 8 Which of the following phrases suggests they did not find the climb easy? Give reasons for your choices.
'trudged to the pinnacle' **'set off on the final push'**
'they'd been training for months' **'hailed themselves to the top'**

Section C

Describe an event or activity that you have been involved in that you found really challenging.

The Conquest of Everest

Edmund Hillary was born in Auckland, New Zealand on 20th July 1919. When he was a boy, he was very shy and much smaller than his friends. At the age of sixteen he developed an interest in mountain climbing and he also began to grow very tall and very strong. After studying Maths and Science at University, he worked as a beekeeper.

When World War II broke out, he joined the Royal New Zealand Air Force as a navigator but his career ended when he was badly burned in a boating accident in the Solomon Islands.

In 1953 he joined the expedition to climb Mount Everest, the world's highest mountain, which is on the borders of Tibet and Nepal. There had been several attempts to climb it but no one had reached the summit. On May 29th 1953, after many weeks of preparation and hard climbing, Edmund and his Nepalese sherpa, Tenzing Norgay, stood on the summit, 8,848 metres above sea level, the highest point of the earth.

Edmund took a photograph of Tenzing posing with his ice-axe but Tenzing didn't know how to use a camera so there are no photos of Edmund on top of the world. Sherpa Tenzing waved flags representing Britain, Nepal, the United Nations and India and buried some sweets and biscuits in the snow as a Buddhist offering to the gods.

News of the success of the expedition reached London on the day of Queen Elizabeth's Coronation, adding to the celebrations. In later years Edmund led expeditions to the South Pole and other remote corners of the world but he often returned to Nepal to help poor people there. In 1985 he flew to the North Pole with Neil Armstrong, the first man to stand on the moon, and became the first man to stand at both poles and on Mount Everest.

He died in New Zealand on January 11th 2008 and a bronze statue has been erected in his honour.

The Nepalese flag is the only flag in the world which is not rectangular in shape. The two triangular portions of the Nepalese flag represent the Himalayan Mountains and the two main religions of the nation - which are Buddhism and Hinduism.



Capital City: Kathmandu
Language: Nepali, plus about 20 other languages divided into various dialects
Time Zone: 5 hours 45 minutes ahead of GMT
Currency: Nepalese Rupee
Geography: Landlocked mountainous country between India and Tibet
Climate: Subtropical summers, mild winters with severe winter conditions in the mountains

“As far as I knew, he had never taken a photograph before, and the summit of Everest was hardly the place to show him how.” said Edmund Hillary, explaining why there is no photograph of him on top of the world.



The Conquest of Everest

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Edmund Hillary was born in

- 1 **New Zealand** **Australia** **Hong Kong** **London**

in 1919. When World War II broke out he joined the Air Force as a

- 2 **pilot.** **mechanic.** **gunner.** **navigator.**

He joined the expedition to climb Mount Everest in

- 3 **1919.** **1952.** **2008.** **1953.**

He stood on the summit with sherpa Tenzing on

- 4 **May 1st.** **May 20th.** **May 15th.** **May 29th.**

Edmund took a photograph of

- 5 **Hillary** **Tenzing** **Elizabeth** **Armstrong**

standing on the highest part of the earth. News of the expedition reached London on the day of Queen Elizabeth's

- 6 **birthday.** **wedding.** **party.** **coronation.**

In later years Edmund Hillary led expeditions to the South Pole and other remote places.

Section B

- 1 Complete the table below:

Capital city of Nepal:	
Language spoken:	
Money used:	
Climate:	

- 2 How did the outbreak of war change Edmund Hillary's life?
-

- 3 Why did Tenzing bury sweets in the snow on the top of Mount Everest?
-

- 4 How do you think news of the expedition 'added to the celebrations' for Queen Elizabeth's coronation?
-

- 5 Why do you think Edmund Hillary decided to return to Nepal?
-

- 6 Why do you think Hillary didn't show Tenzing how to use a camera when they were on the top of Mount Everest?
-

- 7 What makes the flag of Nepal unique?
-

- 8 Define the term 'Nepalese Sherpa'.
-

Section C

Imagine you are part of a team climbing Mount Everest for the first time. Describe the conditions you face as you try to sleep in your tent the night before the last section of the climb is to be made.

The Climb

Hands search
Rocks sharp
Legs stretch
Firm hold
Look up
Summit not seen
Lungs pant
Breath short
On and on
Up and up
One more step
Up and on
Throat dry
Breath short
Legs move
Hands drag
Muscles ache
Nearly done
Heart beats
Summit nearer
One more step
Look up
Journey's done!



The Climb

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The climber's hands are searching for

- 1 **grass.** **rocks.** **shells.** **mud.**

The climber finds the climb

- 2 **quick.** **easy.** **hard.**

He or she is climbing

- 3 **up the rock.** **down the rock.**

The word 'summit' means

- 4 **the halfway point.** **the bottom.** **the top.** **the middle.**

The poem is written in short lines because

- 5 **It is easier to write.** **It shows the climb is easy.**

It shows how breathless the climber is.

At the end of the poem, the climber

- 6 **is successful in reaching the summit.**
only makes it half way.
falls off the rock.

Section B

- 1 What is the person doing in the poem?

- 2 What are his hands searching for in line 1?

- 3 What is the summit of a mountain?

- 4 Is the climb easy or hard?

- 5 Why do the climber's muscles ache?

- 6 Why is his 'throat dry, breath short'?

- 7 Why are the lines in this poem so short?

- 8 Do you think the poem is effective? Give reasons for your answer?

- 9 Find two phrases in the poem which make you think that the climber is finding it difficult?

- 10 Can you think of an activity you have done which has made you feel like the poet does? Give reasons for your choice.

Section C

Write a poem in a similar style to this one. It could be about a cross-country run, a swimming race, or a race on sports day.

Beauty, the Guide Dog

Mr. Shaw was a volunteer for a centre which trained suitable dogs to help blind people. He had heard that a local breeder, Farmer Burns, had a litter of five pups. He decided to visit to see what they were like.

The next day they met, "I hear that you have five new pups on your farm," Mr. Shaw said.

Farmer Burns smiled, "Yes," he said, "they are all great little pups."

Mr. Shaw said, "I would like to buy the calmest one in the litter. I want it for a very special reason."

Farmer Burns allowed Mr. Shaw to see the six-week-old pups as they cuddled up to their mother. Both men decided which was the quietest and calmest of the pups and agreed that Mr. Shaw would come back in six weeks time to collect her. They decided to call the pup 'Beauty' because she really was a beautiful looking dog.

Mr. Shaw came back again when the pup was three months old. He took her home because he wanted Beauty to get used to living with people. At first Beauty behaved like most pups. She chased round the house frantically and then, almost instantly, fell into a deep

sleep just like a baby. She chewed slippers and the legs of the chairs because her new teeth and gums were sore. She occasionally had an accident and wet the floor! However, as she grew older, she learned what was acceptable behaviour in the home.

Next, Mr. Shaw took Beauty to puppy walking classes. Here she learnt to socialize with other dogs as well as to sit, stay and come. The hardest part was getting her to walk at heel on a lead without her pulling. However, practice makes perfect and she eventually learnt to do exactly as she was told. After several months of training, Beauty was awarded a Kennel Club Gold Award for her excellent behaviour.

Mr. Shaw took Beauty everywhere he went. He took her to shops, to the railway station, to the library and even to church on Sunday. The pup grew up into a very strong, intelligent and obedient dog. After twelve months Beauty was turning into a very well behaved dog. Mr. Shaw realized he was becoming very fond of this dog and he was dreading the arrival

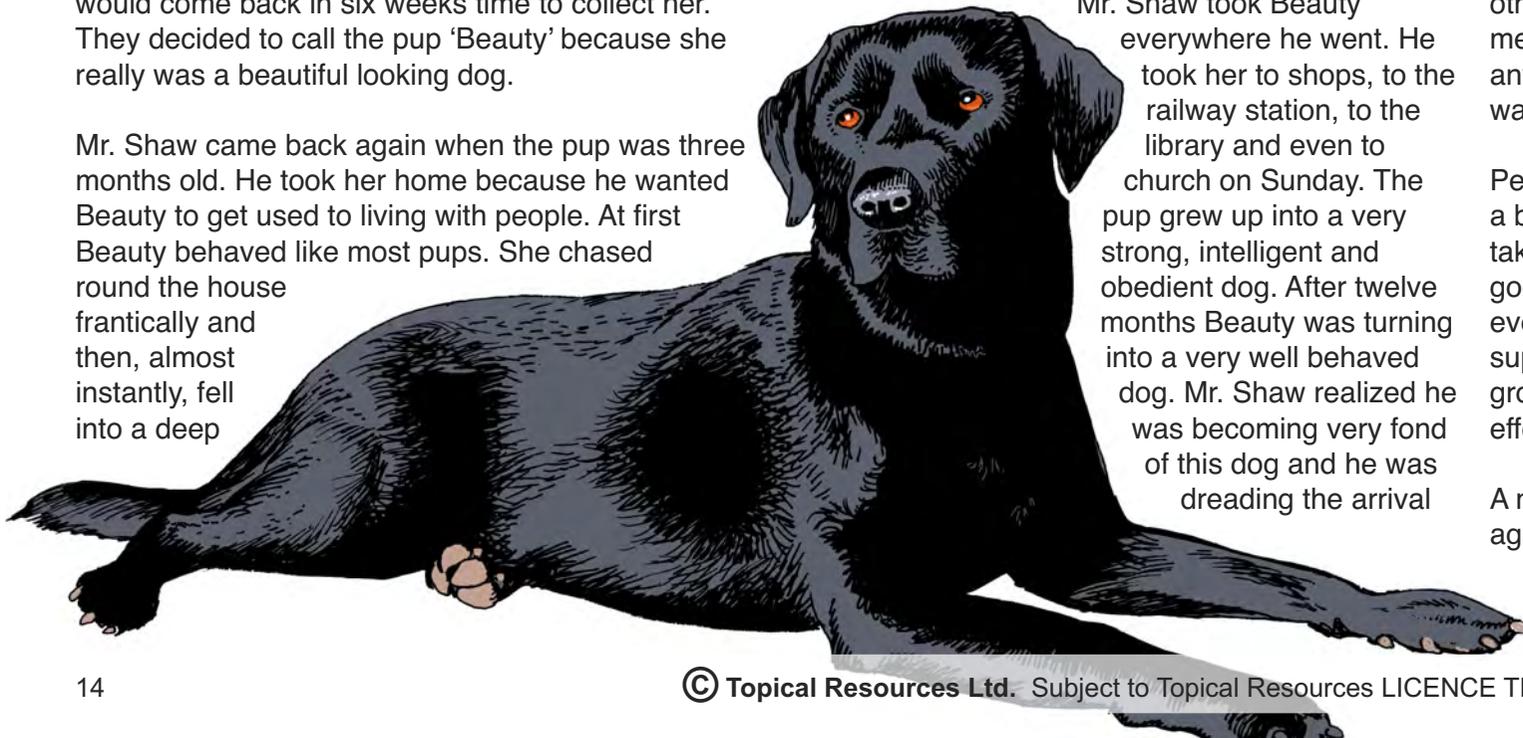
of her first birthday because he knew what would happen then!

When Beauty's first birthday arrived, Mr. Shaw took her to the Training Centre in order for her to become a Guide Dog for the Blind. He loved Beauty, but he knew that she was a special dog and the day had come for them to part. Beauty was to be trained by expert dog handlers to be able to guide a blind person. She was to become a blind person's special friend. Mr. Shaw had mixed feelings. He knew Beauty was going to do wonderful work but he was very sad to see her go.

Beauty was so clever and intelligent that she learned to always stop at the edge of the pavement very quickly. She learned never to run after cats or other dogs in the street. She could sit through a meal in a café or a long bus ride without disturbing anyone. At the end of her extensive training she was ready for her special task in life.

Peter, a man who had been blind from when he was a boy, was introduced to Beauty. He was allowed to take Beauty home. Beauty and Peter soon became good friends. Beauty guided Peter safely everywhere he went. She was even allowed into the supermarket, when Peter needed to buy his groceries. All the hard work had been worth the effort.

A month later, Mr. Shaw went to see Farmer Burns again...



Beauty, the Guide Dog

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Mr Shaw was a volunteer who helped train dogs for the blind. He went to see Farmer Burn's litter of

1 **four** **five** **seven** **eight**

pups. He chose the

2 **liveliest** **prettiest** **calmest** **loudest**

one in the litter to train. He went back

3 **four weeks** **five weeks** **six weeks** **seven weeks**

later to collect the pup. They decided to call the pup

4 **Blackie** **Beauty** **Bounty** **Boris**

because she was so good looking. At first she chewed legs of chairs and

5 **shoes.** **sandals.** **old boots.** **slippers.**

As she grew older she was taken to puppy classes and eventually gained a Kennel Club

6 **Bronze Award.** **Silver Award.** **Gold Award.** **Platinum Award.**

When she was one year old she was sent to a training centre to be prepared to be a guide dog for a blind person.

Section B

1 What do you think are the qualities needed in a dog which helps guide blind people? Give reasons for your answers.

2 Why did Mr Shaw keep Beauty in his home for nine months before she went to the training centre?

3 Describe some of the behaviours of a puppy.

4 What did Beauty learn to do at puppy walking classes?

5 'Mr Shaw took Beauty everywhere he went.' Why was this?

6 Why was Mr Shaw dreading Beauty's first birthday?

7 How do you think Mr Shaw felt the day he took Beauty to the training centre?

8 'She was even allowed into the supermarket.' Why is this unusual?

9 How do you think Peter felt the day Beauty arrived at his house?

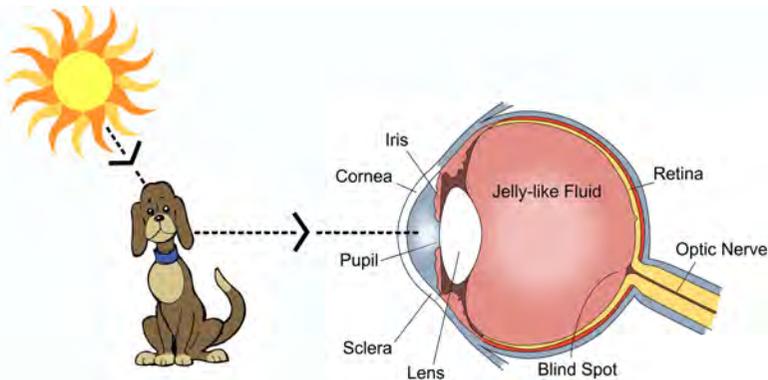
Section C

Write an imaginary letter from 'Mr Shaw to Beauty' or from 'Beauty to Mr Shaw' telling how they are getting on three months after they have parted.

How the Eye Works

Our eyes show us the size, shape and colour of objects in the world around us. They can see something as small and near as a tiny insect or as far off and large as the Moon. The eye is a ball bigger than a marble. It works much like a camera.

The eye collects images carried by light. Light comes from a light source, such as the sun, a candle or an electric light bulb. The light travels in straight lines to an object (e.g. your pet dog), bounces off and enters your eye, carrying a picture similar to a photograph.

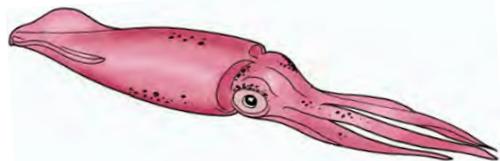


The light enters the eye through the pupil, the black spot you can see in the centre of your eye. This opens wider in poor light and goes smaller when light is very strong such as on a sunny day. The light passes through a crystalline lens, which projects an upside down image on the retina, the sensitive surface inside the back of the eye.

The sensitive surface collects information about the image and sends it to the brain along the optic nerve. The nerves carrying the sensations pass out through a hole at the back of the eye, which is not sensitive to light. This is called the blind spot. The brain automatically corrects the 'upside down image' so you see things the right way up!

Animal Facts

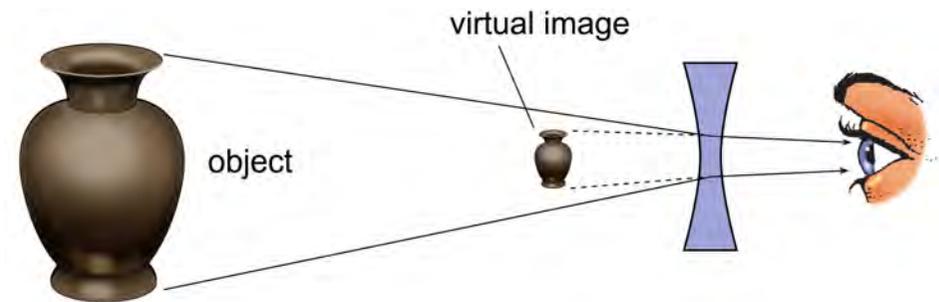
The animal with the largest eye is the giant squid. They can have eyes of nearly 40cm in diameter. The biggest whales have eyes about 10cm across.



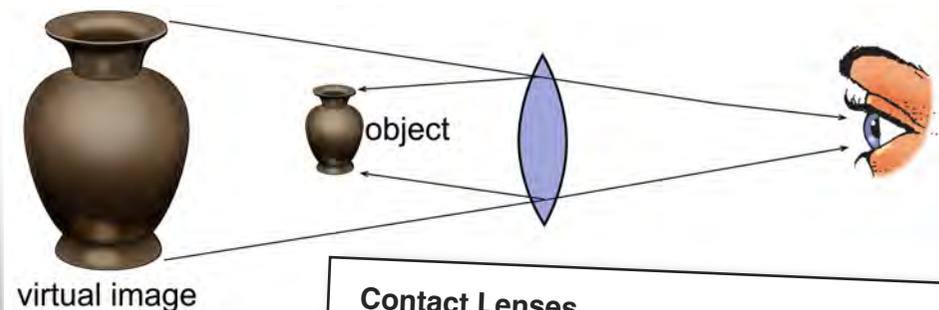
Why do some people wear glasses?

Lenses are used to make things look bigger or smaller. They are usually made of glass or plastic. The lens inside your eye is made of protein. Sometimes eye lenses do not work properly. Wearing spectacles helps to correct this problem.

There are two main kinds of lens. Lenses where the edges are thicker than the middle are called concave lenses. Concave means 'hollowed out'. If you look at something through a concave lens, it looks smaller than it really is. Short-sighted people use spectacles that have concave lenses.



Lenses where the middle is thicker than the edges are called convex lenses. Convex means 'rounded'. If you look at things through a convex lens, they seem larger. People with long sight have spectacles with convex lenses.



Contact Lenses

Contact lenses are worn on the surface of the eye as an alternative to spectacles. Early forms were made of glass but after 1938 plastic was used. A.E. Fick invented them in 1887. Many people wear them for playing sport.

How the Eye Works

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Our eyes show us the size, shape and

1 **smell** **taste** **sound** **colour**

of objects in the world. The eye is a ball bigger than a

2 **balloon** **football** **golfball** **marble**

and works like a camera. Light comes from a source such as

3 **the Sun.** **the Moon.** **Mars.** **Venus.**

Light collects pictures similar to

4 **posters** **photographs** **paintings** **prints**

and enters your eye through the

5 **nose.** **teacher.** **pupil.** **ear.**

The sensitive surface collects information about the image and sends it to the

6 **brain.** **nerves.** **blood.** **bones.**

The 'upside down image' is automatically corrected so you see things the right way up.

Section B

1 Complete the table below:

Concave means...	
Looking through a concave lens things seem...	
Convex means...	
Looking through a convex lens things seem...	

2 Why do you think your eye opens wider when the light is poor?

3 What is the 'retina'?

4 What is 'the blind spot'?

5 What are the two main types of lenses?

6 What sort of lenses do short-sighted people need?

7 What sort of lenses do long-sighted people need?

8 Why do you think some people wear contact lenses instead of glasses?

Section C

Write a short story in which you meet a giant squid with an eye 50cm in diameter.

Louis Braille 1809 - 1852

Early Life

Louis Braille, the son of a saddler and harness maker, was born in Coupvray near Paris in 1809 and was the youngest of four children. At the age of three Louis was playing with his father's tools in the workshop when he slipped and cut one of his eyes. He was taken to the doctor immediately but the damaged eye became infected. The infection spread to his other eye and by the age of five Louis was blind.

Louis was befriended by the new village priest, Abbé Palluy, who encouraged him to attend the village school where he became one of the best pupils. When he was ten, Louis was offered a place at the Royal Institution for the Blind in Paris with a small scholarship to help with the fees. Louis, a talented pupil, learned history, geography, grammar, arithmetic and crafts which included basket weaving, slipper making, knitting and music. He learned to play the piano and had lessons from a local organist. He had natural talent and ability and his love of music remained with him all his life.

The School and its Founder

The Royal Institute for Blind Children in Paris was in a poor area of the city near the River Seine. Valentin Haüy, a man aware of people's negative attitudes towards teaching the blind, founded the school in 1773. Haüy invented a way of producing books to teach his pupils to read. It was called 'embossing' and entailed pressing the shapes of large letters onto soft, damp paper thus producing letter shapes that children could feel with their fingertips. Although this method created the opportunity for the children to read, the letters were so big and it took so long to feel them, that they found it difficult to remember the beginning of a sentence by the time they had come to the end.

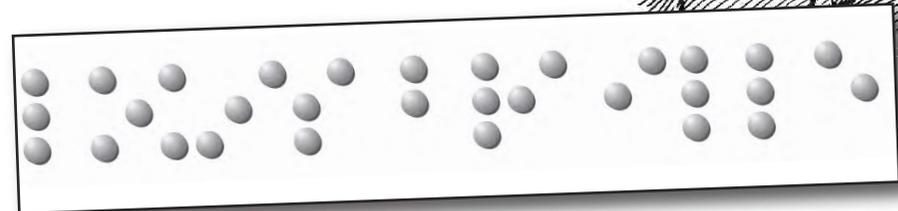
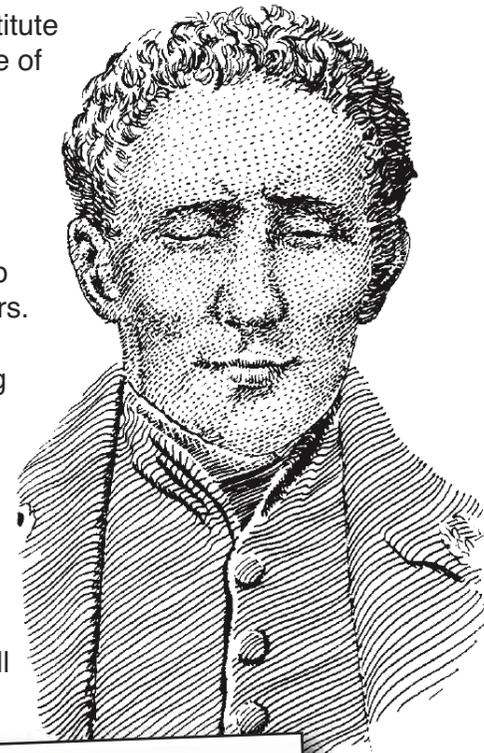
Louis' Alphabet

Frustrated by the need to read as quickly as sighted people, Louis pondered on the best way to teach the blind to read. Charles Barbier, a captain in the French army, had invented a method of 'night reading' for his soldiers based on a system of dots and dashes. Barbier suggested that this system could be used as an alphabet for the blind. The system was an improvement on Haüy's books, but still far from satisfactory.

Louis used Barbier's idea to develop his own and after two years of experimenting, he had invented a new alphabet. It was based on a series of dots put together in groups of six, each forming a letter. His system even included punctuation marks, numbers and music. To write, Louis had a flat piece of metal in a frame, with six holes in it. A stylus was pushed through the holes to make dents in the paper that could easily be 'read' when turned over. Now blind people could not only write, but also read back what they or someone else had written.

Louis eventually became a teacher at the Institute and was popular with all his students because of his gentle manner and lively mind. He also became an organist at several churches and lived a contented and busy life. Louis had always been frail and in 1835 was diagnosed with tuberculosis. The Institute reduced his teaching load so he could continue to develop and refine his alphabet over the next few years.

By now Louis' health was rapidly deteriorating but he remained at the Institute, teaching a little, playing his music and visiting his family at Coupvray. In 1851 he went into the Institute's hospital and died in January 1852. He was buried in Coupvray. Two years later 'Braille' became the standard reading method for the blind in France and gradually his system was, and still is, used by people all over the world.



Louis Braille 1809 - 1852

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

At the age of

- 1 **three** **six** **seven** **nine**

Louis Braille slipped and cut one of his

- 2 **hands.** **ears.** **eyes.** **feet.**

By the age of

- 3 **four** **five** **eight** **ten**

he was blind. Louis loved music and learned to play the

- 4 **violin.** **recorder.** **piano.** **trumpet.**

He went to school in Paris and learned to read letters pressed into soft damp

- 5 **wood.** **paper.** **sand.** **card.**

Because these letters took so long to read, Louis invented a new system based on a series of

- 6 **dots.** **lines.** **circles.** **squares.**

The new system was given the name 'Braille' and is now used throughout the world to enable blind people to read and write.

Section B

- 1 How did Louis Braille become completely blind?

- 2 What unusual subjects were taught at the School for the Blind?

- 3 What do you understand by the phrase 'people's negative attitudes towards teaching the blind'?

- 4 What did blind people find so difficult about Valentin Haüy's embossed books?

- 5 Why do you think books invented for soldiers to read in the dark would be suitable for blind people?

- 6 How do you think Louis Braille felt when he finally came up with an effective method to enable blind people to read and write easily?

- 7 Which of the following phrases suggests Louis Braille would be a good teacher? Give reasons for your choices.

'contented and busy life'	'lively mind'
'gentle manner'	'always been frail'
- 8 How do you think Louis would have felt if he had lived to see his teaching method used all over the world?

Section C

Close your eyes and imagine you have become blind. Write about a day in your life telling of the things you are still able to enjoy and some of the things you find difficult.

RIVER RESCUE

“Finest sport in the world and it can be very exciting when you catch a fish,” said Uncle Ted as they walked along the river bank, “now this looks a lovely spot for us to set up our rods.” He put down the bags and boxes he was carrying and spread out a rug.

Laura and Paul were staying with Uncle Ted for the weekend and when he’d said he’d take them out for the day while Auntie June was busy, they’d expected something a bit more exciting than spending the day sitting on the river bank waiting to catch a fish.

“Now, I’ve got rods for you both,” said Uncle Ted and they waited patiently while he assembled them and opened the box containing the hooks and weights. An hour went by; Laura thought it was the longest hour in her life. Apart from seeing a couple of ducks and a man walking his dog, nothing had happened. “Wonderful!” said Uncle Ted, “nothing like a day by the river for cheering you up.”

“And boring you to death,” whispered Paul to Laura.

“What time’s lunch?” asked Laura.

Uncle Ted looked at his watch, “Oh, another half hour or so,” he said. Half an hour passed and they began to unpack the picnic that Auntie June had given them. There were sandwiches and sausage rolls, crisps and cakes, bottles of fruit juice and a flask of coffee. Paul had just taken a bite of a tuna sandwich when Uncle Ted leapt to his feet and yanked hold of one of the rods. “We’ve got one!” he yelled reeling in the line as fast as he could, “get the net ready! Quick!”

They put down their sandwiches, hurried to get out the net and watched as Uncle Ted jerked the line out of the water. There was nothing on the end of it. It was very disappointing but not half as disappointing as returning to their lunch to find that a wiry brown terrier was munching his way through their sandwiches.

Uncle Ted shouted loudly at the dog and its owner appeared and shouted at Uncle Ted at exactly the moment a pair of silvery white swans swam into view followed by three cygnets. The dog dropped the sandwich, barked enthusiastically and raced up the river bank towards the swans.

“Come back, Toby!” yelled his owner as he chased after him.

“Mind those rods!” yelled Uncle Ted,

diving towards the edge of the bank.

Uncle Ted over balanced and fell into the river just as the dog leapt through the rushes into the water right into the path of the male swan which reared up and flapped its wings wildly. The dog paddled away quickly and was soon scrambling back up on to the path. It hurtled away from its owner at top speed as the man ran after it shouting and waving the dog’s lead.

As soon as the dog had gone, the swans turned their attention to Uncle Ted as he splashed about in the water.

“Help!” screamed Laura after the man, “Don’t just leave us! Help us!” But the dog and his owner had disappeared around the bend in the river.

Paul snatched up one of the rods and waved it towards the hissing, angry swans, “Get back! Get away!” he shouted but only succeeded in making them more angry.

Uncle Ted was swimming frantically towards the bank but didn’t seem to be making any progress and they were just beginning to panic when they heard another voice and the hum of an engine, and looking up saw a small boat heading towards them. It was the dog owner. He steered the boat towards the swans, they backed away and sailed away in the opposite direction.

“Here! Let me help you,” said the man to Uncle Ted and he reached over the side and hauled him aboard the boat.

The man moored up the boat and helped Uncle Ted climb out onto the bank. The dog was standing up on its hind legs peering over the side of the boat. It gave a friendly woof. It didn’t seem to realise that it had caused such a calamity.

“I’m sorry about that,” said the man, “I’m Bob by the way. He gets a bit excited does Toby. He’s made a bit of a mess of your lunch.” They looked at the half eaten sandwiches

“I thought you’d run away and left us,” said Laura, “it was really scary.”

“Well, the boat was just round the corner, you see, and I knew Toby would jump onto it as soon as he saw it. Now what about sharing my lunch with me?”

It sounded like a good idea and they knew Bob was trying to be kind but Uncle Ted was wet through and they decided it would be best if they packed up and went home.

“Sorry about that,” said Uncle Ted as they drove to the main road, “spoilt our day, that did. And I’m going to be in a lot of trouble with your Auntie June when she sees my clothes. I told you fishing was exciting!”



RIVER RESCUE

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Laura and Paul were staying with Uncle Ted and

- 1 **Auntie Joan.** **Auntie June.** **Auntie May.** **Auntie April.**

Uncle Ted decided to take them

- 2 **climbing.** **shooting.** **cycling.** **fishing.**

In their picnic lunch they had

- 3 **pork pies** **apples** **oranges** **crisps**

and sandwiches. Suddenly Uncle Ted leapt to his feet and shouted

- 4 **“We’ve got one!”.** **“Look at that dog!”.** **“It’s got away!”**

Uncle Ted overbalanced and

- 5 **‘fell into the water’.** **‘leapt through the rushes’.**
‘tripped over the dog’. **‘dived at the dog’.**

Suddenly they heard the hum of an engine as

- 6 **a car** **a motorbike** **a bus** **a boat**

headed towards them. Uncle Ted was pulled aboard and rescued. Uncle Ted drove home soaking wet.

Section B

- 1 What did Uncle Ted think about fishing?

- 2 ‘Laura thought it was the longest hour in her life’. Why did she think this?

- 3 How do you think Uncle Ted was feeling when he leapt to his feet and yanked hold of one of the rods?

- 4 What was more disappointing than finding there was nothing on the end of the fishing line?

- 5 What was Laura asking the man to do when she shouted, “Don’t just leave us!”?

- 6 What could have happened to Uncle Ted if the man had not returned in the boat?

- 7 Why do you think the author used the words ‘silvery white’ to describe the swans?

- 8 Which two of the following phrases best describes the disaster caused by the dog? Give reasons for your choices.
‘munching his way through the sandwiches’
‘leapt through the rushes’
‘raced towards the swans’
‘hurtled away from its owner’

Section C

Uncle Ted got a lot of pleasure and satisfaction from going fishing. Describe in your own words how an activity such as fishing (or any other activity of your own choice) gives you pleasure and satisfaction.

The River Amazon

The Amazon is the world's second longest river and the chief river of South America. It is 4,000 miles long. At many points along its course the Amazon is so wide that you can stand on one shore and not see the other. The river ranges from 1 to 6 miles wide during most of its course. At its mouth it is about 90 miles wide.

The area around the river, called the Amazon Basin, makes up the world's largest tropical rain forest. This region is approximately two-thirds as large as the United States of America. The temperature in the basin averages about 85° F (29° C) and varies little throughout the year. Throughout most of the river basin, the air is very humid (this means it is very damp). These conditions are ideal for many unique plants and animals.

Large ships can sail about 2,300 miles up the Amazon to Iquitos in Peru. Brazilian ports along the Amazon include Belém, at the mouth of the river, and Manaus, 1,000 miles upstream. Ships bring in clothing, food, tools and other products. They pick up raw materials such as animal skins, Brazil nuts, timber and rubber. The ships also take aboard live birds, fish and other animals bought by pet shops and zoos.

Many kinds of fish live in the Amazon River including the fierce, flesh-eating piranha. The Amazon Basin is home to animals such as alligators, anacondas, monkeys, parrots, sloths and many species of insects. The forest has a great variety of plant life. Over 3,000 species of plants have been found in one square mile there. The

trees stand as tall as 61 metres. Their tops grow so close together that only a little sunlight can reach the ground.

A few isolated tribes still exist in the remoter parts and live in the same way as their ancestors did many generations ago. They can be seen paddling long canoes that have been dug out of solid tree trunks. On the banks there are native villages built of mud and logs. Some of the huts are on poles above the water, and on the platforms outside are families with naked children.

South American Indians lived in the Amazon River basin long before Europeans first came to the area. Vincente Pinzón, a Spanish explorer, was probably the first European to see the Amazon. In 1500, he sailed to the coast of what is now Brazil. In 1541, another Spaniard, Francisco de Orellana, led the first exploration of the river by a European. His expedition followed the Amazon from the mouth of the Negro River in Peru to the Atlantic. During Orellana's journey, his group was attacked by what appeared to be female Indian warriors. The Spaniards called their attackers Amazons, after the female warriors in Greek mythology. The name was later given to the river and the surrounding area.

In recent decades tree fellers, farmers, miners and road builders have developed the region. Between them they have destroyed more than 200,000 square miles of forest. Despite such development much of the Amazon Basin region remains a wilderness. It is still possible to fly for hours over the region and see no sign of human settlement.



The River Amazon

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The Amazon is the world's

- 1 **third** **fifth** **second** **fourth**

longest river. The area around the river makes up the world's largest tropical

- 2 **marsh land.** **wood land.** **farm land.** **rain forest.**

The area is very humid which means it is very

- 3 **dry.** **damp.** **wet.** **boggy.**

Large ships sail to ports such as

- 4 **London** **Manaus** **Liverpool** **Rotterdam**

and Iquitos. The Amazon Basin is home to animals such as

- 5 **monkeys** **crocodiles** **kangaroo** **budgies**

and sloths. A few tribes still live in the remote parts of the forest. Their homes are built from mud and

- 6 **sticks.** **logs.** **bricks.** **cement.**

In recent years more than 200,000 square miles of forest have been destroyed.

Section B

- 1 Complete the table below:

Length of river		Number of plant species	
Average temperature		Height of trees	
Distance ships can sail up the Amazon		Area of forest recently destroyed	

- 2 How did the Amazon River get its name?
-

- 3 Ships 'trade' up and down the river. What sorts of things are brought into the Amazon ports?
-

- 4 What sorts of things are taken away from the Amazon ports by ship?
-

- 5 What do you think about wild animals from the Amazon Rain Forest being brought to zoos or pet shops in this country?
-

- 6 'In recent decades tree fellers, farmers, miners and road builders have developed the region.' What does this mean? Do you think this is a good or a bad thing? Give reasons for your answer.
-

- 7 'Despite such development, much of the Amazon Basin region remains a wilderness.' Why is this the case?
-

Section C

A few isolated tribes still exist in the Amazon Rain Forest. Imagine a child your age from such a family becomes your new pen pal. Write a letter telling them about some of the things you like to do in your home. Remember, they have no experience of anything electrical!

Evening Post

Letters To The Editor

Fury Over Thames Toll Charges

Dear Sir/Madam,
I wish to bring to the attention of the readers of your newspaper the problems I encounter during my daily journey to work from Brentwood in Essex to Dartford in Kent. This is only a distance of fifteen miles but the issue of course is the fact that I have to use the M25, one of the busiest orbital Motorways in the UK (if not the world!) followed by crossing the River Thames using the Queen Elizabeth II toll suspension bridge.

My journey to work every morning is a nightmare! On a good day it takes at least thirty minutes to travel the fifteen miles, an average speed of thirty miles per hour. On a really bad day, the journey can take up to four hours which is an average speed of

approximately four miles per hour. I could just as well still be living in Victorian times when motorised vehicles had to follow a man carrying a red flag warning of the imminent danger of an approaching motor vehicle!

The worst journeys occur when the toll bridge crossing suffers from major congestion caused either by a road traffic accident or high winds when the bridge can be closed altogether. On days like these I might as well just turn round (if you could actually manage to do that on the motorway!) and go home. Fortunately, on most days, the traffic travels smoothly but at an alarmingly slow pace. The problem of course is having to pay a toll to cross the bridge.



Travelling from Brentwood, which is north of the bridge, the traffic slows right down even before the bridge comes into sight. You then have to crawl in first or second gear for what seems an eternity until you approach the toll booths. Now in this day and age you'd think you could just show your credit card and be waved through – but no! They want cash, admittedly you can pay in Euros if you have forgotten your English money. But cash it is! So, the poor motorist has to squeeze his hand into his trouser pocket (or her handbag) to find £1.50 (soon to rise to £2) each time they cross. People who cross regularly know to have the correct money ready. However, many people

are making an occasional visit to the channel port of Dover, in order to holiday on the continent and are not prepared for this archaic payment system. Hence virtually everyone is stationary at the toll booth for up to two minutes resulting in huge queues.

My solution is simple. Remove the toll booths and let the traffic flow freely. The government has already made millions of pounds out of this bridge and should, from now on, let everyone use it for free.

Yours,
Angry Driver

Fury Over Thames Toll Charges

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Dear Sir, I wish to complain about my daily journey to work. I use the

1 **M6** **M1** **M26** **M25**

motorway and cross the River Thames using the

2 **Queen Elizabeth I** **Queen Victoria**

Queen Mary II **Queen Elizabeth II**

toll bridge. On a good day it takes

3 **15 minutes** **30 minutes** **4 hours** **6 hours**

to make this journey. On a bad day the bridge may be closed by

4 **hot sun.** **a flood.** **heavy rain.** **high winds.**

The main problem is having to stop to

5 **buy an ice cream.** **pay to cross the bridge.**

fix a flat tyre. **have a rest.**

Each time you cross you have to pay

6 **50p.** **£1.** **£1.50.** **£2.00.**

If the toll booths were taken away the traffic would flow freely all of the time.

Yours, Angry Driver

Section B

1 What is a toll bridge?

2 'My journey to work every morning is a nightmare!' Why do you think the writer feels this way about his/her journey to work?

3 Why do you think the writer compares a bad journey to work to living in Victorian Times?

4 On which days does the writer feel like turning round and going home?

5 Why is having to pay a toll to cross the bridge a problem for the writer?

6 What has the writer used the phrase 'cash it is' to emphasise?

7 What is the writer describing when he/she uses the phrase 'archaic payment system'?

8 What do you understand by the term 'major congestion'?

Section C

Imagine you work for the organisation which operates the toll bridge. Write a letter to the editor of the newspaper telling how important it is for every motorist to stop and pay to use this expensive bridge.

COME TO WILLABY CASTLE

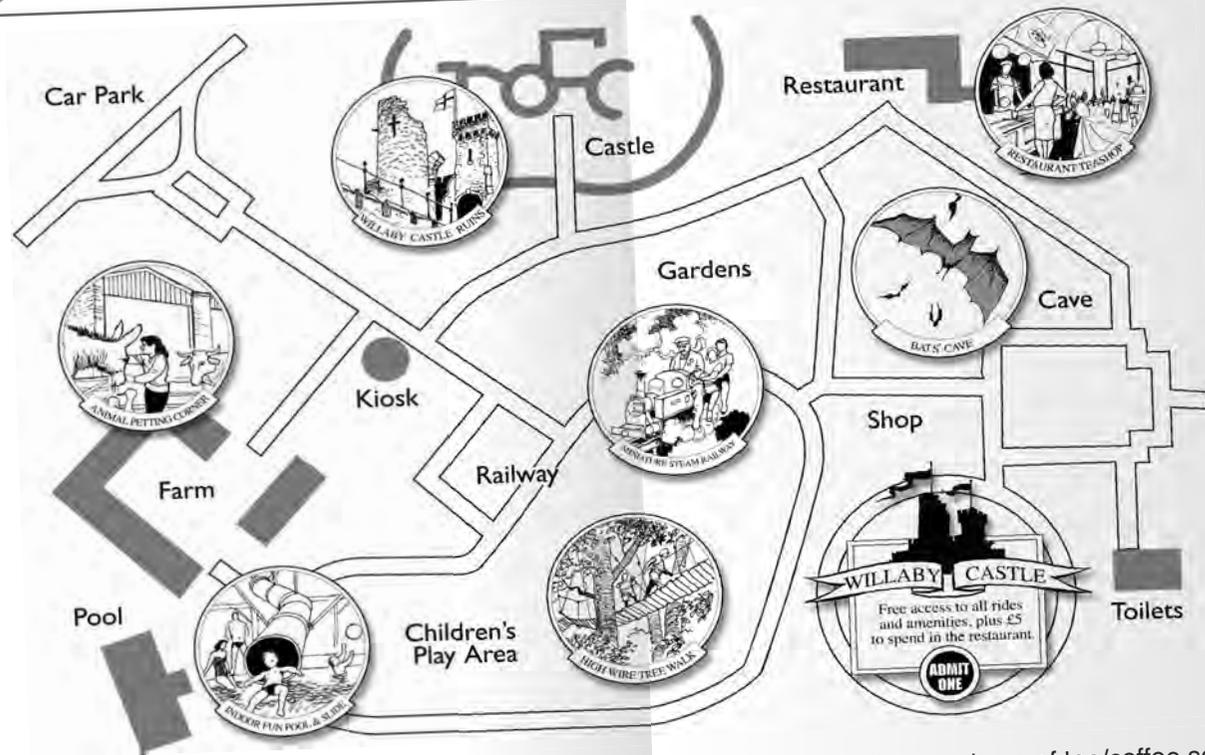
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- Dare to enter the depths of the 'Bats' Cave' and experience the wonder of these nocturnal mammals
- Fun for all the family as you experience the thrills and spills of the indoor fun pool and giant slide
- Extend your skills and test your nerve as you traverse our high wire tree walk (Minimum age 10, Minimum height 1.4 metres)
- Visit the 'Kiosk' for light refreshments, cold drinks and ice creams
- Rest your feet on a picnic bench whilst the children make new friends at the children's play area (under 10's only)
- Enjoy a well-deserved cup of tea/coffee served with homemade scones at the teashop
- Treat yourself to a delicious meal cooked to your own requirements using only locally sourced produce in our 'Garden Restaurant'
- Purchase local produce, books, gifts, crafts and paintings by local artists from our high quality gift shop
- Full disabled access to all areas

For further information contact us at:
Tel: 01227 863581
Email: info@willabycastle.co.uk
Web: www.willabycastle.co.uk

COME TO WILLABY CASTLE

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Willaby Castle is an enjoyable day out for all the family. The tour guide will explain

- 1 **where to eat.** **how to stay safe.**
the history of the castle. **how much to pay.**

Ride a real steam train pulled by

- 2 **Marvellous Sam.** **Mighty Sid.** **Mighty Mouse.** **Mighty Sam.**

Enjoy a visit to the indoor pool and

- 3 **giant slug.** **giant slope.** **giant slant.** **giant slide.**

Extend your skills and test your

- 4 **nose** **bravery** **nerve** **nature**

on the high wire tree walk. Enjoy homemade

- 5 **soup** **cake** **scones** **sandwiches**

at the tea shop. For further information telephone

- 6 **01227 863582** **01227 863581**
01227 853581 **01227 863681**

or email info@willabycastle.co.uk or visit our website on www.willabycastle.co.uk.

Section B

- 1 Complete the table below:

Opening time		High Wire minimum age	
Closing time		High Wire minimum height	
Nearest Motorway		Age limit children's at play area	

- 2 What are the 'unique smells and romance' of a steam railway?

- 3 Why do you think people would have to be daring to enter the bats' cave?

- 4 What does the phrase 'traverse our high wire' mean?

- 5 What does the term 'rest your feet' imply?

- 6 Why is a cup of tea described as being 'well deserved'?

- 7 What is meant by the term 'produce' in the phrase 'locally sourced produce'? What advantages are there in getting produce from a local source?

- 8 Why are some fonts on the leaflet larger than others?

Section C

Think about a day out you have been on which you really enjoyed. Design a leaflet to advertise the place you visited which explains all the attractions available for a family.

The History of Castles

From an early time people have always lived together in groups. Small huts would be built within a wooden fence with gates guarded to protect against enemies and wild animals. Before England had one King with a well-organised and mobile army, it was always vulnerable to attacks from people seeking to claim more land. The Romans ruled large areas of the country. They were followed by the Anglo-Saxons who were followed by the Vikings. The last big invasion of England was made by the Normans in 1066. They were led by William the Conqueror who came from France.



Wooden Castle



Stone Castle

The Saxons hated the Normans, but as they had lost their leaders in the battle they could not fight on. William was afraid that they might cause trouble, so he built castles outside the Saxon towns. In each castle there were Norman soldiers ready to stop the Saxons raising an army.

The first castles had to be built very quickly. Each castle was just a wooden tower on a hill, or mound of earth, with a wall round it and a ditch outside.

Soon great stone buildings replaced the wooden castles. These often had a moat filled with water surrounding them. To enter the castle the Normans crossed the moat using a drawbridge, which the soldiers in the gatehouse could wind up and down. The next form of defence was a portcullis. This was a strong iron fence, which could be drawn upwards to allow people to pass underneath. When an enemy was seen to approach, it could be lowered very quickly.

Castles had high, thick stonewalls. A 'wall-walk' ran right around the top and through each tower. Soldiers could run from one point of attack to another without ever showing themselves to their enemies.

Rounded towers could stand up to battering rams and attack by hurled rocks much better than square towers. The towers jutted out from the main wall. This gave the defenders a better chance to fire on the attackers and stop them from reaching the castle walls.

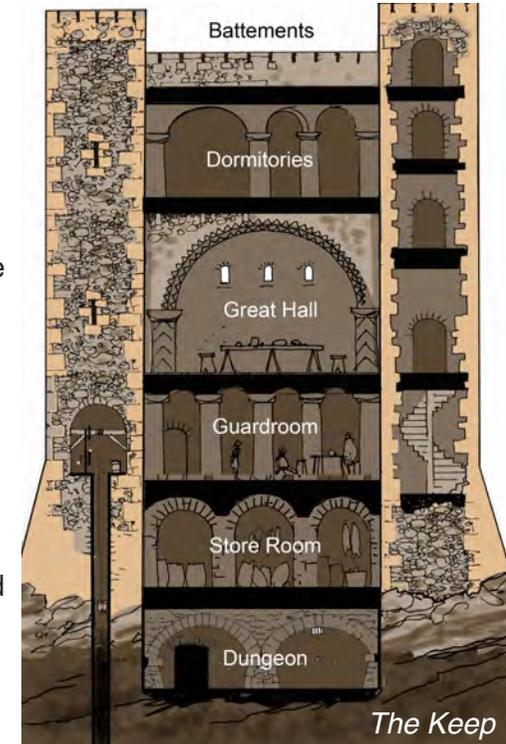
Inside the high walls was a courtyard called a Bailey. Against the walls were stables and sheds for corn, hay and animals. The well could also be found in this area. At the centre of the courtyard would be

the Keep. This was a great stone tower with walls up to six metres deep.

At the top of the Keep were the battlements where soldiers always kept a lookout. Below the battlements were the sleeping rooms for the Lord and his Lady. Other people slept on benches in the hall. This was a long, bare room

with very little furniture. Long tables were put up at meal times. Chests contained clothes and armour. An open fire heated the hall. Other rooms included a storeroom, a guardroom and a kitchen. At the very bottom of the Keep was the dungeon, where the prisoners were kept. The staircases were cut inside the walls and had narrow, stone steps.

The age of the medieval castle came to an end when Kings became more powerful and private armies were outlawed. Some castles had defensive walls removed and were modernized to provide splendid accommodation for very wealthy families.



The Keep

The History of Castles

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The Saxons were living in England. They were invaded by the Normans, who came from France. The Norman leader was called

- 1 **Walter** **Wilbur** **William** **Wayne**

the Conqueror. He built a

- 2 **shop** **road** **castle** **farm**

outside each of the English towns to stop the Saxons causing trouble. The first castles were built quickly from

- 3 **wood.** **straw.** **sticks.** **stones.**

These were replaced by

- 4 **brick** **block** **stone** **mud**

buildings, which were much stronger. Castles often had a

- 5 **river** **canal** **stream** **moat**

around the outside. To enter the castle the soldiers had to cross a

- 6 **plank.** **bridge** **ramp.** **drawbridge.**

The age of castles came to an end when a law was passed to ban private armies. Some castles had the outer walls removed and were made into large houses.

Section B

- 1 Put these words in the correct order in the table representing the Keep.

Dungeon **Great Hall**
Battlements **Dormitories**
Store-Room **Guardroom**

- 2 Why do you think the Saxons hated the Normans?

- 3 Why do you think the first castles had to be built very quickly?

- 4 What is a 'portcullis'?

- 5 Why were the towers built to stand out from the walls?

- 6 Why was it important to always have a well inside the castle walls?

- 7 'From an early time people have always lived together in groups'. Why do you think this happened?

- 8 What do you understand by the phrase 'well-organised and mobile army'?

Section C

Imagine you are the Lord or Lady of a castle. Write a letter to a friend who has never visited a castle describing the Keep you are living in.

The Family Outing

(Sam and Faith are on their way to a family outing at Willaby Castle with their Mum and Dad. They both think they are too old for a 'family outing' and to complicate matters further, they don't get on at all.)

Faith: Big deal, family outing!

Dad: There are plenty of children who would love to go on a trip to Willaby. I hear it's great fun with lots of different things to do.

Sam: What sort of things?

Mum: Well there is an old castle...

Faith: Old castle! Boring! Do we really have to go round some crumbly ruin of a castle?

Mum: Well I think Dad would like to look round the old castle.

Sam: What other things are there?

Dad: There is a petting corner...

Sam and Faith: Too young!

Dad: All right, all right, give me a chance. There's a steam railway...

Faith: Steam railway! That's all you ever want to see Dad! There just happen to be steam railways everywhere we go. Why can't we go skiing like Jenny's family do? They aren't half as boring as us!

Mum: You know we can't afford that. Anyway, I think it would be very cold and you might hurt yourself.

Sam: What other things are there?

Dad: If you just give me a chance then I will tell you. There's a 'Bats' Cave'.

Sam: I don't like bats!

Faith: Loser!

Dad: There's a high wire walk and a fun pool.

Mum: And a nice little teashop!

Faith: Can we go on the high wire walk first?

Dad: We'll see.

Sam: Has the pool got a slide?

Dad: Yes, one of those long ones inside a tube. Remember the one we went to in Keswick last year?

Sam: Can we go to the pool first?

Faith: Why can't we go on the high wire walk? I asked first.

Mum: I think we will go to the teashop first. I will be desperate for a cuppa when we get there.

Faith: That's not fair. We will have been stuck in this stuffy little car for two hours by then. You must let us choose the first thing we do!

Sam: I want to go to the pool first!

Faith: I want to go to the high wire walk first!

Mum: I know, let's toss a coin, heads we go to the pool first and tails we go to the high wire first.

(Mum rummages through her handbag and finds a coin.)

Mum: Here we are, one, two, three and catch.

Faith: What is it? What is it?

Mum: Heads.

Faith: That's not fair! Can we make it best of three?

Sam: That wouldn't be fair! That's just giving in to her. You do that all the time!

Mum: Anything for peace!

(Dad suddenly brings the car to a violent halt by the side of the road.)

Dad: Right, I've had enough. Mum will take Sam to the pool first. I will take Faith on the high wire first. Is that fair?

Mum: But I don't want to get my hair wet!

The Family Outing

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Mum, Dad, Sam and Faith are driving to Willaby Castle for a family day out. Dad said

1 **many** **all** **some** **plenty of**

children would love to go to Willaby Castle. Faith said an old castle would be

2 **great fun** **amazing** **boring** **terrible**

to visit. Sam and Faith agreed the petting corner would be

3 **too dirty.** **too young.** **too smelly.** **too expensive.**

Mum said they couldn't go skiing because

4 **it was abroad.** **it took too long.**
we can't afford it. **we wouldn't like it.**

Faith wanted to go to the

5 **bat's cave** **high wire walk** **fun pool** **steam railway**

first. Sam wanted to go to the

6 **bat's cave** **high wire walk** **fun pool** **steam railway**

first. Mum decided to toss a coin but the children still could not agree. Dad got angry!

Section B

- 1 'Big deal, family outing!' What do you think Faith is really saying in this sentence?

- 2 What was Faith implying when she talked about the steam railway?

- 3 What reasons did Mum give for not going skiing?

- 4 Faith called Sam a loser because he did not like bats. Why do you think she did this?

- 5 Mum wanted to go to the teashop first. Why did the children not consider this?

- 6 How would you describe Faith's attitude when the coin landed on 'heads'?

- 7 Which of the following suggests Faith did not want to go on the family visit? Give reasons for your choices.
'Why can't we go skiing?' **'Can we go on the high wire walk first?'**
'crumbly ruin of a castle' **'You must let us choose the first thing we do'**
- 8 How do you think Dad felt when Mum said, "But I don't want to get my hair wet!"

Section C

Imagine you are Dad. Write a short playscript in which Dad resolves the problem of what to do next.

Slaving Over a Hot Stove

by Oliver James

Chapter 1

I always enjoyed cooking, even as a toddler. I'd stand on a stool by my mum's side and watch her for hours. She was a brilliant cook and she always let me stir the mixture and try it out too! I especially enjoyed eating cake mixture and one day while she was answering the phone I ate all the cake mixture and licked the bowl clean. We didn't have cakes that day!

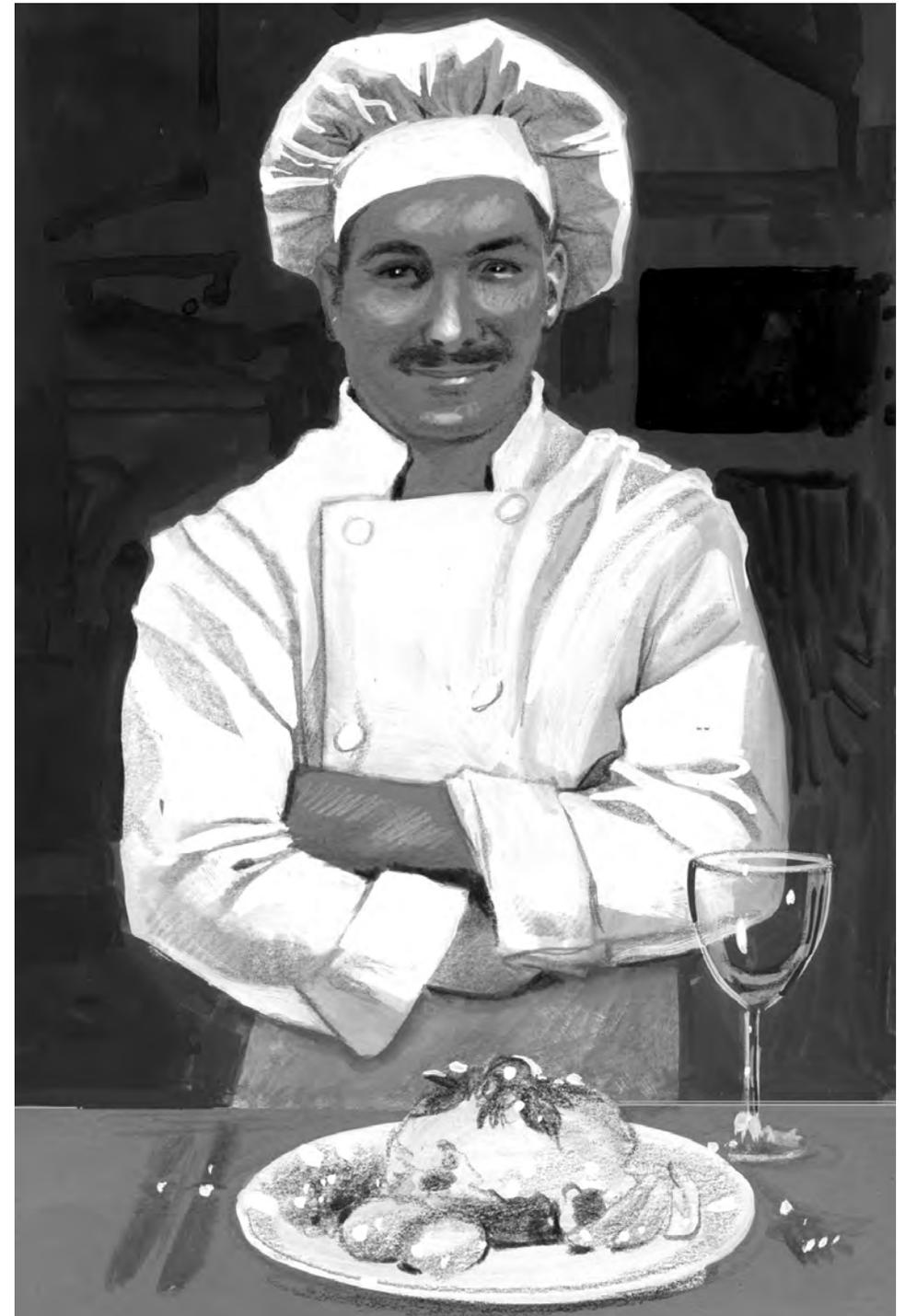
When I was three years old, I made breakfast for everyone in the house, mum, dad, Greg my older brother, Timmy the baby and Jack my pet dog. I gave them all the same – orange juice, cereal, milk and fresh raspberries in ONE bowl! They weren't impressed. The only one to eat it all was Jack (he was sick for three days afterwards and died shortly after that! Although I'm sure that was of old age.)

Chapter 2

When I was eleven we had a cake competition at school. None of the boys entered except for me (it wasn't cool.) My entry looked like a castle and it was made of lots of sponge cakes of different sizes. It was decorated with coloured icing and it had a moat around it. I won my first ever prize that day. The Headmaster said it was the best cake he'd ever seen. I had to stand at the front during the presentation while the Headmaster gave me a massive cookery book. From that day on I vowed to become a chef when I was older and work in a London hotel.

Chapter 3

When I was eighteen I left home and went to London. I lived with my auntie and uncle near Battersea power station. I didn't like London at first, it was nothing like my home town; it was noisy and the pace of life was fast. I got a job in a hotel kitchen. I worked hard and soon I was in charge, making my own recipes. People came from all over the country to try them. My finest moment was winning 'Chef of the Year' and being presented with the award on television in front of my family. They were really proud of me. I was lucky, I got to do what I enjoyed most and earn lots of money too. Even now that I'm retired you'll still find me slaving over a hot stove and still enjoying it!



Slaving Over a Hot Stove

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Oliver James enjoyed cooking as a

- 1 **baby.** **toddler.** **child.** **teenager.**

He would stand at his mother's side and watch her because she was a

- 2 **terrible** **messy** **wonderful** **brilliant**

cook. When he was

- 3 **two** **three** **four** **five**

years old he made everyone breakfast. The only one who ate it was

- 4 **Mum** **Greg** **Timmy** **Jack**

the dog. When he was

- 5 **eight** **eleven** **twelve** **fourteen**

he won a cake competition at school. When he was eighteen he moved to London to work in a hotel kitchen. His finest moment was winning 'Chef of the Year' and being presented with the award on the

- 6 **radio.** **television.** **internet.** **town hall steps.**

He is now retired and still enjoys slaving over a hot stove.

Section B

- 1 Why do you think Oliver James had to stand on a stool to watch his mother cook?

- 2 How do you think Oliver's mum would have reacted when she saw that the cake mixture had disappeared?

- 3 Why do you think it wasn't cool for boys to enter a cake competition?

- 4 What did the Headmaster think about Oliver's castle cake?

- 5 Why do you think Oliver 'vowed to become a chef' when he was older and work in a London hotel? Give reasons for your answers.

- 6 Why did Oliver not like working in London at first?

- 7 Why did people come from all over the country to taste Oliver James' food?

- 8 Why do you think Oliver James described himself as being lucky? Give reasons for your answer?

Section C

Imagine you have just retired from doing a job you really enjoyed. Write a short account of the work you did and successes you achieved.

News of the Week

Letters To The Editor

School Dinners or Sandwiches?



Dear Editor,

Following your recent article about the standard of food served in schools I would just like to say what a good idea school dinners are for busy working parents. Rather than shop for ingredients, make up sandwiches the night before, make up flasks of drink and remember to pack all of this every morning it is so much more convenient just to send the money to school on a Monday and all this hassle is taken away from you. I know I am going to get to work on time after the school run and I know my child is getting a hot meal in the middle of the day.

I understand children from homes that cannot afford the full price have their meals subsidised or paid in full. Also, I understand that government guidelines make sure

the meals provided are well balanced and healthy unlike the meals I had when I was at school. I remember cheese pie and chips followed by rice pudding and jam. My favourite was hot-dogs or pizza followed by treacle sponge pudding and custard.

School dinners encourage pupils to try food they do not normally eat at home. There is a choice of menu for each course so they are able to pick and choose, unless they are on the last sitting when they just have to eat what is left because all the more popular foods have already been taken.

It is important that every child has at least one hot meal every day.

Yours,
D.I.N. Lady

Dear Editor,

I would just like to respond to the recent article on school dinners. I do not think forcing every child to eat a hot meal in the middle of the day is a good idea.

Not every child likes or wants to eat a large meal in the middle of the day. Instead, they would rather have a quick picnic lunch so they can get outside to play with their friends in the healthy fresh air.

Some families prefer to save their main meal of the day to the evening so they can sit around the table together and talk about what has happened during the day. This is a relaxing and civilised thing to do in the company of all the members of your family.

Another problem I have with school provided meals is that my children may not like what is on offer to eat. My youngest in particular, just likes to eat jam sandwiches everyday for his lunch. Just imagine what would happen if jam sandwiches were not on offer. He would go hungry and not be able to concentrate during his afternoon lessons.

A large, hot, two course meal in the middle of the day can make pupils sleepy in the afternoon and so they are less productive in their studies. It is much better for every parent to provide a nice sandwich box with exactly what their child likes. This may include healthy options like fruit and salad or may just contain crisps, chocolate and coke.

Yours,
O.V. R. Indulgent

School Dinners or Sandwiches?

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Dear Editor, I would like to say what a good idea school dinners are. It is much easier for a busy working parent to send

1 **sweets** **toast** **money** **food**

on Monday so all meals are taken care of. School meals are well

2 **good** **thought out** **tasty** **balanced**

to keep children healthy. Children get to try foods they would not normally

3 **see.** **taste.** **eat at home.** **afford.**

Dear Editor, I would like to say what a bad idea school dinners are. Some children just want a quick picnic so they can

4 **play with their friends.** **do homework.** **play football.**

Some children may not

5 **need** **like** **have** **take**

what is on offer. A large hot meal can make children

6 **active** **jumpy** **sleepy** **tired**

in the afternoon and unable to concentrate on their studies.

Section B

- 1 Why does the author of the first letter think school meals are better for busy working parents?

- 2 What was the favourite school dinner of the author of the first letter?

- 3 How can school dinners encourage children to try food they do not eat at home?

- 4 Why do some children not want to eat a hot dinner in the middle of the day?

- 5 Why do some families prefer to save their main meal of the day for the evening?

- 6 Do you think a child should be allowed to eat the same thing everyday for lunch? Give reasons for your answer.

- 7 What do you understand by the term 'less productive in their studies'?

- 8 Is a lunch box containing crisps, chocolate and coke a good or a bad thing? Give reasons for your answer.

Section C

Write a menu for your perfect hot school dinner and your perfect picnic lunch box.

A Balanced Diet

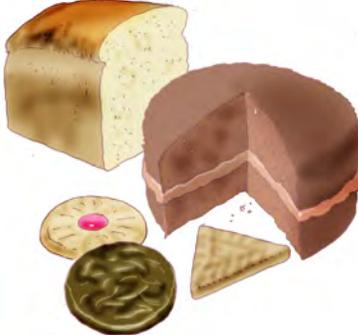
Food is needed to keep the body running smoothly. It provides energy for work and play, for breathing and for keeping the heart beating. The body needs many different nutrients, which are found in food. There are various substances necessary to provide energy and the materials for growth, bodybuilding, and body maintenance. Every day millions of cells in the body die and must be replaced by new ones.

Not all foods contain nutrients, so it is not just the quantity of food eaten that is important, but also the variety. People who have enough food available may still become ill because they are eating too much of one kind of food and not enough of another. To stay healthy, we need to eat a balanced diet. This means a diet containing the right proportions of the main nutrients, which are: carbohydrates, proteins, fats, fibre, minerals, vitamins and fluids. Many foods are a mixture of these basic nutrients.

Most energy in the diet comes from carbohydrates. Proteins provide the materials for building bones and muscles. Animal and plant fats are needed to provide energy to keep us warm. Fibre or 'roughage' helps the intestine to pass food easily. Minerals, such as calcium, help us grow strong bones and teeth. Vitamin C in oranges helps your body heal if you get a cut. Two thirds of your body weight is water, which is constantly being lost in urine and sweat so it is vitally important to drink enough each day.

Most people in industrialised countries eat too much factory made foods and animal fats. Eating the occasional burger will not harm you, but by eating a little of a lot of foods, you are more likely to receive all the nutrients you need to keep fit and healthy.

1 **Carbohydrates** supply most of the energy we need for movement.



- | | |
|---------------|-----------------|
| Sugars | Starches |
| Biscuits | Bread |
| Cakes | Pasta |
| Sweets | Cereals |
| | Rice |

2 **Proteins** grow and repair the body.



- Fish
- Meat
- Milk
- Eggs
- Beans
- Cheese

3 **Fats** store energy and help to keep us warm.



- Milk
- Cheese
- Butter
- Cooking Oil
- Meat

4 **Vitamins** prevent some diseases.



- Fruit
- Vegetables
- Dairy Produce

5 **Minerals** maintain healthy bones and teeth.



- Meat (liver)
- Milk
- Vegetables

6 **Fibre** prevents blockage of the bowel (constipation).



- Whole grain bread
- Cereals
- Fruit
- Vegetables

7 **Water** dissolves food so it can be absorbed by the body.



- Drinks
- Some foods

A Balanced Diet

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Food provides energy for breathing and keeping the heart

1 **running.** **loving.** **healthy.** **beating.**

The body needs different nutrients, which are found in

2 **the ground.** **trees.** **plants.** **food.**

Nutrients are substances, which provide energy and the materials for

3a **bodybuilding** **bodyboarding**

3b **and body maintenance.** **and body tanning.**

To stay healthy we need to eat

4 **a balanced diet.** **lots of vegetables.**

fish and chips. **three times a day.**

This means eating a diet containing the main nutrients, which are

5 **carbohydrates** **bananas** **proteins** **chips**

fats, fibres, minerals

6 **and milk.** **vitamins.** **eggs.** **and fluids.**

Many foods are a mixture of these things.

Section B

1 Give one food source for each of the following nutrients:

Carbohydrates		Minerals	
Proteins		Fibre	
Fats		Water	
Vitamins			

2 What does food provide energy for?

3 What happens to cells in your body everyday?

4 How can people become ill, even if they have plenty of food to eat?

5 What do you understand by the phrase 'a balanced diet'?

6 Why do we need animal and plant fats?

7 Why do we need to eat minerals?

8 Why is it 'vitally important to drink enough each day'?

9 Do you think children should be banned from eating burgers?
Give reasons for your answer.

Section C

Write a menu for a three-course meal, which is balanced to provide all the different nutrients your body needs.

Our School's Got TALENT!

- ★ Sign up for Middleton School's very own Talent Show
- ★ Grab your mates and form a band!
- ★ Show off your hidden skills!
- ★ Perform with your favourite pet!
- ★ You will never know where this could lead to until you have given it a go!
- ★ Support Cancer Research UK whilst having a great night out!

Where: Middleton School Hall, Anytown

When: Saturday 12th December

Rehearsal Time: (N.B. Contestants only) 9.00 am onwards

Show Time: 7.30pm

How much to watch: £5 (entrance by ticket only)

How much to enter: A donation of your choice

Tickets available from the school office

Cancer Research UK aims to save lives from cancer. More people are beating cancer than ever before thanks to Cancer Research UK and the support of fundraising volunteers. Cancer Research UK works in the following areas:

Research

They support the work of over 4,000 scientists, doctors and nurses across the UK to investigate all aspects of cancer.

Information

They work to prevent cancer and help people cope with its effects by providing information for cancer patients and their families, health professionals and the general public.

Influencing public policy

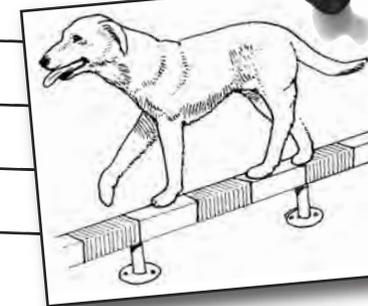
They campaign to keep cancer at the top of the health agenda

School Notice Board

Our School's Got TALENT



Name	Act
Billy Skittle	Juggling Act
Suzy and Jilly Tap	Dance
Ben Bellow	Singing
Sarah Smiley	Tells Jokes
Victoria, Emma, Gerry, Melanie	Girl Band
George Keys	Pianist
Larry Labrador	Performing Dog



Our School's Got TALENT

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Middleton School is putting on a

- 1 **gang show.** **pantomime.** **play.** **talent show.**

With your mates you may

- 2 **sing.** **dance.** **form a band.** **juggle.**

You could perform with your favourite

- 3 **relative.** **pet.** **friend.** **classmate.**

Funds raised are to be given to

- 4 **Oxfam.** **Samaritans.**
Christian Aid. **Cancer Research UK.**

It will be held on Saturday 12th December at

- 5 **9.00 am.** **7.30 pm.** **9.00 pm.** **7.30 am.**

Tickets to watch the show cost

- 6 **£1** **£5** **£10** **£15**

each. Please make a donation to our charity if you wish to enter the contest.

Section B

- 1 Fill the gaps in this table:

Name:	Act:	Name:	Act:
S. & J. Tap			Juggling Act
	Pianist	Ben Bellow	
L. Labrador			Tells Jokes

- 2 What does the phrase 'You will never know where this could lead to' suggest?

- 3 Why are 'contestants only' required at 9.00 am?

- 4 Where can you purchase a ticket for the show?

- 5 What is the aim of Cancer Research UK?

- 6 What do you understand by the term 'research'?

- 7 Who does Cancer Research UK provide information for?

- 8 What does 'Influencing public policy' mean?

Section C

Imagine you decide to enter a TV talent show. Write a letter of application describing your act.

Letter of Complaint

The Controller of ITV Television,
Viewer Services,
ITV PLC,
Gas Street,
Birmingham.
B1 2JT

23 Brookfield Drive,
Anytown,
Lancashire.
AR2 5LE

23/11/10

Dear Sir/Madam,

I wish to complain about the content of ITV television on a Saturday evening. At the weekend I look forward to doing a few jobs, taking a walk with the dog and then settling down in front of the fire on a cold winter's evening to be entertained by the television. Now I am not a wealthy man and cannot afford the luxuries of satellite television or even a freeview box so I am left with the choice of only five channels and this is where the problem begins. Saturday night television seems to have become dominated with endless rounds of TV talent (or talentless!) shows.

I am a fan of talented singers. I enjoy listening to Dame Kiri Te Kanawa, the New Zealand soprano who has had a highly successful international opera career since 1968. I also enjoy the likes of Dame Shirley Bassey and can see the appeal of Elvis Presley and even the Beatles. However, I do not see the appeal of inviting random members of the public to line up at auditions around the country and be humiliated by judges who have very little musical ability themselves.

In my opinion, real musicians must serve an apprenticeship and this can be done in one of two ways. The likes of Elton John worked night after night in pubs around London finding out for himself just what members of the public enjoy and what they don't. The Beatles drove up and down the country for years in an old transit van playing at clubs and socials learning their trade. Alternatively, an opera singer may practise grades for years and years eventually going to Music College to perfect what they do. Instead, ITV television roll out any Tom, Dick or Harry, stick them on the television and let them think they are stars, worthy of being there.

In my opinion this type of show encourages contestants who are hoping for instant fame, fortune and access to a celebrity lifestyle without being committed to the hard work of perfecting their own performance and then performing at every available opportunity. It is more about money than music! Second rate singers are given endless free publicity on TV whilst the show takes money from advertisements, phone lines, live concerts and recording sales.

The end result almost always seems to be one member of the show singing an existing song with free hype and publicity making sure this recording gets to be a Christmas Number 1. Whatever happened to original music? In the sixties the Beatles experimented with all sorts of different styles, some more successful than others, but at least their work was original. If music were not allowed to evolve, we would still be listening to songs from the first days of the gramophone!

There is also too much play on sob stories of the contestants. I wish to be entertained by the music of someone with a wonderful voice on a Saturday evening, not made to feel guilty about someone who is going through some domestic problem or another. And as for the so-called celebrity judges, when they get up to sing it is obvious at times that they are miming to pre-recorded tracks. What sort of example does that set to contestants in the show? Standards are not very high and sometimes not just about singing. I have witnessed novelty acts with twin boys who can't sing, win over obviously much better performers!

If this style of television show is allowed to continue then no other artists with real talent will ever feel it is worth their while to compose and create new and original works for the Christmas charts as it will be obvious who will get the number one spot from now on. You are turning an original and creative music industry into something that is just a money making machine.

Yours faithfully,
D.I.S. Gruntled

Letter of Complaint

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Dear Sir/Madam, I wish to complain about the content of ITV television on a

1 **Saturday** **Sunday** **Monday** **Friday**

evening. ITV seems to be dominated by

2 **house shows.** **food shows.** **talent shows.** **sport.**

I like talented singers but do not want to watch

3 **children** **animals** **members of the public** **parrots**

perform. Real musicians should serve an apprenticeship either by

4 **driving** **performing** **visiting** **staying**

up and down the country to perfect their act or going to

5 **University** **Fame School** **Music College** **Hospital**

to practise their performance. These shows encourage contestants who are hoping for instant

6 **money** **success** **fame** **coffee**

so they can live a celebrity lifestyle without putting in any hard work of their own!

Yours faithfully,
D.I.S. Gruntled

Section B

1 Why do you think the author of this letter starts off with 'Dear Sir/Madam'?

2 What is the author of this letter complaining about?

3 Does the author of this letter like music? Give reasons for your answer.

4 What do you understand by the term 'apprenticeship'?

5 Why do you think the author uses the names 'Tom, Dick and Harry' in his letter?

6 What do you understand by the term 'celebrity lifestyle'?

7 What does the author mean by 'original music'?

8 TV talent shows often show problems people are having at home. Do you think this should influence whether or not people win the contest? Give reasons for your answer?

Section C

Either: Write a letter to ITV in support of TV talent shows...

Or: Make a list of advantages and disadvantages of a celebrity lifestyle.

The Talent Show

(Three friends, Niamh, Indah and Taylor, are in the same form at school. Their form teacher is trying to raise money for Cancer Research. He has asked his pupils to come up with some ideas. The friends are walking home)

Niamh: Mr Bell wants to raise some money for Cancer Research. Any ideas?

Indah: What about an old book sale. We could get people to bring in books....

Taylor: No! Boring! We could have a five a side competition and...

Indah: But how would that raise money? All you ever want to do is play football!

Niamh: What about a talent competition? You know, the sort of thing that's on TV.

Indah: Yeah, we could sell tickets to the parents and they could come and see us perform. That would be great fun.

Taylor: But that would take a lot of organising. Where would we begin?

Niamh: Well the first thing you need for a Talent Show is talent! I bet in our school there are all sorts of talents hidden away. Charlie goes to guitar lessons, I bet he would play.

Taylor: Sarah goes to dancing and so does Jenny. I'm sure they would like to do a dance routine.

Indah: The school choir could perform.

Niamh: I know, I'll make a poster asking people to sign up to perform in the show. Then I could ask Mrs Gregson if she would let me talk about it at the end of school assembly. She often gives out notices then. Would you two come and support me?

Indah: I suppose so.

Taylor: I'm not so sure, the thought of standing up in front of all those people really scares me, like, really scares me!

Indah: If I can do it, you can.

Taylor: I suppose so...

Niamh: We could hold auditions and we could be the judges.

Indah: Now I think you are getting a little carried away, we will be lucky if we get enough people to fill one show.

Taylor: Don't be silly, I'm sure we will get loads of volunteers.

Niamh: What about a stage? We can't have a show without a stage?

Indah: That's easy, we could ask Mr Harrison, the school caretaker, to get the stage blocks out of the sports shed and build us one.

Taylor: What about lights then? We can't have a proper show and charge for tickets without lights?

Niamh: My Dad has a friend who has some disco lights. I've seen him use them for pantomimes at church. We could ask to borrow those.

Indah: My Dad has got a sound system. He likes doing Karaoke at the weekends. I'm sure he would bring that along.

Niamh: We could make tickets and sell them each day at school.

Taylor: We could put an advertisement in the school newsletter, telling parents all about it. We could even put it on the school website.

Indah: What are we waiting for? Let's go back to school straight away and tell Mr Bell our plans. What do you think?

Taylor: I'm up for it.

Niamh: School, here we come!

The Talent Show

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Niamh, Indah and Taylor are walking home trying to think of ideas to raise money for Cancer Research. Indah said they could hold a

- 1 **jumble sale** **plant sale** **magazine sale** **book sale**

to raise money. Taylor said a book sale would be

- 2 **great .** **good fun.** **boring.** **not very interesting.**

Niamh suggested holding a talent competition. She said

- 3 **Charlie** **Cheryl** **Chester** **Cherry**

goes to guitar lessons. Indah said the school

- 4 **band** **orchestra** **teachers** **choir**

could perform. Niamh said she would make a

- 5 **banner** **advertisement** **poster** **leaflet**

asking people to sign up. Indah said they could ask

- 6 **Mr Bell** **Mr Harrison** **Dad** **a friend**

to get the stage blocks out of the sports shed. Indah said they should go back to school and tell Mr Bell all about their ideas.

Section B

- 1 Why do you think Taylor thought a book sale would be boring?

- 2 What was Taylor's reaction to the idea of a talent show?

- 3 How did Niamh suggest they would find people to perform in a talent show?

- 4 What do you think Indah and Taylor thought about standing up in front of the whole school? What evidence suggests your answer?

- 5 Why did Indah think they should not be talent show judges?

- 6 Why do you think Niamh said, 'We can't have a show without a stage'?

- 7 Where did the children think they could get lights and a sound system?

- 8 How did the children decide to advertise the event?

- 9 How do you think Mr Bell would have reacted when the children had gone back to school and told him all about their ideas?

Section C

Imagine you are going to hold a fund raising event of your own. Write a short playscript in which you and your friends plan what is going to happen.

Stranded in a Cave

Stephen reckoned they must have walked almost a mile along the beach when they first saw the cave. Alex stopped swinging the bucket he was carrying and said it felt more like two miles and it was time they turned back. Mum had said that they could have an ice-cream at three o'clock and it must be at least that now. He was hungry and his foot hurt where he'd trodden on a sharp stone. He tipped the water out of the bucket and the tiny crab they'd caught earlier scuttled away.

They were very surprised to see how far they'd walked. The pier was just a speck in the distance and they couldn't see any stripy umbrellas or any people. "We should turn back!" said Alex, panic in his voice, "we're miles away. Let's run!"

But the rock pools were rapidly filling with water and the seaweed, which was drifting in, wrapped itself around their feet and ankles as they ran.

"It's too late," yelled Stephen, "we've come too far. We won't get back before the tide comes in. Let's climb up to the cave."

They looked up at the cave, it would be a hard climb and they'd need every bit of their energy.

"Leave the bucket behind," said Stephen.

Alex hurled the bucket into the water and they raced toward the rock face, which was sharp and slippery but little by little, and driven on by the ever approaching water they hauled themselves onto a rocky ledge several metres above the tide.

Way above them the mouth of the cave yawned widely, it was another steep climb but seeing how quickly the water was surging towards them, they decided to head for the cave.

"We're going to get into such trouble," gasped Alex as his knee scraped against the rock.

"Like we're not in trouble now!" panted Stephen, "Mum and Dad must be out of their minds with worry. If only we could let them know we're all right."

Finally they dragged themselves into the mouth of the cave, "We should be safe here," said Stephen and they peered over the edge to where waves were breaking and foaming over the rocks where they'd been climbing only a few minutes before.

Overhead a flock of gulls wheeled and screeched.

"How long before the tide goes out?" asked Alex.

"Hours," said Stephen as he stood up, "so we might as well have a look in the cave."

Stepping carefully, he led the way into the cave, the temperature dropped immediately and the droplets of water, which trickled onto their heads and backs were icy cold. Alex pointed to a recess at one side, "There's a way through there, I think."

Stephen led the way into the narrow opening, the wall was very wet and slimy and the ground sloped down quickly beneath their feet. It was pitch black as they edged slowly along the wall.

"I wonder how far you can go?" said Stephen and his voice echoed back to him.

"I don't know," said Alex, "but let's not go any further, we can't risk getting lost on top of everything else that's happened. Let's just go and sit on the rock and wait for the tide to go out then we can run back."

Stephen ignored him, "It could be a smuggler's cave, there might be some treasure," he said.

"We'd never find it without a torch," said Alex, "come on let's get out of here before we freeze to death."

"Look there's a light in the distance," said Stephen, "let's just see what that is and then we'll go back."

The passageway widened as they approached the light and soon they found themselves in a large section of the cave where sunlight was streaming in through a hole in the roof and there in the corner was a roughly hewn stairway leading to the roof of the cave.

Stephen suggested that they climb up the stairway and when Alex shrugged he took that as a sign to lead the way. The stairs led out of the cave and out onto the cliff tops where they breathed in fresh warm air and looked around them. In the distance they could see the pier and immediately ran towards it in search of their parents. They were late, but at least they hadn't been stranded in a cave!



Stranded in a Cave

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Stephen and Alex had walked a long way along the beach. Mum said they could have an ice cream at

- 1 **1 o'clock.** **2 o'clock.** **3 o'clock.** **4 o'clock.**

Alex said they should turn back when they noticed

- 2 **the sun had gone in.** **the ice cream van had gone.**

the rock pools were rapidly filling with water.

Stephen said they should

- 3 **go back.** **have a swim.** **climb up to the cave.** **sit down.**

Alex was concerned about getting into

- 4 **a fix.** **a cave.** **trouble.** **a difficult situation.**

They dragged themselves into

- 5 **the staircase.** **the water.**

the life boat. **the mouth of the cave.**

Stepping into the cave the

- 6 **gulls** **floor** **temperature** **sun**

dropped immediately. Through a narrow opening they followed sunlight to find a stairway leading up to the cliff top.

Section B

- 1 Why did Alex's foot hurt?

- 2 How did the boys know they had walked a long way?

- 3 Which signs alerted the boys to the fact that the tide was quickly coming in?

- 4 Why did Alex 'hurl the bucket into the water'?

- 5 Which trouble was Alex worried about and which trouble was Stephen more concerned about?

- 6 What does the phrase 'gulls wheeled and screeched' suggest?

- 7 Why did the boys decide to look inside the cave?

- 8 Which two of the following phrases best describes the danger to the boys caused by the tide? Give reasons for your choices.

'the ever approaching water'

'the mouth of the cave yawned widely'

'the water was surging towards them'

'they dragged themselves into the mouth of the cave.'

Section C

Plan your own short story about being trapped by the tide in which a helicopter is called to make a rescue.

School Visits - Are They Worth Doing?

Following the death of a twelve year old whilst caving in the Lake District last week I decided to examine if school visits really are worth the risk.

There are different types of school visit. Some visits may involve the children walking from their school to visit a local place of work such as a bakery shop, a supermarket or a fire station. By undertaking such a visit the children get to learn at first hand what time a baker may start making his/her bread and cakes. They may be shown behind the scenes of the local supermarket and offered free samples. They may get to climb aboard a fire engine and turn on the siren and flashing lights. They will remember all of these experiences much more readily than simply watching a DVD or reading about the subject being studied. But is all the effort the teacher has to make beforehand worth the time it takes?

Even just to walk 30 children down the street at least eight pages of forms have to be filled in. The teacher has to consider every possible thing that could go wrong. Where will children go to the toilet safely? Who will accompany them? Do they have at least one adult to every 15 children? Long forms have to be sent to parents

for them to fill in with medical details and the teacher must make sure every form comes back. Many schools make sure children are easily seen by getting every child to wear a fluorescent jacket. The teacher must make sure free samples offered by kind supermarket staff are nut free for those with allergies and that no one could possibly hurt themselves whilst climbing in and out of a fire engine. Surely it would be much safer for the children and less stressful for the teacher just to stay in the classroom?

School visits to a museum or a stately home may include a journey by coach or cars owned by parents. If private cars are used the teacher must examine the insurance policies of each driver to make sure they are covered and gain permission from all the parents to know that they agree with this form of transport. A journey by coach involves getting on and off safely, checking 30 seat belts, and making provision for anyone who may be travel sick. Surely, the teacher should just present a well prepared lesson instead.

Finally, there are residential visits to outdoor pursuit centres. Children get to try, often for the first time, sports such as climbing, caving, orienteering,



canoeing and raft building. Many children enjoy these activities so much they go on to take them up as a hobby. The risks involved with any type of water activity are of course enormous. A child could easily overturn a canoe or raft even if they are wearing a life jacket. When water is involved the teacher has to fill in even more forms at least six weeks before the activity, send them to the local council and wait for their

approval even before the trip can be agreed with parents. Teachers should spend their time organising sports on the school field where it is safe and not take children on possibly dangerous residential school trips.

In my opinion, trips should only be organised by parents and if some parents do not take their children on visits then it is just hard luck!
Reported by: R.G. Bargie

School Visits - Are They Worth Doing?

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The reporter, R.G. Bargie, decided to investigate if school visits are worth the risk. He reported that there are different types of school visit. Some may involve the children walking to

1 **a park** **a wood** **a fire station** **a hill**

where they may get to climb aboard a

2 **swing.** **tree.** **rock.** **fire engine.**

Even to do this, the teacher must fill in

3 **five** **eight** **ten** **twelve**

pages of forms and collect the children's

4 **money** **presents** **sweets** **medical details**

from every parent. Visits to a museum may include a journey by

5 **plane** **train** **bicycle** **coach**

with the teacher checking at least thirty seat belts. Residential visits include water-based activities such as

6 **surfing.** **snorkelling.** **sailing.** **raft building.**

The author concluded that water-based activities are dangerous and teachers should keep pupils in school where it is safe.

Section B

- 1 Why did the author decide to write this report?

- 2 Name the three different types of school visit mentioned in this report.

- 3 What are the advantages of taking children on a local school visit?

- 4 What are the disadvantages of taking children on a local school visit?

- 5 Why do some schools make children wear fluorescent jackets on a walking visit?

- 6 What must the teacher examine if parents' cars are used for transport on a school visit?

- 7 What is the author's opinion of residential school visits?

- 8 R.G. Bargie concluded:

'In my opinion, trips should only be organised by parents and if some parents do not take their children on visits then it is just hard luck!'

What is your opinion of this statement?

Section C

Write a report for your school newsletter or website telling about a recent visit made by children in your school.

The Cave

The sun shone from an azure blue sky,
The grainy yellow sand warm under our feet,
The sea as blue as the sky,
Rolling onto the shell-strewn shore.
We laughed as we paddled at the water's edge.

Deep, deep in the cliff's base,
Like a giant's yawning jaw,
Dark and forbidden, was a cave.
Quietly, our laughter ended,
We entered its cold cathedral dampness,
Shrouded by its blackness our eyes blinded,
Voices quietly echoed, in the eerie silence.
Save the drip, drip of water pattering from above.

We shivered, then ran back,
To the bright sunlight and safety of the sand,
Choosing light over darkness.



The Cave

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The sky was

- 1 **grey.** **cloudy.** **blue.** **dark.**

The sand was

- 2 **wet.** **warm.** **stony.** **grey.**

The children were

- 3 **sad** **thoughtful** **laughing** **curious**

as they paddled at the waters edge. At the foot of the cliff was

- 4 **a large rock.** **a cave.** **a car.** **a rock fall.**

The only thing the children could hear inside the cave was

- 5 **the drip of water.** **people shouting.**

- a dog barking.** **a blind man.**

At the end of the poem the children

- 6 **stayed in the cave.**
returned to the sand.
splashed in the sea.

Section B

- 1 In the first verse what was the weather like?

- 2 What could be found on the beach?

- 3 What words tell you that the children were enjoying themselves?

- 4 What is the second verse of the poem about?

- 5 What is the cave compared to?

- 6 Why is this a good comparison?

- 7 How does the children's mood change in verse two?

- 8 What do the words 'cold cathedral dampness' mean?

- 9 Why are the children's eyes blinded?

- 10 Why is the silence 'eerie'?

- 11 What is the only sound to be heard in the cave?

- 12 In the third verse what do the children do?

- 13 What does the last line 'Choosing light over darkness' mean?

- 14 Do you like this poem? Give reasons for your answer.

Section C

Write your own poem about 'A Cave' or 'The Beach'.

(NB: When answers are given as full sentences they are examples only)

Page 3 - The Circus

Section A

- 1) here?"
- 2) Louisa
- 3) Thomas
- 4) Louisa
- 5) degraded
- 6) Mr Bounderby

Section B

- 1) Spending their time learning facts.
- 2) They knew their father would disapprove.
- 3) Accept an answer that indicates that the children were embarrassed and not sure how to react.
- 4) Taken his sister to the circus.
- 5) He was amazed that with all his education and the resources he had at home that Thomas would want to go to the circus.
- 6) He was a friend of their fathers.
- 7) Accept an answer that indicates that Louisa was upset and angry but not ashamed.
- 8) Mrs Gradgrind/ Their mother.
- 9) Examining shells and minerals etc that had been provided for them to look at.

Page 5 - Harriet Lister

Section A

- 1) 6am
- 2) Mrs Sawyer
- 3) light the fires
- 4) hot water
- 5) scuttles full of coal
- 6) half past ten

Section B

- 1) The mistress.
- 2) To avoid getting into trouble.
- 3) Accept an answer that indicates it is important to light the fires to warm the house/heat the water before the rest of the household get up.
- 4) There is washing for six people and they change their clothes several times during the day.
- 5) Harriet has her hands in water a lot and in cold weather this will make them very sore. Do not accept an answer that simply says it is winter.
- 6) A scuttle is an old fashioned container for carrying coal.
- 7) She is given time off from work once a month to see her parents for half a day.
Mrs Sawyer sometimes allows her to take cakes and biscuits.
- 8) You must never speak to the ladies or gentlemen unless they speak to you first or you are asked to give them a message.
- 9) To show that the lady or gentleman is more important than the servant.

Page 7 - The History of the Circus

Section A

- 1) 1770
- 2) clown
- 3) circus
- 4) an elephant
- 5) big top
- 6) train

Section B

- 1) 'circus' has its origins in the Latin language.
- 2) He found that his horses performed better in a circular place.
- 3) Isaac Van Amburgh
- 4) A collection of animals
- 5) Accept an answer that indicates this was a way of persuading people to come to the show/to make them think they had never seen anything as good as this show.
- 6) To act without speaking. Most clowns mimed because circus tents were so large the audience couldn't hear the clowns speaking.
- 7) Clowns, jugglers horse acts and acrobats.
- 8) Accept an answer that indicates an understanding that people are more aware of the issues of animal cruelty and conservation.
- 9) Audiences were startled because they had never seen a human being shot from a cannon.

Page 9 - The Final Push

Section A

- 1) 24 hours.
- 2) weathers
- 3) a good, thick tread.
- 4) stones and rocks
- 5) broken his leg.
- 6) rucksack

Section B

- 1) Accept an answer that indicates it was a special thing for a father and son to do together.
- 2) To encourage Ben to have a positive attitude even if it was hard physically.
- 3) They would achieve the goal of climbing 3 peaks in 24 hours.
- 4) Accept either: to make sure Ben stayed safe or to prevent him seeing something that might be upsetting.
- 5) He really wanted to be of some help.
- 6) To make sure Ben was still confident and had not been put off or upset by the accident.
- 7) 'Flash of yellow' indicates speed/poor visibility as the helicopter passes in and out of clouds and mist.
- 8) 'Trudged to the pinnacle' and 'hauled themselves to the top'
- 8a) Answers should show an understanding of the words 'trudged' and 'hauled' indicating that it was hard work or needed an effort.

Page 11 - The Conquest of Everest

Section A

- 1) New Zealand
- 2) navigator.
- 3) 1953.
- 4) May 29th.
- 5) Tenzing
- 6) coronation.

Section B

- | | |
|---------------------------|--|
| 1) Capital city of Nepal: | Kathmandu |
| Language spoken: | Nepali |
| Money used: | Nepalese Rupee |
| Climate: | Subtropical summers, mild winters, severe winter conditions in the mountains |
- 2) He left his job as a beekeeper and joined the Air Force.
 - 3) As a Buddhist offering to the gods
 - 4) It made the day even more special because it was a Commonwealth achievement.
 - 5) Accept an answer that recognises that Hillary had learnt to care for the Nepalese people and wanted to help the poor.
 - 6) Accept an answer that indicates it was too cold, or that it was too dangerous, or that there was no time.
 - 8) The only flag in the world that is not rectangular.
 - 9) A mountain guide from Nepal.

Page 13 - Climb

Section A

- 1) Rocks.
- 2) hard.
- 3) up the rock.
- 4) the top.
- 5) It shows how breathless the climber is.
- 6) is successful in reaching the summit.

Section B

- 1) Climbing a mountain/rock face.
- 2) Rocks/handholds.
- 3) The top/peak.
- 4) Hard.
- 5) He has to work hard to hold on and pull himself up.
- 6) He is thirsty and his heart has to work hard to take in more oxygen and this is causing shortness of breath and a dry mouth.
- 7) To show how breathless the climber is. As if he is panting and breathing hard.
- 8) It is effective because it helps the reader appreciate how hard it is to climb up.
- 9) Accept two answers: 'hands search', 'legs stretch', 'lungs pant', 'breath short', 'throat dry', 'hands drag', 'muscles ache', 'heart beats'
- 10) Open ended.

Page 15 - Beauty the Guide Dog

Section A

- 1) five
- 2) calmest
- 3) six weeks
- 4) Beauty
- 5) slippers
- 6) Gold Award

Section B

- 1) Open ended
- 2) He wanted her to get used to living with people.
- 3) Accept at least two answers: Lively/chasing round the house/falling asleep/chewing things/having accidents
- 4) Accept at least two answers: Socialise with other dogs/sit, stay, come/walk at heel/do as she was told
- 5) To get her used to being with people in lots of different situations
- 6) He knew he would have to take her to the Training Centre.
- 7) Accept an answer that shows he had mixed feelings; sad because she would no longer be with him but pleased that she was going to be doing wonderful work.
- 8) Dogs are not usually allowed into the supermarket unless they are guide dogs.
- 9) Peter was delighted and excited because Beauty would be 'his eyes' and would be a great help to him.

Page 17 - How the Eye Works

Section A

- 1) colour
- 2) marble
- 3) the Sun.
- 4) photographs
- 5) pupil.
- 6) brain.

Section B

- | | |
|--|--------------|
| 1) Concave means | hollowed out |
| Looking through a concave lens things seem | Smaller |
| Convex means | rounded |
| Looking through a convex lens things seem | larger |
- 2) To allow as much light as possible to enter the pupil.
 - 3) The sensitive area at the back of the eye.
 - 4) A hole at the back of the eye which is not sensitive to light.
 - 5) Convex and concave.
 - 6) Concave lenses.
 - 7) Convex lenses.
 - 8) Accept an answer that indicates that contact lenses are safer/easier/more comfortable than wearing glasses.

Page 19 - Louis Braille 1809 – 1852

Section A

- 1) three
- 2) eyes.
- 3) five
- 4) piano.
- 5) paper.
- 6) dots.

Section B

- 1) He cut his eye which became infected and the infection spread to both eyes.
- 2) Basket weaving, slipper making and knitting.
- 3) Some people were prejudiced and believed that blind people could not do as much as sighted people.
- 4) The letters were so large it took them a long time to feel them and by the time they reached the end of the sentence they had forgotten the beginning.
- 5) Both blind people and soldiers at night could read the books without light.
- 6) Accepts an answer that shows an understanding of what a huge achievement this was Louis Braille had found a way to help people like himself to read and write easily for the first time.
- 7) 'gentle manner' indicates a person who is caring, patient and understanding. 'lively mind' indicates a person who is interesting and intelligent.
- 8) Open ended. Accept an answer that gives evidence to support an opinion.

Page 21 - River Rescue

Section A

- 1) Auntie June
- 2) fishing
- 3) crisps
- 4) "We've got one"
- 5) 'fell into the water'
- 6) a boat

Section B

- 1) He thought it was exciting and the best sport in the world.
 - 2) She was bored and time passed slowly.
 - 3) Excited because he thought they had caught a fish.
 - 4) Finding that the dog had eaten their sandwiches.
 - 5) She was asking the man to help them.
 - 6) He could have drowned.
 - 7) The sunlight reflecting from the water gave the white feathers a silvery glow.
 - 8) 'leapt through the rushes' and 'raced towards the swans'.
- It was these two actions that caused Uncle Ted to fall in the water and to be attacked by the swans.

Page 23 - The River Amazon

Section A

- 1) second
- 2) rain forest.
- 3) damp.
- 4) Manaus
- 5) monkeys
- 6) logs.

Section B

1) Length of river	4000 miles	Number of plant species	3000
Average temperature	85° F/29° C	Height of trees	61 metres
Distance ships can sail up the Amazon	2300 miles	Area of forest recently destroyed	200,000 sq miles

- 2) When they were attacked by female Indian warriors, the Spaniards named the river after a group of female warriors in Greek mythology called Amazons.
- 3) Clothing, food and tools.
- 4) Animal skins, Brazil nuts, timber, rubber, live birds, fish and other animals.
- 5) Open ended: Accept an opinion with supporting reasons.
- 6) Forests have been cleared to create farms to build roads and to support mining. Yes/ No with supporting answer.
- 7) Accept an answer that indicates that the Amazon Basin is huge and much of it is still undeveloped and unexplored.

Page 25 - Fury Over Thames Toll Charges

Section A

- 1) M25
- 2) Queen Elizabeth II
- 3) 30 minutes
- 4) high winds.
- 5) pay to cross the bridge.
- 6) £1.50.

Section B

- 1) A bridge, usually over a river, where people are charged a certain amount of money before being allowed to cross.
- 2) The writer feels his journey to work is just as unpleasant as having a nightmare because it takes so long and delays make it very frustrating.
- 3) In Victorian Times motor vehicles had to move very slowly and he feels that sometimes his journey to work is just as slow.
- 4) Days when the bridge is congested due to accidents or high winds or when the bridge is closed altogether.
- 5) Everyone has to pay cash in order to cross the bridge and they are expected to have the correct change. This causes delays.
- 6) Motorists have to pay cash and cannot use a credit card.
- 7) Accept an answer that indicates that the writer sees this system as old fashioned or out of date.
- 8) Very large traffic jams.

Page 27 - Come To Willaby Castle

Section A

- 1) the history of the castle.
- 2) Mighty Sam.
- 3) giant slide.
- 4) nerve.
- 5) scones.
- 6) 01227 863581

Section B

Opening time	10am	High wire minimum age	10
Closing time	6pm	High wire minimum height	1.4m
Nearest motorway	M27	Age limit at children's play area	Under 10's

- 2) Open ended. Answers may include: smells of steam and coal, the train is old fashioned, sitting on the train may remind you of a bygone age.
- 3) It could be dark/scary/have bats flying about.
- 4) Crossing over/walking across a wire suspended high in the air.
- 5) The visitor may be tired and glad of a rest.
- 6) 'Well deserved' implies something that has been earned. The visitor will have earned a cup of tea because they have been busy enjoying the activities.
- 7) Produce refers to food stuff that has been farmed. Advantages may include: freshness because it is produced nearby, support for local farmers and industry.
- 8) Larger font indicates that the information is more important to the reader.

Page 29 - The History of Castles

Section A

- 1) William
- 2) castle
- 3) wood
- 4) stone
- 5) moat
- 6) drawbridge.

Section B

1)	Battlements
	Dormitories
	Great Hall
	Guardroom
	Store Room
	Dungeon

- 2) They had defeated them and ruled over them/they had taken away their freedom.
- 3) Accept an answer that indicates the Normans were afraid the Saxons would cause trouble and they needed some sort of defence quickly.
- 4) A strong iron fence that could be lowered very quickly to stop enemies from entering the castle.
- 5) The defenders could fire on the attackers and prevent them from reaching the walls.
- 6) If the attackers laid siege to the castle and prevented anyone from leaving, the defenders would need water inside the walls so that they would not die of thirst.
- 7) Accept answers that include: safety in numbers, combining skills, company etc.
- 8) 'Well organised' implies well supplied and well prepared. 'mobile' implies being able to move quickly.

Page 31 - The Family Outing

Section A

- 1) plenty of
- 2) boring
- 3) too young.
- 4) we can't afford it.
- 5) high wire walk
- 6) fun pool

Section B

- 1) Accept an answer that indicates Faith is being sarcastic and doesn't really think the outing is special.
- 2) She is implying that they only ever go where Dad wants to go.
- 3) They couldn't afford it, it was too cold and they might hurt themselves.
- 4) Open ended but could include answers that imply Faith thought he was a coward or that she wanted to annoy him and 'wind him up'
- 5) They thought it wasn't fair; they had been stuck in the car for a long time and they wanted to choose the first activity.
- 6) Faith was a poor loser.
- 7) 'Why can't we go skiing?' and 'crumbly ruin of a castle'. Accept answers that imply she wanted to be doing something else and didn't think much of a visit to a castle.
- 8) Irritated, annoyed and fed up. Dad already had the children moaning and now Mum was as well.

Page 33 - Slaving Over a Hot Stove

Section A

- 1) toddler
- 2) brilliant
- 3) three
- 4) Jack
- 5) eleven
- 6) television.

Section B

- 1) He was too small to stand on the floor and see over the work top.
- 2) Cross/ amused.
- 3) Cooking used to be seen as an activity only for girls.
- 4) It was the best cake he had ever seen.
- 5) It was his ambition; he loved cooking and he promised himself that one day he would become a chef.
- 6) London was very noisy and busy/ it was very different to where he had come from.
- 7) His food was special and different because he created his own recipes.
- 8) He was doing a job he loved/he had achieved his ambitions/he was making lots of money.

Page 35 - School Dinners or Sandwiches?

Section A

- 1) money
- 2) balanced
- 3) eat at home.
- 4) play with their friends.
- 5) like
- 6) sleepy

Section B

- 1) convenient/ saves time/ less hassle/ parents get to work on time/ know the child is getting a hot meal.
- 2) Hot dog or pizza followed by treacle sponge and custard.
- 3) There is a choice of food/it may be something they have not been offered at home/they may try it because their friends are.
- 4) They want a picnic type lunch so that they can eat quickly and get outside to play with friends.
- 5) They can eat together and talk about the day/it is relaxing to be with your family.
- 6) Open ended. Accept an answer Yes/No with supporting arguments. E.g. Yes-if the meal is balanced and contains the necessary vitamins and nutrients. No- children need a variety of foods to ensure they are getting the correct nutrients etc.
- 7) The pupils will not produce as much work or learn as much in the classroom.
- 8) Bad thing, because the child is eating too much fat and sugar than is good for him/her.

Page 37 - A Balanced Diet

Section A

- 1) beating.
- 2) food.
- 3a) bodybuilding
- 3b) and body maintenance.
- 4) a balanced diet.
- 5) carbohydrates, proteins
- 6) and fluids.

Section B

1) Carbohydrates	Answer from box 1	Minerals	Answer from box 5
Proteins	Answer from box 2	Fibre	Answer from box 6
Fats	Answer from box 3	Water	Answer from box 7
Vitamins	Answer from box 4		

- 2) Work and play/ breathing and keeping the heart beating.
- 3) Cells die and must be replaced by new ones.
- 4) They are eating too much of one food and not enough of another.
- 5) A diet containing the right amounts of the right nutrients which are: carbohydrates, proteins, fats, fibre, minerals, vitamins and fluids.
- 6) To keep us warm.
- 7) Minerals help us grow strong bones and teeth.
- 8) To replace the fluids lost in urine and sweat.
- 9) Open ended. Accept Yes/No with supporting arguments.

Page 39 - Our School's Got Talent

Section A

- 1) talent show.
- 2) form a band.
- 3) pet.
- 4) Cancer Research UK.
- 5) 7.30pm
- 6) £5

Section B

1)	Name	Act	Name	Act
	S & J Tap	Dance	Billy Skittle	Juggling Act
	George Keys	Pianist	Ben Bellow	Singing
	L. Labrador	Performing Dog	Sarah Smiley	Tells Jokes

- 2) The contestants may become famous or well known as a result of the competition.
- 3) This is only a rehearsal and not for the general public.
- 4) The school office.
- 5) To save lives from cancer.
- 6) To investigate a subject in order to discover new facts.
- 7) Cancer patients and their families.
- 8) To put pressure on the government to keep cancer research at the forefront of the health agenda.

Page 41 - Letter of Complaint

Section A

- 1) Saturday
- 2) talent shows.
- 3) members of the public
- 4) performing
- 5) Music College
- 6) fame

Section B

- 1) It is a formal letter/ He does not know the names of the people who will read it.
- 2) The poor quality of Saturday evening television which is dominated by talent (or talentless) shows.
- 3) Yes he likes music. Accept answers that support this statement. E.g. the author lists his favourite artists and says that he likes talented musicians.
- 4) A period of time spent training or learning a trade or craft.
- 5) This is usually a term that means 'anybody at all'.
- 6) To live like a famous person/to enjoy all the things that a wealthy and well known person would enjoy/having your photograph taken by journalists/ going to parties and meeting famous people.
- 7) Music that is new and not copied from other people.
- 8) Open ended. Accept an answer Yes or No that is supported by credible arguments.

Page 43 - The Talent Show

Section A

- 1) book sale
- 2) boring
- 3) Charlie
- 4) choir
- 5) poster
- 6) Mr Harrison

Section B

- 1) He doesn't like reading/not many people would be interested/he wanted to be active.
- 2) He was worried that it would take a lot of organising/he didn't know where to start.
- 3) She would make a poster asking people to sign up to perform in the show.
- 4) They were very nervous about standing up in front of the school. Their responses, "I suppose so" suggests this and Taylor says he would be scared.
- 5) They would be lucky if they got enough people for a show.
- 6) A show is usually performed on a stage so that the audience can see clearly.
- 7) Niamh's dad had a friend who could provide the lights and Indah's dad had a sound system.
- 8) Put an advertisement in the school newsletter/ website.
- 9) Pleased that the children had come up with some ideas, as he had asked them to do, and that they had gone straight back to school which showed how excited they were.

Page 45 - Stranded in a Cave

Section A

- 1) 3 o'clock.
- 2) the rock pools were rapidly filling with water.
- 3) climb up to the cave.
- 4) trouble.
- 5) the mouth of the cave.
- 6) temperature

Section B

- 1) He had trodden on a sharp stone.
- 2) Alex was hungry/the pier was just a speck in the distance/ they couldn't see any stripy umbrellas or people.
- 3) The rock pools were rapidly filling with water and the seaweed was drifting in and wrapping itself around their ankles and feet.
- 4) He needed to get rid of it quickly in order to leave his hands free for climbing.
- 5) Alex was worried that they would be in trouble with their parents but Stephen was more concerned that they would be trapped in the cave or drowned.
- 6) There were a lot of seagulls directly above them making a great deal of noise. The boys had disturbed the gulls by climbing up the cliff.
- 7) They had plenty of time because it would be hours before the tide went out.
- 8) 'the ever approaching water' and 'the water was surging towards them'. Accept answers that indicate that things were happening very quickly and that they could be drowned. The words 'ever approaching' and 'surging' suggest that the water could not be stopped and that it had great power.

Page 47 - School Visits – Are They Worth Doing?

Section A

- 1) a fire station
- 2) fire engine
- 3) eight
- 4) medical details
- 5) coach
- 6) raft building

Section B

- 1) He decided to see if school visits were worth the risk after the death of a child on a visit to the Lake District.
- 2) a) Local visits that the children can walk to, b) Visits that require transport, to museums etc, c) Residential visits to outdoor pursuit centres.
- 3) They get to experience first hand things they know about, like how shops and local services work/ they will remember these experiences more easily than by just watching a DVD or by reading about them.
- 4) The teacher has to fill in a lot of forms/collect medical details/take care of health and safety issues.
- 5) They can be easily seen and easily identified.
- 6) The parents' car insurance policies.
- 7) He recognises that the children will experience new activities but that they are potentially dangerous.
- 8) Open ended. Accept answers that are supported by credible arguments.

Page 49 - The Cave

Section A

- 1) blue
- 2) warm
- 3) laughing
- 4) a cave
- 5) the drip of water
- 6) returned to the sand

Section B

- 1) Sunny/warm.
- 2) Shells.
- 3) 'we laughed as we paddled'
- 4) The cave/ what it felt like to be in the cave.
- 5) A giants yawning mouth.
- 6) It gives the impression of an opening of great size/something quite scary.
- 7) They are quiet/not laughing/subdued.
- 8) Just as a cathedral is very large and echoes so the cave seems huge, cold and wet.
- 9) After the sunshine the cave is very dark and the children can't see. It is difficult for their eyes to adjust.
- 10) The word 'eerie' gives the impression of being spooky. The silence was a strange contrast to the noise outside the cave.
- 11) The dripping of water falling from the roof of the cave.
- 12) Leave the cave/ go back outside.
- 13) They decide/make the choice to go back out in to the sunshine.
- 14) Open ended. Accept answers supported from the text.