**Introduction to the Materials**

The materials contain a 20-25 minute comprehension tasks followed by the answers for parents to mark at the end.

1. Attempt the comprehension independently in timed conditions (20-25 minutes)
2. Mark and discuss with parents.

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# Spirit of the Jungle by Bear Grylls

The telephone’s chirping ring made Mak look up from the book he was reading on his bed. For whatever bizarre reason, his mother had changed the landline ringtone to mimic the trill of an exotic bird. She thought it was amusing, but it set Mak’s nerves on edge. That, along with the abundance of plants his mother crammed in the house, had convinced him that nature had one place: outside. Not in his comfortable London home.

He was glad when he heard his dad finally answer the phone, and he settled back down on the bed. But as his father’s voice rose with increasing anxiety, Mak sat up in alarm. He went out on to the landing, and crouched at the top of the stairs to listen. His father kept slipping into Hindi, a language he seldom used and one Mak had long forgotten, which made it hard for him to understand what was going on – but something was clearly wrong.

Mak skipped a coin through his knuckles nervously, part of a magic trick he had been perfecting. The coin would flow over each knuckle, falling downward, then, with barely a waggle of the fingers, it would seem to roll back up. It was a distraction, one of the cardinal rules of magic. The viewer watched the coin while the other hand performed the trick unseen. It was something else his father disapproved of; he didn’t understand why Mak wasted his time learning pointless tricks.

He heard the phone call finish and the hushed voices of his parents.



Then – ‘Makur!’ his father called from downstairs, surprising him and making him drop the coin. It was always a bad sign when Mak’s full name was used. ‘Makur, come down here a moment.’

Dragging his heels, Mak headed downstairs. The look on his parents’ faces when he reached the bottom set off alarm bells. His dad was rubbing his eyes, discreetly wiping away tears. This was particularly unsettling, as he’d never seen his father express any emotion, other than disappointment.

‘What’s happened?’ Mak asked, with a growing sense of dread. ‘Tell me.’

Your Uncle David has died,’ his mother said with a cracking voice.

1. *For whatever bizarre reason, his mother had changed the landline ringtone to mimic the trill of an exotic bird.*

What does the phrase *For whatever bizarre reason* infer about what Mak thought of his mum changing her ringtone? (2d)

…………………………………………………………………………………………………………………………………

Look at the first paragraph

1. What phrase tells you that the landline ringtone irritated Mak? (2a)

……………………………………………………………………………………………………………………………………….

1. Look at paragraph 2.

How do you think Mak knew something was wrong? (2c)

……………………………………………………………………………………………………………………………………….

1. According to paragraph 3, what was the point of a magician skipping a coin through their knuckles? (2c)

………………………………………………………………………………………………………………………………………….

1. Look at the paragraph beginning “*Then- ‘Makur”,*

Why did Mak think his father was going to talk seriously with him? (2c)

………………………………………………………………………………………………………………………………………..

1. Look at page 1, find one phrase that suggests Mak did not want to go down to talk to his Dad? (2a)

………………………………………………………………………………………………………………………………………….

1. Look at the paragraph ending with *other than disappointment*

What does the paragraph tell you about Dad’s character?

Explain two features of his character using evidence from the text (2d)

……………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………. 3 Marks

1. How do you know that Mak’s mother was upset? (2d)

………………………………………………………………………………………………………………………………………… 1 Mark

Answers

1. He did not understand why she had done it
2. Set Mak’s nerves on edge
3. His father’s voice rose with increasing anxiety
4. To distract the watcher
5. He had used his full name
6. Dragging his heels
7. His dad did not display emotions
* as he’d never seen his father express any emotion

His Dad was strict with Mak

* other than disappointment
1. Her voice was cracking

Whole Text (For use with PPT)

The telephone’s chirping ring made Mak look up from the book he was reading on his bed. For whatever bizarre reason, his mother had changed the landline ringtone to mimic the trill of an exotic bird. She thought it was amusing, but it set Mak’s nerves on edge. That, along with the abundance of plants his mother crammed in the house, had convinced him that nature had one place: outside. Not in his comfortable London home.

He was glad when he heard his dad finally answer the phone, and he settled back down on the bed. But as his father’s voice rose with increasing anxiety, Mak sat up in alarm. He went out on to the landing, and crouched at the top of the stairs to listen. His father kept slipping into Hindi, a language he seldom used and one Mak had long forgotten, which made it hard for him to understand what was going on – but something was clearly wrong.

Mak skipped a coin through his knuckles nervously, part of a magic trick he had been perfecting. The coin would flow over each knuckle, falling downward, then, with barely a waggle of the fingers, it would seem to roll back up. It was a distraction, one of the cardinal rules of magic. The viewer watched the coin while the other hand performed the trick unseen. It was something else his father disapproved of; he didn’t understand why Mak wasted his time learning pointless tricks.

He heard the phone call finish and the hushed voices of his parents.



Then – ‘Makur!’ his father called from downstairs, surprising him and making him drop the coin. It was always a bad sign when Mak’s full name was used. ‘Makur, come down here a moment.’

Dragging his heels, Mak headed downstairs. The look on his parents’ faces when he reached the bottom set off alarm bells. His dad was rubbing his eyes, discreetly wiping away tears. This was particularly unsettling, as he’d never seen his father express any emotion, other than disappointment.

‘What’s happened?’ Mak asked, with a growing sense of dread. ‘Tell me.’

Your Uncle David has died,’ his mother said with a cracking voice.

Mak looked from one parent to the other and nodded. He vaguely recalled his Uncle David, his father’s brother, who lived somewhere in India. He had come over to England a few times on business and they had all been out to dinner, but Mak only had vague memories of the man. He certainly wouldn’t have been able to identify him in a police line-up. But he was his father’s brother and he knew they were close, so he did feel sorry for his father. He wished he could think of something to say.

‘It was a car accident,’ his mum continued when it was clear his dad wasn’t yet capable of speaking. ‘As he was coming out of his office.’ Mak’s uncle had owned a technology company in New Delhi.

Mak tried to picture where in India that was. It took a few seconds to actually peg the country with any accuracy on his mental globe, so he had no chance of locating the actual city.

‘We’ll have to go over for the funeral and to deal with his business affairs,’ his dad finally managed, clearing his throat as he did so. ‘He has no family out there . . .’ He trailed off.

Mak’s mind raced. He knew he should feel sad, but all he could think about was a blessed week, or maybe two, without his parents breathing down his neck. A break from his dad’s lectures about wasting his time on computer games or practising his conjuring tricks. ‘Well, I could stay with Grandma and—’

We will all be going,’ his father said firmly.

‘To India?’ Mak blurted. He had never been there and had absolutely no desire to either. Aside from the food, he couldn’t think of a single good reason to want to visit. He was quite happy where he was in London. ‘All of us? Even Anula?’ If his older sister was forced to come too, then perhaps it would be bearable.

His dad wagged a finger. ‘Your sister has university. It’s important she stays to continue her studies undisturbed.’

‘What about my studies?’ Mak exclaimed. ‘I have exams . . .’ As the words tumbled from his mouth he knew it sounded like a desperate plea not to go – he’d never been that bothered about his exams before.

His father’s face darkened. ‘You will come with us! We go to respect your uncle as a family.’ He turned and walked off into the living room without another word.

Mak knew he shouldn’t have said anything, especially as his father had only just heard the bad news. If he had waited, then perhaps he could have come up with better, subtler reasons as to why he should remain at home. He felt his mother’s gaze boring into him.

‘Why do you always think of yourself, Mak?’ she said quietly. ‘Your father is upset. You should be supporting him, not arguing.’

Mak felt ashamed. He hung his head. ‘I’m sorry. I’ll go and put the kettle on.’ He hurried to the kitchen hoping that some chai would help make amends, but knowing that he had a trip ahead of him that he had no interest in undertaking.

# Black Beauty by Anna Sewell

One day, while our cab and many others were waiting outside one of the parks where music was playing, a shabby old cab drove up beside ours. The horse was an old worn-out chestnut, with an ill-kept coat, and bones that showed plainly through it, the knees knuckled over, and the fore-legs were very unsteady. I had been eating some hay, and the wind rolled a little lock of it that way, and the poor creature put out her long thin neck and picked it up, and then turned and looked about for more. There was a hopeless look in the dull eye that I could not help noticing, and then, as I was thinking where I had seen that horse before, she looked full at me and said, "Black Beauty, is that you?"

It was Ginger! but how changed! The beautifully arched and glossy neck was now straight, and lank, and fallen in; the clean straight legs and delicate fetlocks were swelled; the joints were grown out of shape with hard work; the face, that was once so full of spirit and life, was now full of suffering, and I could tell by the heaving of her sides, and her frequent cough, how bad her breath was.

Our drivers were standing together a little way off, so I sidled up to her a step or two, that we might have a little quiet talk. It was a sad tale that she had to tell.

After a twelvemonth's run off at Earlshall, she was considered to be fit for work again, and was sold to a gentleman. For a little while she got on very well, but after a longer gallop than usual the old strain returned, and after being rested and doctored she was again sold. In this way she changed hands several times, but always getting lower down.

"And so at last," said she, "I was bought by a man who keeps a number of cabs and horses, and lets them out. You look well off, and I am glad of it, but I could not tell you what my life has been. When they found out my weakness they said I was not worth what they gave for me, and that I must go into one of the low cabs, and just be used up; that is what they are doing, whipping and working with never one thought of what I suffer -- they paid for me, and must get it out of me, they say. The man who hires me now pays a deal of money to the owner every day, and so he has to get it out of me too; and so it's all the week round and round, with never a Sunday rest."

1. What one thing are you told about the park where the cabs are waiting? (2B)

………………………………………………………………………………….

1. What evidence in the first paragraph is there that the old horse might not be fed well? (2D)

(2 points)

………………………………………………………………………………….

…………………………………………………………………………………..

1. What does the first paragraph suggest was the reason the narrator’s attention was drawn to the old horse? (2D)

………………………………………………………………………………………….

1. From the first paragraph, how can you tell that the horses have most probably met before? (2D)

……………………………………………………………………………………..

1. Give 3 things that you are told about how Ginger used to look from the paragraph beginning “It was Ginger….” (2B)

………………………………………………………………………………….

…………………………………………………………………………………..

…………………………………………………………………………… 2 Marks

1. What does the phrase “*the heaving of her sides*” (paragraph 2) suggest about Ginger? (2A)

…………………………………………………………………………………………

1. Give the meaning of the phrase “***sidled up***” in the sentence ***“I sidled up to her a step or 2 so that we might have a little quiet talk.” (2A)***

…………………………………………………………………………………………..

1. What does the paragraph beginning “*After a twelvemonth’s run off*…” infer was the reason **the gentleman** sold Ginger? (2D)

……………………………………………………………………………………….

1. What phrase most closely matches the phrase “lets them out” (final paragraph)? (2A)
2. Sells Them
3. Rents Them
4. Lends Them
5. What evidence is there from the final paragraph that Ginger is a good friend to Black Beauty?(2D)

…………………………………………………………………………………………

1. Below are some summaries of different paragraphs from the text. Number them 1-5 to show the order in which they appear in the text (2C)

Taking the opportunity to chat …………………

A changed appearance …………………

A working week with no opportunity to rest ………………....

A chance meeting at the park …………………

A recurring injury causes changes of owners ……………...... 2 Marks

Black Beauty Answers

1. What one thing are you told about the park where the cabs were waiting? (2b)

Music was playing

1. What evidence in the first paragraph is there that the old horse might not be fed well? (2 points) (2d)

Her bones were showing (through her coat)

She ate a lock of straw and turned and looked for more

1. What does the first paragraph suggest was the reason the narrator’s attention was drawn to the old horse? (2d)

Hopeless look in her dull eye

1. From the first paragraph, how can you tell that the horses have most probably met before? (2d)

Ginger knows/says Black Beauty’s name

1. What 3 things are you told about how Ginger used to look from the paragraph beginning “It was Ginger….” (2b)

(Three from) She had/used to have

1. a beautiful arched and glossy neck
2. clean straight legs
3. delicate fetlocks
4. A face full of spirit and life
5. What does the phrase “ *the heaving of her sides*” (paragraph 2) suggest about Ginger? (2a)

She had problems breathing (or similar)

1. Give the meaning of the phrase “***sidled up***” in the sentence ***“I sidled up to her a step or 2 so that we might have a little quiet talk.” (2a)***

Moved closer.

1. What does the paragraph beginning “*After a twelvemonth’s run off*…” infer was the reason **the gentleman** sold Ginger? (2d)

She got injured/her strain returned

1. What phrase most closely matches the phrase “lets them out” (final paragraph)? (2a)

Rents Them

1. What evidence is there from the final paragraph that Ginger is a good friend to Black Beauty? (2d)

She says she is glad Black Beauty looks well off

1. Below are some summaries of different paragraphs from the text. Number them 1-5 to show the order in which they appear in the text (2c)

1 Mark for 2 correct, 2 for all 5

Taking the opportunity to chat 3

A changed appearance 2

A working week with no opportunity to rest 5

A chance meeting at the park 1

A recurring injury causes changes of owners 4

# Book of Dust by Philip Pullman

*Malcolm Polstead, the 11-year-old at the center of the story, sees a great deal of the secret life of Oxford from the perspective of the rivers and the canal in his canoe La Belle Sauvage. Here he witnesses something he'd never expected to see, and discovers something that will change his life.*

*Glossary*

*Daemon: An animal which represents a person’s spirit*

Malcolm let the canoe drift to a halt and then silently slipped in among the stiff stems and watched as a great crested grebe scrambled up onto the towpath, waddled ungracefully across, and then dropped into the little backwater on the other side.

The reeds were taller than Malcolm was as he sat in the canoe, and if he kept very still, he thought he probably couldn't be seen. He heard voices behind him, a man's and a woman's, and sat like a statue as they walked past, absorbed in each other. He'd passed them further back: two lovers strolling hand in hand, their dæmons, two small birds, flying ahead a little way, pausing to whisper together, and flying on again.

Malcolm's dæmon, Asta, was a kingfisher just then, perching on the gunwale of the canoe. When the lovers had passed, she flew up to his shoulder and whispered, "The man just along there — watch ..."

Malcolm hadn't seen him. A few yards ahead on the towpath, just visible through the reed stems, a man in a grey raincoat and trilby hat was standing under an oak tree. He looked as if he was sheltering from the rain, except that it wasn't raining. His coat and hat were almost exactly the colour of the late afternoon: he was almost as hard to see as the grebes — harder, in fact, thought Malcolm, because he didn't have a crest of feathers.

"What's he doing?" whispered Malcolm.

Asta became a fly and flew as far as she could from Malcolm, stopping when it began to hurt, and settled at the very top of a bulrush so she could watch the man clearly. He was trying to remain inconspicuous, but being so awkward and unhappy about it that he might as well have been waving a flag.

Asta saw his dæmon — a cat — moving among the lowest branches of the oak tree while he stood below and looked up and down the towpath. Then the cat made a quiet noise, the man looked up, and she jumped down to his shoulder — but in doing so, she dropped something out of her mouth.

The man uttered a little grunt of dismay, and his dæmon scrambled to the ground. They began to cast around, looking under the tree, at the edge of the water, among the scrubby grass.

"What did she drop?" Malcolm whispered.

"Like a nut. About the size of a nut."

"Did you see where it went?"

"I think so. I think it bounced off the bottom of the tree and went under the bush there. Look, they're pretending not to look for it ... "

They were too. Someone else was coming along the path, a man and his dog dæmon, and while the man in the raincoat waited for them to pass, he pretended to be looking at his watch, shaking his wrist, listening to it, shaking his wrist again, taking the watch off, winding it ... As soon as the other man had gone past, the raincoat man fastened the watch on his wrist again and went back to looking for the object his dæmon had dropped. He was anxious — it was easy to see that — and his dæmon had apology in every line of her body. Between the two of them, they looked the picture of distress.

"We could go and help," said Asta.

But before they had the chance to do anything, the man bent and scooped up his cat dæmon and made off quite quickly down the towpath, as if he'd decided to go and get help. At once Malcolm backed the canoe out of the reeds and sped towards the spot under the oak tree where the man had been standing. A moment later he'd jumped out, holding the painter, and Asta in the shape of a mouse shot across the path and under the bush.

A rustling of fallen leaves, a silence, more rustling, more silence while Malcolm watched the man reach the little iron footbridge to the piazza and climb the steps. Then a squeak of excitement told Malcolm that Asta had found it, and squirrel-formed, she came racing back, up his arm and onto his shoulder, and dropped something into his hand.

"It must be this," she said. "It *must* be."

Look at the first paragraph

1. How is the great crested grebe made to seem clumsy? Explain 2 ways giving evidence from the text (2d)

…………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………… 2 Marks

Look at the second paragraph

1. How does Malcolm avoid being seen by the man and the woman? Explain 2 ways. (2b)
2. ………………………………………………………………………………………………………………..
3. …………………………………………………………………………………………………………

2 Marks

1. Find and copy a word meaning sitting on the edge of something (2a)

…………………………………………………………………………………………………………….

1. What does the text suggest was the reason why the man looked as if he was sheltering from the rain? (2d)

……………………………………………………………………………………………………………………….

1. Why was it difficult for Malcolm to pick out the man? Explain using evidence from the text (2d)

…………………………………………………………………………………………………………………………..

………………………………………………………………………………………………………………… 2 Marks

*….he might as well have been waving a flag*.

1. What does this phrase suggest about the man? (2d)

……………………………………………………………………………………………………………………………

 Look at the paragraph beginning *The man uttered ……….*

1. What evidence is there that the item that was dropped was important to the man? Give 2 pieces of evidence from the text (2d)
2. ……………………………………………………………………………………………………….
3. *………………………………………………………………………………………………………..*

2 Marks

1. What evidence is there from the dialogue between Asta and Malcolm that Asta is observant? (2d)

………………………………………………………………………………………………………………….

1. The man’s watch was broken (2d) TRUE / FALSE

Look at the paragraph beginning *They were too*

1. What evidence from the text is there that the man’s daemon regretted dropping the small object? (2d)

………………………………………………………………………………………………………………………..

Look at the paragraph beginning *But before they had the chance*

1. How do you know Malcolm and Asta were very anxious to find the lost object? Explain your answer giving evidence from the text (2d)

…………………………………………………………………………………………………………………….

………………………………………………………………………………………………………….. 2 Marks

Looking at the whole text.

1. What season do you think the story is set in? Explain your answer using evidence from the text (2d)

…………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………….. 3 Marks

Answers

1. It waddled ungracefully

It scrambled up onto the towpath

Dropped into the water

1. Hiding in the reeds (which were taller than him)

Sat still (like a statue)

1. Perching
2. He was standing under a tree
3. His coat and hat were the same colour as the late afternoon
4. He was easy to notice
5. He uttered a grunt of dismay

His daemon searched for it everywhere

1. Asta says what was dropped and where it was dropped
2. FALSE (he was pretending)
3. Daemon had apology in every line of her body
4. 2 from

Malcolm sped towards the spot

He jumped out a moment later

Asta shot across the path

1. Autumn

Evidence

Rustling of fallen leaves

Grey afternoon

# Oranges in No Man’s Land by Elizabeth Laird

I WAS BORN IN BEIRUT. It had been a lovely city once, or so Granny told me. The warm Mediterranean Sea rolled against its sunny beaches, while behind the city rose mountains that were capped with snow in the winter. There were peaceful squares and busy shops and hotels bustling with tourists.

My father and mother were farmers. They came from the countryside south of the city. They’d been happy in their little village. But they lost everything when Lebanon, our country, was invaded. They had to run away to Beirut, the capital. They had three children there: me first, and then my two brothers.

My father built a little house with his own hands in the poorest part of town, where everyone was crowded together in narrow lanes. All our neighbours were like us – refugees from southern Lebanon – trying to manage on nothing, but thankful at least to be safe.

But just after I was born, all that changed. A terrible civil war tore the city of Beirut apart. I pray that those years never come again! I can never forget the horror of them.

And yet, in among all the sad things, the fear and destruction and loss, there are wonderful memories too, of kindness and courage and goodness.

I’ll have to start my story, though, with the saddest thing of all.

Ours was a house of women and children, my granny, my mother and my little brothers Latif, who was seven, and Ahmed, who was still only a baby. My father was abroad most of the time, looking for work. He’d been gone for so long we were used to him being away. I’d almost begun to forget what he looked like.

When, on that terrible day, the bombs started to fall all around our house, my mother threw some clothes into a bundle and began to pack bags and cases.

There’s no time for that!’ Granny screamed at her, looking out anxiously into the street. ‘The gunmen are coming! They’ll be here any minute. We must take the children and run!’

Mama went on packing. She pushed a big bag into my hands and a smaller one into Latif’s. Granny was already running down the street with Ahmed in her arms.

‘Go on, Ayesha,’ Mama said to me. ‘Go with Granny. I’ll be right behind you. Wait for me by the mosque on the corner.’

And so we ran, Latif and me, racing ahead of Granny, who was hobbling along behind us with Ahmed in her arms. And a shell fell on our house just as we reached the end of the street, wiping out our little shack of a house and everything in it. I never saw Mama again.

Oranges in No Man’s Land

1. From the first paragraph, what evidence is there that Beirut used to be popular with sightseers? (2d)

……………………………………………………………………………………………………………………………… 1 Mark

1. What reason does the text suggest as to why the writer’s mum and dad moved to Beirut? (2d)

………………………………………………………………………………………………………………………………. 1 Mark

1. From the paragraph starting *My father built a little house*

How is the writer’s family made to seem poor? Explain 3 ways, giving evidence from the text (2d)

……………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………..

………………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………………. 3 Marks

1. *There are wonderful memories too, of kindness and* ***courage*** *and goodness*

Give the meaning of the word **courage**? (2a)

…………………………………………………………………………………………………………………………… 1 Mark

1. Find and copy one word that means overseas? (2a)

………………………………………………………………………………………………………………………………… 1 Mark

1. In what way does the writer infer that Granny and mum were different? (2d)

……………………………………………………………………………………………………………………………… 1 Mark

1. Look in the final paragraph, find and copy one phase that meaning carrying? (2a)

……………………………………………………………………………………………………………………………….. 1Mark

1. What does the phrase *wiped out* suggest about what happened to the writer’s house? (2a)

………………………………………………………………………………………………………………………………. 1 Mark

**Answers: Oranges in No Man’s Land**

1. From the first paragraph, what evidence is there that Beirut used to be popular with sightseers?

Hotels bustling with tourists

1. What reason does the text suggest as to why the writer’s mum and dad moved to Beirut?

Because of the invasion

1. From the paragraph starting *My father built a little house*

How is the writer’s family made to seem poor? Explain 3 ways, giving evidence from the text

1. The house was situated in the poorest part of the town
2. Neighbours were refugees managing on nothing
3. Living crowded together
4. *There are wonderful memories too, of kindness and* ***courage*** *and goodness*

Give the meaning of the word **courage**?

Bravery

1. Find and copy one word that means overseas?

abroad

1. In what way does the writer infer that Granny and mum were different?

Grandma panics but mum tries to collect belongings

……………………………………………………………………………………………………………………………… 1 Mark

1. Look in the final paragraph, find and copy one phase that meaning carrying?

In her arms

1. What does the phrase *wiped out* suggest about what happened to the writer’s house?

Destroyed completely

Whole Text (For use with powerpoint)

I WAS BORN IN BEIRUT. It had been a lovely city once, or so Granny told me. The warm Mediterranean Sea rolled against its sunny beaches, while behind the city rose mountains that were capped with snow in the winter. There were peaceful squares and busy shops and hotels bustling with tourists.

My father and mother were farmers. They came from the countryside south of the city. They’d been happy in their little village. But they lost everything when Lebanon, our country, was invaded. They had to run away to Beirut, the capital. They had three children there: me first, and then my two brothers.

My father built a little house with his own hands in the poorest part of town, where everyone was crowded together in narrow lanes. All our neighbours were like us – refugees from southern Lebanon – trying to manage on nothing, but thankful at least to be safe.

But just after I was born, all that changed. A terrible civil war tore the city of Beirut apart. I pray that those years never come again! I can never forget the horror of them.

And yet, in among all the sad things, the fear and destruction and loss, there are wonderful memories too, of kindness and courage and goodness.

I’ll have to start my story, though, with the saddest thing of all.

Ours was a house of women and children, my granny, my mother and my little brothers Latif, who was seven, and Ahmed, who was still only a baby. My father was abroad most of the time, looking for work. He’d been gone for so long we were used to him being away. I’d almost begun to forget what he looked like.

When, on that terrible day, the bombs started to fall all around our house, my mother threw some clothes into a bundle and began to pack bags and cases.

There’s no time for that!’ Granny screamed at her, looking out anxiously into the street. ‘The gunmen are coming! They’ll be here any minute. We must take the children and run!’

Mama went on packing. She pushed a big bag into my hands and a smaller one into Latif’s. Granny was already running down the street with Ahmed in her arms.

‘Go on, Ayesha,’ Mama said to me. ‘Go with Granny. I’ll be right behind you. Wait for me by the mosque on the corner.’

And so we ran, Latif and me, racing ahead of Granny, who was hobbling along behind us with Ahmed in her arms. And a shell fell on our house just as we reached the end of the street, wiping out our little shack of a house and everything in it. I never saw Mama again.

IT WAS A BRIGHT MORNING in Beirut . . . No, I can’t begin there. I must think back a bit further, to the place we found to live in during those muddled, desperate weeks after Mama died. I don’t want to remember the first few days, the panic and confusion and the aching, aching loss.

It was Latif who found the flat for us. Little brothers do have some uses, I suppose, although I didn’t often think so then.

The four of us were sitting on a doorstep in a ruined street, feeling hungry and hopeless, after two days of wandering from place to place. All we’d thought about was how best to get away from the fighting. We had no food left and no idea where we’d spend the night. Granny looked so old and worn and beaten I could hardly bear to look at her. I think she’d given up hope. Ahmed was crying.

‘There are people up there, in that window,’ Latif suddenly said, pointing across the road to the first floor of the building opposite. ‘Look, Granny, they’re waving to us.’

That was the first kind, good thing that had happened to us since the disaster, and it was how we met Samar (who was ten years old like me) and Samar’s mother, dear Mrs Zainab, the best mother in the world, after mine.

A few minutes later we’d crossed the road, pushed open the broken street door of the building, gone up the dusty steps and found ourselves in what must once have been a beautiful flat where rich people would have lived.

I can remember standing in the doorway looking round in amazement. I’d never been in such a place before. The windows had all been blown out, and there were gaping holes in the walls where shells had blasted through, but you could still see how magnificent it had been in the old days.

Even the hallway was huge. The floors were made of marble, and there were big mirrors on the walls with elaborate gold-work round them. You could see beyond the hall into amazing rooms, all light and airy with high ceilings from which ruined chandeliers hung at crazy angles.

The people who had owned this flat must have left long ago, and they’d taken their beautiful furniture and fancy clothes with them. But the rooms weren’t empty. They were full of people. Refugees. Squatters. Poor people from the bombed-out parts of town. People with nowhere to go. People like us.

I could see through the open doors that they’d made corners of the rooms their own. They’d set up little homes, with their own mattresses and cooking pots, and strung up cloths on strings to make partitions so that each family could have a bit of privacy.

Mrs Zainab came out into the hall towards us. She was comfortable-looking, with smile-wrinkles around her eyes. She wore a long tattered dress and had a scarf tied over her head.

‘You poor things,’ she said. ‘I couldn’t let you go on sitting there, with night coming on and all. Have you got somewhere to go? Are you lost?’

It was then that Granny burst into tears, and Latif and I were so shocked we huddled up against each other, not knowing what to say. We’d never seen her cry before.

Mrs Zainab took charge at once. She had found us a corner of our own, in what had been the sitting room, I suppose. She borrowed a mattress for Granny, changed Ahmed’s nappy and gave us some of her family’s supper to share.

And so we bedded down that first strange night in the flat – Granny on the mattress, Latif and me curled up on a mat and Ahmed in our old suitcase, which was now his cot.

That was how we found our new home, and that was where we lived, through the freezing cold of winter and the boiling heat of summer, until the old life with Mama in our little shack had begun to seem like a distant dream.

# The Silver Sword by Ian Serrailler

The Silver Sword *by Ian Serraillier describes the plight of Ruth (12), Edek (11) and Bronia (3) who lived in Poland during the Second World War. These three children learnt what it really meant to survive after their father and mother were taken from them by the Nazis*

They made their new home in a cellar at the other end of the city. They had tunnelled their way into it. From the street it looked like a rabbit’s burrow in a mound of rubble, with part of a wall rising behind. On the far side there was a hole in the lower part of the wall, and this let in light and air as well as rain.

When they asked the Polish Council of Protection about their mother, they were told she had been taken off to Germany to work on the land. Nobody could say which part of Germany. Though they went many times to ask, they never found out any more. ‘The war will end soon,’ they were told.

‘Be patient, and your mother will come back.’

But the war dragged on, and their patience was to be sorely tried.

They quickly made their new home as comfortable as they could. Edek, who could climb like a monkey, scaled three storeys of a bombed building to fetch a mattress and some curtains. The mattress he gave to Ruth and Bronia. The curtains made good sheets. On wet days they could be used over the hole in the wall to keep the rain out. With floorboards he made two beds, chairs, and a table. With bricks from the rubble he built a wall to divide the cellar into two rooms, one to live in and one to sleep in. He stole blankets from a Nazi supply dump, one for each of them. Here they lived for the rest of that winter and the following spring.

Food was not easy to find. Ruth and Bronia had green Polish ration cards and were allowed to draw the small rations that the Nazis allowed. But, except when Edek found casual work, they had no money to buy food. Edek had no ration card. He had not dared to apply for one, as that would have meant disclosing his age. Everyone over twelve had to register, and he would almost certainly have been carried off to Germany as a slave worker. Whenever possible they ate at the soup kitchens which Polish Welfare had set up. Sometimes they begged at a nearby convent. Sometimes they stole from the Nazis or scrounged from their garbage bins. They saw nothing wrong in stealing from their enemies, but they were careful never to steal from their own people.

In the early summer they left the city and went to live in the woods outside. It was cold at night out in the open. They slept huddled together in their blankets under an oak tree which Edek had chosen for the shelter of its branches. There was not much rain that summer, though they had one or two drenchings in May. After that Edek cut down some branches, lashed them together and made a lean-to. This was thick enough to keep out all but the heaviest rain.

Life was much healthier here than in the city. The sun browned their limbs. There were plenty of other families to play with, some of them Jews who had escaped from the Warsaw ghetto. They could run about freely and hold their classes under the trees, without having to keep a look-out for police patrols.

Ruth had started a school. Sometimes she had as many as twenty-five children there. She would have taken more, but they had no paper, very few slates, and no books at all. Occasionally they received a smuggled copy of a secret journal specially published for children by the Polish Underground press. It was called *Biedronka*, ‘The Ladybird’, and was full of the kind of stories and pictures and jokes that children enjoy. The grubby finger marks showed that other families had seen it before them. When Ruth’s children had finished with it, there was nothing left but a few tattered strips.

Circle the correct option to complete each sentence below

A) The text begins with their new home

in an animal’s house. on the ground floor of a ruined house.

underground. on the third storey of a bombed building 1 MARK

B ) In trying to find out about their mum, the children were very

 Patient Persistent

Upset Carefree 1 MARK

C) Edek didn’t have a ration card because

he was a boy and they were for girls only. he was too old to get one

he chose not to apply for one they didn’t give him one 1 Mark

D) Biedronka was

something to eat something to read

an insect something to watch. 1 Mark

1. Look in the third paragraph, beginning: *They quickly made*

In what two ways did the children use the curtains?

………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………1 Mark

1. What ways did the children find food?

Tick Two

 Stole it from their enemies

 Took it from their neighbour’s rubbish bins

 Borrowed it from a convent

 Given by a Polish organisation 1 Mark

1. Look at the paragraph beginning “Food was not easy to find..”

 What evidence is there that the children were patriotic?

……………………………………………………………………………………………………………………. 1 Mark

1. Use evidence from the text to suggest why the children slept **huddled** together in the woods?

 ……………………………………………………………………………………………………………………. 1 Mark

1. Look in the paragraph, beginning: In the early summer

What caused Edek to make a lean-to?

………………………………………………………………………………………………………………………1 Mark

1. What evidence does the author give as to why it was more healthier to live in the woods than the city.

Give 2 pieces of Evidence …………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………2 Marks

1. Th*ey could run about freely* (Last but one paragraph)

Why could they do it freely?

………………………………………………………………………………………………………………………1 Mark

1. What evidence is there that suggests Biedronka was well used?

………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………2 Marks

..

1. In what ways might the children’s characters be appealing to the readers?

Explain fully, referring to the text in your answer

……………………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………..3 Marks

Answers

1. A) The text begins with their new home

in an animal’s house. on the ground floor of a ruined house.

underground. on the third storey of a bombed building 1 MARK

B) In trying to find out about their mum, the children were very

 Patient Persistent

 Upset Carefree 1 MARK

C) Erik didn’t have a ration card because

he was a boy and they were for girls only. he was too old to get one

he chose not to apply for one they didn’t give him one 1 Mark

D) Biedronka was

something to eat something to read

an insect something to watch. 1 Mark

1. Look in the third paragraph, beginning: *They quickly made*

In what two ways did the children use the curtains?

As sheets To cover the hole/to keep the rain out

1. What ways did the children find food?

Tick Two

 Stole it from their enemies

 Took it from their neighbour’s rubbish bins

 Borrowed it from a convent

 Given by a Polish organisation 1 Mark

1. Look at the paragraph beginning “Food was not easy to find..”

 What evidence is there that the children were patriotic?

they were careful never to steal from their own people

1. Use evidence from the text to suggest why he children slept huddled together in the woods?

To keep warm/because it was warm 1 Mark

1. Look in the paragraph, beginning: In the early summer

What caused Erik to make a lean-to?

The rain/drenching in May /To keep dry

1. What evidence does the author give as to why it was more healthier to live in the woods than the city.

Make 2 points

1. A reference to being out in the sun

A reference to be able to run out 2 Marks

1. Th*ey could run about freely* (Last but one paragraph)

Why could they do it freely?

No police patrols .1 Mark

1. What evidence is there that suggests Biedronka was well used?

 The grubby finger marks.

When Ruth’s children had finished with it, there was nothing left but a few tattered strips.

2 Marks..

1. In what ways might the children’s characters be appealing to the readers?

Explain fully referring to the text in your answer

 Three separate points :-Accept others but possibilities was

Edek was adventurous/brave Edek was industrious/clever making new things

Ruth was kind/caring (set up a school)

Edek was caring (gave mattress to his sisters)

They were struggling in adversity/difficult situations

3 Marks

# Sherlock Holmes by Arthur Conan Doyle

*The following are two extracts from Sherlock Holmes in which Sherlock Holmes and Dr Watson are showing their deduction skills. In both extracts, Dr Watson is the narrator.*

*Extract One*

Ha! Nothing could be better,” said Holmes, leaning back in his chair and looking keenly at me from under his half-closed lids. “I perceive that you have been unwell lately. Summer colds are always a little trying.”

“I was confined to the house by a severe chill for three days last week. I thought, however, that I had cast off every trace of it,” I exclaimed

“So you have. You look remarkably robust.”

“How, then, did you know of it?”

“My dear fellow, you know my methods.”

“You deduced it, then?”

“Certainly.”

“And from what?”

“From your slippers.”

I glanced down at the new patent leathers which I was wearing. “How on earth—” I began, but Holmes answered my question before it was asked.

“Your slippers are new,” he said. “You could not have had them more than a few weeks. The soles which you are at this moment presenting to me are slightly scorched. For a moment I thought they might have got wet and been burned in the drying. But near the instep there is a small circular wafer of paper with the shopman’s hieroglyphics upon it. Damp would of course have removed this. You had, then, been sitting with your feet outstretched to the fire, which a man would hardly do even in so wet a June as this if he were in his full health.”

Like all Holmes’s reasoning the thing seemed simplicity itself when it was once explained

Extract 2

Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearth-rug and picked up the stick which our visitor had left behind him the night before. It was a fine, thick piece of wood, bulbous-headed, of the sort which is known as a "Penang lawyer." Just under the head was a broad silver band nearly an inch across. "To James Mortimer, M.R.C.S., from his friends of the C.C.H.," was engraved upon it, with the date "1884." It was just such a stick as the old-fashioned family practitioner used to carry--dignified, solid, and reassuring.

"Well, Watson, what do you make of it?"

Holmes was sitting with his back to me, and I had given him no sign of my occupation.

"How did you know what I was doing? I believe you have eyes in the back of your head."

"I have, at least, a well-polished, silver-plated coffee-pot in front of me," said he. "But, tell me, Watson, what do you make of our visitor's stick? Since we have been so unfortunate as to miss him and have no notion of his errand, this accidental souvenir becomes of importance. Let me hear you reconstruct the man by an examination of it."

"I think," said I, following as far as I could the methods of my companion, "that Dr. Mortimer is a successful, elderly medical man, well-esteemed since those who know him give him this mark of their appreciation."

"Good!" said Holmes. "Excellent!"

"I think also that the probability is in favour of his being a country practitioner who does a great deal of his visiting on foot."

"Why so?"

"Because this stick, though originally a very handsome one has been so knocked about that I can hardly imagine a town practitioner carrying it. The thick-iron ferrule is worn down, so it is evident that he has done a great amount of walking with it."

**Extract 1**

Look at the paragraph beginning *Ha! Nothing could be better….*

1. Find and copy words meaning
2. Think ………………………………..
3. Difficult ……………………………….. 2 marks (2a)
4. Decide if the follow statements are true or false

Dr Watson had to stay in his home for a period of time the previous week TRUE/FALSE

Dr Watson believes he is now fully recovered from his illness TRUE/FALSE

 2 Marks (2b)

1. What item of Dr Watson’s did Sherlock Holmes use to work out that he had been ill?

……………………………………………… 1 Mark (2b)

1. How do you know that Dr Watson felt surprised when Sherlock Holmes told him how he had worked out what was wrong with him?

…………………………………………………………………………………. 1 Mark (2d)

1. . *The soles which you are at this moment presenting to me are slightly* ***scorched.***

Which word is closest to the meaning of scorched

1. Marked b) Dirty c) Burnt d) Damaged 1 Mark (2a)
2. What had the weather been like in the past month? Justify your answer using evidence from the text.

……………………………………………………………………………………………………..

…………………………………………………………………………………….. 2 Marks (2d)

**Extract 2**

1. Decide if the follow statement is true or false

Sherlock Holmes rarely stayed up all night True/False 1 Mark(2b)

1. What evidence in the first paragraph is there that James Mortimer might be a little forgetful?

……………………………………………………………………………… 1 Mark (2d)

1. Given Sherlock had his back to Watson, how did he know Dr Watson was looking at the stick?

………………………………………………………………………………. 1 Mark (2d)

1. Look at the paragraph beginning ***I have, at least…***

Find and copy a phrase which tells you that Sherlock Holmes had no idea why the visitor came round

……………………………………………………………………………………. 1 Mark (2a)

1. Decide if the following are true of Dr Watson’s deductions. Justify each with evidence from the text

He doesn’t think Dr Mortimer is respected True/False

Evidence ………………………………………………………………………………

He thinks Dr Mortimer walks a lot in his job True/False

Evidence ……………………………………………………………………………...

 3 Marks (2b)

Answers

1)    A) Perceive                 B)Trying

2)    TRUE TRUE

3)    Slippers

4)    His words “How on earth…”

5)    Burnt

6)    Raining  :-“ in so wet a June as this”

7)    False: not infrequent

8)    He left his stick behind when he visited

9)    He saw his reflection in the coffee pot

10)  no notion of his errand

11)  False:  , the text describes him as “well-esteemed since those who know him give him this (the stick) mark of their appreciation."

True:  “so it is evident that he has done a great amount of walking with it."

# Extract from ‘Treasure Island’ by Robert Louis Stevenson

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow—a tall, strong, heavy, nut-brown man, his tarry pigtail falling over the shoulder of his soiled blue coat, his hands ragged and scarred, with black, broken nails, and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cover and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

 "Fifteen men on the dead man's chest—

 Yo-ho-ho, and a bottle of rum!"

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste and still looking about him at the cliffs and up at our signboard.

"This is a handy cove," says he at length; "and a pleasant sittyated grog-shop. Much company, mate?"

My father told him no, very little company, the more was the pity.

"Well, then," said he, "this is the berth for me. Here you, matey," he cried to the man who trundled the barrow; "bring up alongside and help up my chest. I'll stay here a bit," he continued. "I'm a plain man; rum and bacon and eggs is what I want, and that head up there for to watch ships off. What you mought call me? You mought call me captain. Oh, I see what you're at—there"; and he threw down three or four gold pieces on the threshold. "You can tell me when I've worked through that," says he, looking as fierce as a commander.

And indeed bad as his clothes were and coarsely as he spoke, he had none of the appearance of a man who sailed before the mast, but seemed like a mate or skipper accustomed to be obeyed or to strike. The man who came with the barrow told us the mail had set him down the morning before at the Royal George, that he had inquired what inns there were along the coast, and hearing ours well spoken of, I suppose, and described as lonely, had chosen it from the others for his place of residence. And that was all we could learn of our guest.

He was a very silent man by custom. All day he hung round the cove or upon the cliffs with a brass telescope; all evening he sat in a corner of the parlour next the fire and drank rum and water very strong. Mostly he would not speak when spoken to, only look up sudden and fierce and blow through his nose like a fog-horn; and we and the people who came about our house soon learned to let him be. Every day when he came back from his stroll he would ask if any seafaring men had gone by along the road. At first we thought it was the want of company of his own kind that made him ask this question, but at last we began to see he was desirous to avoid them.

Questions

1. What does the phrase “*I remember him as if it were yesterday*” suggest about the visitor?

......................................................................................................................................................................

1. What does the first paragraph tell you about
2. The visitor’s hair? ………………………………………………………………………………………………………………….
3. The visitor’s face? …………………………………………………………………………………………………………
4. In the paragraph beginning “*In the high….”,* find and copy one word meaning
5. Unsteady ……………………………….B) Knocked …………………………. C) Expert ……………………………………
6. In what ways are the narrator’s father and the visitor’s views different **with regard to** the number of people coming to the inn?

………………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………………….

1. From the paragraph beginning ‘“*Well then”, he said’,* decide if the following statements are true or false

He carried his own chest T/F He paid for his room and food in advance T/F

1. What impressions do you get of the narrator’s inn from the sentence beginning “*The man who came with the barrow…………….”?*
2. *…………………………………………………………………………………………………………………………………………………………*
3. …………………………………………………………………………………………………………………………………………………………
4. What 2 things are you told about the place the man sat in the evenings?
5. …………………………………………………………………………. B) ………………………………………………………………………
6. Look at the paragraph beginning “*He was a very silent man…*..”. Why do you think the narrator learnt to let the visitor be?

……………………………………………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………………………………………………………….

1. According to the text, why did the man want to ask “if any seafaring men had gone by the road”?

……………………………………………………………………………………………………………………………………………………………..

Answers (with reading domain after question).

1. What does the phrase “*I remember him as if it were yesterday*” suggest about the visitor? (2g)

*He was memorable or something on these lines……*

1. What does the first paragraph tell you about (2b)
2. The visitor’s hair? Any mention of pigtail
3. The visitor’s face? A scar or a cut on the cheek
4. In the paragraph beginning “*In the high….”,* find and copy one word meaning (2a)
5. Unsteady Tottering .B) Knocked Rapped C) Expert Connoisseur
6. In what ways are the narrator’s father and the visitors views different **with regard to** the number of people coming to the inn? (2h)

*The narrator’s father was disappointed/sad “more was the pity” but the visitor was happy with this*

1. From the paragraph beginning ‘“*Well then”, he said’,* decide if the following statements are true or false (2b)

He carried his own chest F He paid for his room and food in advance T

1. What impressions do you get of the narrator’s inn from the sentence beginning “*The man who came with the barrow…………….” (2d)*
2. Remote or something similar (Lonely)
3. Good Reputation/Well thought of
4. What 2 things are you told about the place the man sat in the evenings? (2b)
5. In a corner (of the parlour optional) B) next to the fire
6. Look at the paragraph beginning “*He was a very silent man…*..”. Why do you think the narrator learnt to let the visitor be? (2d)

Any reference to he would not speak when spoken to only look up suddenly and fiercely and blow through his nose

1. According to the text, why did the man want to ask “if any seafaring men had gone by the road” (2d)

Because he wanted to avoid them

 [“Treasure Island” by Robert Louis Stevenson ~~Part 2: Black Spot~~](https://thingsthatmadeanimpression.wordpress.com/2013/06/01/excerpt-from-treasure-island-by-robert-louis-stevenson-black-spot/)



He was plainly blind, for he tapped before him with a stick, and wore a great green shade over his eyes and nose; and he was hunched, as if with age or weakness, and wore a huge old tattered sea-cloak with a hood, that made him appear positively deformed. I never saw in my life a more dreadful-looking figure. He stopped a little from the inn, and, raising his voice in an odd sing-song, addressed the air in front of him: –
“Will any kind friend inform a poor blind man, who has lost the precious sight of his eyes in the gracious defence of his native country, England, and God bless King George! – where or in what part of this country he may now be?”
“You are at the ‘Admiral Benbow,’ Black Hill Cove, my good man,” said I.
“I hear a voice,” said he – “a young voice. Will you give me your hand, my kind young friend, and lead me in?”

I held out my hand, and the horrible, soft-spoken, eyeless creature gripped it in a moment like a vice. I was so much startled that I struggled to withdraw; but the blind man pulled me close up to him with a single action of his arm.
“Now, boy,” he said, “take me in to the captain.”
“Sir,” said I, “upon my word I dare not.”
“Oh,” he sneered, “that’s it! Take me in straight, or I’ll break your arm.”
And he gave it, as he spoke, a wrench that made me cry out.
“Sir,” said I, “it is for yourself I mean. The captain is not what he used to be. He sits with a drawn cutlass. Another gentleman – ”

“Come, now, march,” interrupted he; and I never heard a voice so cruel, and cold, and ugly as that blind man’s. It cowed me more than the pain; and I began to obey him at once, walking straight in at the door and towards the parlour, where our sick old buccaneer was sitting, dazed with rum. The blind man clung close to me, holding me in one iron fist, and leaning almost more of his weight on me than I could carry. “Lead me straight up to him, and when I’m in view, cry out, ‘Here’s a friend for you, Bill.’ If you don’t, I’ll do this;” and with that he gave me a twitch that I thought would have made me faint. Between this and that, I was so utterly terrified of the blind beggar that I forgot my terror of the captain, and as I opened the parlour door, cried out the words he had ordered in a trembling voice.

The poor captain raised his eyes, and at one look the rum went out of him, and left him staring sober. The expression of his face was as of mortal sickness. He made a movement to rise, but I do not believe he had enough force left in his body.
“Now, Bill, sit where you are,” said the beggar. “If I can’t see, I can hear a finger stirring. Business is business. Hold out your right hand. Boy, take his right hand by the wrist, and bring it near to my right.”

We both obeyed him to the letter, and I saw him pass something from the hollow of the hand that held his stick into the palm of the captain’s, which closed upon it instantly.
“And now that’s done,” said the blind man; and at the words he suddenly left hold of me, and, with incredible accuracy and nimbleness, skipped out of the parlour and into the road, where, as I still stood motionless, I could hear his stick go tap-tap-tapping into the distance.
It was some time before either I or the captain seemed to gather our senses; but at length, and about at the same moment, I released his wrist, which I was still holding, and he drew in his hand and looked sharply into the palm.
“Ten o’clock!’ he cried. “Six hours. We’ll do them yet”; and he sprang to his feet.
Even as he did so, he reeled, put his hand to his throat, stood swaying for a moment, and then, with a peculiar sound, fell from his whole height face foremost to the floor.
I ran to him at once, calling to my mother. But haste was all in vain. The captain had been struck dead by thundering apoplexy.

1. *He was plainly blind*

What two pieces of evidence did the narrator use to know that the man was blind?

A . ……………………………………………………………………………………………………………………………………

B. ……………………………………………………………………………………………………………………………………..

 2 Marks

1. How did the blind man initially make the narrator feel sympathetic to him and want to tell him where he was?

………………………………………………………………………………………….

…………………………………………………………………………………………

1. “You are at the ‘Admiral Benbow,’ Black Hill Cove, my good man,” said I.

Which words in particular tell you that the narrator was feeling sympathetic to the blind man?

…………………………………………………………………………………….

1. Look at the paragraph beginning *I held out my hand*
2. Name one action that the blind man did that suggests he wasn’t nice?

…………………………………………………………………………………………………………………………………………………

1. What way of speaking does the blind man use that suggests he does not take the narrator’s concerns seriously?

…………………………………………………………………………………………………………………………………………..

1. *“Sir,” said I, “it is for yourself I mean. The captain is not what he used to be. He sits with a drawn cutlass. Another gentleman – ”*

How do you think the captain may be feeling? Explain your answer

*…………………………………………………………………………………………………….*

*……………………………………………………………………………………2 Marks*

1. *Look at the paragraph beginning* “Come, now, march,”

What was the main reason the narrator infers that he obeyed the blind man and took him to see the captain?

…………………………………………………………………………………………………………………………………………………….

1. *where our sick old buccaneer was sitting, dazed with rum*

What do the words *dazed with rum* suggest about the buccaneer?

…………………………………………………………………………………………

1. *Look at the paragraph beginning* “Come, now, march,”

In what way does the narrator infer that the captain and the blind man were similar? Explain your answer using evidence from the text

………………………………………………………………………………………..

………………………………………………………………………………. 2 marks

1. Look at the paragraph beginning *The poor captain*

How do you think the captain feels about the blind man? Give 2 pieces of evidence to justify your answer?

…………………………………………………………………………………………

………………………………………………………………………………………..

………………………………………………………………………………

…………………………………………………………………………….. 3 Marks

1. Look at the final paragraph

What is surprising about the way the blind man left the parlour? Explain your answer

……………………………………………………………………………………….

……………………………………………………………………………….. 2 Marks

1. *I ran to him at once, calling to my mother.* *But haste was all in vain. The captain had been struck dead by thundering apoplexy.*

What words tells you that the narrator running to the captain made no difference?

………………………………………………………………………………………………..

*Answers*

1. he tapped before him with a stick,

and wore a great green shade over his eyes

1. He told him he had lost his sight in defence of his country
2. My good man
3. Gripped his hand like a vice Sneered
4. Frightened: his cutlass/sword is out/drawn
5. His cruel cold voice
6. He was drunk
7. Both were terrifying;
8. Terrified: He looked sick, went sober, couldn’t move
9. He skipped outside which was surprising because he was blind
10. *But haste was all in vain*

#  The Penalty Mal Peet

We were river people, fishermen. People of the River Spirit, Loma, who is slow and green and clever. We were not warriors, so when the fierce people from beyond the forest attacked our village we did not know what to do. They came out of the trees, howling, at the time of light but- no-sun-yet, when my mother and the other women were waking the first fires. My first thought was my duty to protect my siblings. In a second, I picked up my young sister who was playing at the front of our house and ran with the others towards our boats. Some of us fell with spears in our backs. I looked for my mother and saw her go down broken beneath the feet of the fierce people who swept over her like water.

And when we reached the sands we saw two great war-canoes on the river, and in them there were terrible No-Skins who killed more of us with their fire-sticks. My father was one who died there. He went onto his knees with his hands on his chest full of blood and then he fell with his face in the water. The air was so full of screaming that I could hardly breathe it. We were trapped, and I thought we would all die, and I tried to make myself ready. But they did not kill us, not there, not then.

The war-canoes came onto the beach, breaking our boats. The fierce people and the No-Skins

used their spears and their fire-sticks to beat the women and children back towards the houses. They tore my sister from me. She did not cry out even when they threw her down,

but her eyes were huge and on hitting the ground she began to whimper. I was kneeling beside my father, chanting mournfully for his spirit, when I looked up and saw a No-Skin looking down at me. His face was the colour of a peeled animal with the fat still on it, but there was yellow fur around his mouth.

That was how I thought, then: peeled animal, yellow fur, fire-sticks. Because I had never seen

white men before, or their guns.

I cowered as a No-Skin approached; standing over me like Lord Death from our stories. He

kept his raw-looking eyes on me and shouted, “He’ll be of value in the market!” Hands seized me and forced me to where our other men had been gathered. Our hands were tied together and our necks fastened to a long chain of iron and we began our march to what was intended to be a life of servitude.

Look at the paragraph beginning *We were river people*

1. What does the phrase *“at the time of light but-no-sun yet”* suggest about the time the village was attacked? (2d)

……………………………………………………………………………………………………………………………………………… 1 Mark

1. *My first thought was my duty to protect my siblings*

What did the narrator do as a result of this thought? (2b)

………………………………………………………………………………………………………………………………………………. 1Mark

1. *I looked for my mother and saw her go down broken beneath the feet of the fierce people who swept over her like water.*

What does the simile *swept over her like water* tell you about the fierce people’s attack? (2d)

……………………………………………………………………………………………………………………………………… 1 Mark

1. What does the narrator say later that the *fire-sticks* actually were? (2b)

……………………………………………………………………………………………………………………………………… 1 Mark

1. Give one reason why the narrator says that they were trapped (2b)

………………………………………………………………………………………………………………………………………. 1 Mark

1. Look at the paragraph beginning *The war-canoes came onto the beach*

Find and copy one word meaning to make a series small weak sounds (2a)

………………………………………………………………………………………………………………………………………… 1 Mark

1. *I was kneeling beside my father, chanting mournfully for his spirit*

Give the meaning of the word mournfully in this sentence (2a)

…………………………………………………………………………………………………………………………………………. 1 Mark

1. *I cowered as a No-Skin approached; standing over me like Lord Death from our stories.*

What evidence is there that the narrator was terrified of the No-Skin? (2d)

…………………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………………….. 2 Marks

1. What do you think the No-Skins plan to do with the narrator? (2e)

Explain your answer fully with evidence from the text

……………………………………………………………………………………………………………………………………….

……………………………………………………………………………………………………………………………………. 2 Marks

Answers

Text One

1. Dawn/Early Morning
2. Pick up/Rescue his (younger) sister
3. They could not be stopped
4. Guns
5. No-Skins on one side fierce people on the other
6. Whimper
7. Sadly
8. He cowered (1 Mark) Described him/Referred to him as Lord Death (1 Mark)
9. Look for some reference to being sold or becoming slaves (1 Mark)

Evidence : Valuable in the market / Life of servitude (1 Mark)

# God’s and Warriors

The shaft of the arrow was black and fletched with crow feathers, but Hylas couldn’t see the head because it was buried in his arm.

Clutching it to stop it wobbling, he scrambled down the slope. No time to pull it out. The black warriors could be anywhere. He was ragingly thirsty and so tired he couldn’t think straight. The sun beat down on him and the thorn scrub gave no cover; he felt horribly exposed. But even worse was the worry over Issi, and the aching disbelief about Scram.

He found the trail that led down the Mountain and halted, gasping for breath. The rasp of the crickets was loud in his ears. The cry of a falcon echoed through the gorge. No sound of pursuit. Had he really shaken them off?

He still couldn’t take it in. Last night he and Issi had made camp in a cave below the western peak. Now his sister was missing, his dog was dead, and he was running for his life: a skinny boy with no clothes and no knife; all he had was a grimy little amulet on a thong around his neck.

His arm hurt savagely. Holding the arrow shaft steady, he staggered to the edge of the trail. Pebbles rattled down to the river, dizzyingly far below. The gorge was so steep that his toes were level with the heads of pine trees. Before him the Lykonian mountains marched off into the distance, and behind him loomed the mightiest of them all: Mount Lykas, its peaks ablaze with snow.

He thought of the village farther down the gorge, and of his friend Telamon, in the Chieftain’s stronghold on the other side of the Mountain. Had the black warriors burned the village and attacked Lapithos? But then why couldn’t he see smoke, or hear the rams’ horns sounding the alarm? Why weren’t the Chieftain and his men fighting back?

The pain in his arm was all-consuming. He couldn’t put it off any longer. He picked a handful of thyme, then snapped off a furry gray leaf of giant mullein for a bandage. The leaf was as thick and soft as a dog’s ears. He scowled.
Don’t think about Scram.

They’d been together just before the attack. Scram had leaned against him, his shaggy coat matted with burrs. Hylas had picked out a couple, then pushed Scram’s muzzle aside and told him to watch the goats. Scram had ambled off, swinging his tail and glancing back at him as if to say,
I know what to do. I’m a goathound, that’s what I’m for.

Don’t think about him, Hylas told himself fiercely.

Setting his teeth, he gripped the arrow shaft. He sucked in his breath. He pulled. He was filled with excruciating agony; so bad he nearly passed out. Biting his lips, he rocked back and forth, fighting the sickening red waves. Scram, where are you? Why can’t you come and lick it better?

Grimacing, he crushed the thyme and clamped it to the wound. It was a struggle to bandage it with the mullein leaf one-handed, but at last he managed, tying it in place with a twist of grass that he tightened with his teeth.

Who were the black warriors? Why were they after him? He hadn’t done anything.

And had they found Issi?

Behind him, rock doves exploded into the sky with a whirring of wings.

He spun around. From where he stood, the trail descended steeply, then disappeared around a spur. Behind the spur, a cloud of red dust was rising. Hylas caught the thud of many feet and the rattle of arrows in quivers. His belly turned over. They were back.

1. Read the opening sentence.

What do you think had just happened to Hylas? (2d)

………………………………………………………………………………………………………………………………………

 1 Mark

1. He was ragingly thirsty and so tired he couldn’t ***think straight.***

What does the phrase *think straight* mean? (2a)

………………………………………………………………………………………………………………………………………

 1 Mark

1. Why do you think Hylas felt horribly exposed? (2d)

Give at least two reasons from the text

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

 2 Marks

Look at the paragraph beginning *He found the trail*

1. What evidence is there that Hylas found finding the trail down the mountain hard work? (2d)

………………………………………………………………………………………………………………………………………

1 Mark

1. What couldn’t Hylas hear? (2b)

………………………………………………………………………………………………………………………………………

1 Mark

*All he had was a grimy little amulet on a thong around his neck.*

1. What does the word *grimy* tell you about the amulet? (2a)

………………………………………………………………………………………………………………………………………

1 Mark

 Look at the paragraph beginning *His arm hurt savagely……*

1. What does the word ***dizzingly*** infer about the river? (2d)

………………………………………………………………………………………………………………………………………

What does the phrase ***marched off******in the distance***suggest about the Lykonian mountains? (2a)

………………………………………………………………………………………………………………………………………

What does the word ***ablaze*** suggest about the snow on top of Mount Lykas? (2a)

………………………………………………………………………………………………………………………………………

 3 Marks

1. What makes Hylas think that Telamon might be safe? Justify your answer with evidence from the text (2d)

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

2 Marks

***The pain in his arm was all-consuming***

1. What does the phrase all-consuming infer about the pain he was feeling?

(2a)

………………………………………………………………………………………………………………………………………

***1 Mark***

1. Look at the paragraph beginning ***Setting his teeth…..***

What evidence is there that pulling the arrow out was very painful? (2b)

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

 3 Marks

1. Why did Hylas find it difficult to tie his bandage? (2b)

………………………………………………………………………………………………………………………1 Mark

1. Do you think Hylas will escape? Justify your answer with evidence from the text (2e)

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

 3 Marks

**Answers**

1. Shot in the arm with an arrow
2. Think clearly
3. There was no cover

The sun beating down on him

1. He was gasping for breath
2. People chasing him
3. It was dirty
4. A) It was very far down

b)They disappeared/faded away in the distance

c) It was bright

1. He couldn’t see smoke

He couldn’t hear the alarm

1. It was severe (he couldn’t think of other things)
2. Setting his teeth

Sucked in his breath

Filled with excruciating agony

Nearly passed out

Sickening red waves

Grimacing

1. He was doing it one handed
2. Answer justified with evidence from text 1 point per justification

Eg No

There were many coming

They were armed

He was tired

He was injured

Yes …….

He had escaped them previously

There was a friendly village down the gorge

He knew the mountains

He was brave and resilient

# The Famous Five: Five on Kirrin Island Again by Enid Blyton



It was exciting, remembering all the things that had happened last year. It made George long all the more for the next day, when her three friends would arrive.

"I wish Mother would let us go and live on the island for a week," thought George. "That would be the greatest fun we could have. To live on my very own island!"

It was George's island. It really belonged to her mother, but she had said, two or three years back, that George could have it, and George now thought of it as really her own. She felt that all the rabbits on it belonged to her, all the wild birds and other creatures.

"I'll suggest that we go there for a week, when the others come," she thought, excitedly. "We'll take our food and everything, and live there quite by ourselves. We shall feel like Robinson Crusoe."

She went to meet her cousins the next day, driving the pony and trap by herself. Her mother wanted to come, but she said she did not feel very well. George felt a bit worried about her. So often lately her mother had said she didn't feel very well. Perhaps it was the heat of the summer. The weather had been so very hot lately. Day after day had brought nothing but blue sky and sunshine. George had been burnt a dark-brown, and her eyes were startlingly blue in her sunburnt face. She had had her hair cut even shorter than usual, and it really was difficult to know whether she was a boy or a girl.

The train came in. Three hands waved madly from a window, and George shouted in delight.

"Julian! Dick! Anne! You're here at last."

The three children tumbled pell-mell out of their carriage. Julian yelled to a porter.

"Our bags are in the guard's van. Hallo, George! How are you? Golly, you've grown."

They all had. They were all a year older and a year bigger than when they had had their exciting adventures on Kirrin Island. Even Anne, the youngest, didn't look such a small girl now. She flung herself on George, almost knocking her over, and then went down on her knees beside Timothy, who was quite mad with joy to see his three friends.

"I hope your mother isn't ill?" said Julian, who was fond of his Aunt Fanny. She was gentle and kind, and loved having them all.

"I think it must be the heat," said George.

"What about Uncle Quentin?" asked Anne. "Is he all right?"

The three children did not very much like George's father, because he could get into very fierce tempers, and although he welcomed the three cousins to his house, he did not really care for children. So they always felt a little awkward with him, and were glad when he was not there.

Father's all right," said George, cheerfully. "Only he's worried about Mother. He doesn't seem to notice her much when she's well and cheerful, but he gets awfully upset if anything goes wrong with her. So be a bit careful of him at the moment. You know what he's like when he's worried."

The children did know. Uncle Quentin was best avoided when things went wrong. But not even the thought of a cross uncle could damp them today. They were on holiday; they were going to Kirrin Cottage; they were by the sea, and there was dear old Timothy beside them, and fun of all kinds in store for them.

"Shall we go to Kirrin Island, George?" asked Anne. "Do let's! We haven't been there since last summer. The weather was too bad in the winter and Easter holidays. Now it's gorgeous."

1. From the opening paragraph, what made George particularly look forward to her friends arriving?

………………………………………………………………………………………………………………………………………

1. Mark
2. According to the text, why did George regard the island as her own?

………………………………………………………………………………………………………………………………………

1. Mark
2. What evidence in the text is there that the island is isolated? Give at least two points

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

1. Marks
2. Look in the paragraph starting ***She went to ,meet…….*** Find and copy a word or phrase meaning

A 2 wheeled carriage ……………………………………………………………

Each successive day ………………………………………………………….. 2 Marks

1. According to the text, what might have been the effect of the very hot summer?

………………………………………………………………………………………………………………………………………

1 Mark

1. What evidence in the text is there as to why it was not easy to distinguish if George was a boy or girl?

………………………………………………………………………………………………………………………………………

1 Mark

1. From the paragraph starting “The train came in……” How can you tell George’s friends were excited to see her?

………………………………………………………………………………………………………………………………………

1 Mark

1. What evidence is there that Julian was surprised as to how much George had changed?

………………………………………………………………………………………………………………………………………

1 Mark

1. Look in the paragraph beginning with “Our bags are in…..” What does the phrase “quite mad with joy” suggest how Timmy was feeling about meeting Julian, Dick and Anne?

………………………………………………………………………………………………………………………………………

1 Mark

1. What evidence is there in the text is there that Uncle Quentin “had a short fuse”?

………………………………………………………………………………………………………………………………………

1 Mark

1. Give the meaning of the word “awkward” in the paragraph beginning *The three little children*

………………………………………………………………………………………………………………………………………

 1 Mark

1. Decide if the following statements are true or false

George’s father never seems to pay much attention to George’s mother TRUE FALSE

The thought of an angry Uncle did not reduce the children’s spirts TRUE FALSE

The children thought the weather might prevent them going to Kiiran Island TRUE FALSE

 2 Marks

1. Do you think Timothy is a friendly dog? Justify your answer using evidence from the text

**Answers**

1. From the opening paragraph, what made George particularly look forward to her friends arriving?

Remembering what had happened last year

1. According to the text, why did George regard the island as her own?

Her mum had said she could have it

1. What evidence in the text is there that the island is isolated?

They have to take their **own food** OR they will live there **by themselves** or they will **feel like Robinson Crusoe**

1. Look in the paragraph starting “She went to ,meet……..”. Find and copy a word or phrase meaning

A 2 wheeled carriage trap (accept pony and trap\_…

Each successive day Day after Day

1. According to the text, what might have been the effect of the very hot summer?

George’s mum getting ill/being unwell

1. What evidence in the text is there as to why it was not easy to distinguish if George was a boy or girl?

She had short hair/had her hair cust

1. From the paragraph starting “The train came in……” How can you tell George’s friends were excited to see her?

They were waving madly from the window

1. What evidence is there that Julian was surprised as to how much George had changed?

He says “**Golly** you’ve grown”

1. Look in the paragraph beginning with “Our bags are in…..” What does the phrase “quite mad with joy” suggest how Timmy was feeling about meeting Julian, Dick and Anne?

Very happy

1. What evidence is there in the text is there that Uncle Quentin “had a short fuse”?

He had a fierce temper

1. Give the meaning of the word “awkward” in the final paragraph?

Difficult

1. False True False
2. Yes

He went mad with joy when he saw the children

He is described as dear

To get 2 points you will need both points

# War Horse by Michael Morpurgo

That same morning, with the mists still clinging to the fields and linked side by side to

dear old Zoey in a collar that hung loose around my shoulders, I was led out on to Long

Close and my training as a farmhorse began. As we took the strain together for the

first time the collar rubbed at my skin and my feet sank deep into the soft ground with

the effort of it. Behind, Albert was shouting almost continuously, flashing a whip at me

whenever I hesitated or went off line, whenever he felt I was not giving it my best — and

he knew. This was a different Albert. Gone were the gentle words and the kindnesses of

the past. His voice had a harshness and a sharpness to it that would brook no refusal

on my part. Beside me old Zoey leant into her collar and pulled silently, head down,

digging in with her feet. For her sake and for my own sake, for Albert’s too, I leant my

weight into my collar and began to pull. I was to learn during that week the rudiments

of ploughing like a farm horse. Every muscle I had ached with the strain of it; but after

a night’s good rest stretched out in the stable I was fresh again and ready for work the

next morning.

Each day as I progressed and we began to plough more as a team, Albert used the

whip less and less and spoke more gently to me again, until finally at the end of the

week I was sure I had all but regained his affection. Then one afternoon after we had

finished the headland around Long Close, he unhitched the plough and put an arm

around each of us. ‘It’s all right now, you’ve done it my beauties. You’ve done it,’ he

said. ‘I didn’t tell you, ‘cos I didn’t want to put you off, but Father and Farmer Easton

have been watching us from the house this afternoon.’ He scratched us behind the

ears and smoothed our noses. ‘Father’s won his bet and he told me at breakfast that if

we finished the field today he’d forget all about the incident, and that you could stay

on, Joey. So you’ve done it my beauty and I’m so proud of you I could kiss you, you old

sllly, but I won’t do that, not with them watching. He’ll let you stay now, I’m sure he will.

He’s a man of his word is my father, you can be sure of that — long as he’s sober.’

It was some months later, on the way back from cutting the hay in Great Meadow along

the sunken leafy lane that led up into the farmyard that Albert first talked to us of the

war. His whistling stopped in mid-tune. ‘Mother says there’s likely to be a war,’ he said

sadly. ‘I don’t know what it’s about, something about some old Duke that’s been shot

at somewhere. Can’t think why that should matter to anyone, but she says we’ll be

in it all the same. But it won’t affect us, not down here. We’ll go on just the same. At

fifteen I’m too young to go anyway — well that’s what she said. But I tell you Joey, if

there is a war I’d want to go. I think I’d make a good soldier, don’t you? Look fine in a

uniform, wouldn’t I? And I’ve always wanted to march to the beat of a band. Can you

imagine that, Joey? Come to that, you’d make a good war horse yourself, wouldn’t you,

if you ride as well as you pull, and I know you will. We’d make quite a pair. God help the

Germans if they ever have to fight the two of us.’

Reading Domain Inference

From the first sentence

1. What evidence is there that the narrating horse might not be huge? 1 Mark

From the first paragraph

1. How do you know that the narrating horse found the ploughing hard going? Give evidence from the text

 3 Marks

1. From the first paragraph, what impressions do you get of Zoey? Justify your answer with evidence from the text

 2 Marks

1. Look at the first sentence of the second paragraph.

Why do you think Albert became kinder to the narrating horse? 1 Mark

1. Look at the second paragraph

According to the text, why do you think Albert had been strict with the horses when they first started ploughing? Justify your answer with evidence from the text

 2 Marks

1. What 2 impressions do you get about Albert’s father from the last sentence of the second paragraph?

2 Marks

1. Look at the third paragraph

What evidence is there that Albert might have been worried about the possibility of war?

 2 Marks

1. What impressions do you get of Albert’s mum? Justify your answer with evidence from the text

3 Marks

Domain 2a: Meaning of Words

That same morning, with the mists still ***clinging*** to the fields and linked side by side to dear old Zoey in a collar that hung loose around my shoulders, I was led out on to Long Close and my training as a farmhorse began.

1. Give the meaning of the word clinging ……………………………………………………………………………………………….

*As we took the* ***strain*** *together for the first time, the collar rubbed at my skin and my feet sank deep into the soft ground with the effort of it.*

1. What does the word ***strain*** suggest about the work? ………………………………………………………………

Behind, Albert was shouting almost continuously, flashing a whip at me whenever I hesitated or went off line

1. What word most closely matches the word hesitated?

A Stopped B Refused C Paused D Challenged

*Gone were the* ***gentle words*** *and the kindnesses of the past.*

1. What does the phrase***gentle words***suggest about how Albert used to be like?

*. ………………………………………………………………………………………………………………………………………………………………………..*

*His voice had a harshness and a sharpness to it that would* ***brook*** *no refusal on my part.*

1. What do you think the word ***brook*** means? …………………………………………………………………………………

*I was to learn during that week the* ***rudiments*** *of ploughing like a farm horse.*

1. Which phrase most closely matches the word rudiments?

A Basic essentials B detailed technicalities

C extreme boredom D harsh challenges

1. Look at the second paragraph. Find and copy
2. A noun meaning ***liking***

B) A word meaning ***took off***

C) A Phrase meaning **someone who keeps his promises**

D) A word meaning ***not drunk***

1. *It was some months later, on the way back from cutting the hay in Great Meadow along*

*the* ***sunken leafy lane*** *that led up into the farmyard*

 What does the phrase ***sunken leafy lane***suggest about the way that led up into the farmyard?

 ……………………………………………………………………………………………………………..

.

 ……………………………………………………………………………………………………. 2 Marks

# Poetry: Travels

There are two poems about travelling and different attitudes to travelling

|  |  |
| --- | --- |
| The Geography Lesson by Brian PattenOur teacher told us one day he would leaveAnd sail across a warm blue seaTo places he had only known from maps,And all his life had longed to be.The house he lived in was narrow and greyBut in his mind's eye he could seeSweet-scented jasmine clinging to the walls,And green leaves burning on an orange tree.He spoke of the lands he longed to visit,Where it was never drab or cold.I couldn't understand why he never left,And shook off the school's stranglehold.Then halfway through his final termHe took ill and never returned,And he never got to that place on the mapWhere the green leaves of the orange trees burned.The maps were redrawn on the classroom wall;His name was forgotten, it faded away.But a lesson he never knew he taughtIs with me to this day.I travel to where the green leaves burnTo where the ocean's glass-clear and blue,To all those places my teacher taught me to loveBut which he never knew.  | The Lady in 38C by Lori JakielaThe Lady in 38 Cgets confused. She thinks I’m her nurse.“Nurse!” she yells. “My finger!”So I bring her a band-aidand put it on even though she’s fine.“Oh thank you nurse!” she yells.“You’re a good one.”She winks and smiles and the woman next to herglares at her and then into her computer.I think the old lady’s charming.She’s 86, still pretty. Her eyes are blue.Her hair is a cloud.She looks exactly like what’s outside.She’s the only air in this cabin, the only light.“Nurse!” she yells, and I look backover the sad heads, eggs in a carton,faces pressed againstthe mite-ridden blanketsand pillows they fought for,and there she is, beaming.“Nurse,” she says. “Where are we?”I take her handand look out the window.I scratch my head, smileand say, “Somewhereover Idunno.”She’s the only passengerwho’s ever gotten that joke.Up here, nearly everyone is miserable.I count on small joys to get by.The woman in 38C says, “Oh, Nurse!”and the woman next to herwho probably thinks we’re somewhereover Idaho, that wonderland of Hemingwayand golden potatoes,rolls her eyes and bangs the computer keysuntil the seatbelt sign goes onand the captain says,“We’ll be experiencing weather.”which is what people sayinstead of scary things like storm and turbulenceand pretty soon the we are bouncingand the woman with the computergrips her armrestwhile the old lady throws her arms uplike she’s on a roller coaster and yells,“They should charge extra for this!” |

The questions are about the two poems

Look at the poem entitled The Geography Lesson

1. Find and copy one word or group of words meaning (2a)

desired ………………………………………………………………………………………………………. 1 Mark

nice smelling ……………………………………………………………………………………………………. 1 Mark

1. *His name was forgotten, it faded away*

Which word or phrase most closely matches the meaning of the phrase *faded away? (2a)*

1. was quickly replaced B. gradually disappeared

C vanished D. was buried in time 1 Mark

1. *And shook off the school’s stranglehold*

Give two impressions this gives you of the school (2d)

……………………………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………… 2 Marks

1. What, in the time before he left, stopped the teacher from fulfilling his ambition? (2b)

........................................................................................................................................ 1 Mark

1. What do you think was the main difference between the teacher and his pupil in terms of
2. What he does? …......................................................................................... 1 Mark
3. His character/attitude? …………………………………………………………………………. 1 Mark (2d)

*Look at the poem entitled The lady in 38C*

1. What evidence from the text is there that the poem is set on a plane? (2d)

………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………….. 3 Marks

1. How do you know that the poet believes the old lady is very pleasant? (2d)

............................................................................................................................` 1 Mark

1. What evidence is there that the person sitting next to the old lady does not particularly like her? (2d)

………………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………… 2 Marks

1. What is unique about the old lady’s response to the poet’s comment “Somewhere
over Idunno.”? (2b)

………………………………………………………………………………………………………………………………. 1 Mark

1. What is the difference between the old lady and her neighbour’s reaction to the plane bouncing? (2b)

……………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………. 2 Marks

1. Which character in the poems do you think might appeal most to the readers? (2h)

A The Geography Teacher C The old lady in 38 C

1. The Geography Teacher’s Pupil D The poet in the lady in 38 C

Explain fully, referring to the text in your answer

|  |
| --- |
|  |

 3 Marks

Poem Answers

1. Longed

Sweet-Scented

1. Gradually disappeared
2. You cannot escape it; it was killing/hurting him (something negative)
3. He became ill
4. A) The pupil visits the far off places/ the teacher never did or just talked about them

Something that relates to the pupil being adventurous/living his dreams the teacher not, perhaps afraid or reticent

1. 3 Things from

38C

Clouds outside

Looking out the window

Somewhere over Idaho

Eggs in a carton

Captain

Turbulence/Bouncing

Seatbelt sign

1. Describes her as charming
2. Glares at her (1 mark) Rolls her eyes (1 Mark)
3. She understands it a joke
4. Old Lady excited (like a rollercoaster) 1 Mark

Woman scared (grabs the armrest) 1 Mark

1. Free choice but must justify by making 3 points related to the text (The old lady is easiest)

 Eg Old Lady:-She is described as charming.

She gets excited by turbulence (perhaps acting unlike an old lady)

She understands the joke the stewardess makes

Her appearance:-pretty/hair like a cloud)

# Poem: We Refugees

I come from a musical place
Where they shoot me for my song
And my brother has been tortured
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don’t like the way I pray
And they ban free poetry.

I come from a beautiful place
Where girls cannot go to school
There you are told what to believe
And even young boys must grow beards.

I come from a great old forest
I think it is now a field
And the people I once knew
Are not there now.

We can all be refugees
Nobody is safe,
All it takes is a mad leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be hated by someone
For being someone.

I come from a beautiful place
Where the valley floods each year
And each year the hurricane tells us
That we must keep moving on.

I come from an ancient place
All my family were born there
And I would like to go there
But I really want to live.

I come from a sunny, sandy place
Where tourists go to darken skin
And dealers like to sell guns there
I just can’t tell you what’s the price.

I am told I have no country now
I am told I am a lie
I am told that modern history books
May forget my name.

We can all be refugees
Sometimes it only takes a day,
Sometimes it only takes a handshake
Or a paper that is signed.
We all came from refugees
Nobody simply just appeared,
Nobody’s here without a struggle,
And why should we live in fear
Of the weather or the troubles?
We all came here from somewhere

Benjamin Zephaniah

We Refugees by Benjamin Zephaniah

1. Look at the first three stanzas of We refugees (2d)

 Find and copy a **line** that infers that

1. there is racial discrimination ……………………………………………………………………………………………………………..
2. certain books may be prohibited ………………………………………………………………………………………………………..
3. People are not free to make up their own minds ………………………………………………………………………………..

3 Marks

1. Look at the fourth stanza beginning *I come from a great (2d)*

What does this stanza suggest as reason might the refugee have been forced to leave? Justify your answer using evidence from the text

………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………. 2 Marks

1. From the first four stanzas, what evidence is there that the poet might not hate his homeland. Give 2 reasons (2d)

…………………………………………………………………………………………………………………………………………….

……………………………………………………………………………………………………………………………………………… 2 Marks

1. Look at stanza 6 to 8. Draw a line between the stanza and its summary (2c)

*It’s my home and I want to visit it*

*I come from a beautiful place*

*People may go on holiday here but they don’t see the true picture*

*I come from an ancient place*

*The climate has forced me to move*

*I come from a sunny, sandy place*

1 Mark

1. Using evidence from the poem as a whole, what is the main point that the poet is trying to make about why we should be sympathetic to the plight of refugees? (2f)

………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………… 2 Marks

Answers: We Refugees by Benjamin Zephaniah

1. Look at the first three stanzas of We refugees (2d)

 Find and copy a **line** that infers that

1. there is racial discrimination :

Where they hate the shade of skin.

1. certain books may be prohibited

And they ban free poetry

1. People are not free to make up their own minds

There you are told not too believe

3 Marks

1. Look at the fourth stanza beginning *I come from a great (2d)*
2. What does this stanza suggest as reason might the refugee have been forced to leave? Justify your answer using evidence from the text

Because the forest has been cut down to make a field

1. From the first four stanzas, what evidence is there that the poet might not hate his homeland. Give 2 reasons (2d)

He describes it as a beautiful and musical place and the forest is great

1. Look at stanza 6 to 8. Draw a line between the stanza and its summary (2c)

*It’s my home and I want to visit it*

*I come from a beautiful place*

*People may go on holiday here but they don’t see the true picture*

*I come from an ancient place*

*The climate has forced me to move*

*I come from a sunny, sandy place*

1 Mark

1. Using evidence from the poem as a whole, what is the main point that the poet is trying to make about why we should be sympathetic to the plight of refugees? (2f)2 Marks

It is not the refugees fault

Anyone can become a refugee

# Walter Tull: Footballer and Soldier

Walter Tull was born in Folkestone on 28th April 1888. His father was a carpenter from Barbados who had moved to Folkestone and married a local woman. By the age of nine, Walter had lost both his parents, and when he was 10 he and his brother Edward were sent to a Methodist orphanage in Bethnal Green. His brother left the orphanage two years later, was adopted by a Scottish family and became a dentist. Meanwhile, Walter played for the orphanage football team, and in 1908, began playing for Clapton FC. Within a few months he had won winners' medals in the FA Amateur Cup, London County Amateur Cup and London Senior Cup. In March 1909, the Football Star called him 'the catch of the season'.

In 1909 he signed as a professional for Tottenham Hotspur, and experienced for the first time spectator racism when Spurs travelled to play Bristol City. According to one observer, 'a section of the spectators made a cowardly attack on him in language lower than Billingsgate.' The correspondent continued:

*"Let me tell those Bristol hooligans that Tull is so clean in mind and method as to be a model for all white men who play football whether they be amateur or professional. In point of ability, if not actual achievement, Tull was the best forward on the field"*

In October 1911 Tull moved to Northampton Town where he played half-back and scored nine goals in 110 senior appearances. When the First World War broke out, be became the first Northampton player to sign up to join the 17th (1st Football) Battalion of the Middlesex Regiment, and in November 1915 his battalion arrived in France.

Tull impressed his senior officers and recommended that he should be considered for further promotion. Despite military regulations forbidding "any negro or person of colour" being an officer, Tull received his commission in May, 1917.

Lieutenant Walter Tull was sent to the Italian front. This was an historic occasion because Tull was the first ever black officer in the British Army. He led his men at the Battle of Piave and was mentioned in dispatches for his "gallantry and coolness" under fire.

On 25th March, 1918, 2nd Lieutenant Tull was ordered to lead his men on an attack on the German trenches at Favreuil. Soon after entering No Man’s Land, Tull was hit by a German bullet. Tull was such a popular officer that several of his men made valiant efforts under heavy fire from German machine-guns to bring him back to the British trenches. These efforts were in vain as Tull had died soon after being hit. He was awarded the British War and Victory Medal and recommended for a Military Cross.

He was the first British-born black army officer and the first black officer to lead white British troops into battle.

1. According to the text, what 2 things had Walter Tull’s father done before 28th April 1888?

………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………….

1. What had happened to Water Tull’s mum and dad by the time he was nine?

…………………………………………………………………………………………………………………………………….

1. What does the phrase “catch of the season” at the end of the first paragraph suggest about Walter Tull?

…………………………………………………………………………………………………………………………………………

1. In the second paragraph, how can you tell that the observer thought what the Bristol fans said about Walter Tull was wrong?

…………………………………………………………………………………………………………………………………………….

1. The correspondent believed that Walter Tull was the most successful forward in the Tottenham Bristol City match? Explain your answer using evidence from the text

True False

………………………………………………………………………………………………………………………………………..

1. In the paragraph beginning “*In October 1911…*”, find and copy phrases meaning
2. began ……………………………………………
3. join …………………………………………… 2 marks
4. From the same paragraph, which do you think is bigger: a battalion or a regiment? Explain your answer using evidence from the text

………………………………………………………………………………………………………………………………2 Marks

1. Look at the paragraph beginning “*Tull impressed his senior officers…..”,* what evidence is there that the British Army was racist?

……………………………………………………………………………………………………………………………….

1. Give the meaning of the word “*gallantry”* in the sentence “*He led his men at the Battle of Piave and was mentioned in dispatches for his "gallantry and coolness" under fire*.”

………………………………………………………………………………………………………………………………

1. Why do you think the author uses the adjective “valiant” to describe the men’s efforts to rescue Tull?

…………………………………………………………………………………………………………………………..

1. Do you think Tull will be remembered more as a footballer or a soldier? (Explain your reason why using evidence from the text)

……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………… 2 Marks

Answers

1. According to the text, what 2 things had Walter Tull’s father done before 28th April 1888?

Moved to Folkestone Got Married

1. What had happened to Water Tull’s mum and dad by the time he was nine?

They had died (do not accept he had lost them)

1. What does the phrase “catch of the season” at the end of the first paragraph suggest about Walter Tull?

He was a good footballer

1. In the second paragraph, how can you tell that the observer thought what the Bristol fans said about Walter Tull was wrong?

He described it as cowardly

1. Did the correspondent believe that Walter Tull was the most successful forward in the Tottenham Bristol City match?

False *In point of ability,* ***if not actual achievement****, Tull was the best forward on the field*

1. In the paragraph beginning “*In October 1911…*”, find and copy phrases meaning
2. began broke out
3. join sign up
4. From the same paragraph, which do you think is bigger: a battalion or a regiment?

Battalion…. the 17th (1st Football) Battalion **of** the Middlesex Regiment

1. Look at the paragraph beginning “*Tull impressed his senior officers…..”,* what evidence is there that the British Army was racist?

Military regulations forbade "any negro or person of colour" being an officer

1. Give the meaning of the word “*gallantry”* in the sentence “*He led his men at the Battle of Piave and was mentioned in dispatches for his "gallantry and coolness" under fire*.”

Bravery

1. Why do you think the author uses the adjective “valiant” to describe the men’s efforts to rescue Tull?

Because they were being shot at (under heavy fire from German machine guns)

1. Do you think Tull will be remembered more as a footballer or a soldier? (Explain your reason why)

Possible soldier because he was the first British-born black army officer and the first black officer to lead white British troops into battle but accept any answer with justification from the text….

Cyrille Regis (For use with powerpoint)

Cyrille Regis, the former West Bromwich Albion, Coventry and England footballer, who died last Sunday of a heart attack aged 59, was in the late 1970s among the first black players to rise to prominence in the British game. Subjected to racist abuse then regarded as commonplace, his dignified conduct off the pitch and thrilling performances on it made him a role model not just for younger black footballers but for all those who truly loved the sport.

In 1976, Regis, then 18, was spotted playing non-league football for Hayes by West Brom's chief scout Ronnie Allen. Blessed with great strength and speed over short distances Regis was essentially an instinctive, old-style striker. He was at his most threatening outmuscling defenders to reach a cross or with the ball at his feet and them back-peddling.

Legend had it that Allen was so sure that Regis would make it as a professional that he offered to put up the £10,000 transfer fee if West Brom were unsure about the deal. The club had just finished eighth in the First Division, but Regis proved to have no trouble making the step up, and scored on both his cup and league debuts in the space of a few days.

Allen soon became manager, but shortly after left to coach Saudi Arabia, and it was when Ron Atkinson took over at The Hawthorns that Regis blossomed. This was in part because of the team's entertaining style of play, but also because it consistently fielded three black players: Brendan Batson, Laurie Cunningham and Regis. Nicknamed, somewhat insensitively, The Three Degrees, after the black pop act of the time, the trio attracted both press attention as well as more straightforward discrimination.

When Regis was picked for England, he received a bullet in the post, while Cunningham, who had a white girlfriend, got death threats.

In 1979, West Brom surprisingly challenged Liverpool for the title, until the hard winter led to a fixture pile-up that sapped them.

Regis, however, was voted PFA Young Player of the Year, and in 1982, when his long-distance strike against Norwich was voted Goal of the Season as the club reached two semi-finals, he finished runner-up for the senior award to Kevin Keegan. Johan Cruyff tried to buy him to replace Marco van Basten at Ajax, but the deal fell through.

Between 1982 and 1987 Regis was capped five times by England, although he never played a full match. In fact, after Atkinson had left for Old Trafford, and the mercurial Cunningham for Real Madrid, Regis's form fell away for several years, although his tally of goals for the Baggies eventually reached 112 in 301 matches.

He regretted not having moved from West Brom when at his peak, and struggled after being sold to Coventry in 1984, until John Sillett and George Curtis revived the team and led them famously to victory over Spurs in the 1987 FA Cup Final.

In 1991 Regis re-joined Atkinson at Aston Villa, who finished second in the inaugural Premier League season the year after, before winding up his career at Wolves, Wycombe Wanderers and Chester.

By then, however, following the death of his close friend Cunningham in a car accident, Regis had re-evaluated his priorities and become first and foremost a born-again Christian

Cyrille Regis was born on February 9, 1958 at Maripasoula, in French Guiana. His father Robert, from whom Cyrille inherited his formidable physique, had been a fisherman before turning to panning for gold as a living. He had three children from an earlier marriage before he met Cyrille's mother Mathilde, 18 years his junior, with whom he would have five more.

Cyrille had memories of growing up in a shack where an open ditch acted as the sewer before, aged five, he came to Britain. Money was tight and when the family were evicted from their accommodation Regis and his brother were boarded out for nine months with nuns in Aldershot. Dave Regis later became a professional footballer, too, as did their nephew Jason Roberts, while the sprinter John Regis is a distant cousin.

Raised a Catholic, Cyrille attended Cardinal Hinsley secondary school, Willesden, and after having had to live in a hostel dormitory, the family were eventually rehoused on the Stonebridge estate near Wembley. At school, his chief interest was cricket and he only took up football in his early teens. He left school at 16 and qualified as an electrician. He also took his first steps in the non-league game with Molesey, having been spotted by them playing Sunday football in Regent's Park.

On hanging up his boots in 1996, having scored 158 times in 614 league matches, Regis worked as a coach at West Brom for several years and then in 2000 became a football agent. He was appointed MBE in 2008 for services to the voluntary sector.

# Suffrage Movement

**A political movement by a group of women in the early 20th century to gain the right to vote**

 Millicent Fawcett founded the National Union of Women's Suffrage in 1897. She believed in peaceful protest. She felt that being aggressive or obstructive would harm their cause as it would persuade men that women were too irresponsible to vote. Fawcett presented informed arguments to those in power to persuade them that women should have voting rights. For example:

1. Women hold responsible jobs in society so why are they not trusted to vote?
2. Why should women obey laws made by Parliament if they were not part of the law-making process?
3. Why should women pay taxes to Parliament if Parliament did not answer women?

**The Suffragettes**

Fawcett’s campaign was convincing but slow. Most men in Parliament still believed that women would never be able to understand how Parliament worked and so could not be allowed to take part in an election. A new political action group called the Women’s Social and Political Union was founded by Emily Pankhurst in 1903. Its members became known as the suffragettes. They believed the same thing as Millicent Fawcett but thought her methods were too slow. They were prepared to take more extreme action to bring about the change.

**Taking direct action**

The first direct action taken by the group was by two suffragettes disrupting a public meeting in Manchester in 1905. They demanded that the two politicians speaking tell them if they thought women should have the right to vote and waved a banner when they refused to answer. At the time, people were expected to listen in silence at public meetings. The pair were arrested and sent to prison because they refused to pay the fine. This was the start of a more extreme and violent campaign. Examples include:

1. chaining themselves to Buckingham Palace and to areas in Parliament;
2. shouting abuse at politicians from boats on the River Thames;
3. refusing to pay taxes;
4. attacking politicians and firebombing their houses;
5. burning down churches (as the Church of England was considered to be against their cause) and vandalising buildings on Oxford Street in London to draw attention to their message.

**Hunger strikes**

The suffragettes used their time in prison as a way to draw attention to their cause by going on hunger strike. The government ordered them to be force fed as they didn’t want them to die in prison and be given martyr status. This outraged people as it was something done only to people considered not able to make a choice about whether to eat or not (people referred to as ‘lunatics’ at the time).

**The Cat and Mouse Act**

This was a new government law to help combat the hunger strikes. Suffragettes in prison would not be force fed but allowed to become very weak. They would be released when they were too weak to take part in any direct action. If they grew strong enough to take part in action again, they would be re-arrested and sent to prison. Although it was an effective short term government measure, it only served to make the suffragettes angrier and, some argue, more extreme.

**Emily Davison**

Perhaps the most extreme action taken by any suffragettes was that of Emily Davison. She threw herself in front of the King’s horse at the 1913 Derby horse race. Her death meant that she was hailed as a martyr by the suffragettes but it may not have helped their cause. Men argued that if this very educated woman could be this irresponsible, then how could they give the vote to less educated women?

**The impact of the First World War**

The war in Britain started in the summer of 1914. Emily Pankhurst felt that it was more important to help the war effort than to carry on her campaign. She focussed on getting women to do men’s jobs to keep Britain running when men went to fight. In 1918, the Representation of the People Act was passed by Parliament giving women over the age of 30 the right to vote. Other reform acts followed which gave more people the right to vote.

Reading Domain Inference

1. Look at the first paragraph,

What evidence is there that Millicent Fawcett was

1. Educated
2. Non-violent 2 Marks
3. Look at the second paragraph entitled The Suffragettes

How can you tell that the Suffragettes were more radical than Millicent Fawcett? 1 Mark

1. Look at the third paragraph. Why do you think the two suffragettes were initially fined?

2 Marks

1. From the third paragraph (Taking Direct Action;)

Decide if the following are fact or opinion

1. The two women behaved rudely
2. The two women broke the law
3. The suffragettes carried out violent acts
4. The suffragettes actions were justifiable 3 Marks
5. Why did people get angry with the government about how the Suffragettes were treated in prison? 1 Mark
6. Look at the paragraph entitled “The cat and Mouse Act” Decide if the following are fact or opinion
7. New legislation was introduced to try and prevent hunger strikes
8. The new legislation was very cunning
9. The result of the legislation was that the suffragettes became more extreme 2 Marks
10. Why might Emily Davison’s death not have helped the Suffragette’s cause? 1 Mark
11. What evidence is there from the text that Emily Pankhurst was a patriot? 1 Mark
12. What evidence in the text is there that women were vital in the war effort? 1 Mark

**Reading Domain Meaning of Words**

Look at the first paragraph, find and copy words meaning

1. Non-violent
2. Causing deliberate difficulties

Fawcett presented ***informed*** arguments to those in power to persuade them that women should have voting rights

1. What does the word ***informed*** suggest about Millicent Fawcett?

……………………………………………………………………………………………………….

They were prepared to take more ***extreme*** action to bring about the change.

1. Give the meaning of the word extreme? ……………………………………………………………
2. Look at the third paragraph ***Taking Direct Action***

Find and copy phrases meaning

1. Without speaking
2. Highlight
3. Look at the fourth paragraph

Give the meaning of the phrase hunger strike? ………………………………………………………..

1. Look at the fifth paragraph entitled **The Cat and Mouse Act**

What word or phrase most closely matches the word combat?

1. Encourage b) Discourage a little C)Oppose vigorously d) Support
2. Find and copy words in the paragraph meaning
3. To be let free
4. To participate in
5. Look at the paragraph Emily Davison

What do the phrases “hailed as a martyr” and “irresponsible” suggest as to the differences between how men and women viewed Emily Davison’s death?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

# Victorian Christmas

It's hard to imagine now, but at the beginning of the 19th century Christmas was hardly celebrated. Many businesses did not even consider it a holiday. However, by the end of the century it had become the biggest annual celebration and took on the form that we recognise today.

The transformation happened quickly, and came from all sectors of society.



Vic*toria and Albert gathered around the Christmas tree with their children.*

Many attribute the change to Queen Victoria, and it was her marriage to the German-born Prince Albert that introduced some of the most prominent aspects of Christmas. In 1848 the *Illustrated London News* published a drawing of the royal family celebrating around a decorated Christmas tree, a tradition that was reminiscent of Prince Albert's childhood in Germany. Soon every home in Britain had a tree bedecked with candles, sweets, fruit, homemade decorations and small gifts.

In 1843 Henry Cole commissioned an artist to design a card for Christmas. The illustration showed a group of people around a dinner table and a Christmas message. At one shilling each, these were pricey for ordinary Victorians and so were not immediately accessible. However, the sentiment caught on and many children - Queen Victoria's included – were encouraged to make their own Christmas cards. In this age of industrialisation colour printing technology quickly became more advanced, causing the price of card production to drop significantly. Together with the introduction of the halfpenny postage rate, the Christmas card industry took off. By the 1880s the sending of cards had become hugely popular, creating a lucrative industry that produced 11.5 million cards in 1880 alone. The commercialisation of Christmas was well on its way.



Traditional Victorian crackers

Another commercial Christmas industry was borne by Victorians in 1848 when a British confectioner, Tom Smith, invented a bold new way to sell sweets. Inspired by a trip to Paris where he saw bon bons – sugared almonds wrapped in twists of paper – he came up with the idea of the Christmas cracker: a simple package filled with sweets that snapped when pulled apart. The sweets were replaced by small gifts and paper hats in the late Victorian period, and remain in this form as an essential part of a modern Christmas.

Decorating the home at Christmas also became a more elaborate affair. The medieval tradition of using evergreens continued, however the style and placement of these decorations became more important. The old custom of simply decking walls and windows with sprigs and twigs was sniffed at. Uniformity, order and elegance were encouraged. There were instructions on how to make elaborate synthetic decorations for those residing in towns. In 1881 *Cassell's Family Magazine* gave strict directions to the lady of the house: "To bring about a general feeling of enjoyment, much depends on the surroundings… It is worth while to bestow some little trouble on the decoration of the rooms".

Gift giving had traditionally been at New Year but moved as Christmas became more important to the Victorians. Initially gifts were rather modest – fruit, nuts, sweets and small handmade trinkets. These were usually hung on the Christmas tree. However, as gift giving became more central to the festival, and the gifts became bigger and shop-bought, they moved under the tree.

1. Look in the first paragraph. Find and copy a word closest in meaning to
2. think ………………………………………………………………………………..
3. every year ………………………………………………………………………

1 mark

1. What event made British people start having Christmas trees in their homes?

………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………..

 1 Mark

1. From the paragraph beginning *Many attribute the change to*

Find and copy a word closest in meaning to ***covered in***

……………………………………………………………………………………………………

1. What did the first Christmas card have a picture of?

……………………………………………………………………………………………………………….

1. *At one shilling each, these were pricey for ordinary Victorians and so were not immediately accessible.*

**Find** and **copy** a phrase that indicates that Victorians who were not rich could not afford the cards

……………………………………………………………………………………………………………..

1. Look at the paragraph beginning *In 1843*

Explain two reasons why sending Christmas cards became very popular

 Reason 1: ……………………………………………………………………………………………

 ………………………………………………………………………………………….

Reason 2: ………………………………………………………………………………………….

 ………………………………………………………………………………………….

 2 marks

1. Give one piece of evidence from the text that shows you that making Christmas cards was a money-making business.

……………………………………………………………………………………………………………

1. What tradition did Tom Smith introduce?

……………………………………………………………………………………………………….

1. The old custom of simply decking walls and windows with sprigs and twigs was ***sniffed at.***

Give the meaning of the phrase **sniffed at**

………………………………………………………………………………………………………….

1. Using information from the text, put a tick in the correct box showing whether each statement is true or false.

|  |  |  |
| --- | --- | --- |
|  | True | False |
| The change from Britain not celebrating Christmas to it becoming a major event took place over a long period in Victorian times. |  |  |
| Henry Cole designed the first Christmas card |  |  |
| People never gave gifts before Christmas became more prominent to Victorians |  |  |

 2 Marks

1. From the whole text

Put a tick in the correct box to show whether each of the following statements is a fact or an opinion

|  |  |  |
| --- | --- | --- |
|  | Fact | Opinion |
| The first Christmas card was expensive at 1 shilling |  |  |
| Christmas became too commercial in Victorian times |  |  |
| It was valuable for ladies in Victorian times to spend time decorating the rooms in their house |  |  |
| The first Christmas gifts were usually hung on the Christmas tree. |  |  |

 2 Marks

1. Which of the following would be the most suitable summary of the whole text

 Tick One

A typical Victorian Christmas …………….

How Christmas became too commercial …………….

The Victorian origin of modern day Christmas traditions …………….

How Queen Victoria spent Christmas …………….

 1 Mark

1. Number the sentences below in order of where they come in the text

Advice to Victorian Ladies …………………

A tasty treat ………………..

The Queen’s husband starts a tradition …………………

The origin of the Christmas present ………………….

 1 Mark

# What will happen if we don't value conservation?

As a result of a lack of conservation of habitats, some species are now classified as endangered. There are, in fact, three levels of threat and categories used today. These are:

* Critically endangered
* Endangered
* Vulnerable

These classifications are based on the probability of extinction. The more likely it is that a species will become extinct, the more endangered it is classified as. It is believed that the number of seriously threatened species is at least 5,000 and this figure only reflects species we know about.

**Extinction**

Extinction is a natural result of a species losing their niche, often being replaced by others. For example, after dinosaurs became extinct, a great diversification of mammals was seen. There is much debate about why the dinosaurs became extinct, but it is clear that it was a natural process. However, today, the most common cause of extinction is not nature but humans. Our activities have resulted in the loss of at least one vertebrate species every year for the last one hundred years. For example:

* The dodo became extinct in the 17th century because sailors killed them for sport, and cats, dogs and rats introduced to their island home attacked them.
* Steller’s sea cow, in the Bering Sea, became extinct because it was killed for food and oil. It was the largest known sea cow.

**What can we do?**

There are lots of ways that you can take positive action to help conserve threatened habitats and wildlife:

**Energy**

If you reduce your use of electricity, you will make a difference by influencing the amount of fossil fuel burned in power stations.

**Rubbish and recycling**

Did you know that every year an average household in the UK will throw away about one tonne of rubbish? All rubbish has to go somewhere, and complicated materials such as new plastics and some metals will not degrade for hundreds of years. Invariably, our rubbish ends up in landfill sites and will damage the local environment for many years to come.

In order to reduce this problem, we need to reduce the demand for raw materials such as aluminium, paper and plastic. Less demand for paper means fewer areas are deforested, while less demand for aluminium reduces the need for mining (which causes huge swathes of natural habitats to be destroyed).

 Recycling is fundamentally important as it takes far less energy to re-use materials than it does to extract them from the Earth in the first place. We must all become more responsible in what we buy, how often we use things and what we do with our rubbish. After all, the world was not created just to house our rubbish.

**Animal products**

We must all be more careful about reading the labels of things that we purchase - and if any part of a product comes from a wild animal (such as ivory), we should not buy it.

1. According to the first paragraph, why are some animals categorised as at risk? (2b)

……………………………………………………………………………………………………………………………..

1. Look at the first section with the heading “**What will happen if we don't value conservation?”;** find and copy one word meaning (2a(
2. Very seriously ………………………………………………..
3. chances ………………………………………………..
4. Why does the author infer there may be **more than** 5000 species that are seriously threatened? (2d)

…………………………………………………………………………………………………………………………….

1. Look at the section entitled extinction; according to the text what was the result of the dinosaurs becoming extinct? (2b)

…………………………………………………………………………………………………………………………………..

1. In what way does the text suggest that the extinction of the dinosaurs is different to the reasons why animals may become extinct in current times? (2d)

………………………………………………………………………………………………………………………………….

1. What 3 things are you told about the Steller’s Sea Cow? (2b)

………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………….

1. Look at the section entitled energy. What action does the author suggest will cause an impact in the quantities of fossil fuels used in power stations? (2d)

…………………………………………………………………………………………………………………………………….

1. What impression does the author want to give the reader by asking the question “*Did you know that every year an average household in the UK will throw away about one tonne of rubbish?” (2g)*

…………………………………………………………………………………………………………………………………………..

1. What does the author suggest will be the effect of some materials not “degrading for hundreds of years”? (2d)

……………………………………………………………………………………………………………………………………….

1. Give the meaning of the word “swathes” in the relative clause “*which causes huge* ***swathes*** *of natural habitats to be destroyed.” (2a)*

*………………………………………………………………………………………………………………………………………*

1. According to the text, why is recycling essentially significant to conservation? (2b)

……………………………………………………………………………………………………………………………………………………………………………………………….

Answers

1. According to the first paragraph, why are some animals categorised as at risk? (2b)

Because of a lack of conservation of habitats

1. Look at the first section with the heading “**What will happen if we don't value conservation?”;** find and copy one word meaning (2a)
2. Very seriously Critically
3. chances Probability
4. Why does the author infer there may be **more than** 5000 species that are seriously threatened? (2d)

. Because the number 5000 reflects only the species we know about (or paraphased)

1. Look at the section entitled extinction; what was the result of the dinosaurs becoming extinct? (2b)

a great diversification of mammals was seen (or paraphrased eg a wider number of mammals came about)

1. In what way does the text suggest that the extinction of the dinosaurs is different to the reasons why animals may become extinct in current times? (2h)

Extinction of dinosaurs was natural but extinction in modern days is caused by humans

1. What 3 things are you told about the Steller’s Sea Cow? (2b)

Lived in the Bering Sea

became extinct because it was killed for food and oil (or killed for food and oil).

largest known sea cow

1. Look at the section entitled energy. What action does the author suggest will cause an impact in the quantities of fossil fuels used in power stations? (2b)

Using less electricity/reducing your use of electricity

1. What impression does the author want to give the reader by asking the question “*Did you know that every year an average household in the UK will throw away about one tonne of rubbish?” (2f)*

*Highlight the huge amount of rubbish thrown away (or something similar)*

1. What does the author suggest will be the effect of some materials not “degrading for hundreds of years”? (2d)

*They will damage the local environment for many years to come.*

1. Give the meaning of the word “swathes” in the relative clause *“which causes huge* ***swathes*** *of natural habitats to be destroyed.” (2a)*

*Amounts*

1. According to the text, why is recycling essentially significant to conservation? (2b)

*It takes far less energy to re-use materials than it does to extract them from the Earth in the first place*

# Reading Whole Paper

Wolves

Wolf Characteristics



Wolves are very intelligent creatures whose upright ears, sharp teeth, pointed muzzles, inquiring eyes and other facial features instantly convey this quality.

The heaviest wild wolf on record, killed in Alaska in 1939, was 80 kilograms. The smallest wolves come from the Arabian Wolf subspecies, the females of which may weigh as little as 10 kilograms at maturity. Females in any given wolf population typically weigh about 20% less than their male counterparts. Wolves can measure anywhere from 1.3 to 2 metres (4.5 – 6.5 feet) from nose to the tip of the tail, which itself accounts for approximately one quarter of overall body length.

Wolves bodies are built for stamina, possessing features ideal for long distance travel. Their narrow chests and powerful backs and legs assist their efficient locomotion. Wolves are capable of covering several miles trotting at about a pace of 6 miles per hour and have been known to reach speeds approaching 40 miles per hour during a chase. While sprinting, wolves can cover up to 5 metres per run.

**Wolf Howling**



Wolves howl for many reasons. Wolves howl as a way of communicating with other wolves. Wolves howl when they are rallying for a hunt, mourning, communicating with another pack of wolves or when a pack member has become separated – a lost wolf howls and the other members of his pack respond, giving him a sound to guide him home. Pack members recognise each others voices.

Howling can also serve as a declaration of territory or a sign of protection such as protecting a fresh kill.

Large packs of wolves will howl more than smaller packs of wolves. This is because smaller packs do not want to draw un-necessary attention to themselves. Adjacent packs may respond to each others howls, which can mean trouble for the smaller of the two. Therefore, wolves tend to howl with great care.

There are many misconceptions regarding the reasons why wolves howl. Contrary to popular belief, wolves do not howl for the sake of howling at the moon and despite the traditional imagery, wolves do not always sit when they howl – they often remain standing. Under ideal conditions, a wolfs howl can be heard from as far away as 10 miles .A wolf howl can last between 3 and 11 seconds at a time.

In addition to howls, wolves can also produce whimpers, growls, barks and squeaks. Whimpering tends to serve as either a submissive or friendly greeting sound, since young wolf pups and wolves attempting to appear submissive often whimper. Wolves growl when they are attempting to threaten another wolf or are behaving aggressively. Wolves rarely bark, however, they may do so as an alarm call or during play. Captive wolves who have been exposed to domestic dogs may bark more often than wild wolves or captive wolves who have not been exposed to domestic dogs.

**Wolf Diet and Hunting**

Wolves usually hunt in packs or sometimes individually. A wolf will nearly always eat what it catches almost completely. Wolves have more advantages when hunting in packs because they are intelligent animals working together and are able to take down animals that are much larger and stronger than an individual wolf. Wolves are strict carnivores and to stay alive, all animals require to eat some sort of food to provide energy and nutrients for their body. Wolves do not kill for sport, but for survival.

Wolves are scavengers and hunters and will eat anything they catch from large mammals to small rodents. Some of the animals wolves hunt and eat include: deer, moose, caribou, elk, bison and musk-oxen as well small animals such as beaver, hares and other small rodents.

Wolves have large stomachs and can devour 20 – 25 pounds of food at any one feeding time. However, wolves are able to survive without food for up to 2 weeks or even longer if prey is scarce.

Wind in the Willows

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing. It was small wonder, then, that he suddenly flung down his brush on the floor, said 'Bother!' and 'O blow!' and also 'Hang spring-cleaning!' and bolted out of the house without even waiting to put on his coat. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the gaveled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scrabbled and scrooged and then he scrooged again and scrabbled and scratched and scraped, working busily with his little paws and muttering to himself, 'Up we go! Up we go!' till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.

'This is fine!' he said to himself. 'This is better than whitewashing!' The sunshine struck hot on his fur, soft breezes caressed his heated brow, and after the seclusion of the cellarage he had lived in so long the carol of happy birds fell on his dulled hearing almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow till he reached the hedge on the further side.

'Hold up!' said an elderly rabbit at the gap. 'Sixpence for the privilege of passing by the private road!' He was bowled over in an instant by the impatient and contemptuous Mole, who trotted along the side of the hedge chaffing the other rabbits as they peeped hurriedly from their holes to see what the row was about. 'Onion-sauce! Onion-sauce!' he remarked jeeringly, and was gone before they could think of a thoroughly satisfactory reply. Then they all started grumbling at each other. 'How STUPID you are! Why didn't you tell him——' 'Well, why didn't YOU say——' 'You might have reminded him——' and so on, in the usual way; but, of course, it was then much too late, as is always the case.

It all seemed too good to be true. Hither and thither through the meadows he rambled busily, along the hedgerows, across the copses, finding everywhere birds building, flowers budding, leaves thrusting—everything happy, and progressive, and occupied. And instead of having an uneasy conscience pricking him and whispering 'whitewash!' he somehow could only feel how jolly it was to be the only idle dog among all these busy citizens. After all, the best part of a holiday is perhaps not so much to be resting yourself, as to see all the other fellows busy working.

He thought his happiness was complete when, as he meandered aimlessly along, suddenly he stood by the edge of a full-fed river. Never in his life had he seen a river before—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again. All was a-shake and a-shiver—glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spell-bound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

Welcome to Nowhere

My hometown is a brilliant place. *Was* a brilliant place, I suppose I ought to say. It’s called Bosra and it’s in Syria. It’s not too big, so you can’t get lost, and in the middle of the town there’s a huge tumbledown city of Roman ruins – whole streets, temples, a theatre, you name it. Tourists used to come from all over the world to see Bosra. Personally, if I’d had all their money, I’d have gone somewhere cool, like Dubai, or New York, or London, but then I’m not that crazy about history.

Looking back now, those days in Bosra seem like a sort of dream. Everything was ordinary and peaceful. My father worked in the tourism office (a sort of government job) and Ma did everything at home. What with school and my two jobs, I was busy all day long, running to keep up.

My early job (five to seven in the morning) was in Uncle Ali’s hardware store. Baba, my father made me do that one. Then there was school till 1 p.m., home to gobble down my lunch, and I was off to work at the ruins with my cousin Rasoul.

Being with Rasoul was the best part of the day. He had a shop selling souvenirs. Rasoul was the most amazing person in the world to me. He was twenty years old, funny, handsome, knew everything about sport, had the latest stuff – he was the person I wanted to be when I grew up.

My job was to try to get the tourists to choose our shop instead of one of the others that lined the route to the ruins. Tourists notice kids more than grown-ups, so it made good sense. And I was brilliant at selling. I’d got this excellent technique.

‘Antiques, nice and cheap! Lovely rugs, in a heap!’ I’d chant in English, doing a sort of hopping dance. ‘Camel bells, No bad smells! Come and see! Buy from me!’

That was just about all I could say in English, except for ‘Hello, what is your name?’ and ‘My name is Omar’, which we’d learned in school. A young man with long blond hair had made up my rhyme for me. I think he was American. He’d spent a whole afternoon sitting in front of Rasoul’s shop, watching me trying to get the tourists to come in, and then he’d scribbled down the rhyme and taught me to say it. The tourists always looked round and smiled at me when they heard it, and some of them did actually come and buy things.

Rasoul was proud of me for being such a good salesman and he got me on to selling postcards. He gave them to me for 20 cents a strip. Each strip had ten cards that you could drop open dramatically in front of the tourists’ eyes. He let me keep nearly all the profits too, and I was building up a secret hoard in a plastic bag stuffed under my mattress.

When there were no tourists around, and Rasoul was busy chatting to the other souvenir sellers, I used to lose myself in my favourite daydream. One day, when the stash of postcard money under my mattress was big enough, I’d buy a donkey and rent it out to the guys who gave rides to the tourists. With the money I’d get another, and then another, till I had a whole string of hee-hawing trotters. With all the money I’d make, I’d get my own shop. It would be even better than Rasoul’s. I’d arrange everything in a really interesting way and put up notices in English. My sister Eman would tell me what to write. She loved school, and was brilliant at English. Soon I’d be so rich I’d buy a car, a big white one with darkened windows, and I’d get a gold necklace for Ma, who’d start loving me more than my annoying brother Musa. Then . . .

But what’s the point of going on about those old dreams? How could I know what was going to happen? Nobody saw the disaster coming, especially not me. I wasn’t quite thirteen, after all.

Questions 1-12 are about “Wolves”

1. According to the first paragraph, what can you immediately tell about a wolf from its “*upright ears, sharp teeth, pointed muzzles, inquiring eyes and other facial features*”?

……………………………………………………………………………………………………………. 1 Mark

1. Using information from the second paragraph, tick one box in each row to show whether each statement is true or false

|  |  |  |
| --- | --- | --- |
|  | True | False |
| Female wolves are generally lighter than male wolves |  |  |
| A wolf’s tail is about 25% of its total body length |  |  |
| Female Arabian baby wolves weigh 10 kilograms |  |  |

 1 Mark

1. What parts of a wolf’s body make it very good for long distance travel?

………………………………………………………………………………………………………………………………… 1 Mark

1. Look in the paragraph beginning “*Wolves bodies are built…..”*

Find and copy one word that suggests the wolf is moving is moving at a steady brisk speed

…………………………………………………………………………………………………………………………… 1 Mark

1. *…. have been known to reach speeds* ***approaching*** *40 miles per hour*

Which word or phrase most closely matches the word ***approaching***

 greater than approximately

 nearing about 1 Mark

1. Look in the paragraph beginning “*Wolves howl for many reasons”*

Find and copy one word that means feeling sorrow because of a death?

……………………………………………………………………………………………………………………………. 1 Mark

1. Look at the paragraph beginning “*Howling can also serve……”*

Why might a wolf howl after killing its prey?

…………………………………………………………………………………………………………………………… 1 Mark

1. According to the text, why might a smaller pack of wolves howl less than a larger pack?

…………………………………………………………………………………………………………………………… 1 Mark

1. Write down two things that according to the text might surprise people about why or how wolves howl?
2. ……………………………………………………………………………………………………………………
3. …………………………………………………………………………………………………………………… 2 Marks
4. Look at the paragraph beginning “In addition to…..”

Other than a howl, what sound might a wolf make when

1. wanting to warn other wolves …………………………………………………………………………. 1 Mark
2. when recognising another wolf is stronger ……………………………………………………….. 1 Mark
3. Look in the paragraph beginning “*Wolves usually hunt….”*

Find and copy a phrase or group of words meaning

1. Wolves never eat plants ……………………………………………………………………….. 1 Mark
2. Wolves don’t catch prey for fun ……………………………………………………………………….. 1 Mark
3. Look in the final two paragraphs.

What evidence is there that wolves are adaptable when it comes to their eating habits?

……………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………………. 2 Marks

Questions 13-25 are about Wind in the Willows

1. Choose the best option to complete each sentence below
2. The text suggests that Mole left his house

early morning around midday

late afternoon at night 1 Mark

1. Mole stopped spring cleaning and headed out the house

slowly nervously

quickly carefully 1 Mark

1. The elderly rabbit wanted money from Mole for

visiting the rabbit’s holes using his and the other rabbit’s road

being impatient going to the river 1 Mark

1. By the end of the passage Mole was

listening to a man telling exciting stories sitting by the river

following the river to the sea talking to river animals 1 Mark

1. Look at the first paragraph, beginning: *The mole had been*

How would you know by Mole’s appearance that he had been spring cleaning?

…………………………………………………………………………………………………………………………. 1 Mark

1. According to the text, what made Mole stop cleaning and leave his house

………………………………………………………………………………………………………………………… 1 Mark

1. What evidence is there that Mole’s house was underground?

Give two points

1. …………………………………………………………………………………………………………………..
2. …………………………………………………………………………………………………………………… 2 Marks
3. …..s*oft breezes caressed his heated brow*

Explain what this description suggests about the weather in the meadow

 ……………………………………………………………………………………………………………………………..

 …………………………………………………………………………………………………………………………… 2 Marks

1. Look at the second paragraph. What made Mole jump?

................................................................................................................................. 1 Mark

1. What evidence in the text is there that Mole did not respect the rabbits?

Give two examples

1. …………………………………………………………………………………………………………………….
2. ……………………………………………………………………………………………………………………. 2 Marks
3. Why do you think it might not be the first time that the rabbits had been ignored?

…………………………………………………………………………………………………………………………… 1 Mark

1. Look at the paragraph beginning: *It all seemed too good to be true*

What evidence in the paragraph is it that it is spring?

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………… 2 Marks

1. How did seeing all the other animals working hard make Mole feel?

…………………………………………………………………………………………………………………… 1 Mark

1. What did mole experience for the first time

……………………………………………………………………………………………………………………. 1 Mark

1. What does the author compare the river to? Explain your answer fully

…………………………………………………………………………………………………………………….

……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………… 3 Marks

1. Do you think Mole will visit the river again? Yes Maybe No

Explain your choice fully using evidence from the text?

 ……………………………………………………………………………………………………………………….

 ………………………………………………………………………………………………………………………..

 ………………………………………………………………………………………………………………………..

 ……………………………………………………………………………………………………………………… 2 Marks

Questions 26- 33 are about Welcome to Nowhere

1. Look at the paragraph beginning: *My hometown is ….*

What does the word tumbledown suggest about the Roman streets, temple and theatre

………………………………………………………………………………………………………………………………… 1 Mark

1. *Looking back now, those days in Bosra seem like a sort of dream*

Why does the narrator describe it as a sort of dream?

…………………………………………………………………………………1 Mark

1. Find and copy one phrase or group of words from page 6 that tells you
2. that the narrator had little time to eat in the early afternoon

………………………………………………………………………………………………………………………………….. 1 Mark

1. that Rasoul’s souvenir shop was on the way to the Roman ruins

…………………………………………………………………………………………………………………………………….1 Mark

1. What two things did the narrator do to get the attention of tourists to come into Rasoul’s shop?

………………………………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………………………… 1 Mark

Look at the paragraph beginning: *That was just about all I could say*

Give 2 things the young blond man did that might have helped the narrator remember his rhyme?

1. ……………………………………………………………………………………………………………………………
2. ………………………………………………………………………………………………………………………… 2 Marks
3. Where did the narrator keep the money he made from selling the postcards?

……………………………………………………………………………………………………………………………………… 1 Mark

1. *One day, when the* ***stash*** *of postcard money under my mattress was big enough*

Give the meaning of the word stash in this sentence

…………………………………………………………………………… 1 Mark

1. Look at the paragraph beginning:-*When there were no tourists around….*

What evidence is that that the narrator does not get on with all the members of his family?

……………………………………………………………………………………………………………………… 1 Mark

1. Do you think the narrators daydream will come true. Yes ……. No …………….. Maybe…….

Explain your answer briefly

……………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………..1 Mark

Answers

**Wolves**

1. They are very intelligent
2. True

True

False (at maturity)

1. Narrow chests, powerful backs and legs (At least 2 of these to get the mark)
2. Trotting
3. Nearing
4. Mourning
5. To protect it to show it is theirs etc
6. Not to draw attention themselves/a larger pack may attack them
7. They don’t howl at moon (1 mark)

They do not always sit when they howl (1 mark)

1. A) bark

b) whimper

11. a) Strict carnivores (carnivores alone not enough)

b) don’t kill for sport

12. They eat anything they catch or can eat a wide variety of animals

They are able to survive without food for up to 2 weeks if no prey available

**Wind in the Willows**

13. a) around midday (Ref to all the morning)

b) quickly (bolted)

c) using his and the other rabbits road

d) sitting by the river (he sat on the bank)

14. splashes of whitewash all over his black fur

15. Spirit/feeling of spring/discontent or desire/longing for something different

16. Choose 2 from

Lowly little house

He had to dig to get out

It had a steep tunnel

The cellarage he had lived in so long

17. It was hot/sunshining There was a light wind (do not accept windy)

18. Joy of living/delight of spring/ happiness

19. He was contemptuous

He jeered at them

He hurried past them

He didn’t pay the six pence

20. In the usual way …..as is always the case

21. Choose 2 from : birds building flowers budding leaves thrusting/coming out

22. happy/jolly

23. Seeing the river

24. An animal (playing)

A man (telling stories)

2 marks for animal and man (3 for saying what they are doing)

25. Yes Choose from

It made him very happy

Bewitched him/cast a spell on him/entrancing

Fascinating

**Welcome to Nowhere**

26. They were in ruins/falling down

27. It was ordinary/peaceful

28 a) gobble down my lunch

b) lined the route to the ruins

29. Sing song/poem/chant do a dance

30. Wrote/Scribbled it down

Taught him to say it

31. amount of

32 Describes his brother as annoying

33. No or maybe some reference to disaster coming or it was an old dream