

Step 5 - Comprehension

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

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Fiction, Non-Fiction and Poetry Texts in Themes

Introduction

Step 5 Comprehension is a collection of fiction, non-fiction and poetry texts grouped in themes suitable for the age group. The question pages are split into three sections. Section A gives an overview of the text with missing words or phrases to find, Section B contains open-ended questions and Section C is a relevant written challenge for more able pupils or those who work quickly. All the pages have been printed 'Landscape' to make maximum use of the space on Interactive Whiteboards. Black and white images are used in the paper book; full colour images have been used in the e.book and download.

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Aztec Attack!

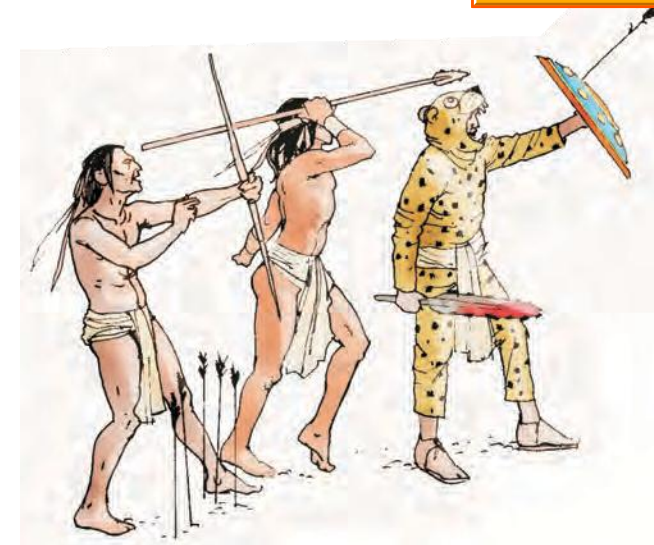
Izquioxchitl stumbled across the field, the maize stalks were sharp and stubby and cut her legs and she could hardly see where she was going because of the large urn of water she was carrying. She felt the water splash down the front of her dress and gripped the urn more tightly. She would be in even more trouble if there were no water left in it by the time she reached her father and brother who were working in the fields. "Look who's here," said father when she finally arrived at the place where they were harvesting the crop; he took the urn from her. "Now, what have you done to earn such a harsh punishment?" "I broke the big red and black dish," said Izquioxchitl, "I was helping Mother with the cleaning and I dropped it. She was very angry with me and said I had to bring some water to you."

Her father smiled, "It was a gift given to us when we were married, and quite precious, so that's why she's upset but we are very glad to see you. Let's have a drink and then you and Pochotl can play for a few minutes while I have a rest." The children chased each other around the field until they saw their father stand up and pick up his sickle once more. Pochotl sighed, "I have to go back to work now. Are you going home?" Izquioxchitl shook her head, "Not yet, mother will find me another horrible job. I'm going to climb that hill and see what's on the other side." Pochotl walked back to join his father, "Be careful," he called over his shoulder, "Father says that someone spotted a jaguar on the hill last week."

Izquioxchitl raced off towards the hill, stopping now and again to look at the wild flowers. There was no sign of the jaguar but she saw a sleek brown lizard stretched out on a rock in the sun, it seemed to be asleep but as soon as her shadow fell across the rock it darted away into the undergrowth.

She was almost at the top of the hill when she turned to look at the men and boys working in the fields, it was just possible to pick out her father and brother. The sun was beginning to sink in the sky and she knew that she would have to run all the way home but she couldn't resist a peep at what was on the other side of the hill. What she saw took her breath away! There were hundreds of men marching towards her, some of them were wearing shiny, silver outfits and riding big animals with four legs. She had never seen anything so spectacular but instinctively she knew that it was serious trouble.

She turned and ran down the hill as fast as she could go, dodging rocks and tree roots and trampling on the flowers that had attracted her only a few minutes earlier. As soon as she saw her father she began to shout. He looked up curiously and after listening to the news of what she'd seen, he shouted instructions to the other workers in the field. Everyone immediately picked up their tools and ran towards the settlement. Izquioxchitl ran as fast as she could but she could not keep up. Eventually, her father slowed and swept her into his arms as Pochotl raced ahead. News of the impending attack was spreading as they reached the village. Izquioxchitl's mother was



standing in the doorway of their house, she was holding father's bow and arrows and the fearsome eagle feather helmet he wore whenever there was a battle. Izquioxchitl's father dropped her to the ground, accepted the weapons and with a grim expression on his face he marched away to join the rest of the men and boys who were gathering in the centre of the village.

Pochotl was strapping his quiver of arrows to his back as he emerged from the house, he looked very excited, "My first battle!" he screamed and his face was alight with anticipation. Izquioxchitl and her mother watched until the men marched away, then Izquioxchitl clapped her hands to her mouth, "Oh no! I've left the water urn in the field!" Her mother smiled, "Don't worry about that. You'll be remembered as a great heroine today. If you hadn't spotted the enemy marching this way who knows what would have happened. Now come we must go and take shelter and pray to the gods that our men will be successful."

Aztec Attack!

Section A

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

Izquioxochitl was carrying a large heavy urn of

- 1 **milk** **wine** **water** **beer**

to her

- 2 **father** **grandfather** **uncle** **aunt**

and her brother who were working in the fields. Father asked why she had been sent. "I've been punished for breaking the red and black

- 3 **cup** **vase** **plate** **dish**

when I was cleaning." Father stopped to rest and the children chased each other around the

- 4 **road.** **hill.** **field.** **river bank.**

When they started work again Izquioxochitl climbed up the

- 5 **rock** **tree** **cliff** **hill**

to see what was on the other side. She saw

- 6 **tens** **armies** **hundreds** **thousands**

of men marching towards her. She immediately ran to warn the others.

Section B

- 1 Why did Izquioxochitl stumble across the field?

- 2 Why was Izquioxochitl punished?

- 3 Why was Izquioxochitl's father pleased to see her?

- 4 Why do you think 'Pochotl sighed' when he saw his father pick up his sickle once more?

- 5 How did Izquioxochitl know 'she would have to run all the way back home'?

- 6 What does the author mean by the sentence 'What she saw took her breath away'?

- 7 Izquioxochitl had never seen an army before. What do you think made her know 'that it was serious trouble'?

- 8 What action of Izquioxochitl's mother suggests this was not the first time an army had invaded the settlement?

Section C

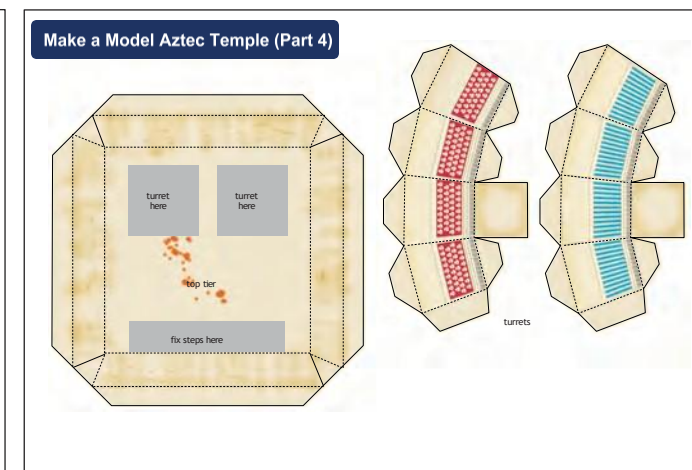
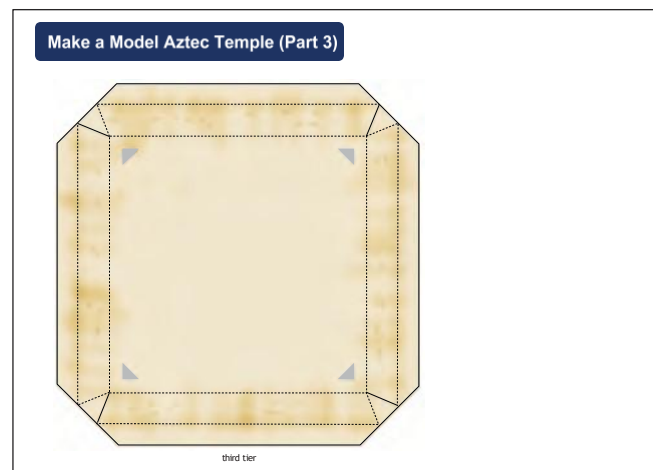
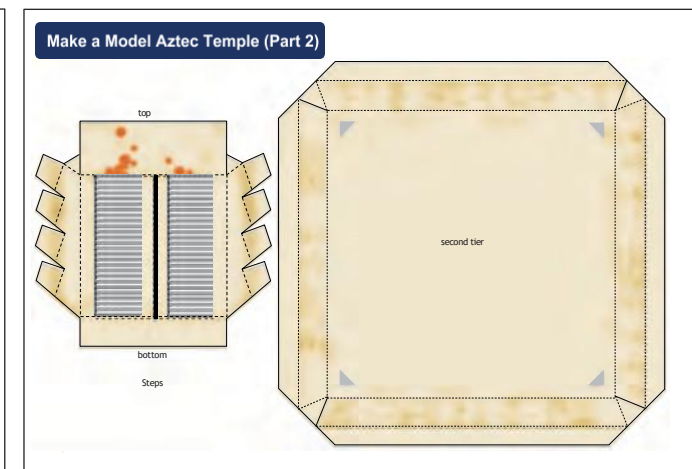
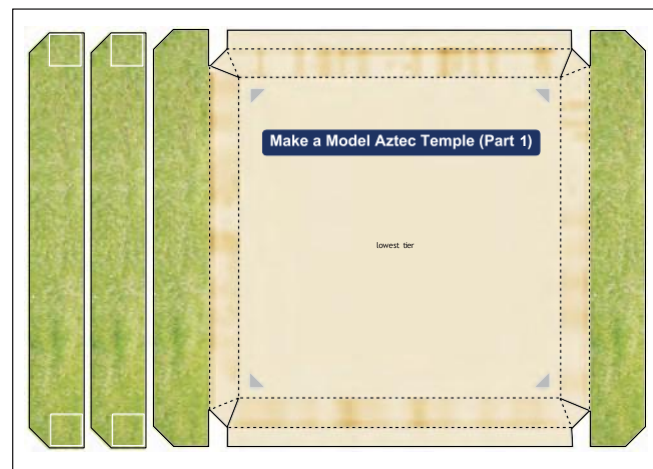
Briefly, write how you would feel if either:

You are a boy and you know you would be sent into battle **or** you are a girl and you know you would be made to stay behind.

- 1 Enlarge each of the four pages using a photocopier, printing on thin card. The larger you can make each page the better your model will look. (If you can't print on card, print on paper and glue this to the plain side of an old dismantled cereal packet.)
- 2 If the model is to be coloured this should be done before the parts are cut and folded. The ideal medium is coloured pencils.
- 3 There are four tiers to the temple pyramid, one on each sheet. Each is progressively smaller. Grey marks show the position of the next layer. On the top are two turret-like buildings. Grey marks show where the 'turrets' are to be placed.
- 4 Carefully cut out all the parts on the sheet which is labelled 'Part 1'.
- 5 Score the dotted lines by dragging one point of 'opened out scissors' along the side of a ruler, which is held tightly in place alongside each line.
- 6 Fold along the dotted lines until the first tier shape is made.
- 7 Glue the two 'grass strips' along the remaining two sides.
- 8 Use a glue stick to paste the first tier onto a suitable cardboard base.
- 9 Repeat this process for the other three tiers.
- 10 Make sure each tier is carefully glued to the one below.
- 11 Carefully cut out the steps and score the dotted lines. Fold the steps to create the shape shown in the picture of the model.
- 12 Glue the steps in place.
- 13 Carefully cut out the turrets and score the dotted lines. Fold the turrets to create the shapes shown in the picture of the model.
- 14 Glue the turrets in place.
- 15 Finally, colour any parts you have missed.



How to Make a Model Aztec Temple



How to Make a Model Aztec Temple

Section A

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

Enlarge each of the four pages using a

1 **magnifying glass.** **camera.** **scanner.** **photocopier.**

If the model is to be coloured this should be done before the parts are

2 **printed.** **cut and folded.** **lost.** **bent.**

Carefully

3 **cut out** **fold** **rip** **drop**

all the parts on the sheet which is labelled 'Part 1'.

4 **Score** **Bend** **Cut** **Colour**

the dotted lines using scissors and a ruler. Fold along the dotted lines until the first

5 **tier** **tear** **level** **shape**

is made. Use a

6 **brush** **stapler** **glue pot** **glue stick**

to paste the first tier onto a suitable cardboard base. Repeat the process for the other three tiers.

Section B

1 What do these instructions help the reader to make?

2 What can be found on the very top of this model?

3 On which part of the model are the steps situated?

4 On which diagram is the shape for the steps found?

5 On which diagram is the shape for the turrets found?

6 Describe how to score a dotted line.

7 Why do you think the dotted lines need to be scored?

8 Why do you think it is best to colour the model before it is built?

9 The description of the different layers in this model states 'each is progressively smaller'. What is meant by this?

10 Why do you think enlarging the sheets will make the model look better?

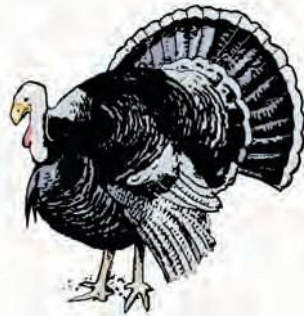
Section C

Write a brief set of instructions telling how to dismantle a breakfast cereal packet and reassemble it inside out so the outside surfaces are completely blank.

Aztec Food and Drink

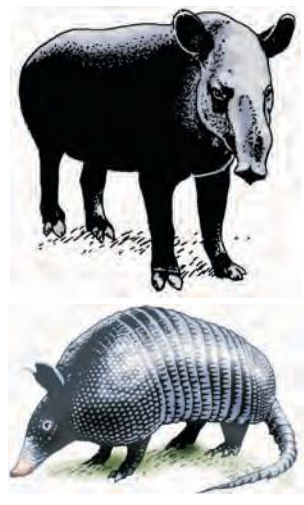
Food from Animals the Aztecs Farmed

There were no cows, horses, goats or sheep in the Aztec lands so they had no dairy products in their diet. Also their protein sources were more limited than European peoples. However the Aztecs did keep flocks of turkeys on their plots. These provided vital protein to fuel their hard work. The Aztecs bred a type of hairless dog for ordinary people to eat on special occasions or as a daily ingredient for the Emperor and his court and government officials.



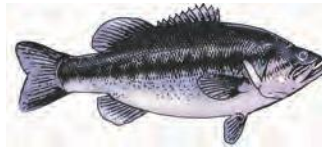
Food and Drink from the Wild Places

In the rain forests and deserts that surrounded the Aztec lands there were many plants that gave the Aztecs different drinks. The Aztecs made a strong beer called pulque from the inside of the maguey cactus. From wild cocoa beans the Aztecs made a delicious chocolate drink called chocolatl. Armadillos and tapirs were hunted in their wild habitat to provide a treat of a different meat at the feasts in rich people's homes.



Food and Drink from the Lake and Canals

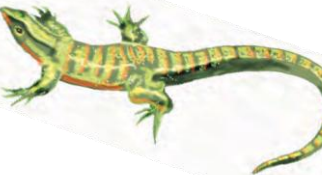
The lake was full of many different types of **fish** which were a wonderful source of protein for the Aztecs.



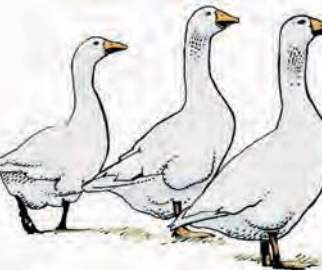
Turtles swam in the warm waters of the lakes and canals. One turtle would provide a family with meat rich in protein for more than a week.



There were many different types of **Frogs and Lizards** in and around the lake and canals which gave the Aztecs another source of protein.



The Aztecs used nets stretched above the water surface to catch the many different **Ducks and Geese** that fed on the lake's rich vegetation.



Grubs, snails, fish-eggs, tadpoles, and insect larvae would provide a protein rich food source for the Aztecs.



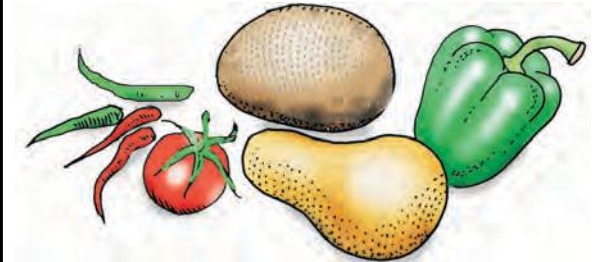
The lake and canals gave the Aztecs a constant source of fresh **water**.

Food Grown by the Aztecs

Maize was the main crop for the Aztecs. It was ground into flour which was made into tortillas, porridge or dumplings. Most Aztec meals had a maize product as part of their contents.



Sweet potatoes were used by the Aztecs in stews with **hot spicy chillies, mild sweet peppers, squash, gourds and tomatoes**. These vegetables would give the Aztecs vitamins, carbohydrates and sugars for a healthy diet.



Pumpkin and sunflower seeds were chewed as snacks by the Aztecs. These seeds gave the Aztecs oils and minerals to keep them strong and healthy.



Aztec Food and Drink

Section A

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

The Aztecs caught much of their food from lakes and canals. The lake contained many different types of

1 **fish** **plants** **flowers** **birds**

which were a source of protein. A turtle could provide a family with enough meat for more than a

2 **day.** **week.** **fortnight.** **month.**

Another source of protein from the canals were frogs and

3 **mice.** **snakes.** **lizards.** **rats.**

The Aztecs used nets to catch ducks and

4 **fish.** **swallows.** **geese.** **turtles.**

Smaller creatures such as grubs, snails, fish eggs,

5 **fleas** **worms** **tadpoles** **bats**

and insect larvae were also eaten. The lakes and canals also supplied a constant source of

6 **hot chocolate** **fresh water** **hot water** **beer**

to drink.

Section B

1 Complete the table.

A source of protein:	
A source of carbohydrate:	
A source of minerals:	

2 What was maize used for?

3 What did Aztecs make stews from?

4 What did Aztecs chew for a snack?

5 Which farm animals were used for meat?

6 How did the Aztecs feel about eating 'hairless dog'?

7 What is 'pulque' and what was it made from?

8 What is 'chocolatl' and what was it made from?

9 When were armadillos and tapirs eaten?

Section C

Write a short menu to describe the different food courses to be served at an imaginary Aztec feast.

The Dive



Josh breathed deeply as he walked along the diving board; every measured step seemed to take an eternity. He stood right on the end still as a statue. Ten metres below him, the blue water sparkled slightly and all around the packed Aquatics Centre there was a hushed sense of expectation as stillness fell across the audience.

He took a minute to compose himself. He thought of all the events that had led up to this moment and in his mind's eye he could see himself as a three year old in red trunks and arm bands thrashing around in the water and loving every minute of his swimming lessons.

His parents could not have foreseen that their enthusiasm for him to learn to swim would lead to them getting up at 5 am each day to drive him two miles to the local swimming pool where he would perfect his strokes, build his strength and then develop a passion for leaping off the diving board. It hadn't always been easy, especially on icy winter mornings when it was hard to get out of bed and sometimes when he arrived at school he felt as though he had already done a day's work. Some of the boys in his class teased him because he couldn't stay out late and seldom went to parties. But it was worth every second of rigorous training and sticking to a sensible diet just to stand here drinking in the atmosphere and

representing his country. He lifted his eyes for a second and scanned the sea of upturned faces. Although he could not see his parents, he knew that they were out there in the audience, very nervous and very proud of all that he'd achieved so far and no doubt wondering whether he would be the one who would stand on the top of the podium with a gold medal round his neck at the end of the day.

With just half a minute to go, he thought of all the training that had gone into making this the biggest day of his life. He recalled the gruelling routine of daily running and cycling and exhausting work-outs in the gym when he had almost been reduced to tears as his trainer Mike urged him on and wouldn't let him give up. He thought about the days when he had sometimes done one hundred dives in a session, pushing himself to the very limits of his endurance until he barely had the strength to get out of the pool. And he knew that he wouldn't change a thing. There was nowhere in the world that he would rather be at this moment. He curled his toes over the edge of the board for a second and pulled his shoulders back, the tension was now almost unbearable and he couldn't wait to start.

"Good luck," his mum had said as they parted at the door of the changing room. Yes, he would need good luck if he was going to win a medal, the other competitors had

trained just as hard as he had and were every bit as skilled and focussed. And the boy who had dived first was obviously devastated that his entry into the pool had been less than perfect and he had been marked down. Josh pushed away the thoughts of what could go wrong.

His dad's words rang in his ears as he flexed his muscles, bent his knees and launched himself off the board, somersaulting and twisting through the air towards the blue pool.

"Josh, you can only do your best. Nobody expects more than that. Just go out there and enjoy the experience."

And as he broke through the shimmering surface like an arrow he knew that he had given his all, he had done his best and it was the most wonderful moment of his life as he emerged from the water to the sound of tumultuous applause from the home crowd. People were standing in their seats and cheering as he made his way to the edge of the pool and he could not control the wide grin that lit up his face.

He hauled himself out of the pool, took the towel that Mike held out to him and conscious that the TV cameras were picking up every expression that crossed his face, he pulled the towel tightly around him and waited for the judges to announce his score.

The Dive

Section A

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

Josh walked along the diving board and stood as still as a statue above the

1 **still** **blue** **clear** **choppy**

water. He thought of all the events that had led to this moment. He remembered as a three year old wearing his

2 **orange** **black** **red** **green**

trunks. He remembered getting up at

3 **4am** **5am** **6am** **7am**

each morning to train. He looked at the faces but even though he could not see his

4 **uncles** **aunts** **grandparents** **parents**

he knew they were in the audience. He thought of the exhausting workouts in the gym when he had almost been

5 **ready to give up.** **reduced to tears.** **ready to get a job.**

He curled his toes over the edge of the diving board and pulled his

6 **arms** **knees** **chest** **shoulders**

back. He dived and broke through the water's surface like an arrow. The audience applauded.

Section B

- 1 Why do you think Josh's 'every measured step seemed to take an eternity' as he walked along the diving board?

- 2 'He took a minute to compose himself.' What does this mean?

- 3 What evidence suggests Josh's parents supported his efforts to win a gold medal in diving?

- 4 Why did some boys tease Josh?

- 5 What does the 'sea of upturned faces' describe?

- 6 Why was this 'the biggest day of his life'?

- 7 Why do you think Josh thought 'There was nowhere in the world he would rather be at this moment'?

- 8 Which two phrases best describe the audience's reaction to Josh's dive? Give reason for your choices.

'tumultuous applause'

'stood up to see better'

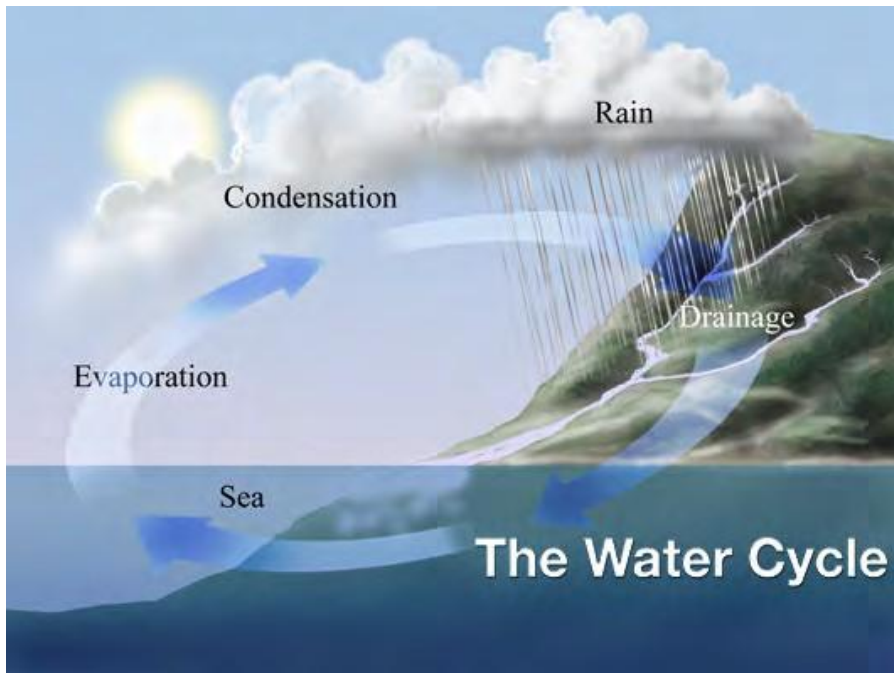
'standing in their seats cheering'

'clapped loudly'

Section C

Imagine you have just competed in a challenging competition. Write a short account telling how you felt the few minutes before the start of the event.

How Does Water Get to a Tap?



No matter how hard or for how long it rains, the amount of water on our planet never changes. This is explained by the water cycle. The sun shines on the sea causing it to heat up. The warmer water turns to water vapour, which is a gas. This is called evaporation. The gas rises into the air carrying tiny particles of water with it. Rising air currents take the water vapour up into the atmosphere where cooler temperatures cause it to form clouds. This is called condensation.

Air currents move clouds carrying water vapour around the globe. As clouds are blown over higher ground they are cooled further forming large drops of water, which fall from the sky as rain. If conditions are very cold the water can fall as hail or snow. Some of the raindrops that fall collect on plants and in puddles while others soak into the rocks and soil as groundwater. The groundwater will gradually move downhill to the nearest stream. Streams feed into larger rivers,

passing through pools and lakes on their way. Eventually, every river runs into the sea. This is called drainage.

When the water returns to the sea the whole cycle can start again. Early man would go to a stream or river to collect drinking water. Nowadays, reservoirs (large man-made lakes) are made to collect river water and store it for drinking. Before it gets to your home it is filtered clean in a factory and then piped underground to houses and flats across the country.

Water pipes are always run underground to stop them freezing up. Even in the winter, the ground stores heat from when the sun has been shining.

Rain that falls as snow eventually melts and runs away as groundwater. Rain that falls into puddles very quickly evaporates again.



How Does Water Get to a Tap?

Section A

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

The amount of water on the earth never changes. The sun shines on the sea causing it to

- 1 **cool down.** **bubble.** **heat up.** **boil.**

The warmer water

- 2 **disappears** **evaporates** **condenses** **floats away**

into the air carrying tiny particles of

- 3 **cloud** **mist** **water** **fish**

with it. The cooler atmosphere causes the water vapour to form

- 4 **wind.** **rain.** **sun.** **clouds.**

The clouds drop rain over high

- 5 **mountains.** **cliffs.** **ground.** **trees.**

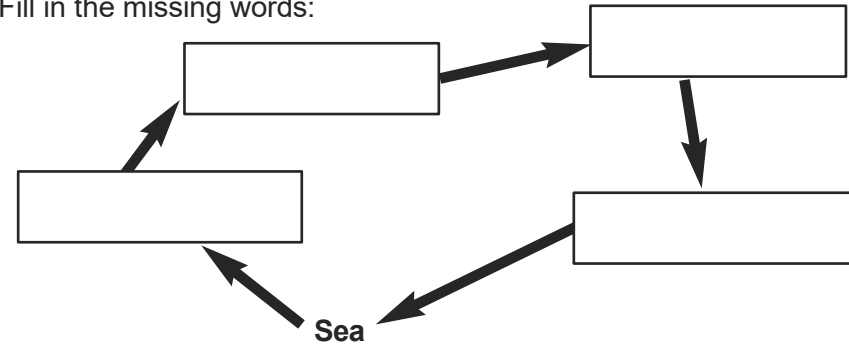
The rain finds its way into rivers which carry the water back to the

- 6 **coast.** **sea.** **lakes.** **ground.**

This is called the Water Cycle.

Section B

- 1 Fill in the missing words:



- 2 Where do raindrops collect when they fall?

- 3 What happens to rain in very cold conditions?

- 4 Where did early man get drinking water?

- 5 Where does our drinking water come from?

- 6 How would you feel about getting your drinking water in the same way as early man?

- 7 Why do you think underground pipes do not freeze up in winter?

- 8 How does a puddle disappear after it has been raining?

Section C

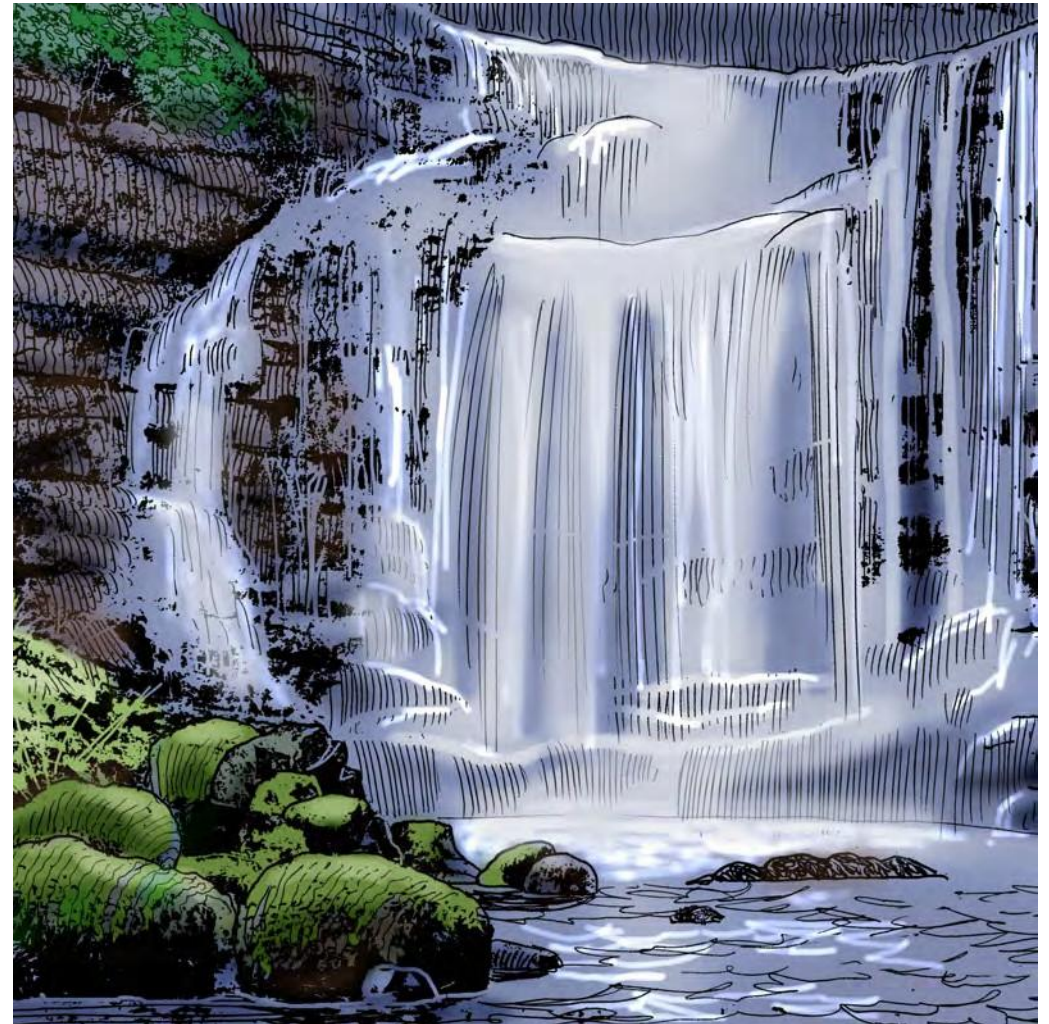
Annotate a simple diagram, which shows how drinking water gets to your house.

Water is Life

Water - raindrops drip, drip, dripping on the window pane,
Rolling in, breakers on the sandy shore,
Frozen ponds where joyful children skate,
Icicles magically hanging like acrobats from the house eaves,
Water leaping and rushing over stones in the windy brook.

Water – empty cups belonging to sad-eyed children,
Deserts silent, parched, dry from lack of rain,
Crops shrivelled, brown and drying under a relentless sun,
Riverbeds barren, silent, empty,
A landscape eerie, all life gone.

Water is life!



Water is Life

Section A

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

In verse one the water is dripping on

- 1 **the window pane.** **the door.** **the garden.** **the roof.**

On the pond there are

- 2 **ducks swimming.** **swans gliding.**
children skating. **dogs splashing.**

The icicles are compared to

- 3 **fingers.** **acrobats.** **string.** **icebergs.**

In the second verse the children have

- 4 **plenty to drink.** **no water.**

The desert is

- 5 **noisy.** **silent.** **windy.** **rainy.**

The poem concludes that

- 6 **it isn't important to have water.**
it is vital to have water.

Section B

- 1 What is the first verse of this poem about?

- 2 What is the second verse of this poem about?

- 3 Why is the word 'drip' used several times in the first line?

- 4 Why do you think the author describes icicles as 'acrobats'?

- 5 How can water leap over stones?

- 6 Why do the children in this poem have sad eyes?

- 7 What do you understand by the term 'relentless sun'?

- 8 Why are the riverbeds silent?

- 9 What would you say was the main difference between the first verse and the second verse?

- 10 Why do you think the author ends the poem with the statement 'Water is life!'

Section C

Write your own poem about 'Water'.

Evening News

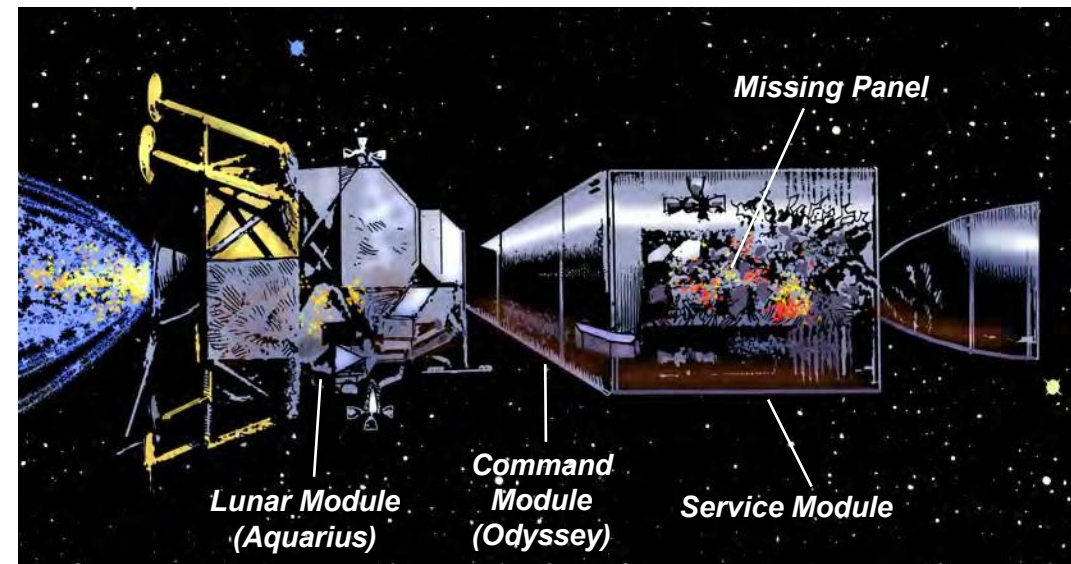
Astronauts Return to Earth After Horrific Explosion

Apollo 13, the third moon mission, has successfully returned its crew of three astronauts to the earth after an explosion wrecked their spacecraft. The command module splashed down in the Pacific Ocean four miles from the recovery ship, USS Iwo Jima, after being lowered through the sky by three enormous parachutes. Considering what they had been through, the crew returned in excellent condition.

Apollo 13 was the third Apollo mission intended to land on the moon. On April 11th 1970, at 13:13, the craft was successfully launched towards the moon. On the way, approximately 200,000 miles from the earth, mission control asked the crew to turn on the hydrogen and oxygen tank stirring fans. Ninety three seconds later the astronauts heard a loud 'bang' and all the lights flickered. The astronauts

thought a meteorite had hit them. They radioed back to earth, "Houston, we have a problem!" In fact, the number two oxygen tank in the Service Module had exploded. This left the Command Module with limited battery power. The crew had no choice but to shut down the Command Module and move into the Lunar Module and use it as a 'life boat'. The damage made a safe return from a moon landing impossible, so the flight director immediately aborted the mission. The problem was, how to get the men back alive!

It was thought that the main engine had been damaged so the crew used the smaller engine on the lunar module to change direction to a flight path that would 'swing them' round the moon and send them back in the direction of earth.



Low power levels made radio contact with mission command in Houston, Texas, very difficult. Also, the Lunar Module was only designed to keep two people alive for two days, not three people for four days. To keep the radio and life support systems in the Lunar Module working everything was switched to the lowest levels. This made the Lunar Module very cold inside. For four days the astronauts travelled through space in their disabled spacecraft never sure that it would function well enough to return them to the earth. On the fourth day they crawled back into the now almost frozen up Command Module and began the unpractised operation of restarting the systems in the capsule. Once power was restored, they released the damaged service module into space. As it floated away they saw for the first time that a large panel

had blown off the side of the spacecraft.

Next the Lunar Module, their 'life boat', was released into space, leaving the three men in the Command Module to commence re-entry through the earth's atmosphere. It was possible that the explosion had damaged the heat shield on the capsule. In addition, a normal lunar re-entry was accompanied by four minutes of communications blackout.

The suspense was terrible. After four minutes and ten seconds, nothing was heard. Another ten seconds, still nothing. Finally, after 33 seconds longer than normal, Odyssey regained radio contact and splashed down safely in the Pacific. The ordeal for the three men was finally over!

Reported by: SPC Enthusiast

Astronauts Return to Earth After Horrific Explosion

Section A

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

On April 11th, 1970, Apollo

1 **ten** **eleven** **twelve** **thirteen**

was launched towards the moon. After turning on the oxygen tank stirring fans they heard a loud bang and all the

2 **stars** **dials** **lights** **instruments**

flickered. The crew radioed to earth to say they had

3 **finished.** **been shaken up.** **a problem.** **exploded.**

The crew had to move into the

4 **Service Module** **Command Module**
 Lunar Module **Odyssey**

and use it like a life boat. They changed direction to travel back to the

5 **Earth.** **Mars.** **Moon.** **Sun.**

To save power everything was switched to the lowest levels making the Lunar Module very

6 **hot.** **warm.** **cold.** **dark.**

On the fourth day they crawled back into the Command Module and parachuted back to earth.

Section B

1 Where was Apollo 13 heading for?

2 Name the three parts of the Apollo 13 spacecraft.

3 What exploded in the Service Module?

4 Why do you think that the Lunar Module was described as a 'lifeboat'?

5 Which part of the spacecraft was the only part to return to the earth?

6 What does the phrase 'aborted the mission' mean?

7 How do you think the astronauts would have felt when they heard a large bang?

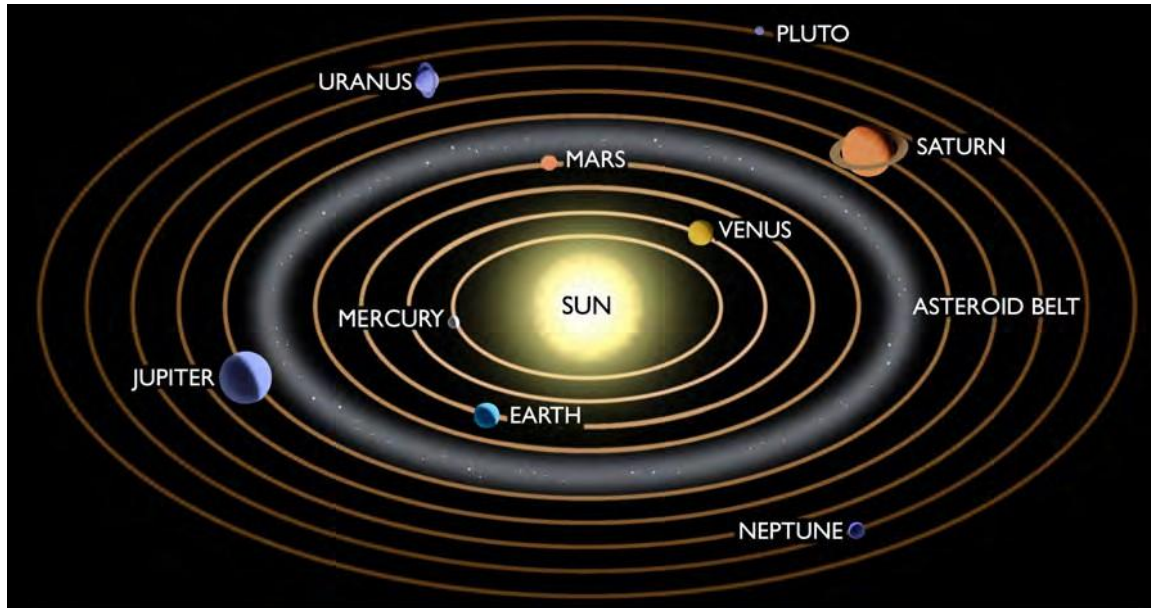
8 What is meant by the sentence 'Considering what they had been through, the crew returned in excellent condition'?

9 Why do you think the astronauts had not seen that a panel was missing until the Service Module was released into space?

Section C

Imagine you are on a space mission and something goes wrong. Write a short newspaper account telling what happened.

The Solar System



The solar system consists of the sun and everything which moves around the sun. This includes the nine major planets and their satellites. The planets orbit the sun. Our sun is one of millions of stars. Stars are made of burning gases.

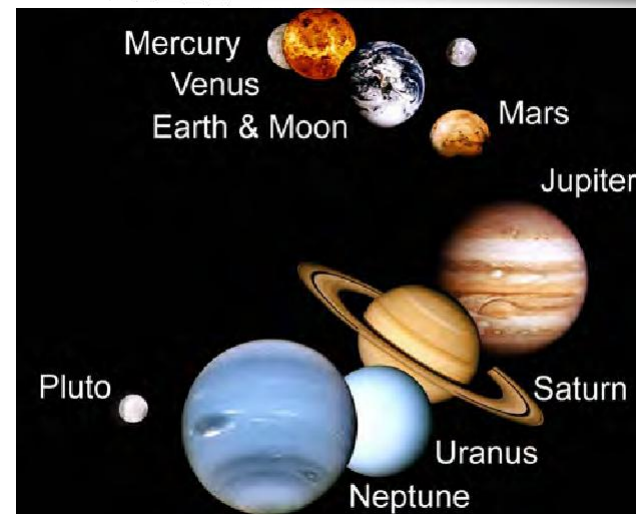
A satellite is the name given to an object that goes around, or orbits, a larger object such as a planet. The earth's only natural satellite is called the Moon. The earth also has many man-made satellites such as the International Space Station. The man-made satellites were put into orbit around the Earth using rockets or the Space Shuttle.

Nine planets orbit our sun. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Mercury is the planet nearest to the sun. Pluto is furthest away. Mercury is the smallest planet. Venus is similar in size to the earth. Neptune, Saturn and Uranus are larger than the earth. Other objects found in the solar system are asteroids, comets and meteors.

Recently, Pluto was renamed a 'Dwarf Planet'.

Amazing Solar System Facts

- The solar system formed around 4.6 billion years ago.
- Venus is the hottest planet in our solar system with a surface temperature of over 450 degrees centigrade.
- Saturn isn't the only ringed planet. Other gas giants such as Jupiter, Uranus and Neptune also have rings, but they are less obvious.
- Footprints left behind by astronauts on the moon will stay there forever, as there is no wind to blow them away.
- Halley's Comet was last seen in the inner Solar System in 1986. It will be visible again from Earth in 2061.
- Many scientists believe that an asteroid impact caused the extinction of the dinosaurs around 65 million years ago.
- The first man made object sent into space was a satellite named Sputnik.



The Solar System

Section A

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

The solar system consists of the sun and everything that moves around it. This includes

1 **seven** **eight** **nine** **ten**

major planets and their

2 **moons.** **satellites.** **rings.** **seas.**

Our sun is a

3 **planet** **star** **moon** **meteorite**

made of burning gases. A satellite is the name given to an object that

4 **orbits** **circles** **flies about** **rotates**

a larger object. The earth's only natural satellite is

5 **the moon.** **the sun.** **Mars.** **Saturn.**

Man-made satellites were put into orbit using

6 **space ships** **rockets** **catapults** **planes**

or the Space Shuttle.

Section B

1 Fill in the table: **Solar System Facts**

When was the Solar System formed?	
Hottest planet?	
Planets with rings?	
Halley's comet next seen from earth?	
First man made object sent into space?	

2 Name the nine planets in our solar system.

3 What does the word 'orbit' mean?

4 What are stars made of?

5 What is the difference between a natural satellite and a man-made satellite?

6 Which planets are larger than the earth?

7 Name three objects found in our solar system other than planets, moons and the sun.

8 What do some scientists believe caused the destruction of dinosaurs on the earth?

Section C

Research which planets in our solar system have moons and record your results in a table.

The Moon

Through my bedroom window,
Framed in the night's sky sits the Moon,
Like a giant white ball fixed and still,
Watching over a sleeping world,
Like an anxious parent watches its child,
Still, I lie, sleep still distant,
My mind wanders over the day just finished,
Happy thoughts, regretful thoughts,
Still nothing can be changed,
But you, dear Moon, keep me cheered,
Wrap me up in your warm bright light,
Till sleep takes me on another adventure.



The Moon

Section A

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

The poem is about

- 1 **the Sun.** **night time.** **the Moon.** **the stars.**

The poet compares the Moon to

- 2 **a balloon.** **a light bulb.** **a giant white ball.** **a globe.**

The person in the poem is finding it

- 3 **easy to sleep.** **difficult to sleep.**

The thoughts that come into the persons mind are

- 4 **just happy ones.** **just sad ones.**
happy and sad ones. **funny happenings.**

The Moon makes the person feel

- 5 **sad.** **cheered.** **tired.** **awake.**

The person looks forward to sleep to go on

- 6 **a journey.** **an adventure.**
a magic carpet ride. **a journey through space.**

Section B

- 1 Where is the person that is the subject of this poem?

- 2 How is the Moon 'Framed in the night's sky'?

- 3 Why do you think the Moon looks as if it is 'fixed and still'?

- 4 Why does the author compare the Moon to an 'anxious parent'?

- 5 What does the author mean by the phrase 'sleep still distant'?

- 6 What does the phrase 'My mind wanders over the day...' mean?

- 7 Why does the author mention 'nothing can be changed'?

- 8 How does the Moon 'keep me cheered'?

- 9 How can 'sleep take me on another adventure'?

Section C

Write your own poem about one of the following:
 The Sun, The Moon, The Earth, The Stars or Space Travel.

The Lost Concert Tickets

(Jess is on her way to watch her first live band concert with her Mum. They are presently crawling through a stream of traffic.)

Jess: How much further to the stadium, Mum?

Mum: It's just down this road, let's hope we can find a parking space.

Jess: How old were you the first time you saw a live band?

Mum: About nine, I think. I came with my mum though we had to catch two buses to get here in those days.

Jess: I can't wait! Do you think Robbie will actually turn up to sing with them?

Mum: I should hope so, he's sold more tracks than anyone else in the band!

Jess: I can see the floodlights! We're nearly there.

(Mum carefully parks the car and they rush to join the crowd surging towards the stadium.)

Jess: Can we buy a programme Mum?

Mum: Of course we can, everybody should have a programme when they come to a concert for the first time. We'll buy it from the man near the turnstile.

(They approach the turnstiles where the crowds are magically transforming into orderly queues.)

Jess: Can I pay for the programme Mum?

(Mum searches frantically through her pockets.)

Mum: Where's my purse? It should be in this pocket. I hope it hasn't been stolen!

(Jess starts to get upset as she thinks through the consequence of what has happened.)

Jess: You mean we can't buy a programme?

(Mum also starts to get anxious and upset.)

Mum: Worse than that Jess, we can't get into the ground unless I can find it. The tickets are in my purse, we'll have to fight our way back to the car and see if it's there.

(They push their way back through the crowd to the car as quickly as they can. Mum fumbles for the car keys. Finally the door is open.)

Jess: Is it there, Mum?

(Mum searches frantically around the car.)

Jess: Mum?

Mum: Thank goodness! Here it is! It was under the seat. It must have slipped out of my pocket when I was concentrating on the traffic.

Jess: Phew!

(Mum quickly locks the car again.)

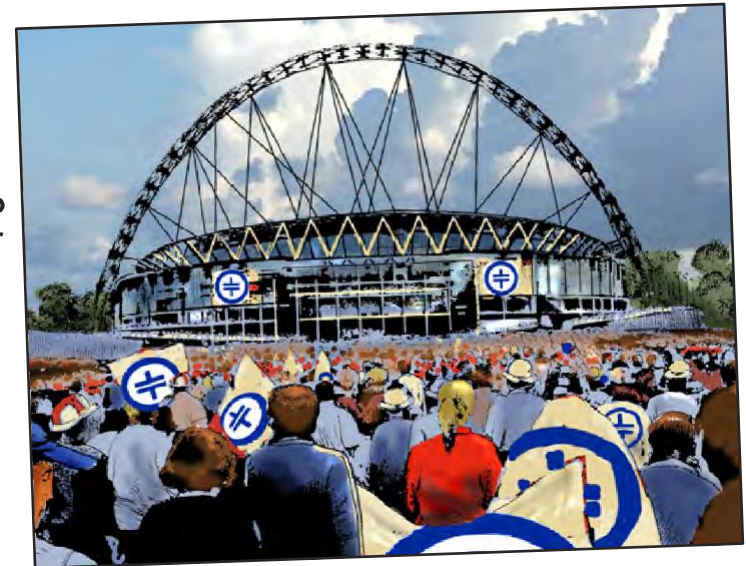
Mum: Right! Off we go!

Jess: Will we miss the start of the gig?

Mum: No, we've got plenty of time. We might even see the warm up band.

Jess: And can we still buy a programme?

Mum: We certainly can!



The Lost Concert Tickets

Section A

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

Jess and her mum were on the way to a band concert. Mum said she was

1 **seven** **eight** **nine** **ten**

years old when she went to her first concert. She had to travel on

2 **several** **two** **three** **four**

buses to get there. When they got out of the car Jess wanted to buy

3 **an ice cream** **some sweets** **a programme**

so mum searched in her pockets for her

4 **handkerchief.** **purse.** **key.** **phone.**

She couldn't find it so they rushed back to the car. They found it

5 **on the seat.** **in a pocket.** **under the seat.**

They returned to the stadium. Mum said they might even be in time to see

6 **the band playing.** **the comedians.**
the warm up band. **the band mascot.**

Section B

1 What do you think went through Jess' mind when she realised her mum could not find the tickets?

2 What does the phrase 'crawling through a stream of traffic' describe?

3 What is meant by the phrase 'the crowd surging towards the stadium'?

4 What does the author mean when he/she describes the queues at the turnstiles as 'magically transforming'?

5 For what reasons was Jess upset?

6 What would have been the consequence of the purse not being found?

7 What do you think Jess will remember most about her first live band concert?

8 Which two of the following phrases suggest Jess was excited about her first live band concert? Give reasons for your choices.

'I can see the floodlights.'

'we can't buy a programme?'

'Will we miss the start of the gig?'

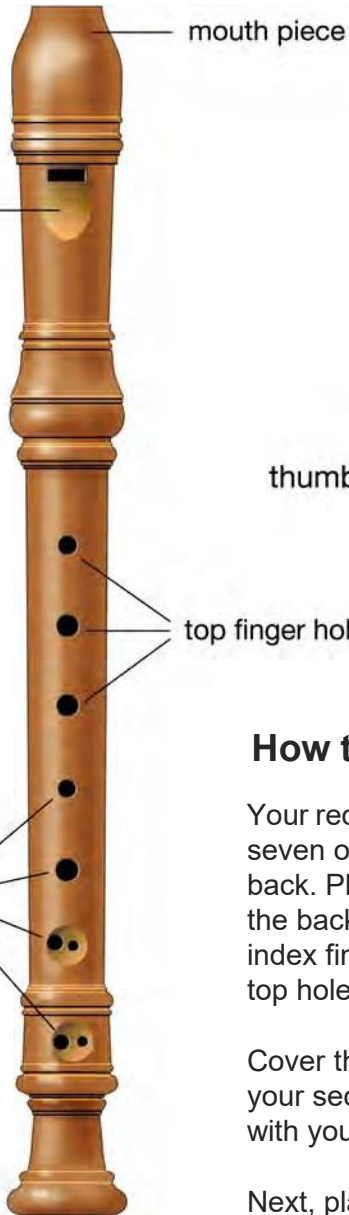
'Robbie will actually turn up'

Section C

Write a short play script telling of the journey taken by Jess' Mum to the first live band concert she attended with her mum. Include an event which interrupts their journey to the gig.

How To Play The Recorder

front view



back view



Recorder Finger Chart

middle C	D	E	F	G
A	B	C	D	B ^b

How to get started with your new Recorder

Your recorder has eight finger holes, seven on the front, and one on the back. Place your left hand thumb on the back hole and your left hand index finger (your first finger) on the top hole at the front.

Cover the next two front holes with your second and third finger, again with your left hand.

Next, place your right hand fingers over the lower holes, supporting the

instrument with your thumb by resting it on the back of the recorder.

Make sure that all the holes on the recorder are covered. If they are not covered properly, it will affect the sound made.

To create your first sound, place the tip of the mouthpiece in your mouth making sure that the sound hole just below the mouthpiece is not covered.

Blow gently into the mouthpiece to create your first note. With all the holes covered you should be able to produce the note, middle C.

Use the diagram above to practise changing your fingers to create different notes. The black dots show the holes that are covered.

How To Play The Recorder

Section A

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

Your recorder has

1 **four** **six** **eight** **ten**

finger holes. Place your left hand

2 **thumb** **little finger** **toe** **index finger**

on the back hole and your left hand

3 **thumb** **little finger** **toe** **index finger**

on the top hole at the front. Cover the next two front holes with the 2nd and 3rd finger of your left hand. Next place your

4 **right hand** **left hand** **right foot** **left foot**

finger over the lower holes. To create a sound blow

5 **hard** **softly** **gently** **carefully**

into the mouthpiece. With all the holes covered you should be able to make the note, middle

6 **A.** **B.** **C.** **D.**

Change the number of holes covered by your fingers to make different notes.

Section B

1 How many holes need to be covered to play the following notes?

Note	No. of holes covered
Middle C	
E	
F	
C	
B	

2 Where can the eight finger holes be found on a recorder?

3 What happens if you do not cover a hole properly?

4 Where is the sound hole located?

5 What is the name given to the hole on the back of the recorder?

6 Why is one part of the recorder called the mouthpiece?

7 How can different notes be played on the recorder?

8 What do the black dots represent in the 'Recorder Finger Chart'?

Section C

Write a short set of instructions describing how to get a sound out of another instrument. (Hint, if you are not musical you could always describe a drum kit!) It may help to draw a simple labelled diagram to go with your instructions.

Music Maker

January 2011 Edition - £3.50

Beatlemania The 1960's Phenomenon

Beatlemania was the name given to the intense fan following and media interest in the pop group 'The Beatles' which performed during the 1960s. The band was made up of four members, John Lennon, Paul McCartney, George Harrison and Ringo Starr.

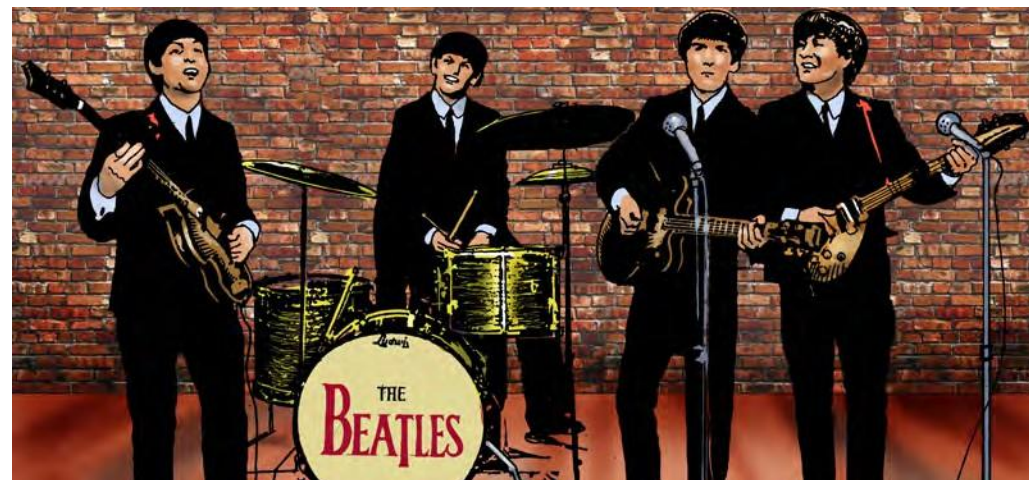
The unknown band started off playing in Hamburg, Germany and later in the Cavern Club in Liverpool. They wore suits and the same uniform distinctive 'Beatle' hair cut. Their second single 'Please Please Me' was recorded in 1962 and shot to number two in the official UK charts.

With the runaway success of 'Please, Please Me' the Beatles found themselves in huge demand for the whole of 1963. They appeared on numerous TV shows as well as writing and recording new singles and albums. The music papers were full of

stories about The Beatles and magazines for teenage girls regularly contained interviews and colour posters. Nineteen sixty-three was also the year The Beatles started to tour the United Kingdom.

The first nationwide tour started in February and lasted for four weeks. It was headed by sixteen-year-old Helen Shapiro and followed by five other acts, the last of which was The Beatles. A local journalist wrote, 'a great reception went to the colourfully dressed Beatles, who almost stole the show, for the audience repeatedly called for them while other artists were performing!'

The second tour lasted for three weeks and began in March. American stars Tommy Roe and Chris Montez led this tour. However, throughout this series of concerts the crowds screamed and screamed for The



Beatles and for the first time in UK history, the American stars were less popular than a UK act.

The third tour started in May and lasted for three weeks. This time the bill was headed by Roy Orbison, a highly successful American singer. However, at the opening show, the American star proved less popular than the Beatles and very quickly the souvenir programs were reprinted to place The Beatles above Orbison.

On October 13th 1963 The Beatles appeared on 'Sunday Night at the London Palladium', the UK's top TV variety show hosted by the young Bruce Forsyth. The show was broadcast live to 15 million viewers. One national newspaper reporting the phenomenal nationwide interest in The Beatles gave it the name 'Beatlemania', and from that day on the name stuck.

The fourth UK tour took place in November. Three days before the tour was to start The Beatles flew into Heathrow Airport to be greeted by thousands of screaming fans, journalists and photographers standing in pouring rain. The wild scenes at the airport caused the British Prime Minister to be obstructed by the crowds and Miss World to be completely ignored. An American TV presenter, Ed Sullivan, was also held up at the airport. He was heard to ask, "Who the heck are The Beatles?" Shortly after, he invited them to America to appear on 'The Ed Sullivan Show', which was watched by 73 million American viewers. This led to The Beatles being recognised as the founders of the live stadium concert after they went on to perform in front of 55,000 fans in Shea Stadium, New York.

Beatlemania. The 1960's Phenomenon

Section A

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

The Beatles performed music during the 1960s. They wore

1 **jeans** **shorts** **suits** **caps**

and the same distinctive hair cut. Their

2 **first** **second** **third** **fourth**

single shot to number

3 **one** **two** **three** **four**

in the UK charts. Newspapers and magazines were full of stories and coloured

4 **pictures** **articles** **posters** **images**

of The Beatles. They started their first tour in February of

5 **1961.** **1962.** **1963.** **1964.**

In October they were seen by

6 **5 million** **10 million** **15 million** **20 million**

people when they appeared on the TV programme 'Sunday Night at the London Palladium' with Bruce Forsyth.

Section B

1 What was 'Beatlemania'?

2 Name the four members of The Beatles.

3 What was their second single called?

4 What does the phrase 'The Beatles found themselves in huge demand' mean?

5 Why do you think The Beatles were the last act on the posters, which described their first nationwide tour?

6 Why were souvenir programs of their third tour reprinted?

7 How did the name 'Beatlemania' come about?

8 Which three famous people were held up at Heathrow airport by the Beatles and how did this happen?

9 What is unusual about the spelling of the word 'Beatles'?

Section C

Imagine you were at Heathrow airport when The Beatles flew in. Write a brief newspaper article describing the scene you witnessed.

The Accidental Time Traveller

James and Robert were staying at their Granny's house. It was raining too hard to go out anywhere and they'd spent the whole morning playing games inside and now they were bored. Granny had left them to clear up while she made lunch and they had spent several minutes falling out over who should pack up the games. Eventually Robert gave in and began to collect up all the playing pieces, meanwhile James crossed the room to look out of the window. It was still pouring down. He sighed and then he spotted an ornate little box on the windowsill. Without thinking, he flipped open the lid and there nestling in the velvet lined box was a shiny gold bracelet. He lifted it out and held it up in the light. "Look at this Robert. I wonder if it's precious."

Robert looked up just as James slipped the bracelet on to his wrist. Suddenly the room was filled with a fierce wind, the curtains billowed around him, the bracelet tightened on his arm and his feet left the ground. Slowly the room began to dissolve in a rainbow of whirling colours.

When James opened his eyes, he was lying flat on his back in a grassy meadow; above him birds were soaring high in a cloudless blue sky and somewhere close by he could hear the chirrup of a grasshopper.

He couldn't remember how he came to be in the middle of a field or why he felt so dizzy but as soon as the world stopped spinning round, he rolled over onto his side and cautiously got to his feet. He looked around at the unfamiliar fields and woods.

Something wasn't right. He didn't know where he was or what had happened but some instinct told him that he needed to be very cautious. In the distance he could see a plume of smoke and so he set off to see if he could find someone to help him find his way back to Granny's house.

He hadn't gone very far when he heard the sound of approaching horses. Even from a distance he could see the red plumed helmets and gleaming armour of Roman soldiers. He raced towards the wood to find a place to hide. Before he reached the trees he heard a loud shout of "Spy!" He glanced over his shoulder just long enough to see that one of the horsemen had changed direction and was galloping towards him. There was no way he was going to out run the horse so he stopped and held up his hands as the man approached. The soldier dropped down from his horse and stared at James.

"Who are you? What are you doing here?" he said, "And why are you dressed so strangely?"

James looked down at his jeans and trainers. He was too afraid to speak. The soldier looked at him curiously before he spoke. Eventually he said, "Now let's start at the beginning with your name and where you come from because I'm beginning to think you're a spy from the tribe that lives on the other side of the river."

"No," shouted James as the memories flooded back to him, "I'm not a spy! My name is James and I was staying at my Granny's house with my brother Robert. I found a bracelet and put it on my arm and woke up in this field. I don't know where I am and I can't explain what's happened." "Well that sounds very unlikely to me," laughed the soldier, "where is this magical bracelet? Show it to me!"

James held out his arm, they both looked at his wrist but there was no sign of the bracelet. He pulled up his sleeve as the soldier raised his sword, "You're under arrest, young man. I'm going to take you to the garrison for questioning. Start walking!"



The Accidental Time Traveller

Section A

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

James and Robert were staying with their Granny. The weather was

1 **dry** **cloudy** **wet** **snowy**

and they felt

2 **happy.** **bored.** **excited.** **sleepy.**

James opened a little box and put on the shiny

3 **silver** **brass** **metal** **gold**

bracelet. Suddenly, the room disappeared and he found himself in a field under a

4 **cloudy** **sunny** **cloudless** **windy**

blue sky. He couldn't remember how he had got there. He saw

5 **a shaft of light** **a plume of smoke** **a group of houses**

so he set off to find his way back to Granny's. He was stopped by a

6 **horse** **Roman soldier** **a rider** **a woodsman**

who accused him of being a spy. James showed the soldier his arm but the bracelet had disappeared!

Section B

1 What did James and Robert fall out over?

2 What does the phrase 'ornate little box' suggest about the container the bracelet was found in?

3 What happened when James placed the bracelet on his wrist?

4 What is a 'plume of smoke'?

5 How do you think James would have felt when he saw the Roman soldiers?

6 Why do you think the Roman soldier thought James was a spy?

7 Why did the Roman soldier ask James the question, "Why are you dressed so strangely?"

8 'James held out his arm, they both looked at his wrist but there was no sign of the bracelet.' How do you think James felt when he realised the bracelet was missing from his wrist? Give a reason for your answer.

Section C

Plan your own ending for 'The Accidental Time Traveller'.

The Masters of the Universe

(The Professor and his companion, Dora, have just carried out an emergency landing following a narrow escape from an encounter with the Solarmen.)

Dora: *Where are we Professor?*

Professor: *London, about 1955 I think. It's hard to tell. Not all the systems are functioning correctly.*

Dora: *What's that noise?*

Professor: *Gunshots by the sound of it. Look at the video screen to see if you can see what is going on. I just need to reconfigure the systems to get everything working again.*

Dora: *No use, the video link is also down, I'll open the door and have a look.*

Professor: *Be careful Dora, I can't leave in the middle of this delicate process...*

Dora: *But it sounds like someone's in trouble.*

(Dora opens the door, carefully steps outside and looks around. The Timeship has landed close to a high wall near the bank of the River Thames. The gunshots are now much clearer.)

Professor: *What can you see out there?*

Dora: *Nothing as yet, it's dark and misty. I think something is going on just at the other side of this wall.*

(Dora climbs the wall and peers over the top. She whispers loudly back to the Professor.)

Dora: *Soldiers! British soldiers! And they are firing at what looks like a human sized pepper pot on wheels, a sort of robot with two eyepieces sticking out of its head. It's amazing, the bullets are just bouncing off.*

Professor: *Roboids, from the Planet Skar. They are intent on destroying all non-roboid life in the universe to achieve total domination.*

Roboid: *Destroy! Destroy!*

(An electronic beam shoots from the Roboid's arm and the six soldiers collapse on the floor.)

Dora: *I'm going to help. One, two, three, jump.*

(Dora jumps off the wall and lands immediately behind the Roboid.)

Roboid: *Under attack! Under attack! My sensors detect an alien presence.*

Dora: *Try and catch me, tin man!*

Roboid: *Rotate! Rotate! Detect alien presence and destroy! Destroy!*

(Dora dodges behind a wastepaper bin just as the Roboid opens fire. The professor arrives to help).

Roboid: *Destroy! Destroy!*

Professor: *This way Dora! Run up those steps as fast as you can. Roboids want to be masters of the universe but they can't even climb steps!*

(Dora races up the steps. The Roboid switches to hover mode and glides up after her.)

Dora: *I thought you said they couldn't climb steps!*

Professor: *They didn't used to be able to! Quick, over here, I've got an idea.*

(The Professor and Dora race over to some railings, which are being repainted. The workmen had disappeared.)

Professor: *Grab a tin of paint. When I count to three aim for the left eye stick, I'll go for the right one. O.K.?*

Dora: *Right.*

Professor: *No, left!*

Dora: *Right, left! I know what I mean!*

Professor: *One, two, three...*

Roboid: *Impaired vision! Impaired vision! Destroy! Destroy! Aaaaaaaaaaaaaaaaaah!*

The Masters of the Universe

Section A

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

The Professor and Dora had just landed in London when they heard a noise outside. The Professor said it was

- 1 **traffic.** **a plane.** **gunshots.** **an explosion.**

The

- 2 **timeship** **door** **computer** **video link**

was not working so Dora went outside to look. She saw British

- 3 **policemen** **soldiers** **sailors** **airmen**

firing at a 'pepper pot on wheels'. The Professor said it sounded like a

- 4 **Robot** **Robin** **Rotor** **Roboid**

from the planet Skar. The Professor told Dora to run up some steps to escape. The Roboid glided up after her using

- 5 **hoover** **flight** **climbing** **hover**

mode. The Professor threw paint at the

- 6 **right** **write** **wrong** **left**

eye stick. The Roboid could not see what it was trying to destroy.

Section B

- 1 When and where did the Professor and Dora land?

- 2 What was the problem with the timeship when they first landed?

- 3 What did Dora see when she climbed the wall?

- 4 What does the phrase 'total domination' mean?

- 5 Why do you think Dora called the Roboid 'tin man'?

- 6 Why did the Professor encourage Dora to run up some steps?

- 7 How do you think Dora felt when the Roboid followed her up the steps?

- 8 What do you think happened to the Roboid at the end of this passage? Give reasons for your answer.

Section C

Either:

Write a short playscript describing how the Professor and Dora get back to their timeship and head off on their next adventure.

Or:

Write a short description of what you believe a 'Roboid' could look like.

If time allows, add an annotated drawing to your work.

How to Operate a Timeship



Introduction

Your ancestors would not believe how personal transport has changed. First there was the horse and cart, then the bicycle, then the motorcar, then the aeroplane, then the spaceship and now we have 'Time Travel' in your very own Timeship.

Congratulations on purchasing Version 5, the very latest and best equipped of our 'DeLorian Style' Timeships. This model is so simple to use that just by following this brief set of instructions you will be able to

travel to any point in time, future or past, and to any point in the known Universe. DeLorian Style Timeship Version 5 is also the first model to include our unique 'Local Area Disguise Mode'.

Local Area Disguise Mode (LAD)

Your Timeship comes looking like an exact replica of a 1981 Classic DeLorean DMC 12. This is to help you blend in with your local Earth environment. However, in your travels across time and space it may be safer to arrive in a vehicle that blends in with the local environment. To do this just hit the button marked **LAD** on the alternative dashboard and immediately the computer will use cameras to scan the local area, locate a similar sized object, photograph it and then project a similar image across the outside of the body of your Timeship.

How to Enter and Power Up the Timeship

- 1 Use your personal DNA enabled swipe card to open the doors of the vehicle.
- 2 Climb inside and strap yourself to the seat.
- 3 Flick the top of the ordinary looking gear change stick to locate the hidden black button.
- 4 Press the button to make the traditional instrument cluster rotate to reveal the alternative dashboard.
- 5 Press the button marked 'Automatic Door Bolts'.
- 6 Place your swipe card into the 'identity slot'.

- 7 Use the dashboard keypad to enter your personal sixteen-digit identity code.
- 8 Press the large yellow button to power up the nuclear fusion drive.

How to Travel to Another Part of Your Planet

- 1 Find the Sat Nav screen and keyboard on the alternative dashboard.
- 2 Type in the country you want to travel to.
- 3 Type in the town or village you want to go to and press the map button. **MB**
- 4 Locate on the map the exact position you wish to go to.
- 5 Press the 'Lock Co-ordinates Button'. **LCB**
- 6 Finally, check everything is strapped down, brace yourself against the footrests and hit the green **GO** button!

How to Travel to Another Planet

- 1 Find the Solar Systems screen on the alternative dashboard.
- 2 Select the Solar System you wish to travel to using the drop down menu system.
- 3 Select the planet or moon you wish to travel to in your chosen Solar System, again using the drop down menu.

- 4 Press the 'Journey Time' button, **JT**, to establish exact length of journey. Check you have enough food and water for the trip.
- 5 Finally, brace yourself and hit the **GO** button.

How to Travel Backwards and Forwards in Time

- 1 Use the dashboard keypad to enter the year in time you wish to travel to. Press enter.
- 2 Next enter the day and month you wish to travel to and press enter.
- 3 Next, enter the exact time of day you wish to travel to and press enter.
- 4 Finally, check everything is strapped down, brace yourself against the footrests and hit the green **GO** button!

Emergency Return Button (ERB)

A large red button sits in the centre of the alternative dashboard. In an emergency, strap yourself in, check all hatches are bolted, power up the nuclear fusion drive and hit the button. **WARNING: UNBELIEVABLE FORCES WILL BE EXPERIENCED. ONLY USE IN EMERGENCY.** You will be immediately returned to your registered home address.

How to Operate a Timeship

Section A

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

Your ancestors would not believe how transport has changed. First there was the

1 **ox** **bull** **donkey** **horse**

and cart, then the bicycle, the car, the plane, the

2 **rocket** **Space Shuttle** **spaceship** **spacecraft**

and now the Timeship. To enter, use your personal

3 **NAD** **DNA** **DAN** **ADD**

swipe card to open the doors. Press the large

4 **red** **blue** **green** **yellow**

button to power up the nuclear fusion drive. Use the dashboard

5 **keypad** **Sat Nav** **Solar System Screen** **Go Button**

to set the year, month, day and time you wish to travel to. In case of emergency press the

6 **BRE** **RED** **ERB** **BER**

button and you will be immediately returned to your registered home address.

Section B

1 What do the following abbreviations stand for?

MB	
LAD	
ERB	
LCB	
JT	

2 Where can you travel to in this Timeship?

3 What is the Sat Nav screen used for?

4 What is the Solar Systems screen used for?

5 Why do you think this vehicle has an 'alternative dashboard'?

6 Why do you think the instructions say to brace yourself before you hit the green **GO** button?

7 What does the 'Local Area Disguise Mode' do and why might you need this particular feature?

8 Why would 'your ancestors not believe how personal transport has changed'?

Section C

Write a short story in which you travel to another time and place using your very own brand new Timeship.

Cinderella

(Cinderella has left the ball in a hurry dropping her glass slipper on the way. Prince Charming has decided he will search the land and marry the girl the slipper fits.)

Baron: *Your Royal Highness.*

Prince: *We are here on most urgent business, are your daughters at home?*

Gertie: *Princekins.*

Doris: *Princey.*

Prince: *Good morning ladies. Would you be so good as to try on this slipper for me? She whom it fits shall be my bride.*

Gertie: *What a coincidence! I lost a slipper just like that one last night, didn't I Doris?*

Doris: *Don't be silly Gertie, it was me.*

(Each of the stepsisters takes a turn at trying on the slipper.)

Doris: *Anyone got a shoehorn? Nearly got it. That's it. It fits! It fits!*

Prince: *Except for the heel.*

Gertie: *Goody, me next.*

(Gertie pushes Doris off the chair.)

Doris: *I don't know what you are in such a hurry for. If it didn't fit me, it certainly won't fit you!*

Gertie: *I bet it does! I'll have you know I have a very short foot.*

Prince: *Well, inches or centimetres, this particular foot is too long to go into this slipper. I'm beginning to think that the ball last night was just a dream. These two ladies are the last in the land. Yet, I remember vividly, her lips on mine as we kissed! I must find her!*

Gertie: *This is where it gets all sloppy and sentimental.*

Doris: *I wish he would get all sloppy and sentimental with me!*

Prince: *I'll go and check the list of all the people we invited to the ball once more. I might have missed someone!*

(All leave. Last one to go is Doris who picks up the slipper and has one further attempt to force it on. She fails and with a snort of disgust, flings it down and leaves the stage. Cinderella enters.)

Cinders: *Oh just look at the state of this place! As usual it's left to me to clear up.*

(Cinderella picks up the slipper and tries it on.)

Cinders: *They've even left a pair of shoes here! No, I'm wrong, it's just one shoe or slipper rather. Actually it fits quite well and I'm sure I have seen this before somewhere. Where was it now? There was music, I remember...*

(Cinderella starts to dance around singing the music to the dance. The prince enters.)

Prince: *I've checked the list and now I've lost the slipper. I left it just here...*

(The Prince sees Cinderella wearing the slipper.)

Prince: *Does that slipper fit?*

Cinders: *Yes! It's very comfortable – I wish I could find the other then I would have a pair just like those I dreamed about last night.*

Prince: *What did you dream about?*

Cinders: *I dreamed that I was at a ball – I had a lovely dress – I danced with the Prince – and – and...*

Prince: *Like this.*

(The Prince takes Cinderella in his arms and dances around the room.)

Cinders: *Ooh! Yes! Just like that. It made me feel like a princess.*

Cinderella

Section A

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

Prince Charming was looking for the girl who left the glass slipper at the ball. He asked the Baron if his

1 **sons** **cousins** **children** **daughters**

were at home. He asked the girls if they would try on a

2 **coat.** **necklace.** **slipper.** **hat.**

Gertie said she had lost one last

3 **week** **Saturday** **night** **year**

but Doris said it was

4 **him.** **her.** **them.** **us.**

The slipper would not fit so the Prince went to check his list. Meanwhile,

5 **the Baron** **Cinders** **Doris** **Gertie**

came in and tried on the slipper. The Prince returned and asked if it fitted and she replied it reminded her of a dream about a

6 **hall** **dance** **disco** **ball**

where she felt like a Princess.

Section B

1 Why do you think Gertie said 'I lost a slipper just like that one last night'?

2 Why do you think Doris said 'It fits! It fits!' even though her heel was sticking out of the back of the shoe?

3 Why do you think Gertie pushed Doris off the chair?

4 Why did Doris wish the Prince would 'get all sloppy and sentimental with me'?

5 Why did the Prince decide to check his list?

6 What do you understand by the phrase 'with a snort of disgust'?

7 Why do you think Cinderella did not recognise the slipper straight away?

8 The Prince said, "I left it just here..." Why do you think he stopped speaking in the middle of his sentence?

Section C

Write a short playscript, which tells how this story ends. You may wish to tell the traditional ending or you may decide to make up an ending of your own.

What is a Pantomime?



At Christmas time in Great Britain people go to the theatre to see a special kind of play called a pantomime. The theme is usually a well known fairy story such as Cinderella, Mother Goose or Jack and the Beanstalk. The show always includes music, singing, dancing and jokes. The show often has a very traditional format which includes the following elements:

The Principal Boy

The principal boy is usually played by a female although the role is that of a boy hero. The female playing the principal boy usually dresses in a short tunic accompanied by knee-high leather boots and tights. This tradition has grown out of times when ladies were required to wear ankle length dresses in the street but on stage could show off their legs.

The Principal Girl

The principal girl is nearly always played by the prettiest female in the cast. She is usually called on to sing a solo and always ends up 'living happily ever after' with the principal boy.

The Dame

The pantomime dame, usually the hero's mother such as 'Dame Trott' in Jack and the Beanstalk, was a creation that emerged from the early music halls of the Victorian era. This part is traditionally played by a man dressed as an older, unattractive, fairly common woman, all qualities which she believes she is the exact opposite of. She befriends the two principals early in the story and often ends up 'living happily ever after' either with the principal girl's kindly old widowed father, uncle or guardian. The dame frequently changes her costume which are often very outrageous in looks. The dame's entrances during the show are frequently more extravagant and exaggerated than any other character.

Baddies, Animals and Slapstick

The fairy queen and demon king appear in all pantos although alternative names may be used. They represent good and evil with good always winning over evil at the end of the day. Every memorable pantomime contains a comic horse or other animal played by two actors covered with an animal skin. Slapstick usually involves a comic chase and a fight with custard pies or something equally as messy.

The Chorus

The element of song and dance in Pantomime is extremely important so every show has its chorus of singers and dancers often involving young people and children.

The Plot

The pantomime usually starts in a sea port or a market-place where chorus members wander about singing until the main characters arrive to introduce themselves, some suffering undeserved poverty and others enjoying equally undeserved riches. As the pantomime goes on, the heroes or heroines win their way to riches, weddings and living happily ever after.

Audience Participation

The audience are actively encouraged to boo the villain whenever he enters, argue with the dame and warn the principal boy when the villain is behind him, by shouting out, "He's behind you!"

The Future

A visit to a pantomime may be a child's first experience of live theatre. If that experience is magical enough it can leave a lasting impression and help the tradition to continue.

What is a Pantomime?

Section A

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

A pantomime is a special kind of play performed at Christmas. It is usually based on a

1 **true** **fictional** **fairy** **adventure**

story such as Cinderella. The principal boy is usually played by a

2 **child.** **boy.** **girl.** **dog.**

The principal girl has to sing a

3 **song.** **nursery rhyme.** **solo.** **karaoke.**

The dame is usually a man dressed as a

4 **camel** **horse** **woman** **man**

and is usually the hero's mother. Good and evil are represented by the fairy

5 **queen** **godmother** **king** **grandmother**

and the demon king. The audience are encouraged to boo the

6 **dame** **king** **horse** **villain**

whenever he enters and warn the principal if "He's behind you!"

Section B

1 When do people in Great Britain go to see pantomimes?

2 Who acts the role of the 'boy hero'?

3 What does the dame traditionally look like?

4 The dame's costume is described as 'outrageous in looks'. What does this mean?

5 Who always wins the battle between good and evil in a pantomime?

6 What does the term 'slapstick' refer to?

7 What do the phrases 'undeserved poverty' and 'undeserved riches' mean?

8 How are audiences encouraged to be part of the pantomime?

9 What do you understand by the term 'live theatre'?

Section C

What is a film? Write a short explanation describing exactly what a film is, for someone from a distant country who has never seen one before.

Come and see our Panto

Cinderella

- Watch Buttons befriend Cinderella
- Laugh at the antics of the Ugly Sisters
- Boo the baddies and cheer the Fairy Queen
- Join in with the chorus as they entertain with popular songs
- Admire the grandeur of the Prince's Ball
- Support Prince Charming in his attempts to find his bride
- ~~Cheer as everyone lives happily ever after~~

Where: Woolford Methodist Church Hall, Anytown
When: Week commencing Monday 12th December for one week
Auditions: Saturday 3rd September
Evening Performances: 7.30pm each evening
Matinee Performance: 2.30pm Saturday 17th December
Admission: £5 Adults, £3 Children, £2 Over Sixties
Special Offer: Family Ticket for four or more only £15

Tickets available from the church office

The proceeds from this Pantomime will be donated to Methodist Homes for the Aged. MHA is a charity providing care homes, housing and support services for older people throughout Britain. Established almost 70 years ago, MHA now delivers a range of services to over 12,500 individuals.

They serve approximately:
 3,000 older people in residential, nursing and special dementia care homes
 1,500 older people in sheltered housing and housing with care
 8,000 older people in community projects
 Their services are delivered by 5,000 dedicated staff and 5,000 committed volunteers.



Cinderella

Come and see our Panto *Cinderella*

Section A

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

This poster advertising performances of the pantomime 'Cinderella' contains lots of information. The audience is encouraged to

1 **hiss** **cheer** **boo** **whistle at**

the Fairy Queen and support

2 **the King** **the Prince** **the Dame** **the Principal Boy**

in his attempt to find his bride. The show is to be performed in a

3 **school** **village** **church** **community**

hall on Tuesday

4 **11th** **12th** **13th** **4th**

and the rest of that week. It costs adults

5 **£3** **£4** **£5** **£6**

each for a ticket. The money made from the show will be donated to Methodist

6 **Cars** **Homes** **Churches** **Helpers**

for the Aged.

Section B

1 Who makes a friend of Cinderella?

2 What does 'admire the grandeur of the Prince's Ball' mean?

3 According to the poster, how many times will this pantomime be performed?

4 How much money could a family of two adults and two children save if they bought their tickets using the special offer?

5 What does MHA stand for?

6 What does MHA do?

7 What does 'Established almost 70 years ago' mean?

8 What sort of services does this organisation provide?

Section C

Design a poster to advertise a pantomime of your choice to be performed in your school. Provide as much information in your advertisement as possible.

Evacuation

Jim woke up on September 4th and looked out of the window at the grey Manchester sky and the familiar row of terraced houses on the opposite side of Raglan Street which mirrored the one from which he now stared unhappily. It was hard to believe that the country was at war with Germany because nothing looked any different and yet he knew that his life would never be the same again. He pressed his face against the glass and tried to soak the details of the street into his mind so that he would never forget.

Downstairs Mum was buttering bread, "There you go," she said, "two slices today. Eat up, who knows how long it will be before you get something else to eat." She forced a smile, "I bet you'll be having eggs for breakfast in the country!"

"I wish I could stay here," he said. He glanced at Mum, she looked very sad as she checked the contents of his little suitcase again. She lifted out the teddy bear he'd packed, pressed it to her lips for a moment and then placed it gently on top of his blue jumper and closed the case.

As they walked down the street, Jim looked back over his shoulder at his house for a second and wondered when he would see it again. He fingered the cardboard box containing his gas mask and the label that hung from the button of his coat, on it were written his name and age, his address and school. He felt like a parcel.

When they arrived, the school playground was already a sea of bewildered faces with children lining up and weeping parents saying their farewells. Then, with Mr Moss at the head of the line, they marched purposefully towards the railway

station and the train that would take them to the safety of the countryside.

Jim had never been on a train before and even though he felt horrible about leaving Mum, the sight and smell of the billowing engine was very exciting. He waited his turn to climb aboard one of the carriages and took his seat next to the window. As the train pulled out of the station, Jim listened to the buzz of conversation among the other children, some were distressed because they thought they would never see their parents again, others were optimistic that they would only be in the country for a couple of weeks.

Jim watched the grey buildings of the city disappear and for the first time in his life he saw wide, green fields and cows and horses. They passed through villages and towns and just when Jim felt that the journey would never end, he felt the train slow down and the signs said that they were in Preston. Passers-by applauded and cheered as they marched through the streets to a large school building where they were given a carrier bag containing emergency rations. Jim peeped into the bag and was amazed to see tins of corned beef and condensed milk. He hoped he would live with someone who had a tin opener! There was also a big bar of chocolate and he wasn't surprised to see that some of the children were already eating theirs. At last all the children from Jim's class were taken to a bus, which drove them to Woodforth, the village where they would be staying. The roads twisted and turned past farmhouses, churches, chapels and pubs and at long last drew up in front of Woodforth Village Hall. They were now close to



the end of their long journey. Jim felt as though he had entered a completely different world and wondered how long it would be before he saw the streets of Manchester again.

Inside the Hall, trestle tables full of cakes and sandwiches welcomed the weary travellers and Jim was glad he had resisted eating the chocolate bar. "Welcome! Welcome!" shouted a lady in a large, feathery hat when they had finished eating. A hush fell over the room, "Welcome to Woodforth, boys and girls. I trust that you have enjoyed your tea and now we are coming to the part of the day when we shall tell you where you are going to stay. I expect many of you are feeling a little bit homesick but try not to worry, we are going to look after you. And hopefully the war will soon be over and you can go back to your parents."

Jim listened carefully as she began to read down the list. When she read out his name, a kind looking lady stepped forward to shake his hand. He smiled nervously at her and to his relief she smiled back.

Evacuation

Section A

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

Jim looked out of his window. He could hardly believe his country was at war with

- 1 **France** **Italy** **Germany** **Japan**

as nothing looked any different. Downstairs his Mum was

- 2 **buttering bread** **making toast**
boiling an egg **cooking sausages**

for breakfast. Mum gently placed his

- 3 **blue jumper** **green shirt** **spare shoes** **teddy-bear**

into his suitcase. They walked to school and joined a line with

- 4 **Mum** **Jim** **Mr Moss** **Woodforth**

at the head. After the train journey they travelled by

- 5 **car** **bus** **plane** **ship**

to a village called Woodforth where they were welcomed by a tea of cakes and

- 6 **buns.** **pies.** **fruit.** **sandwiches.**

Jim waited until he was told who he was going to live with.

Section B

- 1 Jim's 'life would never be the same again'. Why was Jim's life changing that day?

- 2 Why did Jim spend so long staring at the street before he went down for breakfast?

- 3 Why do you think Mum had to 'force a smile' while she was making breakfast?

- 4 What made Jim decide 'He felt like a parcel.'?

- 5 Why were the parents weeping in the school playground?

- 6 What did Jim see for the first time in his life?

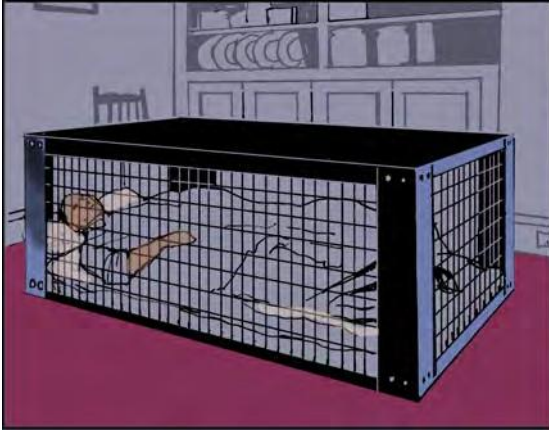
- 7 Why did Jim hope he would live with someone who had a tin opener?

- 8 What is meant by the statement 'Jim felt as though he had entered a completely different world'?

Section C

Write a short story telling what happened to Jim during the first evening he spent in Woodforth.

Evacuees



Morrison Shelter



Anderson Shelter



During the Second World War, British cities were targets for German bombing raids. The Government issued shelters for people to erect inside their houses or in their gardens. Everyone was issued with a gas mask in case poisonous gas bombs were dropped. Young children from the cities most at risk were evacuated. Sometimes they were sent to the country to stay with a family member or friend. Other children were taken to the country in class groups by their teacher and billeted with complete strangers. Some children were very unhappy and homesick; others thought the event was a big adventure. The children had to take their gas mask, identity card and a small suitcase of clothes. Some children only stayed away for a short time, others stayed for the duration of the war from 1939 to 1945.



Every child was issued with a gas mask and had to take it everywhere they went.

Memories of an Evacuee

"When our teacher informed us we were to be evacuated we were quite excited by the news. We had to carry our gas masks and a small case with our clothes. When we arrived the local nurse immediately checked our hair for nits!

We were sent to live on a farm with two other boy evacuees. It was quite different from home. There was no running water so we had to get washed outside by the well. The farmhouse had no electricity so we were sent to the town for paraffin to run the oil lamps. I remember people were very kind to us.

Our teacher set up a classroom in the hall of the local school. I was there for three years. One Easter, we went home to Belfast. The German planes came over and we had to hide under the stairs. A firebomb landed in our upstairs bedroom and I heard men running up the stairs to throw it out of the window. I didn't sleep at all that night."

Evacuees

Section A

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

During the Second World War

1 **English** **Scottish** **Welsh** **British**

cities were targets for

2 **French** **German** **Italian** **Japanese**

bombing raids. The Government gave out shelters to go inside houses or in

3 **garages.** **sheds.** **gardens.** **basements.**

Young children from the cities most at risk were

4 **executed.** **excited.** **evaporated.** **evacuated.**

Some were sent to stay with a family member or

5 **cousin.** **friend.** **uncle.** **aunt.**

Some were taken to the country by their teacher to stay with

6 **farmers.** **villagers.** **strangers.** **landlords.**

Some stayed away from home for a short time, others stayed for the duration of the war.

Section B

1 Why were people given gas masks during World War II?

2 What items did the children take with them when they were evacuated?

3 How long did the Second World War last?

4 Which type of air raid shelter was used in a garden?

5 Why do you think some children were excited at the thought of being evacuated?

6 One evacuee reported 'It was quite different from home.' How was it different?

7 How did the evacuee feel he had been treated when he was living away from home?

8 The evacuee reported 'I didn't sleep at all that night.' Why do you think he didn't sleep well that night?

Section C

Imagine you are an evacuee sent away from home to live with strangers. Write a letter home describing how you are getting on.

The Evacuees

The steam train chugs into a small country station,
The sleepy children wake startled by the unfamiliar scene.
They gather their few belongings and step out warily,
Onto a cold, draughty, station platform.

Hered like sheep into a village hall filled with noise and laughter,
Hot cups of tea, cake and biscuits bring them cheer.
Small presents, a knitted doll, a wooden car,
A kindly smile, a gentle pat, "There, there".

A new beginning, a big adventure, who knows,
For this was wartime, children's wartime.
Parents far away, mum toiling in the factory, dad fighting the foe,
Brave children far from home!



The Evacuees

Section A

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

The train in the poem arrives at

- 1 **a city.** **a hamlet.** **a village.** **a small country station.**

The children have

- 2 **been there before.** **never been there.**

In verse two the group of children are compared to

- 3 **a herd of cows.** **a flock of sheep.**
a pack of dogs. **a school of dolphins.**

The people who met them are

- 4 **funny.** **angry.** **kindly.** **sad.**

In the last verse the poet remembers the children's mothers

- 5 **at home making cake.** **working in the factory.**
working on a farm. **working as mechanics.**

The poet concludes in the last line that the evacuees are

- 6 **stupid.** **clever.** **brave.** **kind.**

Section B

- 1 What is the author describing when she says the steam train 'chugs' into the station?

- 2 Why do you think the children were 'startled by the unfamiliar scene'?

- 3 Why did the children just have a 'few belongings' with them?

- 4 Why does the author use the phrase 'herded like sheep' when the children are guided towards the village hall?

- 5 How do you think the village hall felt compared to the station platform?

- 6 Why would 'hot cups of tea, cakes and biscuits' bring cheer to the children?

- 7 What other things were given to the children to cheer them up?

- 8 How would 'A kindly smile, a gentle pat, "There, there".' help the children?

- 9 Why was this 'A new beginning' for the children?

- 10 What is meant by the phrase 'children's wartime'?

Section C

Imagine you are a wartime evacuee. Write a poem to describe your feelings about being sent away from home.

The Tourist Information Office
23 Lloyd Street,
Llandudno,
Gwynedd
LL3 0JT

52 Addison Street,
Anytown,
Greater Manchester.
MN2 5LE

Dear Sir/Madam,

Having just returned from a holiday with my husband and my two grandchildren I felt compelled to write to you to say what an enjoyable time the four of us had in Llandudno. None of us had ever visited your lovely Victorian seaside town before and we were very pleasantly surprised how clean it was kept and how many different things there were for us to do during our week-long stay.

As my grandchildren had never been on a train before, we decided to leave the car at home and make the journey from Manchester to Llandudno by rail. The ride along the north coast of Wales was stunning as the train travelled for many miles by the sea. On arrival, a friendly taxi driver took us the short distance to The Grand Hotel where we found our comfortable room had a balcony and lovely views out towards the sea, the promenade and of course the Little Orme.

I have to admit we were very fortunate with the weather and the children couldn't wait to get down to the lovely, clean, sandy beach. As soon as we had collected our buckets and spades we were off. The rest of the day was spent building sandcastles, playing ball games, paddling and swimming in the sea. The beach was busy, but not too crowded, so the children soon found new friends to play with. The evening was spent in a lovely local restaurant and once the children were asleep in bed my husband and I settled down for a well-earned rest.

We visited the beach most days and that kept the children entertained for much of the time but we were also very pleasantly surprised at how many other things we could find to do in Llandudno. We walked up and down the pier many times. My husband enjoyed some fishing once he realized he could hire rods from Paddy's Bait and Tackle shop. The children enjoyed

the amusements especially the Go Carts and the Crazy Golf. I enjoyed browsing round the Old Book Shop and of course these activities were always followed with a welcome snack from the Dairy Ice-Cream Shop.

One day we visited the Great Orme. We travelled up this mountain using the cable car, which took us right to the top. The views over the sea and towards the Welsh Mountains were to die for. We visited the Great Orme Mines and had an excellent lunch in the tearoom. The children spent the afternoon on the Dry Ski Slope where they particularly enjoyed the Toboggan Run. Finally we returned on one of Llandudno's famous trams.

Many an evening was spent strolling along the beautiful, wide, flat expanse of the North Shore Promenade. As we walked away from our hotel we always headed for the Little Orme, which gave us a goal to walk towards. The children had brought their roller boots and this was the perfect place for them to skate. In fact, my husband and I had trouble keeping up with them. The journey back was in the direction of the Great Orme, which always looked spectacular as the sun went down each evening.

One evening we enjoyed a trip to the North Wales Theatre to see an excellent show. This was followed by a trip to McDonalds to give the children a treat. Another day was spent browsing up and down your traditional high street shops complete with Victorian style shop fronts. I think my favourite day was when we went on a coach trip to Snowdonia and travelled up Mount Snowdon on the steam railway. The children's favourite day was when we took a boat trip around the bay.

I have not managed to mention everything we fitted into our visit but as we had all enjoyed the trip so much I just felt as though I wanted to thank you for providing such a lovely place for us to visit. We will be back soon!

Yours faithfully,

One Happy Grandma

The Seaside

Section A

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

Dear Sir/Madam,
I have just returned from a week-long stay in

1 **Blackpool** **North Wales** **Anglesey** **Llandudno**

and I just wanted to say how

2 **dirty** **clean** **rough** **noisy**

it was. Our grandchildren enjoyed the train journey because we travelled for many miles by the

3 **mountains.** **countryside.** **hills.** **sea.**

The children enjoyed paddling and

4 **swimming** **diving** **splashing** **snorkelling**

in the sea. Walks along the pier always ended with a snack from the

5 **candy-floss** **sweet** **toffee** **ice-cream**

shop. The children had brought their

6 **skateboards** **kites** **roller boots** **go-carts**

and the North Shore Promenade was the perfect place for them to play. We will be back soon.

Yours,
One Happy Grandma

Section B

1 Who is the author of this letter writing to?

2 Why did the author feel 'compelled to write'?

3 Why did the family travel by train to Llandudno?

4 What does the phrase 'we were very fortunate with the weather' imply?

5 Write in the table six different things to do on the Great Orme.

6 Why did the family like the North Shore Promenade?

7 What was the author's favourite day of the holiday?

8 Why do you think the author of this letter enjoyed her holiday so much?

Section C

Design a leaflet or poster which advertises all the different things to do in Llandudno.



The Pleasure Beach

With over 125 rides and attractions there's something for everyone at **Blackpool Pleasure Beach Resort**. For the ultimate in thrills why not brave one of Europe's tallest rollercoasters, the **Pepsi Max Big One**. Hold your breath as you board **Infusion**, the exhilarating five looping coaster suspended completely over water. Brave **Valhalla**, the world's most spectacular dark ride featuring amazing special effects. Race with your family and friends on the **Steeplechase** or experience the thrill of one of the world's only twin track coasters, the **Grand National** plus lots, lots more.

Autumn just wouldn't be the same without a trip to Blackpool's world-famous northern lights – the **Blackpool Illuminations**. Over three million visitors a year can't be wrong! The magical Blackpool Illuminations keep the resort aglow for 66 nights from Friday September 2 – November 6 and however visitors choose to enjoy this dazzling display, they're guaranteed a sparkling night, whatever the weather.

The Beach

Blackpool has miles of unspoilt beaches, which are perfect for a picnic, a stroll, building sandcastles, having a paddle or going for a swim. Enjoy the glorious sunsets and the wonderful energy of nature as the sea meets the shore.



Stanley Park

Stanley Park is the jewel in Blackpool's crown. Just two miles from the sea front you will find 256 acres of green oasis. There are display gardens to wander round as well as fountains, woodlands, sports facilities and a boating lake. Whilst there visit the Art Deco Café and the Model Village – a world in miniature.



Blackpool Tower – 518 feet of fun for all the family – climb to the top for spectacular views and dare to walk the plate glass floor!

Visit the Tower Ballroom and take a twirl on the world famous dance floor or simply sit and watch the world dance by, while enjoying a traditional high tea in this magical Victorian setting.

Jungle Jims in the Tower is the venue for adventurous kids. Inside, awaiting all you brave explorers is a fun-tastic range of swinging, sliding and climbing contraptions plus a fabulous interactive quest to find hidden treasure!

There's plenty to do in...
BLACKPOOL

There's plenty to do in...

BLACKPOOL

Section A

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

There's plenty to do in Blackpool. You can

1 **build a sand castle** **ride a donkey** **fly a kite**

on the beach. You can visit a model

2 **railway** **exhibition** **village** **boating lake**

in Stanley Park. The Pleasure Beach has over

3 **25** **100** **125** **215**

rides and attractions to choose from. Adventurous kids may like to visit

4 **Blackpool Tower** **the Tower Ballroom** **Jungle Jims**

and search for hidden treasure. In the autumn you can visit the Blackpool

5 **Pier** **illuminations** **Fun-Fair** **Zoo**

from September 2nd to November 6th. For the ultimate in thrills why not take a ride on the

6 **big wheel** **steeplechase** **Pepsi Max Big One**

where you will have the time of your life.

Section B

1 Fill in the following table:

Acres of grass in Stanley Park	
Height of Blackpool Tower	
Number of nights illuminations are aglow	

2 What do you think the phrase 'the wonderful energy of nature as the sea meets the shore' is describing?

3 What is a 'green oasis'?

4 Why do you think the 'Pepsi Max Big One' roller coaster is described as presenting the 'ultimate in thrills'?

5 Why does the advertisement suggest 'Over three million visitors a year can't be wrong!' when describing the illuminations?

6 How do the Blackpool Illuminations 'keep the resort aglow'?

7 Why would it be a 'dare to walk the plate glass floor'?

8 Why do you think children would enjoy visiting Jungle Jims?

Section C

Imagine you are on holiday in Blackpool. Write a postcard to a friend telling them about some of the things you have been doing.

Seaside

The burning sun shines brightly on a blue, blue sea,
Where boats dance on the water,
Children splash and scream and jump the rolling waves,
While watchful parents brush sand from soggy sandwiches.

I walk barefooted, and feel the hot sand tickle between my toes,
Bucket in hand, I stoop to gather small jewels,
Shells, pearly white and blue, mussels clamped to rocks,
Some homes to hermit crabs, and other strange creatures,
Some empty houses – treasures to take home.



Seaside

Section A

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

The weather is

- 1 **breezy.** **hot.** **raining.** **dull.**

The boats in verse one are described as

- 2 **floating.** **sinking.** **dancing.** **rolling on the water.**

The children in verse one are

- 3 **making sandcastles.** **collecting stones.**
jumping the waves. **eating sandwiches.**

The small jewels that the person is collecting in verse two are

- 4 **stones.** **crabs.** **shells.** **fish.**

Some of the shells the person in the poem has collected have been

- 5 **in the ocean.** **homes to hermit crabs.**
broken. **stuck together.**

The shell collector at the end of the poem decides to

- 6 **throw the shells back in the sea.** **bury the shells.**
use shells to decorate a castle. **take the shells home.**

Section B

- 1 Why does the author use the word 'blue' twice in the first line of the poem?

- 2 What does the phrase 'boats dance on the water' describe?

- 3 How do you think the children feel when they 'scream and jump the rolling waves'?

- 4 What are the parents watching and why?

- 5 Why do you think the sand is hot?

- 6 What are the 'small jewels' mentioned in this poem?

- 7 What does the phrase 'mussels clamped to rocks' refer to?

- 8 What are the 'empty houses' mentioned in the poem?

Section C

Imagine you are walking along a hot sunny beach on your holiday. Write a poem to describe your feelings.

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

Page 3 - Aztec Attack!

Section A

- 1) water
- 2) father
- 3) dish
- 4) field.
- 5) hill
- 6) hundreds

Section B

- 1) The maize stalks were sharp and cut her legs/the urn of water was large and heavy.
- 2) She had broken the big red and black dish.
- 3) He wanted a drink of water.
- 4) He knew he had to go back to work.
- 5) She knew she was late because the sun was going down/was low in the sky.
- 6) She was surprised/shocked/ amazed/it made her catch her breath.
- 7) Open ended. Accept an answer with supporting statement.
- 8) She was holding father's weapons ready for him when he arrived.

Page 5 - How to Make a Model Aztec Temple

Section A

- 1) photocopier.
- 2) cut and folded.
- 3) cut out
- 4) Score
- 5) tier
- 6) glue stick

Section B

- 1) A model Aztec Temple.
- 2) Two turret like buildings
- 3) The front.
- 4) Part 2.
- 5) Part 4.
- 6) Drag one point of 'opened out scissors' along the side of a ruler.
- 7) They will fold more easily.
- 8) It is easier to colour when flat.
- 9) Each layer gets gradually smaller.
- 10) The bigger it is, the better/ more impressive it will look.

Page 7 - Aztec Food and Drink

Section A

- 1) fish
- 2) week.
- 3) lizards.
- 4) geese.
- 5) tadpoles
- 6) fresh water

Section B

- | | |
|---------------------------|--|
| 1) A source of protein: | geese/grubs, snails, fish-eggs, tadpoles and insect larvae/hairless dog/armadillos and tapirs. |
| A source of carbohydrate: | Sweet potatoes/maize |
| A source of minerals: | Pumpkin/sunflower seeds |
- 2) It was ground into flour.
 - 3) Sweet potatoes with chillies, peppers, squash, gourds and tomatoes.
 - 4) Pumpkin and sunflower seeds.
 - 5) Turkeys.
 - 6) It was a special meal for ordinary people but a daily ingredient for meals at the royal court.
 - 7) A strong beer made from the inside of the maguey cactus.
 - 8) A chocolate drink made from cocoa beans.
 - 9) At feasts in the homes of rich people.

Page 9 - The Dive

Section A

- 1) blue
- 2) red
- 3) 5am
- 4) parents
- 5) reduced to tears.
- 6) shoulders

Section B

- 1) Everybody was waiting for him/he was trying to walk slowly and calmly.
- 2) Took time to calm down/settle/think about what he was about to do.
- 3) They got up at 5am to drive him to the swimming pool.
- 4) He couldn't stay out late/seldom went to parties.
- 5) Everyone in the packed centre was looking up at him.
- 6) It was the most important day/what all the training had been for/everything he had done had been leading to this moment.
- 7) This was what he had always wanted to do/he was achieving his ambition/he was representing his country.
- 8) 'Tumultuous applause', 'standing in their seats cheering' Accept answers that describe the pleasure and excitement of the crowd because he has dived well.

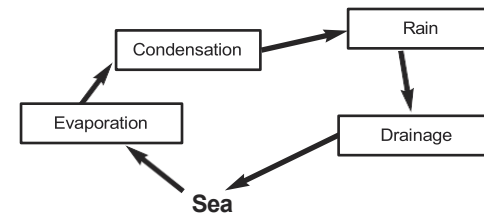
Page 11 - How Does Water Get to a Tap

Section A

- 1) heat up.
- 2) evaporates
- 3) water
- 4) clouds.
- 5) ground.
- 6) sea..

Section B

1)



- 2) Plants and puddles, soak into rocks and soil.
- 3) Falls as snow or hail.
- 4) Streams or rivers.
- 5) Reservoirs.
- 6) Accept answers with supporting statements that indicate an understanding of difficulties involved in getting water or the dangers unclean water.
- 7) The ground stores heat from when the sun has been shining, even in winter, and this stops the pipes freezing.
- 8) It evaporates.

Page 13 - Water is Life

Section A

- 1) the window pane.
- 2) children skating.
- 3) acrobats.
- 4) no water.
- 5) silent.
- 6) it is vital to have water.

Section B

- 1) Water is everywhere/plenty of water/water in all its forms.
- 2) There is no rain/ no water to drink/ A drought.
- 3) To make the reader think of the steady/constant dripping of the rain on the window pane.
- 4) Just as acrobats hang and balance in the air so the icicles seem to hang from the house eaves.
- 5) Accept an answer that shows an understanding that obstacles prevent the smooth flow of water.
- 6) They have little/no water to drink/dying of thirst.
- 7) Accept an answer that shows an understanding of the word relentless; meaning incessant, oppressively constant.
- 8) They are dried up/no noise of running water.
- 9) A picture of two different places; one place has plenty of water the other has little or none. Verse 1 is all about the water of life, verse two is about no water and life has gone.
- 10) People cannot survive without water/without water there is no life.

Page 15 - Astronauts Return To Earth After Horrific Explosion

Section A

- 1) thirteen
- 2) lights
- 3) a problem.
- 4) Lunar Module
- 5) Earth.
- 6) cold.

Section B

- 1) The Moon.
- 2) Lunar Module, Command Module, Service Module
- 3) Number two oxygen tank.
- 4) It was a safe place like the lifeboat on a ship.
- 5) Command Module.
- 6) Abandoned the original expedition.
- 7) Frightened/nervous plus supporting statement.
- 8) The crew were well despite their ordeal.
- 9) They could not see that part of the service module from inside the spacecraft.

Page 17 - The Solar System

Section A

- 1) nine
- 2) satellites.
- 3) star
- 4) orbits
- 5) the moon.
- 6) rockets

Section B

1) When Was the Solar System formed?	4.6 billion years ago
Hottest planet?	Venus
Planets with rings?	Saturn, Jupiter, Uranus, Neptune
Halley's Comet next seen from earth?	2061
First man made object sent into space?	Sputnik satellite

- 2) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.
- 3) To move, rotate round.
- 4) Burning gases.
- 5) One exists caused by nature, the other is caused by human kind.
- 6) Neptune, Saturn, Uranus and Jupiter.
- 7) Asteroids, comets, meteors.
- 8) An asteroid impact.

Page 19 - The Moon

Section A

- 1) the Moon.
- 2) a giant white ball.
- 3) difficult to sleep.
- 4) happy and sad ones.
- 5) cheered.
- 6) an adventure.

Section B

- 1) In bed.
- 2) The window frame is like a picture frame.
- 3) It does not appear to move.
- 4) A caring parent hovers/watches over a child.
- 5) Can't sleep/sleep hasn't come/still far off.
- 6) He is thinking about the things that have happened in the day.
- 7) These events have happened/are in the past and cannot be altered.
- 8) Open ended. Accept an answer that shows an understanding that the moon is constant and comforting.
- 9) You can dream of adventures when sleeping.

Page 21 - The Lost Concert Tickets

Section A

- 1) nine
- 2) two
- 3) a programme
- 4) purse.
- 5) under the seat.
- 6) the warm up band

Section B

- 1) They might not be able to get into the concert/ Upset.
- 2) Stuck in a traffic jam/moving slowly.
- 3) Lots of people moving in a steady stream/moving powerfully and suddenly forward.
- 4) The crowd of people suddenly and without warning organised themselves into orderly queues.
- 5) Thought they couldn't buy a programme, wouldn't get into the concert, might miss the start of the concert.
- 6) They wouldn't have been able to get into the concert.
- 7) Open ended. Accept an answer that shows an understanding of the excitement of the occasion/relief that they had found the tickets/come close to missing the concert.
- 8) 'I can see the floodlights' and 'Robbie will actually turn up' plus supporting statements.

Page 23 - How To Play The Recorder

Section A

- 1) eight
- 2) thumb
- 3) index finger
- 4) right hand
- 5) gently
- 6) C.

Section B

1) Note	No. of holes covered
Middle C	8
E	6
F	5
C	2
B	2

- 2) Seven on the front, one on the back
- 3) It affects the sound.
- 4) Just below the mouthpiece.
- 5) Thumbhole.
- 6) That part goes in your mouth.
- 7) By covering different holes for each note.
- 8) Holes covered.

Page 25 - Beatlemania. The 1960's Phenomenon

Section A

- 1) suits
- 2) second
- 3) two
- 4) posters
- 5) 1963.
- 6) 15 millionr

Section B

- 1) An intense fan following and media interest in the Beatles.
- 2) John Lennon, Paul McCartney, George Harrison, Ringo Starr.
- 3) 'Please Please Me'.
- 4) Everybody wanted to see/hear them.
- 5) They were the least important/wanted/popular act.
- 6) They were in greater demand than Roy Orbison and their name was put above his as the headline act.
- 7) The name was given by a national newspaper to describe the phenomenal interest in the Beatles and it stuck.
- 8) British Prime Minister, Miss World, Ed Sullivan were held up by crowds of Beatles' fans.
- 9) It has an 'a' instead of a second 'e'/should be spelt 'Beetles'.

Page 27 - The Accidental Time Traveller

Section A

- 1) wet
- 2) bored.
- 3) gold
- 4) cloudless
- 5) a plume of smoke
- 6) Roman soldier

Section B

- 1) Who should pack up the games.
- 2) Anything that indicates it was highly decorative.
- 3) Accept an answer that shows an understanding that things began to change/he was transported to another time.
- 4) A column of smoke floating upwards.
- 5) Accept: frightened/terrified/amazed/curious plus supporting statement.
- 6) He wasn't one of them/he was running away.
- 7) He did not recognise the clothes James was wearing.
- 8) Open ended. Accept an answer that indicates fear/confusion plus supporting statement.

Page 29 - The Masters of the Universe

Section A

- 1) gunshots
- 2) video link
- 3) soldiers
- 4) Roboid
- 5) hover
- 6) right

Section B

- 1) London 1955.
- 2) Not all systems were functioning properly.
- 3) British soldiers firing at what looked like a pepper pot on wheels.
- 4) Complete control.
- 5) They were made of metal.
- 6) He thought the Roboids couldn't climb steps.
- 7) Frightened/confused.
- 8) Open ended. Accept an answer with supporting statement.

Page 31 How to Operate a Timeship

Section A

- 1) horse
- 2) spaceship
- 3) DNA
- 4) yellow
- 5) keypad
- 6) ERB or RED

Section B

1) MB	Map Button
LAD	Local Area Disguise
ERB	Emergency Return Button
LCB	Lock Co-ordinates Button
JT	Journey Time

- 2) Any point in time, any point in the universe.
- 3) To locate the place/town/village /country you wish to travel to.
- 4) To locate the Solar System you wish to travel to.
- 5) Open ended. Accept an answer that indicates an understanding that alternative means another dashboard that can be used when the Timeship is being used in a different mode.
- 6) Accept an answer that indicates an understanding that there will be gravity/power/force involved.
- 7) Disguises your vehicle as an object that blends in with the local environment. It might be safer to do this/you won't stand out. 8) They would not be able to imagine how transport could change/beyond their understanding.

Page 33 - Cinderella

Section A

- 1) daughters
- 2) slipper.
- 3) night
- 4) her.
- 5) Cinders
- 6) ball

Section B

- 1) She wanted to be the one the slipper fitted.
- 2) She wanted to marry the Prince.
- 3) She was desperate to try the slipper on/was glad it didn't fit Doris.
- 4) She liked him/wanted to be the princess.
- 5) He thought he might have missed someone.
- 6) She was angry/upset/annoyed.
- 7) She thought she had been dreaming.
- 8) He was amazed/delighted to see Cinders wearing the slipper.

Page 35 - What is a Pantomime?

Section A

- 1) fairy
- 2) girl.
- 3) solo.
- 4) woman
- 5) queen
- 6) villain

Section B

- 1) Christmas time
- 2) A female/ girl.
- 3) Older, unattractive, common.
- 4) Shockingly bad/ wildly exaggerated/ excessive/ improbable.
- 5) good/ fairy queen.
- 6) A comic chase involving a fight with something messy like custard pies.
- 7) Accept an answer that indicates an understanding that 'undeserved' means 'not merited earned or warranted'.
- 8) To boo the villain/ shout "He's behind you" to warn the principal boy
- 9) Accept an answer that indicates an understanding that the pantomime is happening in front of the audience/is not a film or recording.

Page 37 - Come and see our Panto Cinderella

Section A

- 1) cheer
- 2) the Prince
- 3) church
- 4) 13th
- 5) £5
- 6) Homes

Section B

- 1) Buttons.
- 2) Accept an answer that indicates an understanding that the word 'grandeur' refers to something that is splendid/magnificent.
- 3) 8
- 4) £1
- 5) Methodist Homes for the Aged.
- 6) Provide care homes, housing and support services for the elderly.
- 7) It was started almost 70 years ago/ the charity is almost 70 years old.
- 8) Looks after people in residential, nursing and care homes. Provides sheltered housing and involves older people in community projects.

Page 39 - Evacuation

Section A

- 1) Germany
- 2) buttering bread
- 3) teddy-bear
- 4) Mr Moss
- 5) bus
- 6) sandwiches.

Section B

- 1) He was being evacuated/ going to the country.
- 2) To make sure he remembered all the details/ would never forget.
- 3) She didn't feel like smiling.
- 4) He had a label, with his name and address on it, fastened to his coat as if he was being posted.
- 5) They were sad because they were being separated from their children/ they didn't know if they would see them again.
- 6) Fields, cows, horses.
- 7) His carrier bag contained tinned food.
- 8) Open ended. Accept an answer that refers to a completely new and different environment.

Page 41 - Evacuees

Section A

- 1) British
- 2) German
- 3) gardens.
- 4) evacuated.
- 5) friend.
- 6) strangers.

Section B

- 1) In case poisonous gas bombs were dropped.
- 2) Gas mask, identity card, small suitcase of clothes.
- 3) 6 years.
- 4) Anderson shelter.
- 5) Open ended. Accept an answer with supporting statement.
- 6) No running water; had to wash at the well, no electricity; had to use paraffin lamps.
- 7) Treated well/ with kindness.
- 8) He was frightened another firebomb might be dropped.

Page 43 - The Evacuees

Section A

- 1) a small country station.
- 2) never been there.
- 3) a flock of sheep.
- 4) kindly.
- 5) working in the factory.
- 6) brave.

Section B

- 1) The sound the steam engine makes as it puffs out smoke/ moves slowly.
- 2) It was so different to home/ they had fallen asleep in the city and woken up in the country.
- 3) They could not carry much luggage/ they could only take what they could carry.
- 4) To make the reader think of a flock of sheep who are being herded when they do not know where they are going.
- 5) Warm, comforting.
- 6) They would be tired and hungry after their long journey/ cake and biscuits would be a treat.
- 7) Small presents/ a knitted doll/ a wooden car.
- 8) It would reassure them/comfort them remind them of mum.
- 9) It was a completely new environment/ they would be doing things they had never done before.
- 10) The poet is looking at the war through the eyes of a child/looking at how war affected children.

Page 45 - The Seaside

Section A

- 1) Llandudno
- 2) clean
- 3) sea.
- 4) swimming
- 5) ice-cream
- 6) roller boots

Section B

- 1) The Tourist Information Board.
- 2) She had such an enjoyable time she felt she had to write.
- 3) The children had never been on a train before.
- 4) They had good weather for their holiday/the weather was better than usual.
- 5)

Visit the mines	Tram ride
Lunch in the tearooms	Cable car
Dry ski slope	Toboggan Run

- 6) It was beautiful, flat and wide/ good for walking/ good for roller skating/ good views.
- 7) A coach trip to Snowdonia and a ride on the steam railway.
- 8) Accept an answer that includes a selection of the following: good weather, lovely place, clean and well kept, plenty to do for all ages, good hotel, lovely views and clean sandy beach.

Page 47 - Blackpool

Section A

- 1) build a sand castle
- 2) village
- 3) 125
- 4) Jungle Jims
- 5) Illuminations
- 6) Pepsi Max Big One

Section B

- 1)

Acres of grass in Stanley Park	256
Height of Blackpool Tower	518 feet
Number of nights illuminations are aglow	66
- 2) Accept an answer that shows an understanding that energy implies power or force.
- 3) Accept an answer that indicates an oasis can be a fertile place surrounded by desert or in this case the buildings of the town. It can also mean a peaceful area in a busy place.
- 4) This particular rollercoaster provides the most exciting/ highest/ best ride.
- 5) To persuade the reader that if so many people visit then it must be worth it/ they don't want to be left out.
- 6) A reference to the huge number of lights lighting up the town.
- 7) You would have to be brave to walk on a glass floor so high up when you would feel there was nothing beneath you.
- 8) So many exciting and challenging activities/ climbs, slides, quests.

Page 49 - Seaside

Section A

- 1) hot.
- 2) dancing.
- 3) jumping the waves.
- 4) shells.
- 5) homes to hermit crabs.
- 6) take the shells home.

Section B

- 1) For emphasis/ it is amazingly blue.
- 2) The movement of the boats on the waves.
- 3) Excited/nervous.
- 4) Watching the children to make sure they stay safe.
- 5) The sun has warmed the sand.
- 6) Shells.
- 7) Mussel shells clinging to the rocks
- 8) Shells that no longer contain/ house their creatures.