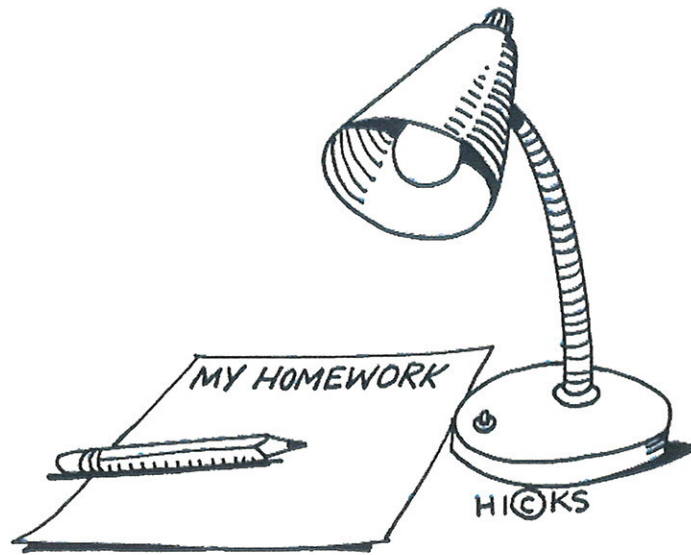


English Homework



Year 9

Level 4 - 5

Contents

Task	Task type	Date set	Date due	Completed (tick)
Spelling				
1	(A)			
2	(B)			
3	(C)			
4	(D)			
5	(E)			
6	(F)			
7	Which vowel?			
8	Which consonant?			
9	Commonly mixed up words			
10	Silent letters			
11	Problem words			
Reading				
12	Pomodoro Pizza			
13	From last breath to freezer in 16 hours			
14	Song of the Battery Hen			
15	Experience: I fell 6000 feet and survived			
16	Work Experience: two words that don't go together			
17	Why does a duck's quack not have an echo?			
18	Experience: I was attacked by killer bees			
19	Japanese man releases hundreds of worms in train			
20	Finer Preserves			
21	Commenting on how a write uses language for effect			
22	Identifying the writer's purpose			
23	Station Adoption			
24	Global Supermarket			
25	Gisela Pulido Kitesurfer			
26	Extract from <i>Winning</i>			
27	Pets			
28	Text A – Letters to myself			
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Punctuation				
30	The comma			
31	Capital letters, commas, question marks and full stops			
32	The apostrophe			
33	The belonging apostrophe			
34	Speech marks			
35	Indirect or reported speech			

Learn the following spellings. For each word, write a sentence that uses it correctly.

Task 1

(A)
rubble
apple
nozzle
ripple
sizzle
saddle
wobble
paddle
fiddle
chuckle

Task 2

(B)
importantly
transformed
particularly
transported
perfectly
uncoiled
physically
smoothly
supply
thoroughly

Task 3

(C)
Uncle
candle
double
sensible
article
handle
trouble
responsible
cycle
needle

Task 4

(D)
completion
apprehensive
digital
accuracy
heard
amongst
destination
destructive
essential
disease

Task 5

(E)
direction
expensive
festival
emergency
weight
audience
foundations
survive
individual
essential

Task 6

(F)
generation
original
healthy
between
invention
physical
noisy
breeze
pollution
special
ready

Task 7 Which Vowel?

A common problem with spellings is to use the wrong vowel. Should it be 'e' or 'i'? Should it be 'a' or 'e' or 'u'?

TASK

Write down the correct spelling of each word in your English book.



- | | | |
|---|---|---|
| 1. a) accommadation
b) accommudation
c) accommidation
d) accommodation | 4. a) defanate
b) definate
c) definite
d) definete | 7. a) original
b) orignal
c) oregenal
d) orignal |
| 2. a) chocalate
b) chocolate
c) choculate
d) choceleate | 5. a) evidence
b) evadunce
c) everdance
d) evidance | 8. a) permanant
b) permanent
c) permenent
d) permonent |
| 3. a) consiquence
b) consequence
c) consaquence
d) consuquence | 6. a) imagenary
b) emaginary
c) imaginary
d) imaginery | 9. a) privalege
b) privelege
c) privelige
d) privilege |

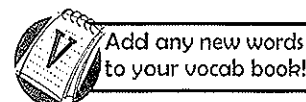
The problem gets worse when you have two vowels together. Is it 'au', 'ea', 'ee', 'ou', 'ai', 'ei', etc?

TASK

Write down the correct spelling of each word in your English book.



- | | | |
|---|--|---|
| 1. a) audience
b) ordience
c) awdience
d) ourdience | 4. a) endeavour
b) endaevor
c) endeavor
d) endeavour | 7. a) feesible
b) feesable
c) feasable
d) feasible |
| 2. a) acquaintance
b) acqueintence
c) acqueatance
d) acquantence | 5. a) miniature
b) miniachure
c) minture
d) miniatuer | 8. a) foraign
b) forain
c) foreign
d) forein |
| 3. a) trechery
b) traechery
c) treachery
d) trecheary | 6. a) lietenant
b) lieutenant
c) lieutenent
d) lutenant | 9. a) restarant
b) restaraunt
c) restaurant
d) resturant |



Add any new words
to your vocab book!

Task 8 Which Consonant?

Choosing the wrong consonant is another source of errors. Should there be a single or a double letter?



TASK

Write down the correct spelling of each word in your English book.

- | | | |
|--|---|---|
| 1. a) solem
b) solemn
c) solumn
d) solum | 7. a) outradgeous
b) outrageous
c) outraygus
d) outrageous | 13. a) questionnairre
b) questionairre
c) questionnaire
d) questionnaire |
| 2. a) success
b) succes
c) suces
d) sucseess | 8. a) posesion
b) possession
c) possession
d) possetion | 14. a) stomack
b) stomac
c) stomach
d) stomache |
| 3. a) trajedy
b) tragdedy
c) tragedy
d) tradjedy | 9. a) recomend
b) reccomend
c) recommend
d) reccommend | 15. a) disapeer
b) disappear
c) dissappear
d) disapear |
| 4. a) twelvth
b) twelth
c) twelf
d) twelfth | 10. a) parallel
b) parrallell
c) paralel
d) parrallel | 16. a) skillful
b) skillfull
c) skilfull
d) skilful |
| 5. a) yat
b) yaght
c) yacht
d) yot | 11. a) tommorow
b) tomorrow
c) tommorrow
d) tomorow | 17. a) harrass
b) haras
c) harass
d) harras |
| 6. a) Mediterranean
b) Medditeranean
c) Meditteranean
d) Mediterenean | 12. a) necessary
b) nessecary
c) nesecary
d) nessessery | 18. a) embarrass
b) embarass
c) embaras
d) embarras |



Add any new words
to your vocab book!

EXTENSION

For each word, write a sentence that uses it correctly. Make sure you use the correct spelling!

Task 9

Commonly Mixed Up Words

These words are often mistaken for each other, because they sound alike.

TASK

Copy the following pairs of sentences into your English book, adding in the correct missing words.



1. allowed/aloud
If you are _____ to do something, you are permitted.
The boy did not realise that he was singing _____.

2. bear/bare
The animal was a _____.
The trees had no leaves; they were _____.

3. by/buy
The song was written _____ Bob Dylan.
I went to _____ the CD.

4. groan/grown
If you are _____ up, you are mature.
The boy let out a miserable _____.

5. here/hear
If you can _____ me, nod your head.
The entrance is _____.

6. male/mail
If you are _____ you are a boy or a man.
The postman brings the _____.

7. minor/miner
If you are a _____ you work underground.
A _____ is a young person.

8. pain/pane
If you are in _____, go to the doctor.
The boy smashed the window _____.

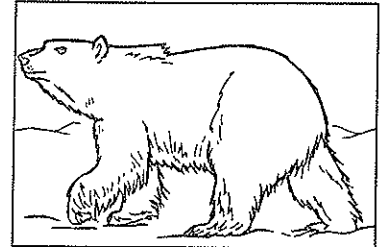
9. piece/peace
A small part of something is a _____.
The end of war brings _____.

10. prey/pray
In church, people _____.
The eagle hunted its _____.

11. write/right
If you are _____, you are correct.
You use a pen to _____.

12. through/threw
If you go _____ the door, you'll enter the room.
The girl _____ the ball to her friend.

13. weather/whether
The _____ is fine today.
I cannot decide _____ to go or not.



Task 10

Silent Letters



Some words include letters that most people do not pronounce at all when they say them. These can cause some spelling problems, because it's easy to forget where the silent letters should go.

One way to remember these spellings is to play with pronouncing the words in a way that emphasises the silent letters.

TASK



Write down the correct spelling of each word in your English book.

- | | | |
|---|---|---|
| 1. a) rhythm
b) rhytm
c) rythm
d) rithm | 7. a) enviroment
b) environment
c) enviorment
d) environment | 13. a) nife
b) nyfe
c) knife
d) knyfe |
| 2. a) newmonia
b) pneumonia
c) neumonia
d) numonia | 8. a) goverment
b) govement
c) govament
d) government | 14. a) ortumn
b) autumn
c) autum
d) awtum |
| 3. a) cupboard
b) cubord
c) cubbord
d) cupbord | 9. a) honest
b) onest
c) honnest
d) honist | 15. a) doubt
b) dout
c) doutt
d) doubtt |
| 4. a) ansir
b) anser
c) annswer
d) answer | 10. a) lamm
b) lam
c) lamb
d) klamb | 16. a) playrite
b) playwright
c) playwright
d) playwrite |
| 5. a) nocc
b)nock
c) knock
d) knokk | 11. a) reyem
b) rhyme
c) rhime
d) ryne | 17. a) nott
b) knot
c) knnot
d) nobt |
| 6. a) suttle
b) subtle
c) subttle
d) suttel | 12. a) goest
b) goast
c) gost
d) ghost | 18. a) debt
b) dett
c) deat
d) kdebt |

EXTENSION

For each correctly spelt word, try to write a sentence that includes that word. Make sure you spell it correctly!

Task 11

Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

TASK A



To, two, too

To is used in various ways: go **to** your house; **to** listen well; he is going **to** come today. It is not easy **to** confuse, because the other two words are very precise in their meaning.

Two is the number: **2**.

Too is used for: **too** much; I can come **too** (as well).

Copy the following sentences into your English book, adding in the correct missing words.

1. I am ___ tired to play.
2. It is ___ o'clock.
3. He is ___ busy today.
4. I want ___ visit your house.
5. I went ___ the zoo.
6. The animals went in ___ by ___.
7. The water is ___ hot.
8. What is there ___ do here?
9. What are you going ___ do?
10. There are ___ days in a weekend.

TASK B



Where, wear, were

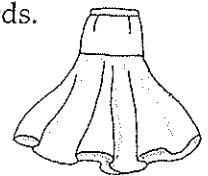
Where is a question word, used to find out about places: where are you?

Wear refers to clothes: what shall I wear?

Were sounds different. It is part of the verb *to be*: they were happy.

Copy the following sentences into your English book, adding in the correct missing words.

1. They _____ excited.
2. I like to _____ fashionable skirts.
3. _____ is the entrance?
4. They _____ insulting.
5. _____ did you go?



TASK C



Our, are

Our means belongs to us: it is our house.

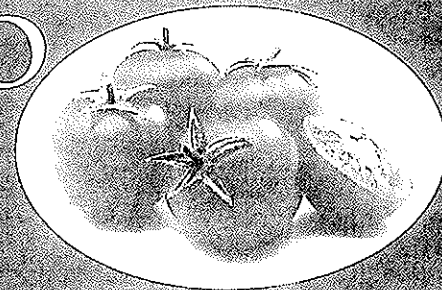
Are is part of the verb *to be*: we are happy.

Copy the following sentences into your English book, adding in the correct missing words.


1. ___ dog is not like yours.
2. That is ___ right.
3. Rights ___ balanced against responsibilities.
4. We love ___ school.
5. We ___ good students.


POMODORO PIZZA

A friendly, family-run restaurant, established in 1986, with a passion for bold flavours!





Pizza

Pomodoro Special 
Marinated cherry tomatoes, fresh basil, pesto, creamy mozzarella and chilli oil £9.95

Pizza Rustica 
Goats' cheese, spinach, caramelized red onions £10.70

Pizza Pollo
Torn delicately-spiced chicken, hot peppers, garlic and red onions £10.85

Quattro Formaggi 
Classic four cheese pizza, with our special blend of ricotta, mozzarella, gorgonzola and parmesan £8.40

Pizza Vegetariana 
Flavoursome vegetable pizza with a mixture of artichokes, mushrooms, peppers, tomatoes and olives £9.20

Pasta

Lasagna
Baked pasta layered with a hearty Bolognese sauce, béchamel sauce and the freshest tomatoes, finished with a bubbling layer of creamy mozzarella £7.95

Pasta Pesto

Penne pasta with torn chicken, mushrooms, red peppers and mozzarella in a creamy pesto sauce and finished with peppery rocket £8.45

Cannelloni

Pasta filled with the finest ricotta and spinach, baked in béchamel and a fresh tomato sauce and finished with a sprinkle of parmesan £7.95

Melanzane Parmigiana

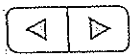
Who needs pasta? – a traditional Italian dish of baked aubergine, tomato and garlic – topped with buffalo mozzarella £7.45



- 1 What is the Italian for 'four cheeses'?
- 2 What is the Italian for 'vegetarian'?
- 3 Your friend likes cherry tomatoes but does not like pesto. Which pizza should he or she **not** order?
- 4 Your other friend doesn't fancy pizza but doesn't quite fancy pasta. What would you recommend from the menu?
- 5 Your group orders: one Pomodoro Special, one Pizza Vegetariana, two Cannelloni and one Lasagna. How much does it cost?
- 6 How does the menu make you think that the restaurant has a high quality of cooking?
- 7 Name one thing you like about the layout of the menu.

Task 13

Text A



NEWS 24

WORLD NEWS

LOCAL NEWS

MAGAZINE

From last breath to freezer in 16 hours. And not a twizzler in sight

At 6.30am every day the first turkeys arrive by lorry for slaughter, and are taken straight into a 'lairage' or holding area. After being 'settled' under dim blue lights that create artificial darkness, they are carried, in the crates they were delivered in – like chests of drawers – along a conveyor belt before being lowered into the unit in which their short lives will come to a swift and painless end.



Controlled atmosphere stunning (CAS) renders the birds unconscious within 10 seconds due to lack of oxygen; two minutes later they are dead.

The freshly killed, still-feathered turkeys then start on a highly mechanized process during which they are scalded, plucked, eviscerated, decapitated, trussed, packaged and labelled.

First, the birds' feet are turned to point the same way before they are shackled and raised up onto a mechanized line that takes them on their journey to becoming a 'turkey product'. The two main arteries in their necks are cut by hand and the blood drained, before they are sent towards the

automated plucking machines, which extract the feathers with Wallace-and-Gromit style 'rubber fingers'. The unpleasant smell that permeates the air comes from the damp feathers, but staff apparently get used to it.

Once dead, the birds spend 20 minutes on the production line until they arrive at the chilling area where they are kept for 16 to 24 hours prior to final trussing or butchery.

There is little waste. Blood is sold for use in products such as black pudding; livers, hearts and gizzards go to the Continent for use in pâtés; and testicles – a delicacy in the Far East – are exported. The whole turkeys are eventually united with a pack of giblets – though these are unlikely to be their own.

Text A

- 1 What creates the artificial darkness?
- 2 What is a CAS?
- 3 How long does it take for the turkeys to become unconscious?
- 4 How long does it take for the turkeys to die?

Song of the Battery Hen by Edwin Brock



We can't grumble about accommodation: we have a new concrete floor that's always dry, four walls that are painted white, and a sheet-iron roof the rain drums on. A fan blows warm air beneath our feet to disperse the smell of chicken-dirt and, on dull days, fluorescent lighting sees us.

You can tell me: if you come by the North door, I am in the twelfth pen on the left-hand side of the third row from the floor; and in that pen I am usually the middle one of three. But even without directions, you'd discover me. I have the same orange-red comb, yellow beak and auburn feathers, but as the door opens and you hear above the electric fan a kind of one-word wail, I am the one who sounds loudest in my head.

Listen. Outside this house there's an orchard with small moss-green apple trees; beyond that, two fields of cabbages; then on the far side of the road, a broiler house. Listen: one cockerel crows out of there, as tall and proud as the first hour of sun.

Sometimes I stop cackling with the others to listen, and wonder if he hears me.

The next time you come here, look for me. Notice the way I sound inside my head. God made us all quite differently, and blessed us with this expensive home.

Text B

- 1 Look at the first section of the poem. Using the writer's description, draw a brief sketch of the accommodation, using arrows and words to label its main features.
- 2 Write down one phrase which tells us what the hen telling her story looks like.

Experience: I fell 6000 feet and survived

By any reasonable standards, people who jump out of planes are reckless or suicidal; and people who jump out of planes flying at low altitude over volcanoes, well, they're beyond help. But that was our plan that day.

I was working on a documentary, filming an athlete skydiving over the Kamchatka in Russia. Known as 'the land of fire and ice', it has 40 or so active volcanoes, and is covered in snow for nine months a year. The idea was to get footage of the athlete 'flying' in front of a column of steam hundreds of feet high that was spewing from a vent in the side of a mountain.

During my 12 years in the sport, I've completed around 2500 jumps, and at that time I

metres up. Terror gripped my heart and stomach, the darkest of darkness. Then I had a clear thought of my wife and three-month-old daughter, and was overwhelmed by sadness as I felt the parachute lift from my back. I'd opened it without even thinking, just as you might instinctively hit the brakes in a car, and experienced a brief sense of hope. This is going to hurt a lot, I thought, or not at all.

The parachute barely unfurled, but swung my feet up above me, like a child on a swing. Then the ground hit me full in the back with the force of a truck. The impact left me unconscious for a few seconds, and as I opened my eyes two overwhelming emotions raced through me. The first was elation at having survived, the second black, jagged fear. I was certain, straight away, that I'd broken my back – the pain in my spine was so immense that I had no doubt about this at all.

We had a crew of about a dozen, mountain guides with first aid and a stretcher, but it took some time for the helicopter to find a safe spot to land and for them to carry me to it. I left a 1m-deep crater in the snow. Meanwhile, the athlete had drifted safely down beside me – his parachute had opened at the correct time. I'd become very cold, and one of my lungs had filled with



blood, which gurgled in my airways. I thought it likely that I had serious internal bleeding and was about to die. I tried to decide what my last words to my family should be – 'I'm sorry this has happened, I love you' – then wondered who in the multinational crew to pass them on to. I ended up choosing an Austrian guy who seemed to have the most fluent English.

It took an hour to reach the local hospital, where a diagnosis wasn't forthcoming, and another nine to fly on to Moscow, where a CT scan confirmed my back was

broken. There was better news, though – it was a stable fracture and I appeared to have suffered no neural damage.

I flew back to the UK for the rest of my treatment. I was fitted with a back brace, and was up and walking within a week. In the six months since, I've had a lot of time to consider my jumping from other perspectives. I've lived a very internalized life – most of my friends and people I talk to are jumpers, and my whole life has revolved around this extreme sport, this dangerous environment. I've been able to reflect on how

it's seen by others, and on my motivation for doing it. My wife, Christina, is also an active skydiver and base jumper, and has jumped since my accident.

In a month or so, I should be fit enough to jump again. I'll definitely do one more, then see how I feel. My conflict at the moment is to define a balance between having a family and following my passion. I really miss it. How could I not? It's the closest realization of Icarus's dream – you put on a suit and you fly.

- 1 True or false: James Boole was flying over Russia to do a skydive?
 - 2 Look at paragraph two. What is the 'Kamchatka'? Is it: a volcano, high mountains, an area of ice or a region of volcanoes and ice?
 - 3 How long has James Boole been involved in skydiving?
 - 4 What is the first sign that something has gone wrong with the skydive?
 - 5 After the crash landing, the writer feels both 'elation' (extreme joy) and 'fear'. What causes each emotion?
 - 6 Look at the final paragraph. In your own words, explain why James Boole feels conflicted about whether to continue to skydive.
- 7 How deep was the crater that James Boole left in the snow after his accident?
 - 8 Approximately how many jumps has James Boole completed during his involvement in skydiving?
 - 9 At what distance had James Boole intended to open his parachute?



Work experience: two words that don't go together

We have just completed the most pointless part of the school year. Yes, you have guessed it. Work experience.

It generates huge amounts of work – for schools – without, normally, any noticeable effect on the pupils, unless of course it is aversion therapy. We spend ages finding places where the children can go, we trail round town on visits so we can watch them watching others – and then what? We send our children to kennels where they spend a week sweeping up... Or somewhere else to do something equally thrilling. It seems a time-consuming way of showing them that menial jobs are, well, menial.

What actually happens on work experience? There seems to be a huge amount of sweeping involved. Hairdressers, leisure centres, nurseries, shops, garages. I am surprised we haven't been required to introduce sweeping to the curriculum. It is not well received. If there has been no work in a family for a generation it is hardly likely to break the mould when the task Tyler is given is regarded as demeaning. Better to stay at home than sweep all day.

There are more important things that we need to do in school. As it is, we send out the inadequate into an incomplete version of the world of work and then watch them drift back to school when they cannot cope.

I cannot see that the sort of experiences they have will really inspire them to discover a career path which leads inevitably to a thrusting job in accounts. And is that what teaching should be about anyway? Preparing children for work? Yet we go along with it and continue to feed the myth that the world of business and commerce is

somehow superior to ours. We must serve their needs. At these moments, though, I am always reminded of my favourite proverb: if work is so good for us why didn't the rich keep it all to themselves?

Like all of us I love those occasions where Darren goes off to work with his dad, who then sends him back to school after two days because he is a pain... and won't do anything. And how long have we been telling you that? But it would have been a lot simpler if his dad had come into school and spent time with us, rather than the other way round.

Of course there are kids who are transformed by the experience. It can bring lessons and ambitions into a sharp focus. Those following a vocational pathway may indeed find out things that will help them. But the idea that everyone will inevitably recognize the sanctity of work is wrong. For many of our children it is a complete waste of time. One size does not fit all.

As far as I am concerned, school is a child's haven from absurdity where they can grow and develop at their own pace. Is work so sacred that they should miss school in order to watch Tracey in accounts forward jolly emails to her chums featuring penguins on motorcycles? I can't see it. I'm afraid.

You might say there are those who should go out to work permanently at 14 and whose world view would be immeasurably improved by a close encounter with the boss's torque wrench. But equally there are lots of others who are not ready and for whom work experience is a meaningless ordeal.

could he do? A bit of conveyancing? No, just watch the office staff filing papers and nails and, like them, watch the clock.

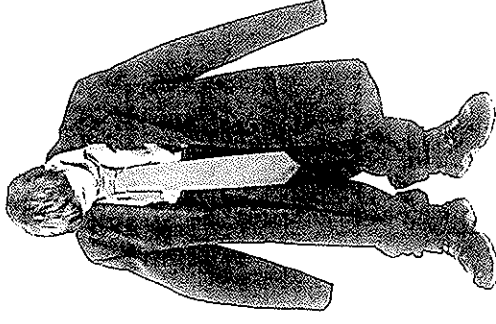
It is much the same wherever you go. If you follow your dream of plumbing you will spend most of your time sitting in a van eating sandwiches. Is this how you will find your vocation?

Eli's placement was in one of our leading restaurants. Lunchtime diners would have been horrified to learn that their expensive lunch was prepared in part by Eli, under whose fingernails new life forms were always evolving.

When I went to see him I expected that he would have been sweeping. I was wrong. 'When chef goes out... I slaps the fish under the grill until it goes brown.' He left school to become a bricklayer's mate.

With health and safety restrictions, such quality experiences are no longer available. I remember going to see Jamie, who was placed with a fishing bait supplier. He was morosely working his way through a bucket of worms, sorting the living from the dead. As an image of futility it remains the most compelling.

Geoff Brookes Deputy head, *Cefn Hergeord School, Swansea*



My sympathies lie entirely with them. Work will embrace them all too soon. They should be allowed to be children.

Does business want our children anyway? Most of them are merely an inconvenience. What do you do with a clumsy boy wearing his dad's old suit? My son spent two weeks leaning against the photocopier in local solicitors, irradiating his kidneys. What else

- 1 From the article, would you say that the following statements are true or false?
 - a The writer states that he hated work experience as a student.
 - b The writer believes that work experience is a waste of time.
 - c The writer says that work experience costs schools a lot of money.
 - d The writer says that a small number of students benefit from work experience.
- 2 Write down one reason the writer gives to support his view that work experience is a bad idea.
- 3 The writer says: 'Of course there are kids who are transformed by the experience'. Write down one example he gives of the benefits of work experience.

Why does a duck's quack not have an echo?



This one really baffled me – not so much in trying to find an explanation but in wondering why anyone ever believed it to be true. Having walked round a good few duck ponds... over the years, I feel sure I have heard the echo of quacks from the underside of bridges and the like. However, a quick trawl of the web suggests that there is a widespread belief in the echo-less quack, so I had better try to answer it... Ducks traditionally spend their time on flat ponds surrounded by soft, sound-absorbent material – like bushes and trees – not exactly prime echo-generating conditions. Another possible factor was identified by some scientists at Salford University recently: the staccato pattern of the noise and the way it tails off at the end tend to mask any faint echoes that might exist. Enough already: the quack of a duck does not constitute a challenge to the tenets of physics.

Could icebergs be towed from Antarctica to bring water to drought-stricken areas?



The Antarctic ice-sheet contains around 70% of the world's fresh water and with 1200 million people lacking easy access to drinkable water, the idea of bringing bergs from Antarctica has been resurrected several times since it was first mooted 50 years ago by Dr John Isaacs of the Scripps Oceanographic Institute in California... The idea isn't as barmy as it seems, at least in engineering terms. The immediate objection – that the berg would melt before it reached its destination – overlooks the unusually high amount of heat required to turn ice into water. It seems likely that only a small proportion of the berg would melt during its voyage from Antarctica. Ships powerful enough to tow a decent-sized berg, weighing 100 million tons, already exist and cables strong enough to lug the thing could be made. A much tougher problem, ironically, is melting it once it arrives – to supply a population with water at a reasonable

rate would require the output of a large power station. Add in the substantial costs of distributing the water to where it's most needed – which is usually far from the coast – by towing it thousands of miles from Antarctica and the principal objection becomes clear: economics. For the time being, berg-towing remains an engineer's pipe-dream.

- 1 Where did the writer think that he had heard the echo of a duck's quack before?
- 2 What makes the author think that lots of people believe that duck quacks do not echo?
- 3 In your own words, say what the writer means when he suggests that ponds surrounded by trees and bushes are 'not exactly prime echo-generating conditions'.
- 4 Does the writer agree or disagree that duck quacks do not have an echo?
- 5 Why is Antarctica's sheet-ice so important?
- 6 What word could the writer have used instead of 'barmy'?
- 7 Why would an iceberg ~~not~~ completely melt if dragged from Antarctica?
- 8 What word could the writer have used instead of 'lug'?
- 9 Which of the five reasons below is the main one that the writer gives for the iceberg idea not being practical?

Icebergs melt.	It is too expensive.	It is too hot.	
It is too complicated.	Places needing water are too far inland.		

barmy – mad
ironically – surprisingly
mooted – suggested; stated
pipe-dream – an unrealistic hope
staccato – jerky
tenets – beliefs; principles

Task 18

News • World

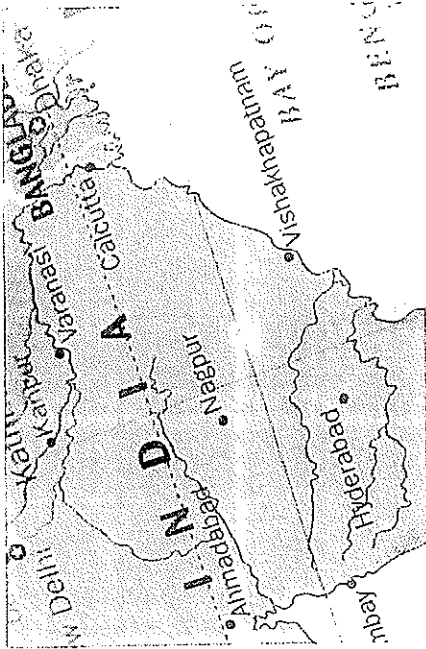
Experience: I was attacked by killer bees

I heard the bees way before I saw them. I also heard my friend John screaming before I knew what was happening. He was a little way ahead of me, on a rock face close to the water.

I was 18 and backpacking around India with friends. One very hot afternoon, four of us decided to cool off in a patch of river the locals had told us about. We weren't climbers – we were wearing flip-flops – but to reach the water we had to scramble down a small ravine. That's when John started to wave his arms around and I knew something was up. He jumped forward a few steps, then leapt 10ft off the precipice into the dark green pool beneath us.

I heard a low hum, which was growing louder, but I still didn't know what it was. From a distance, the swarm looked almost like smoke, an opaque mass vibrating somewhere above me. As it got closer, I realized that this strange cloud was actually thousands of bees, each one an inch long and heading for me.

John had been close enough to the rock edge to leap to safety, but I was unable to jump from where I was balanced on rocks higher up the ravine. So I covered my face with my hands; a childlike reaction to protect myself. I genuinely thought that if I made myself invisible, they



may not find me. It wasn't logical, but it made sense at the time. I curled up into a tiny ball, praying they would think I was just another rock.

After a few seconds, and the sixth or seventh sting, I knew my plan hadn't worked. It was me the bees were after. I could hear my friends below, shouting. The two others had reached the water before the attack began, and they were telling me to get down to the pool fast.

By now I was in extraordinary pain. Each sting was like a wave of agony – much worse than that of European wasps or bees. I later found out that these were giant honey bees and that, when provoked, a swarm of them was easily capable of stinging a

human being to death. We had obviously disturbed their colony, although we never actually saw the nest.

The only way I could get away from them was to use my hands to climb down the rocks, yet this meant exposing my face. The noise the bees made was so loud and terrifying, my instinct was to scrunch up my eyes and keep them closed.

Ultimately, however, I had no choice. I did scramble down the rock face and jump into the pool, but I have no recollection of doing so. Everything was blanked out by the sheer relief of being free from the pain. I was safe, and the sensation of treading water seemed wonderful.

It was terrible, then, to realize that we still weren't out of danger. Every time one of us tried to climb out of the pool, the bees swarmed back over our heads. We spent the next three hours bobbing up and down in the water, which was just shallow enough at the edges to stand in. We kept dipping our heads under to avoid the bees, keeping as still and as quiet as possible until they finally lost interest.

I was the first to make it out, covering myself with a damp sarong that had been around my neck. Slowly I climbed back out of the ravine and sat under a tree. One by one the others followed me; it seemed to take for ever in the scorching heat. One friend extracted my stings where she could – I had around 15, including one up my nose. 'I don't know whether to laugh or cry,' I said, at which point all of us fought back tears of fear, shock, horror and relief.



The real miracle was that John, who was already in the pool before the attack began, was lethally allergic to stings. Had he been in my shoes, he would definitely have died. As it was, he was stung twice and his arm swelled up to the size of a melon. Any more stings and he could have suffocated, whereas I just had little red bumps with the stings sticking out of them, and was thankfully immune to their

poison.

1 What was the first sign that there would be a bee attack?

2 What caused the bees to attack?

3 Where was the writer's friend John when the bee attack began?

4 Why had the friends gone to the river in the first place?

5 What type of bees were they?

6 How long do the friends have to remain in the water?

7 John was 'lethally allergic to stings'. In your own words, explain what this means.

8 Name one other bad experience with animals the writer says she has had.

Assamese – a state in the north-east of India

immune – protected from

opaque – not see-through

precipice – a steep rock face or cliff

ravine – a narrow valley with steep sides

sarong – a long piece of cloth worn around the waist by women and men

Japanese man releases hundreds of worms in train

Tue Nov 25, 10:01 am ET

TOKYO (AFP) – A Japanese man was arrested for releasing hundreds of beetle larvae inside a moving express train to try to scare female passengers, police said Tuesday.

“I wanted to see women get scared and shake their legs,” police quoted 35-year-old Manabu Mizuta as saying.

He was arrested on the spot by a patrolling police officer after releasing the creatures on the Keihan line in Osaka prefecture.

“He would go close to women on the train, any woman, and pour out the worms from containers,” said a police spokesman.

Local police had been on alert after 18 similar cases of released worms had been reported this month by the same train operator.

“When the arrest was made, the man had nearly emptied a container, which is believed to have held 200 worms,” he said. “You cannot count them because there are so many.”

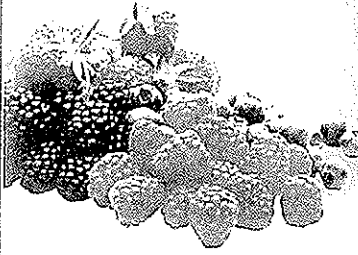
Mizuta had 10 containers in his backpack estimated to contain a total of 3,600 worms, police said.

“We have the worms sitting inside the police station right now,” the spokesman said. “You see them wriggling inside their clear cases. It’s really disgusting.”



Read the text and answer the following questions:

1. In which city was the Japanese man arrested?
2. What reason did the man give for his actions?
3. What is the purpose of the picture?
4. Find an example of where the writer of the article has tried to shock and disgust the reader.



Finer Preserves

Relishes, Pickles & Chutneys



I frequently get asked 'What is the difference between a relish, a pickle and a chutney?' It's easier to describe them on a scale of sweetness than anything else; all three need sugar and vinegar as their main means of preservative – just in different quantities. The relish is the sharp, fresh flavoured one, and although it does contain sugar, it is proportionally only a small amount. The pickle is not as sharp as the relish and is less sweet than the chutney. So you have probably guessed by now, the chutney is the sweetest of the savoury preserves and is, without doubt, the most popular sort that I make!

Apricot & Orange Chutney



turmeric. **Suitable for Vegetarians and those on Gluten Free diets.**

An interesting combination of fruits – a 'more awake' flavour than the apricot by itself, good served with cold hams, game pies, cheese and pâtés. Ingredients: *apricots, vinegar, sugar, oranges, sultanas, onion, mustard seed, salt,*

Ordering

We can accept payment by PayPal or by cheque. To order by post: print the order form off, mark the quantity of each item and add the relevant postage. Send the order form with your cheque (made payable to Sarah Fraser) to: Sarah Fraser, Finer Preserves, West Avenue, Delford, DL51 8FW.

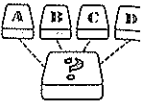
Delivery is made directly to your door using Royal Mail (UK deliveries) or Parcel Force (International deliveries). Having made your choice of products, you **MUST** select the correct postage. Please allow 7 to 14 days for delivery.

RELISHES, PICKLES & CHUTNEYS

Apple & Mint Relish 285 grams	£2.50
Apricot Chutney 280 grams	£2.50
Apricot & Orange Chutney 280 grams	£2.50
Beetroot Chutney 280 grams	£2.50
Brinjal Pickle 260 grams	£2.50
Carrot Chutney 280 grams	£2.50
Cranberry Chutney 280 grams	£3.00
Cranberry Chutney 900 grams	£8.00
Corn Relish 285 grams	£2.50
Coarse Grain Honey Mustard 255 grams	£2.50

- 1 What does the writer mean when she says one product has a 'more awake' flavour?
- 2 What is the effect of using an exclamation mark at the end of paragraph one?
- 3 True or false: the writer is correct to use a capital letter for 'Vegetarian'?
- 4 What is 'game' in 'game pies'?
- 5 What do you think turmeric is? Is it a spice, a type of fruit or a chemical?

Commenting on how a writer uses language for effect (2)



Level 4 readers can recognise that a writer has used a list and make a simple comment about it.

Level 5 readers can recognise a list and suggest why the writer has used it.

Why do writers use lists?

There are two kinds of lists:

- ★ lists used to organise words so they can be seen easily;
- ★ lists used to build up words for an effect.

Read both versions of this story.

Which one do you like best? Why?

Once there was a boy who could walk on water.
 He lived with his grandfather and his mother on an island.
 The sea crept into the land with long twisting fingers.
 Rivers and streams wound round the island
 to make a patchwork of the land.

Once there was a boy who could walk on water.
 He lived with his grandfather and his mother on an island
 where the sea crept into the land with long twisting fingers,
 and rivers and streams wound round and round and in and out between rocks and hills and fields
 until the island was a patchwork sewn together with strips of shining water.

Write this passage in your book.

Fill the gaps with the words below.

The writer has used with to make the pattern of the sentence the length of the rivers on the island. is used at to show all the types of land on the island which to give the idea of it looking like a 'patchwork'.

- | | | | | |
|--------|-----------|----------------------|---------|------------|
| a list | different | lists and repetition | suggest | emphasises |
|--------|-----------|----------------------|---------|------------|



★ Look at how the list links to the sentences before and after it.

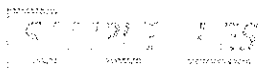
☞ This story is set in a village in China long ago. A young girl is describing her lifestyle.

We never had much money, but I didn't really notice because neither did anyone else in our village. Father's favourite saying was, 'If you realise that you have enough, you are truly rich,' and he believed it. 'We have fresh food and warm clothes, a roof over our heads (a bit leaky when it rains) and a wooden bed to sleep on. What more can we ask for?' he demanded. 'And not only that,' he continued, 'but I have the finest little dumpling of a daughter in the whole of China.'

My parents worked hard to make sure that we always had enough. Father set off early in the morning, his farming tools over his shoulder, to tend the dozens of tiny terraces of vegetables that straggled higgledy-piggledy over the hillside above and below our house. He dug and sowed and weeded and cropped throughout the numbing cold of winter and the suffocating heat of summer. In the middle of the day, he returned home clutching triumphantly a gigantic sheaf of pak choi*, a basin of bright green beans, or a bucket full of melon-sized turnips.

* *pak choi* – Chinese cabbage

Spilled Water by Sally Grindley



Why has the writer used a list in c?



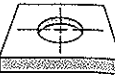
The writer lists all the vegetables 'pak choi, a basin of bright green beans ...' to show how much food the father produced. The list emphasises that there was a lot of food, which is important as it seemed as if they were poor in other ways.

Explain why the writer has used the other two lists, a and b, highlighted in the story.



Task 22

Identifying the writer's purpose (1)



When you have identified the purpose of a text, it is important to give an explanation and evidence for your ideas.

In these tasks, you will practise giving explanations for your ideas.

In this story, a Siamese cat and dog who have lost their owners are making their way across Canada to try to find them.

Here, they have arrived at a river ...

The poor cat now showed the first signs of fear since leaving on his journey: he was alone, and the only way to rejoin his friends lay in swimming across the terrible stretch of water. He ran up and down the bank, all the time keeping up his unearthly Siamese wailing. The young dog went through the same tiring performance that he had used before, swimming to and fro, trying to entice him into the water; but the cat was beside himself with terror and it was a long time before he finally made up his mind. When he did it was with a sudden blind desperate rush at the water, completely un-catlike. His expression of horror and distaste was almost comical as he started swimming towards the young dog who waited for him a few yards out. He proved to be a surprisingly good swimmer, and was making steady progress across, the dog swimming alongside, when tragedy struck.

The Incredible Journey by Sheila Burnford

a) What are the writer's purposes? Write down 'true' or 'false' in your book.

The writer wants the audience to:

- | | | |
|--|-------------------------------|--------------------------------|
| i) see how dangerous the situation is. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| ii) think of the dog as a hero. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| iii) think that the cat is a coward. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| iv) understand the cat's fear. | True <input type="checkbox"/> | False <input type="checkbox"/> |

b) Highlight the evidence in the text for each of the purposes you have marked as True.

Any of these answers could be true. At Level 5 it is important that you give a reason for your opinion.

c) Continue the answer below to explain how the writer achieves these purposes.

The writer has several purposes in this section of the story. The main purpose is to _____ . She achieves this by _____ .

d) Look at the last sentence. How does the writer want the reader to feel at this point?

Choose one word below and explain your choice

relieved

surprised

amused

sad

disappointed

? This story is set in America, a long time ago. In this section, Tom has a loose tooth. His aunt has an interesting way of pulling it out.

‘Your tooth, indeed! What’s the matter with your tooth?’

‘One of them’s loose, and it aches perfectly awful.’

‘There, there now, don’t begin that groaning again. Open your mouth. Well, your tooth *is* loose, but you’re not going to die about that. Mary, get me a silk thread, and a chunk of fire out of the kitchen.’

Tom said:

‘Oh, please, Auntie, don’t pull it out, it don’t hurt any more. I wish I may never stir if it does. Please don’t, Auntie, I don’t want to stay home from school.’

‘Oh, you don’t, don’t you? So all this row was because you thought you’d get to stay home from school and go a fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your outrageousness.’

By this time the dental instruments were ready. The old lady made one end of the silk thread fast to Tom’s tooth with a loop and tied the other to the bed-post. Then she seized the chunk of fire and suddenly thrust it almost into the boy’s face. The tooth hung dangling by the bedpost, now.

The Adventures of Tom Sawyer by Mark Twain

Complete this paragraph in your book to explain how the writer presents the relationship between Tom and his aunt.

The writer shows that Auntie has a good of Tom. We can

see this when she realises that Tom is just trying to avoid going to school.

However, the writer shows that she is of Tom when she

says, ‘I love you so.’ Auntie is also presented as a and

person when she pulls out the tooth.

tough fond understanding determined

? a) PURPOSE: Does the writer want this story to seem funny, frightening, cruel or educational?

? HOW is the PURPOSE achieved?

Find and write down two points in the story and explain how they help the overall purpose.



Read this leaflet and answer the following questions:

1. What is the main purpose of the leaflet? How do you know?
2. What, according to the text, is one benefit of adopting a station?
3. What is the purpose of the picture in the leaflet? What effect does the writer hope to have on the reader by including it?
4. What is the intention of the Station Adoption project?
5. What does the writer of the text hope that the reader will do after reading this information? How do you know?

What is Station Adoption?

Station Adoption enables individuals, groups or organisations to get involved with their local railway station. The project is voluntary and encourages local communities to have involvement in smaller stations, from creating a flower border to providing community information.

What are the benefits?

When communities get involved with their local station it can have a very positive impact including:

- creating a more attractive and cared-for station environment which improves perceptions of safety and security
- putting the station back into the heart of the community
- promoting train travel to local people
- reducing the risk of vandalism.

Who does it?

Lots of different people volunteer their time to adopt their local station, including:

- rail users
- schools or youth clubs
- community groups
- environmental and horticultural groups
- local businesses
- Neighbourhood Watch Schemes

How can you get involved?

There is a range of activities that you can be involved in depending on the time that you are able to commit. Broadly, Station Adoption covers three types of activity:

- gardening (station gardens, flower tubs, weeding, manual vegetation clearance)
- clearing and painting (rubbish clearance, painting out graffiti)
- information (having a 'community notice board' at the station or a 'rail information board' in the community, also fault reporting on unstaffed stations).

All potential station adopters will need to meet with the local station manager to receive safety briefings and checks.

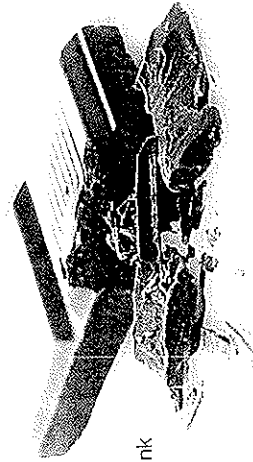
The Station Adoption project is organized by the Customer Service Team at First Great Western where more information can be obtained.

Read the article entitled *The Global Supermarket and answer the questions which follow.*

Build your word power!

human rights organizations – agencies that work to help people who are not being treated in a way that is fair
trafficked – made by force to travel from one country to another
United Nations (UN) – an international organization representing almost 200 countries with the aim of maintaining world peace

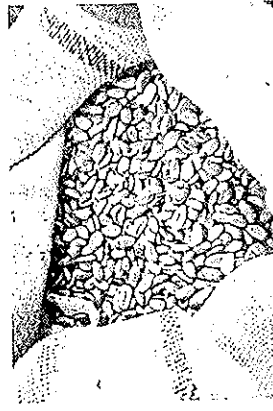
However you consume chocolate – whether you eat a chocolate bar or have a hot or cold chocolate drink – it always begins life as a cocoa bean. Chocolate was first used to make a spicy drink in the Mayan civilization in South America nearly 2000 years ago. Today, chocolate is big business. Companies like Cadbury Schweppes, M&M/Mars, Hershey and Rowntree dominate what we see on the supermarket shelves. Almost two million tonnes of cocoa is produced every year. The world's largest grower of cocoa is the Ivory Coast in west Africa, which produces over half of the world's cocoa. So does the world trade in cocoa benefit the Ivory Coast?



Towards the end of the 1990s, a United Nations (UN) report revealed that some Ivory Coast farmers enslaved children to work on cocoa fields. The US government reported that thousands of children between the ages of eight and twelve had been forced to work on farms that produced cocoa. Newspaper reports and television programmes claimed that the children worked in poor or dangerous conditions. Human rights organizations called this type of cocoa farming a modern-day example of the slave trade. Young people – some only 11 years old – spoke of being beaten and badly paid. Some of these children had been trafficked from countries like Burkina Faso and Mali, also in west Africa. Because the US imports over US \$240 million worth of cocoa from the Ivory Coast every year, some of the chocolate consumed in the US is likely to be linked to child labour.

At the same time as the reports of child labour in the Ivory Coast were made public, worldwide cocoa prices were at an all-time low. The Ivory Coast's Prime Minister said that it was partly the fault of large chocolate companies that child labour was used to produce cocoa. He argued that to stop child labour, companies would have to pay farmers a better price for cocoa.

Cocoa is the only source of income for many farmers in the Ivory Coast. When prices were low, people couldn't even afford to put food on the table. Today, cocoa prices have returned to normal. West African governments and chocolate companies have promised to work together to end child labour. Nevertheless, there are still reports of child labour in west Africa.



Basic reading skills

- 1 Name two companies that dominate the chocolate business.
- 2 How much cocoa is produced each year?
- 3 Where is the Ivory Coast?
- 4 How old were the children who were reported to be working without pay on cocoa fields?
- 5 Which of these statements best explains what the Ivory Coast's Prime Minister says about child labour?

Child labour is cheap and convenient.

Child labour happens because the companies don't pay farmers enough.

Child labour is a bad thing.

- 6 What does Ivory Coast's Prime Minister believe to be the solution to child labour?

Advanced reading skills

- 1 Look at one of the subheadings in the text: 'Bitter taste of the chocolate trade'. Explain what you think is meant by this.
- 2 Look at the ending of the article. Is it optimistic (positive) or pessimistic (negative) about the child labour situation? Explain your response.
- 3 What have you learnt from the article that you did not know before? Write down two new key ideas.
- 4 Look at the layout of the text. How interesting is it? Does it make you want to read it? How would you redesign it if you wanted to grab the reader's interest more? Would you change the images – if so, for what? What about the size and style of the text? Imagine that you are a page designer. Write a paragraph detailing the changes that you recommend.
- 5 The writer takes a quite complicated subject and aims to make it clear and straightforward for most readers. Copy the grid on page 37 and make notes on the way that the writer tries to make the text accessible (easy to understand).

FEATURE	HOW THE WRITER TRIES TO MAKE THE TEXT ACCESSIBLE
Layout (e.g. use of paragraphs, different font styles, use of images)	
Use of sentences (e.g. use of long and short sentences, use of questions as well as statements)	
Use of vocabulary (e.g. use of familiar or technical words, use of emotional or scientific words, amount of description)	

Bitter taste of the chocolate trade

Letter writing

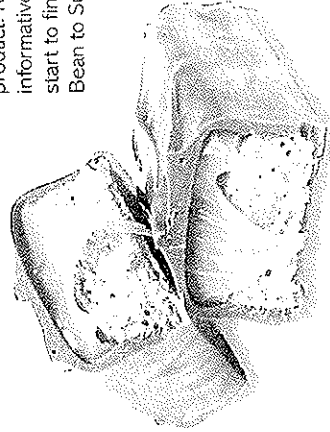
Many people do not know that cocoa production is linked with child labour. You decide that something must be done to make people realize that the low price of cocoa could be forcing terrible conditions on children.

Write a formal letter to your MP or local government official telling him or her what you have learnt from the article and asking that the government addresses this issue.

Bitter taste of the chocolate trade

Research task

Find out more about how cocoa beans are made into the finished chocolate product. Research the process and then, on one side of A4, produce an informative leaflet, using text and diagrams, explaining the process from start to finish. Your title could be: 'The Hidden Story of Chocolate: From Bean to Supermarket Shelf'.



Read the text and answer the questions that follow

Gisela Pulido Kitesurfer

Name: Gisela Pulido

Sport: Kitesurfing

Date and place of birth: 14th January 1994, Barcelona, Spain

Background: Gisela started bodyboarding when she was just three years old. She could snowboard and skateboard by the time she was five.

She has since become the youngest kitesurfing world champion ever. By 2005, Gisela had already won the title twice at the ages of 10 and 11 years old!

Sponsors: Gisela is sponsored by the surf companies Rip Curl and Da Kine, and kite company Airush.

Major achievements: She became World Kitesurfing Champion in 2004 and 2005.

You might not know: Gisela dreams of becoming a vet, because she says she 'loves animals'.

Become a pro: Gisela says that part of her success is because she enjoys kitesurfing so much. When asked about her plans for the future, she said: 'Stay at the best level, do new tricks, but above all continue to have fun!'



Gisela Pulido, who first became the world's best female kitesurfer at the age of 10

'After breakfast I head out to school, and then I have to first watch my most favourite [TV show], *The Simpsons*. Then I go kiting, swimming, stretching, watch some more TV and if there is really nothing else to do, I enjoy going and playing with my friends or a PlayStation game.'

Gisela describes a typical day.



Basic reading skills

- 1 When was Gisela Pulido born?
- 2 What is her favourite television programme?
- 3 In which years did she win the World Kitesurfing Championship?
- 4 What career ambition does Gisela have?
- 5 How old was Gisela when she began bodyboarding?
- 6 Why did Gisela's family move to Tarifa?
- 7 As a result of moving to Tarifa, what two things helped Gisela to improve her kitesurfing?
- 8 Which was the most important year in her development as a kitesurfer: 2004 or 2005? Why?

Advanced reading skills

- 1 Look at the layout of the page. Write down three ways in which the designer tries to grab your interest.
- 2 Look at how the writer divides the text into different sections – quotations, captions, short factual sentences and narrative. Which part of the text did you find most interesting and why?
- 3 Read this comment from one student:

The text tells us quite a lot about Gisela Pulido, but not much about kitesurfing. I think it would be improved if it had a panel of text describing what kitesurfing involves.

- Do you agree or disagree? Explain why.
- 4 Is the text aimed at people who are experts or general readers? Referring to the language used in the text, how can you tell?
 - 5 Imagine you have been asked to shorten the text so that it all fits on just one page of an A4 book or leaflet. Sketch out how you would design the page so that it is appealing to 11–14-year-old readers. Annotate your new design, using arrows and labels, to explain the decisions you have made.

change from before, when she had finished at 5 p.m. The change meant that Gisela was able to train much harder than before. As she says: 'Now that I'm in Tarifa, and finish school at 2 p.m. every day, I have a lot of spare time to train in the hard conditions.' All the training began to pay off in 2004, when Gisela was 10. She won the Kitesurfing World Championships for the first time. This was despite most of the other competitors being between two and three times her age! She carried on her great success in 2005. Gisela won five of the six contests for the world's top kitesurfers. To cap it all, she again won the World Championship at the end of the year.

Gisela's dreams for the future include the hope that kitesurfing might one day be an Olympic sport. If it does, she will be hoping to win an Olympic kitesurfing gold, to go with her World Championship trophies!

'She only rides for fun, and she is always happy when she is riding. Competing is no pressure for her or us, and for Gisela it's all about having as much fun as she can have during her school holidays.'

Gisela's father

Kitesurfing's biggest star is Gisela Pulido. Gisela first became the world kitesurfing champion in 2004. Amazingly, she was just 10 years old!

Gisela was born in Barcelona, Spain. She has always been sports-mad, and started bodyboarding on the city's beaches when she was just three. By the time she was five, Gisela could snowboard and skateboard as well.

Around this time, Gisela's father took up kitesurfing. She dreamed of trying the sport, and making the huge jumps and spins in the air she saw the kitesurfers performing. But Gisela was too small! She needed to weigh at least 35kg to be allowed to use kitesurfing equipment.

Finally, in 2000, Gisela passed the 35kg barrier and was able to try kitesurfing. She quickly became an expert. To help Gisela's kitesurfing get even better, her family moved from Barcelona to Tarifa, on Spain's southern coast. Tarifa is famous for its windy conditions. Windsurfers and kitesurfers come from all round the world to sail there.

Gisela also started at a different school, which finished at 2 p.m. This was a big

Task 26

Extract from *Winning*

by Clive Woodward



'Good morning, gentlemen, I'm Clive Woodward. I've spoken with many of you on the phone. It's nice to finally meet you all. You should all know Roger Uttley and John Mitchell. I began, pointing out my two colleagues. John had been appointed as a part-time coach.

'Thanks for attending this first meeting. I am inheriting a job which I am deeply proud about, and it's a privilege to be standing here. The men you see around you are part of what we see as the squad of elite players from which we'll be drawing our international talent in the next few years. It's impossible to do anything constructive with such a large group, so I am going to pick a squad of 30 from you as a start and invite you back here for our next series of training days in two weeks' time to begin preparing for our four up-coming internationals, starting with Australia at Twickenham on 15 November.

'If you're not chosen for the initial squad, rest assured I have no preconceived ideas on players. I will select you on your merit, your current form, and whether you're capable of playing the kind of game we'll be introducing at international level. Before we talk rugby, it's important we get off on the right foot here. So please listen carefully. Nothing you've ever done before in your international careers can prepare you for what lies ahead. From this day forth, it is vital we all start to think differently about how we play and how we train.'

Even Roger raised his eyebrow at that one. 'We're going to throw away all that we've ever done before as an international team, and we're going to rebuild it all from the ground up with a new way of thinking. We are all here to win but

I now want to target the teams from the southern hemisphere. If we're ever going to be the best team in the world, and that's the only reason I'm here, we must get past these three teams, against whom we have a record of almost total failure. If you're here for any other reason, you're in the wrong room and you might want to leave now.' A few of the seasoned players cast a sideways glance at each other.

'Whatever greatness you think we might have achieved in the past means nothing, because I don't think England has ever produced a great side capable of dominating the world. We have produced very good sides, but in my opinion we have never produced a great side. Moving into the professional era, England rugby is under-achieving. We have a stronger player base, a larger support network, and a more dedicated fan base than any other international team in the world, yet we can't consistently dominate all of our European counterparts, let alone offer any menace to the real threat, the three superpower rugby teams in the southern hemisphere.

That all stops now.

'My job is to create a world-class team. I intend to build a squad of elite players, playing an open style of rugby with a real emphasis on scoring tries. My objective is to play the fastest rugby in the world. It will demand the utmost fitness and skill levels. It won't be easy. You'll be driven harder than you've ever dreamed possible. But I can tell you this: it will be fun. If we can be successful in dominating world rugby, when we reach our goal you will consider your time with England rugby the pinnacle of your careers. Your rugby days will be the most exciting days of your lives. I still

That will be done by you and us outside this environment. I fully expect you to be in the best physical condition possible, ready to play your best rugby, when you show up here. If you don't, you'll soon find yourself off the mailing list.

'The message for you all is simple. Get as fit as you can and maintain a high level of performance and you may find yourself in the England team for the greatest opportunity of your life. Any questions?'

'Good. Let's get started. Grab your things and let's get down to the pitch.'

Nobody said a word as they filed out the door. Again, I could see a few of the older players exchanging looks. As if to say, Here we go again. Just another coach who thinks he's going to change the world or something like that. won't last long!

However, in other players like Back, Dawson, Dallaglio, Johnson, I could see I'd ignited their instincts for world success. These guys had tasted success with the Lions and if they could do the same with England – that would do fine. That would be enough for now. As long as I'd sown a seed, my actions would now have to speak louder than words – trust only comes after time and is achieved through the quality of your actions. Trust has to be earned.



regret how in my playing days with England we never pushed the boat out – we never decided to take the world on.

'My aim is to develop a team capable of winning the World Cup in '99. To do this we have to build a squad that is capable of transforming the way we play. In order to win we'll have to take our opponents by surprise and confound them as to how they expect us to play. It will be high-risk, by definition, and we may take some time to convince critics who have got used to the subdued style that's been the hallmark of England rugby for decades.

'There is a reason the southern-hemisphere sides have dominated world rugby up 'til now. When I played for England, we'd be told at almost every coaching session what the All Blacks, or Wallabies, or Springboks were doing, and that we had to copy it. Every coaching book seemed to be written by a Kiwi. We were comfortable following others and nobody ever seemed to think we should aspire to be better than the southern-hemisphere teams.

'That all stops now, too. In the next year we have ten games against these sides we seem to revere. These teams can be beaten. I've lived in Australia and played with their best. They are human and their games and image have fundamental flaws. From now on, our sole aim will be not to copy them but to practise a game and a style of play that can beat them convincingly every time. We'll play, coach and manage rugby in a way that is so different to theirs that they will be copying us for a change. Until we achieve that, nothing else matters.

'And that's why we're here in this room. If we're to be the best, we first have to learn to think and plan better than everyone else. That means that from now on, when you're in the England camp, we'll spend more time thinking and planning than we will on the pitch. We won't be spending any time building fitness during these sessions.

4 In the fourth paragraph, he writes: 'Even Roger raised his eyebrow at that one'. In your own words, say what 'raised his eyebrow' means here.

5 Look at paragraph five. Clive Woodward says the following about the team: 'we're going to rebuild it all from the ground up'. What does he mean?

6 Clive Woodward refers to a few of the 'seasoned' players (paragraph five). Which of the words below best explains what the adjective 'seasoned' means?

sunburnt old experienced angry

1 Look at paragraph one. How many people does Clive Woodward introduce to the team?

2 Look at paragraph two. What do we learn from this paragraph about how Clive Woodward is feeling?

3 Again in paragraph two, in your own words, explain why he decides to pick a team of 30 men.

Pets

Ferret

Ideal for... electricians and TV producers. Ferrets make expert cable layers, as they just love scuttling through tunnels and conduits. They were even used by TV networks to pull cables through pipes in London during preparations for the filming of Charles and Diana's wedding. And if they're good enough for a princess...

Cost £10–£30

Average life span 6–8 years

Temperament

Ferrets are comical, loving and playful pets who can live with you like a cat, and who require just as much attention. They love racing around with a squeaky ball, or playing with a toy fishing rod, which will amuse you no end.

Space requirements

You can let your ferret run free, sharing your home as a cat would, but block any holes and tight spaces to prevent it from becoming trapped. The ferret is crepuscular, spending 14–18 hours a day sleeping. When it eventually crawls out of bed, it will often hide away, so be careful where you walk or sit. If you provide a

not eaten immediately. Foods to avoid include chocolate, liquorice, onions and nuts, and you should only feed ferrets small chunks of fresh vegetables and fruit. Use a heavy-based food bowl and both a bottle and dish for water.

Varieties

Finch ferrets have black feet and tails and a Zorro-style mask; albinos are white with pink eyes.

Likely illnesses

Ferrets are prone to many diseases as they get older, particularly cancers. Having them spayed or neutered at an early age will reduce the risk.

History

Ferrets are domesticated animals of the *Mustelid* family, therefore related to pole-cats, weasels, badgers and skunks (but ferrets only pong if they're really terrified).

Did you know?

The name ferret derives from the Latin word *furrorem* (thief).

Ideal for... young Tolkien addicts, as just like the inhabitants of the Shire, gerbils have furry feet. There are slight differences, of course: gerbils have fur underneath their paws to protect them from the burning heat of the desert sand, while hobbits have fur on top of their leathery feet to... come to think of it, why *do* hobbits have furry feet?

Cost £5–£20

Average life span 3–5 years

Temperament

Although gerbils enjoy human contact, they can be timid.

Accustom your pet to your scent by holding your hand in the cage and then gently stroking it.

Space requirements

Aim to recreate their wild, underground, tunnel-filled

environment with a purpose-built gerbil cage. Supply plenty of bedding (sawdust, wood shavings or paper nesting material), and furnish the cage with cardboard tubes, branches and other toys.

Care requirements

Gerbils are best kept in groups of two or more, from the same sex and the same litter. Feed them gerbil mix with small slices of fresh fruit and vegetables and provide a daily supply of fresh water. Like all rodents, gerbils' teeth grow continuously, so give them something to gnaw on.

Varieties

The Mongolian gerbil is the most common domestic gerbil.

Likely illnesses

They can suffer from epilepsy, Tyzzer's disease, dental problems, tumours and

inner-ear problems. If your pet has runny or sticky eyes, is sneezing, lethargic or has matted fur, seek veterinary advice.

History

Gerbils were first taken into captivity in the 19th century and brought from China to Europe.

Did you know?

The release of Courtney Love's new album, *Nobody's Daughter*, has been delayed because of 'gerbils in [the] room'.



Ferrets

1 Read the first paragraph. Based on this paragraph, decide whether each of the following statements is true or false.

- Ferrets live underground.
- Ferrets can be useful because of their agility in tunnels.
- Ferrets were a nuisance at the wedding of Charles and Diana.
- Ferrets dig tunnels.
- Ferrets enjoy being underground.
- Ferrets live for 6–8 years, on average.

2 Pick out three adjectives that the writer uses to describe the positive side of ferrets' behaviour and character.

3 If you have a ferret in your home, why do you have to be careful where you walk or sit?

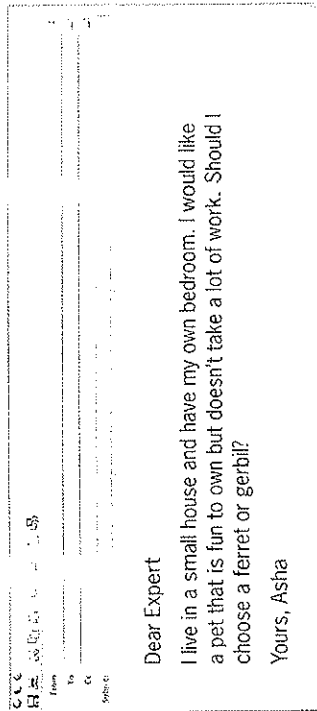
4 What is the Latin word that the name 'ferret' derives from?

Advanced reading skills

1 Copy the grid below and use it to compare information about ferrets and gerbils found in the article. In each box, add a few key words that best sum up each feature of the animal.

	FERRET	GERBIL
Temperament		
Space requirements		
Advantages		
Disadvantages		

2 You have been asked to contribute to an 'Ask an Expert' website. Now that you have read about keeping both gerbils and ferrets as pets, how would you respond to this email question?



Write down your response, outlining the reasons for your choice.

- 3 How can you tell that the writer of the article is not taking the subject too seriously? Use quotations from the text to support your answer.
- 4 Write down three features of the layout of the text that you think help the reader to take in the information quickly. Then suggest one way in which the layout could be improved.
- 5 From the entire article, choose an example of:
 - a a statistic
 - b a factual statement
 - c a question used to get the reader's interest
 - d an opinion
 - e simple vocabulary
 - f complex vocabulary.



- 5 How can you reduce the risk of a ferret developing cancer?
- 6 What does the Latin name for 'ferret' mean in English?
- 7 What is the minimum amount of protein required in a ferret's diet?
- 8 What colour is an albino ferret?
- 9 Name two foods you should avoid giving ferrets.

Gerbils

- 1 According to the text, decide whether each of the following statements is true or false.
 - a Gerbils never live more than five years.
 - b You should never keep a gerbil on its own but always with others.
 - c The most common gerbil is the Mongolian gerbil.
 - d In the 19th century, gerbils were sent from Europe to China.
 - e Gerbils make great pets.
- 2 According to the text, what should you do if your gerbil is sneezing or has matted fur?
- 3 Why do gerbils have fur beneath their paws?
- 4 Name two illnesses that gerbils can suffer from, according to the article.
- 5 What should gerbils be fed?
- 6 According to the article, how much do gerbils cost?
- 7 What three materials can be used for gerbil bedding?
- 8 How should you get a gerbil used to your scent?



TEXT A Task 28

John Barrowman, from *Letters to Myself*



Sent from my car driving to Cardiff after concert at London's Royal Albert Hall on June 1st, 2009.

John, please turn off *Dynasty* and read this.

1. I'm starting with this one because it will disappoint you. There are no flying cars in the future. No hovercrafts zipping up walls, no supersonic vehicles shooting out of garages at rocket speeds. Not happening. You, though, have kept up your passion for cars of all shapes and sizes and in the future you will own some really cool ones.
2. Dream big, work hard, and floss every day. Trust me. All three will pay off.
3. Continue to surround yourself with people who nurture your talents. Drop the ones who don't have passion or dreams.
4. Finally, and keep this one to yourself. Remember the story you read in the *Chicago Tribune* about the two guys who invented an amazing piece of technology in their garages in California a few years ago? Despite their company's fruity name, insist that dad buy all the stock he can afford.

Basic
reading skills

Text A

- 1 Write down one piece of advice that the older John gives to his younger self.
- 2 John Barrowman tells his younger self that there are no flying cars, hovercrafts and supersonic vehicles. Which of these statements best describes what he means?

He is imagining what the future might be like.

He is saying that the future will not be as he has predicted.

He is saying that technology in the future is disappointing.

He is saying that the future contains exciting transport.

- 3 What does the older John Barrowman tell the younger John Barrowman about what he will possess in the future?
- 4 What do you think he means at the end of his letter when he mentions the 'guys who invented an amazing piece of technology' and the company



TEXT B

Joanna Lumley, from *Letters to Myself* Task 29

Dear Me,

Not long now until you leave school altogether so please try to concentrate on your work for a bit. You can't pass German A level if you don't read the set books, you fool. Do one thing at a time, and do it properly. Keep up the acting but try to play women's parts now and again. Don't worry about spots: they will go. Volunteer for everything because that way lies adventure. Don't think you know everything because you've barely started. Be daring; be polite. Make your writing legible. You have 'attitude'; although this quality will be much admired in future generations it's pretty repellent so cut it out. Be kind: stop showing off. You seem to spend a lot of time laughing; that's good. You'll remember laughing like that when you're old. Do your best. Don't worry. I'll always be here. All is well; thinking of you so much, you funny young person. Keep in touch.

Lots of love,
xxx Me.

Text B

- 1 Write down one piece of advice that the older Joanna gives to her younger self.
- 2 What does Joanna Lumley mean when she writes: 'Volunteer for everything because that way lies adventure'?
- 3 What do you think Joanna Lumley means by the phrase 'you have "attitude"'?

Advanced reading skills

- 1 Copy the grid below. Use it to compare the texts and explain what you notice about them.

STATEMENT	AGREE OR DISAGREE?	REASON
John Barrowman's letter is more serious than Joanna Lumley's.		
John Barrowman's letter uses simpler language than Joanna Lumley's.		
John Barrowman seems to like his younger self more than Joanna Lumley likes hers.		

- 2 Both writers use an interesting style which includes both long and short sentences. Which of the two letters do you prefer? Which is more interesting? Which is more entertaining to read? Which gives you the better insight into the writer, then and now?

Write a short paragraph comparing the texts, using the questions above

The comma



Remember:
a comma is used when adding a description.
e.g. Lucy, a fluffy, gentle cat, likes crisps.

Rewrite the sentences below and add the commas.

1. Janice a tall pretty girl won the race.

.....

2. The River Trent a large river in England is very wide in parts.

.....

3. The clown a funny fat man had a white face and a red nose.

.....

4. The match watched by twenty thousand people took place at Wembley.

.....

5. Julius Caesar a powerful Roman soldier conquered England.

.....

6. The prince a young and handsome man married a duchess.

.....

7. The lion a bold and proud animal is known as the king of the beasts.

.....

8. The cave so deep and narrow was dangerous for potholers.

.....

9. The bride's dress being made of pure silk showed all the creases.

.....

10. The apple tree although old and gnarled always produces lovely apples.

.....

11. A Christmas Carol a famous book by Charles Dickens has been made into a film.

.....

.....

*Capital letters, commas, question marks and full stops

Revision page



Add capital letters, commas, question marks and full stops.

1. kevin keegan the well-known footballer became a manager
2. my favourite fruits are bananas apples and pears
3. the coach driver mrs. smith is a good and careful driver
4. did you know that the fat bear winnie the pooh likes honey
5. the old church saint mary's is on the corner
6. shall i buy red or white large or small potatoes from the market
7. by the way i am going to cornwall next week
8. my favourite aunt mrs spencer has a shop
9. the duke of westminster a very rich man has three children
10. did i tell you that i went to hear eric clapton sing jane
11. eros a famous statue stands in piccadilly circus
12. i saw the large tigers fred and sam at the zoo
13. the gospel of saint matthew the first book in the new testament tells of the life of jesus

*See Page 44, (v).

The apostrophe

Sometimes the apostrophe takes the place of four or five letters.

e.g. He would rather go now. He'd rather go now.

The apostrophe takes the place of the letters woul.

Make these examples into one word by using the apostrophes.

I should	he would
you would	we should
she would	they would

N.B. o'clock is always used for of the clock.

Rewrite the sentences below using apostrophes where possible.



1. He said that they would never agree.

.....

2. We are wrong if that is the right answer.

.....

3. I have never seen him look so cross.

.....

4. We shall visit them if they have arrived.

.....

5. I shall go if you will go, too.

.....

6. Captain Hook said that he would meet Peter Pan at ten o'clock.

.....

7. After breakfast we are going to see what they have made.

.....

8. She says that they are not sure if they have seen the film.

.....

The belonging apostrophe

Underline the correct example.

- | | |
|-----------------------------------|--------------------------------|
| 1. That chair's leg is broken. | That chairs' leg is broken. |
| 2. This is Peter's scarf. | This is Peters' scarf. |
| 3. Where is the dogs' lead? | Where is the dog's lead? |
| 4. That is Joans' favourite song. | That is Joan's favourite song. |
| 5. Clare is John's sister. | Clare is Johns' sister. |

Add the apostrophe where needed.

Not all the examples will need apostrophes.

1. That is Jeans bicycle.
2. Oxfam needs lots of blankets, warm clothes and jumpers.
3. The postmans bag was full of letters.
4. There were books and toys for sale at the bazaar.
5. Jamess video tape was broken.
6. Peters watch was being mended so he used Rosss.
7. The plays ending was very good.
8. Mums scales were broken so she used my sisters scales.
9. We used sticky tape to hold the pages together.
10. The chains links were very strong and held the ships anchor firmly.



Write some sentences of your own using the belonging apostrophe.

.....

.....

.....

.....

.....

.....

Speech marks

Remember:

sometimes one person may say more than one sentence.

The speech marks go round the whole speech.

e.g. "I tripped up the step. I banged my chin, but I still went ice-skating," she said.

Add speech marks, commas, question marks, exclamation marks, and full stops to the following.

“ ” , ? ! .

1. Goodness I'm sorry I am late said the busy dentist
2. I have done my homework quickly What shall I do now she asked
3. The nursery school teacher said Don't do that Harry Sandra is crying now
4. Sit down I must take your temperature said the nurse
5. Tidy up your room It's in a terrible mess said my mum
6. How silly I am I've put on your coat by mistake said Emma

Sometimes spoken sentences are separated by the speaker.

e.g. "What time is it?" he asked. "It seems late because it's dark."

Add the speech marks to the following.

1. Ouch! he said. You have run over my foot.
2. That was a good dive, said the swimming instructor. Do you want to go off the top board now?
3. Who? asked my sister. Are you sure it's Billy?
4. Look at the sky! said Mark. Those are not stars. They're fireworks.
5. I'm going to France, said Peter. Where are you going?
6. How long has the drain been blocked? asked the plumber. It's probably full of leaves.

Indirect or reported speech

Here is an example of how indirect speech
has been changed to direct speech.

Dad said that he could cook twenty hot dogs at once.

Dad said, "I can cook twenty hot dogs at once."

Note: As with direct speech you can use other words instead of said, e.g. cried, answered, whispered, shouted, warned.

Change the following examples from indirect speech to direct speech.

1. The little girl shouted that she could swim forty lengths.

.....

2. The queen whispered that her tiara was too big.

.....

3. The weather man warned that it would snow tonight.

.....

4. Alice moaned that she had twisted her ankle.

.....

5. The journalist reported that there had been a hurricane in Florida.

.....

Change the following examples from direct to indirect speech or from indirect to direct speech.

1. The teacher admitted that she had lost the book.

.....

2. "Those eggs are broken," said the check-out girl.

.....

3. Snow White declared that she did not like apples.

.....

4. "We like going to the Science Museum," agreed the children.

.....

5. The officer announced that the captain had died from his wounds.

.....