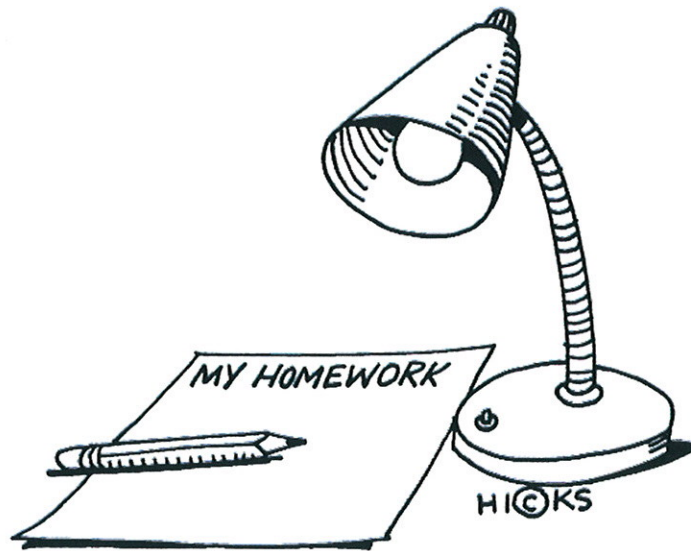


English Homework



Year 9

Level 5 - 6

Contents

Task	Task type	Date set	Date due	Completed (tick)
Spelling				
1	(A)			
2	(B)			
3	(C)			
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5	(E)			
6	(F)			
7	Which vowel?			
8	Which consonant?			
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Reading				
12	Understanding the writer's viewpoint and the overall effect			
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17	Keep hope alive			
18	To the limit?			
19	On the bins			
20	Flood defence of London			
21	Oxfam			
22	Source A – The Good, The Bad, The Ugly			
23	Holmbush Paintball UK			
24	Ranger and Rover tickets			
25	Experience: I was attacked by killer bees			
26	Why does a duck's quack not have an echo?			
27	Experience: I fell 6000 feet and survived			
28	From the last breath to freezer in 16 hours			
29	Song of the Battery Hen			
Punctuation				
30	Commas			
31	Speech Marks			
32	Speech marks - Revision Page			
33	The colon			
34	The colon			
35	The semicolon			

Punctuation

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

Task 1

(A)

credible
edible
horrible
indestructible
responsible
tangible
adorable
agreeable
disposable
reliable

Task 2

(B)

dietician
electrician
magician
musician
collision
confusion
discussion
possession
attention
direction

Task 3

(C)

inaccurate
inactive
inattentive
immature
immobile
irrational
irregular
irresponsible
illegal
illegible

Task 4

(D)

audacious
cherish
elude
initiate
liberate
putrid
reprimand
sublime
treacherous
versatile

Task 5

(E)

horrific
photographic
terrific
allergic
comic
energetic
scientific
manic
acidic
eccentric

Task 6

(F)

session
massive
possible
missile
discussion
passion
possess
procession
possession
success

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) origenal |
| 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 |

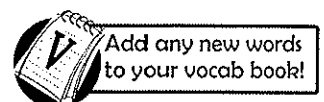
The problem gets worse when you have two vowels together. Is it 'au', 'ea', 'ee', 'ou', 'ai', 'ei', etc?

TASK

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



- | | | |
|---|--|---|
| 1. a) audience
b) ordience
c) awdiencie
d) ourdiencie | 4. a) endeavour
b) endaevor
c) endeavor
d) endeavours | 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 |



Task 8

Which Consonant?

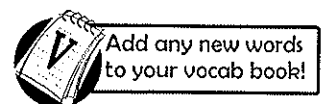
Choosing the wrong consonant is another source of errors. Should there be a single or a double letter?

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) questionnaire
b) questionairre
c) questionnaire
d) questionnairre |
| 2. a) success
b) succes
c) suces
d) sucsest | 8. a) posesion
b) possession
c) possession
d) possetion | 14. a) stomach
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) dissapear |
| 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

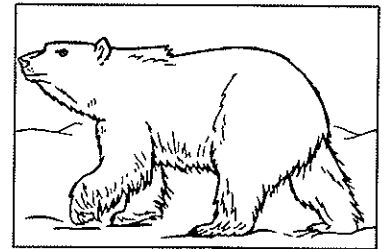
These words are often mistaken for each other, because they sound alike.

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) enviroiment
d) environment | 13. a) nife
b) nyfe
c) knife
d) knyfe |
| 2. a) newmonia
b) pneumonia
c) neumonia
d) numonia | 8. a) goverment
b) govemnt
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) ryme | 17. a) nott
b) knot
c) knnot
d) nobt |
| 6. a) suttel
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!

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

TASK A

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

TASK B

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



TASK C

i 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. | 4. We love ___ school. |
| 2. That is ___ right. | 5. We ___ good students. |
| 3. Rights ___ balanced against responsibilities. | |

Understanding the writer's viewpoint and the overall effect of the text (2)



- 1 Read this text in which a school inspector has been asked to give advice on a particular pupil. Phinn describes what happened when he visited the school.



When the children had taken off their coats and changed into their indoor shoes, they sat at their desks ready for the register to be called. All, that is, except one child. He was a sharp-faced boy of about nine or ten with a scattering of freckles, wavy red hair and a tight little mouth which curved downwards. This, I guessed, was Terry.

The Other Side of the Dale by Gervase Phinn

- 2 The writer's purpose is to focus on one pupil. Complete this explanation of how the writer does this. Choose words from the words in the box to fill the gaps.

The writer sets the scene in the first sentence but then zooms in on one particular pupil in the sentence, 'All, that is, except one child.' That sentence is a) and snappy so it focuses attention on that child. Next, the writer b) that particular child in some detail. That makes the child more c) for the reader. Then, the d) sentence tells us the child's name. It sticks in the mind even more because it is the final e) given in the paragraph.

describes short last impression real



* A writer can have more than one purpose!

- 3 a) Is it a positive or negative impression of Terry?
 b) Write down words and phrases from the story that support your opinion.
 c) Write a paragraph to explain how the writer creates this impression.

4 Read the next part of the story and see whether you were right.

'Come along, please, Terry,' said Miss Pilkington firmly, 'take your seat.'

'Who's he, then?' asked the child, pointing in my direction.

'That's Mr Phinn, and please don't point, it's rude.'

'Is he a copper?'

'Just take a seat will you, please, Terry,' said the teacher.

'He looks like a copper. Are you a copper?'

'Terry, will you take a seat,' repeated the teacher firmly.

'I can smell coppers a mile off.' The child slumped into a chair. 'He's either a copper or a probation officer.'

'And take what you are chewing out of your mouth, please, Terry,' said Miss Pilkington.

'Haven't finished it yet.' He looked back at me. 'I bet he is a copper.'

'Put what you are chewing in here, please Terry,' said the teacher firmly, holding up a waste-paper basket.

The boy ambled to the front and dropped a bullet of chewing gum in the bin.

The Other Side of the Dale by Gervase Phinn

Two people are now in focus: Miss Pilkington and Terry.

Try this practice question about these characters.

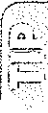
PRACTICE QUESTION

What impressions are you given of Terry and Miss Pilkington? You should consider:

- ☆ what Terry says;
- ☆ what he does;
- ☆ how Miss Pilkington talks.

Support your answer with brief quotations from the text.

(3 marks)



☆ Use your highlighter to mark out useful quotations.

Task 13

- 2 Read this article, in which the writer 'plays' with language to make a serious article sound more fun.

How to invest in collectible toys

If you're clearing out the attic and just about to throw away your childhood toys, think again. They may be worth more than just sentimental value.



The magnetic pull of a toyshop is a standard childhood memory. And an early passion for Lego, Action Man or Barbie never quite fades. So it is not surprising that collectible toys are a prime investment, with select examples realising very grown-up prices at auction.

A white Steiff teddy bear from 1925, for example, fetched £25,200 – more than five times the estimate – at an auction house in 2006.

David Nathan of Vectis Toy Auctions says that older items – typically pre-1970s – are the safest bet, provided they are in mint condition and boxed. 'Some new toys will rocket in price; most won't. It is hard to make that call. With older items, you know whether or not there is a market. Even so, trends come and go. Antique dolls are weak at the moment, while teddies are strong, for example.'

He adds: 'One definite no-no should be all new limited-edition toys. Buyers almost always keep them in cabinets or whatever, so a perfect example is nothing rare. In contrast, 99 per cent of ordinary toys get play-worn, which means the boxed ones are special.'

TIP

- ★ Word opposites can also build up a pattern for the writer to use, e.g. toys – serious stuff.

Read the text and write down any words linked to toys or children that may be used to make the article sound more fun.

Explain how these words or phrases add humour to a serious business article.

TIP

- ★ Remember: QUOTATION + EXPLANATION

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

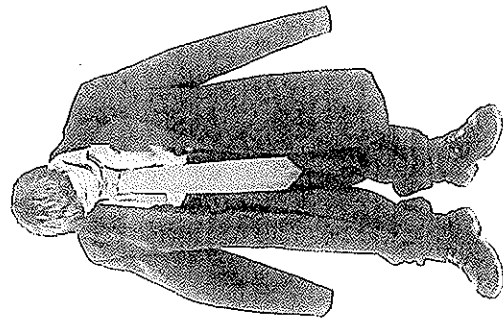
somehow superior to ours. We must serve their needs. At these moments, though, I am always reminded of my favourite proverb: if work is so good for us why didn't the rich keep it all to themselves?

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.



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

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 Hengoed School, Swansea

1. Choose one sentence from the article which you think best sums up the writer's attitude to work experience. Write it down and then explain why you have chosen it.
2. Write down three main reasons why, according to the writer, work experience should be scrapped.
3. Find an example of exaggeration. What is the effect of this?
4. Find an example of humour in the article. What is the effect of this?

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

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.

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.



3 Look at one student's response to the speech, below. How far do you agree with their opinion? Give reasons for your answer and use quotations from the text.

The speech is very powerful, but at first the players seem uncertain whether to believe it.

4 How can you tell that this text is a speech rather than an essay or letter?
5 In his speech, Clive Woodward uses the pronouns 'I', 'me' and 'you' a lot.

1 Look at Clive Woodward's opening sentence: 'Good morning, gentlemen'. Instead of 'gentlemen' he could have addressed them as 'team' or 'lads', etc. Why do you think he uses 'gentlemen'?

2 a Which of the following words best describes the way Clive Woodward speaks to the players?

- tough
- aggressive
- funny
- motivational
- direct

b Write down one phrase or sentence from the text which supports your choice

In 1922, the tomb of the Egyptian king Tutankhamun was opened for the first time and the treasure inside revealed. The archaeologist Howard Carter was the first person to see inside the tomb, and this extract from his diary describes the amazing sights that met his eyes.

Into the Tomb of Tutankhamun

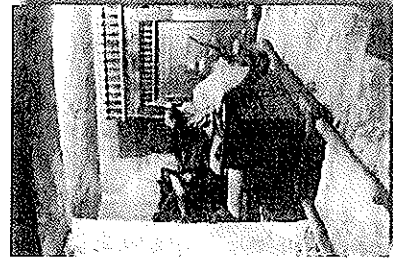


Above: Howard Carter

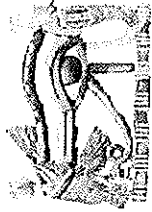
At first I could see nothing, because the hot air escaping from the burial chamber caused the candle flame to flicker. Presently, however, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist: strange animals, statues and gold – everywhere the glint of gold.

For a moment – an eternity it must have seemed to the others when they, unable to stand the suspense any longer, enquired anxiously, ‘Can you see anything?’ it was all I could do to get out the words, ‘Yes, wonderful things.’ Then widening the hole a little further, so that we could see, we inserted an electric torch.

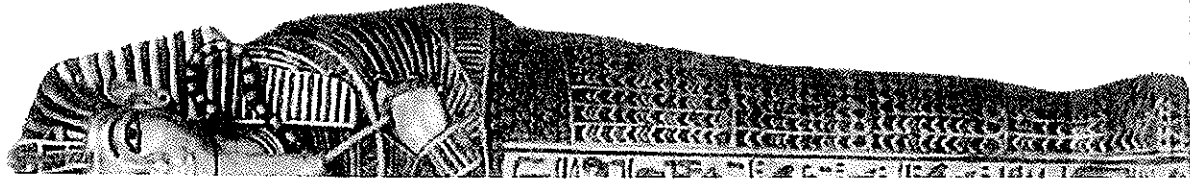
Imagine how it appeared to us as we looked down from our spy-hole in the blocked doorway, casting the beam of light from our torch – the first light that had pierced the darkness of the chamber for three thousand years – from one group of objects to another, in a vain attempt to interpret the treasure that lay before us. The effect was bewildering, overwhelming ...



Above: The entrance to the treasury



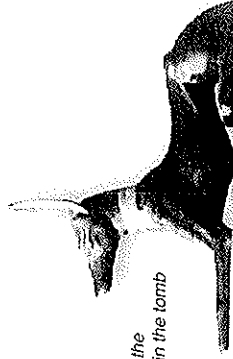
Gradually the scene grew clearer, and we could pick out individual objects. First, right opposite to us – we had been conscious of them all the while, but refused to believe in them – were three great gilt couches, their sides carved in the form of monstrous animals with heads of startling realism. Uncanny beasts enough to look upon at any time: seen as we saw them, their brilliant gilded surfaces picked out of the darkness by our electric torch, their heads throwing grotesque distorted shadows on the wall behind them, they were almost terrifying. Next, on the right, two statues caught, and held, our attention: gold-kilted, gold-sandalled, armed with mace and staff, the protective sacred cobra upon their foreheads.



Left: The untouched Burial Chamber seal



These were the dominant objects that caught the eye at first. Between them, around them, piled on top of them, there were countless others – exquisitely painted and inlaid caskets; strange black shrines, from the open door of one a great gilt snake peeping out; beds; chairs beautifully carved; a gold inlaid throne; a heap of curious white egg-shaped boxes; beneath our eyes, a beautiful lotus-shaped cup; on the left, a confused pile of overturned chariots, glistening with gold; and peeping from behind them, another portrait of a king ...



Right: One of the statues found in the tomb

Into the Tomb of Tutankhamun

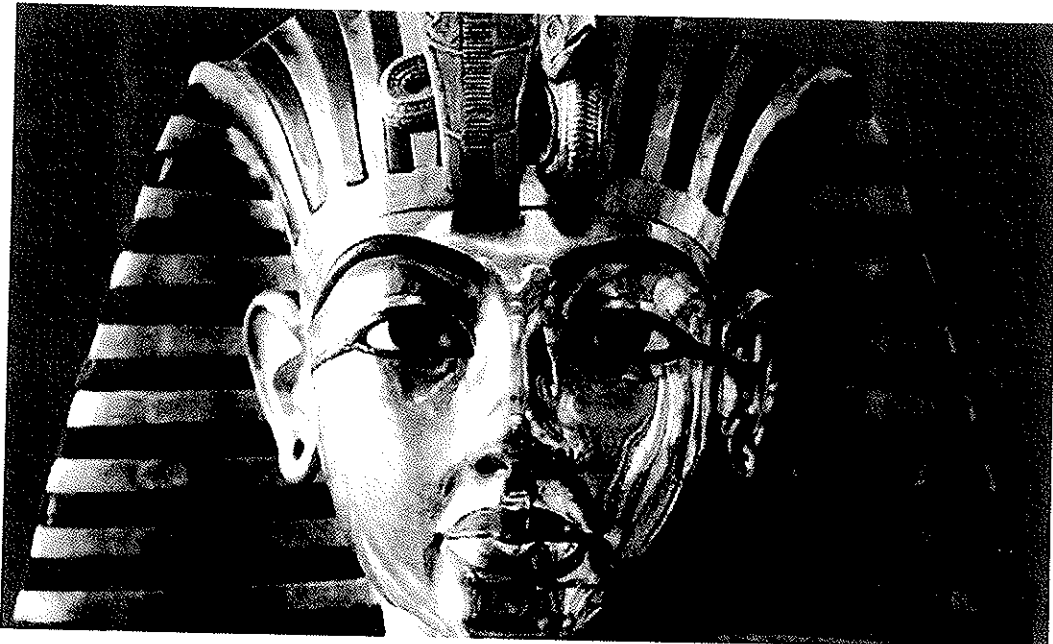
Read the text and answer the following questions:

1. Explain two ways paragraph 1 creates an atmosphere of mystery and suspense at the beginning of the text.
2. In paragraph 3, how does the writer try to make the reader feel involved in this part of the account?

Copy and complete the following table.

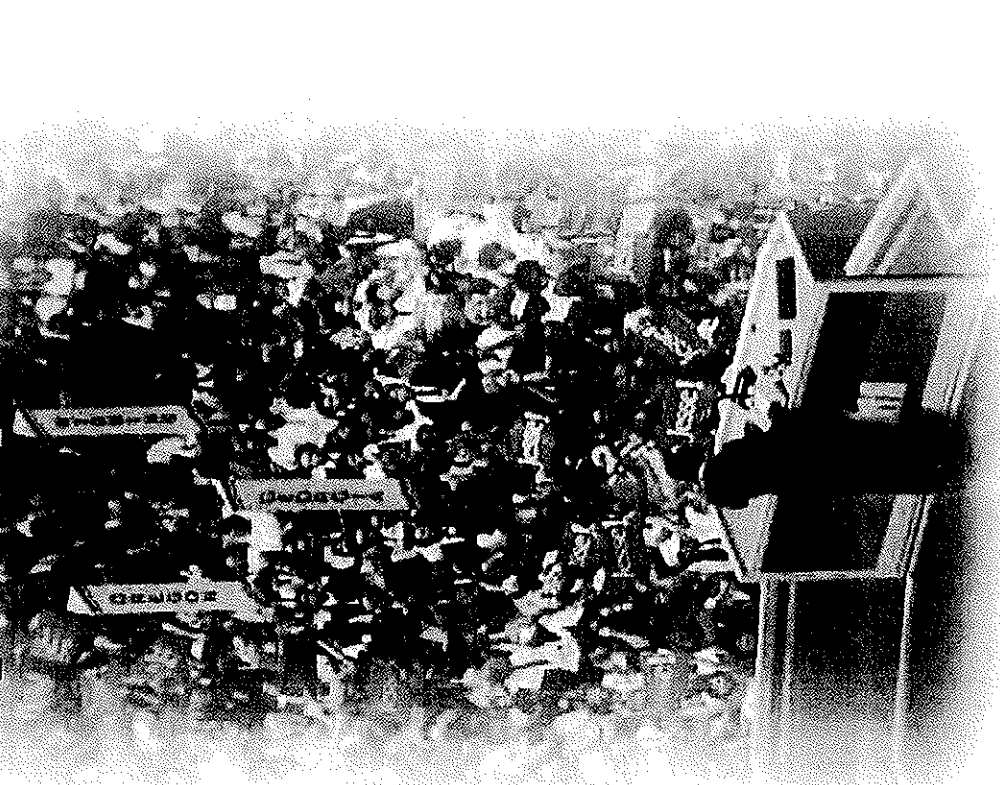
Feature of paragraph 3	How it helps the reader to feel involved
The way the paragraph begins	
The use of punctuation at the end of the paragraph	
The use of dashes in the first sentence of paragraph 3	

3. In paragraphs 4 and 5, how does the writer's use of language suggest the different impressions he gets of the treasure?



In 1988, Jesse Jackson failed in his second attempt to stand for election as president of the United States of America. In this speech, he urges his supporters not to give up when they are faced with defeat and to be inspired by the story of his own life.

Keep hope alive!



Wherever you are tonight, I challenge you to hope and to dream. You must never stop dreaming. Face reality, yes. But don't accept things the way they are: dream of things as they ought to be. Face pain, but love, hope, faith, and dreams will help you to rise above the pain.

Use hope and imagination as weapons of survival and progress, and keep on dreaming.

Dream of peace. Dream of teachers who teach for life and not for a living. Dream of doctors who are more concerned about public health than private wealth. Dream of lawyers more concerned about justice than being a judge.

We must never surrender to hunger. We must never surrender to illiteracy. We must never surrender to injustice. Don't surrender and don't give up.

Why can I challenge you this way?

'Jesse Jackson, you don't understand,' you say to me. 'I see you on television with important people. You don't understand my situation.'

I do understand.

You're seeing me on TV, but you don't know the me that makes me me.

I have a story. I wasn't always on television. Journalists were not always outside my door. When I was born late one October afternoon in Greenville, South Carolina, no journalists asked my mother her name. Nobody chose to write down her address.

I understand. I know abandonment and people being mean to you, and saying you're nothing and nobody, and can never be anything. I understand when nobody knows your name. I understand when you have no name. I understand.

I understand work. I was not born with a silver spoon in my mouth. I had a shovel programmed for my hand. I was born in the slum, but the slum wasn't born in me.

Wherever you are tonight, you too can make it. Hold your head up high. You can make it. Don't you surrender. You must not surrender.

Keep hope alive ... keep hope alive ... keep hope alive! Tonight, tomorrow night and beyond, keep hope alive!

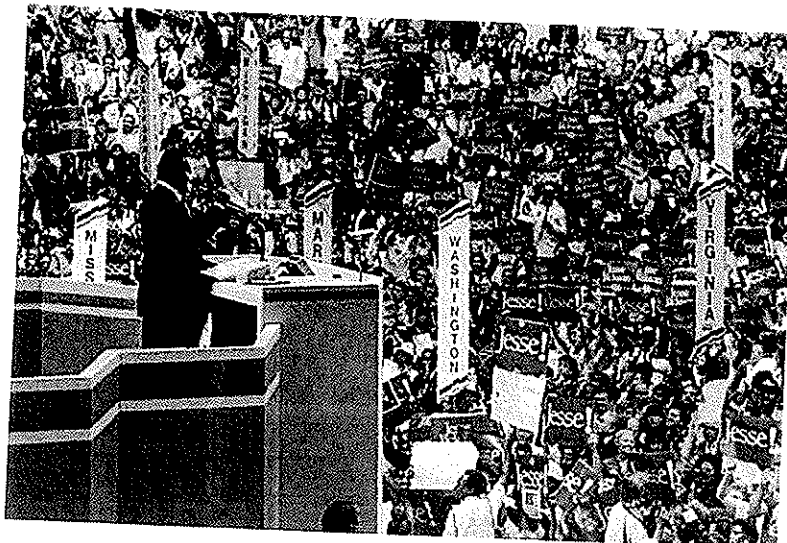
Keep hope alive!

Read the text and answer the following questions:

1. Give one quotation from the first four lines of the speech which shows that Jackson is speaking to a television audience as well as to the people in front of him.
2. Section 2 **ends** with the statement, *You're seeing me on TV, but you don't know the me that makes me me.*
How does this statement lead into the content of section 3?
3. In section 3, Jackson describes his background.
Explain what each of these quotations suggests about Jackson:

Quotation	What this quotation suggests about Jackson
<i>I was not born with a silver spoon in my mouth.</i>	He was not born into a family that had much money.
<i>I had a shovel programmed for my hand.</i>	
<i>I was born in the slum, but the slum wasn't born in me.</i>	

4. In this speech, how does Jackson use language to persuade his supporters not to lose hope for the future?
You should comment on:
 - his choice of words and phrases to get their attention / convey his main point;
 - the way he makes the audience feel involved;
 - the way he includes details and how he ends his speech.



In this article, Louise Rogers tries to understand why young people are attracted to extreme sports.

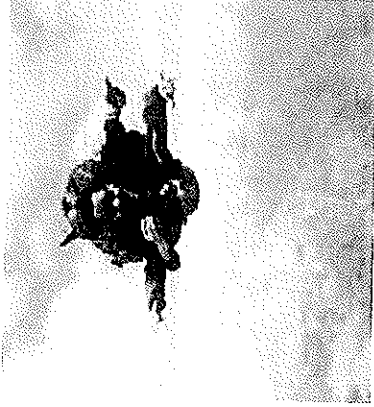
To the limits?



You can now go deep sea diving without oxygen and do parachute jumping from space. These activities are apparently some of the latest examples of extreme sports. They certainly sound extremely dangerous, and it's tempting to call them extremely stupid too. You begin to wonder what people will do next: white water rafting without the raft? Skateboarding down Everest?

What exactly are extreme sports anyway? According to sports expert Angie Naidoo, they are action sports usually done by someone on their own rather than in a team. 'Extreme sports involve more than one of the following: speed, height, danger or spectacular stunts,' explains Angie. 'They are also often about challenging some aspect of the natural world, whether it's defying gravity or scaling a very high mountain. They are not all as extreme as parachuting from space! And extreme sports are not just a recent trend either: skiing, skateboarding, in-line skating and mountain biking are all examples of extreme sports that people have done for years.'

Moreover, these sports are becoming more and more popular, especially among teenagers. In fact, there is so much demand for facilities for such sports that plans are underway to build the world's very first indoor extreme sports centre in Manchester, at a staggering cost of more than £60 million. This high-tech, futuristic project will offer more than 20 intoxicating adventure sports. According to the company behind the project, the centre will include 'the largest ice-climbing wall in the world, a breathtaking surfing zone, and the ultimate artificial fast-flowing river for white water rafting.'



What is the appeal of these activities for young people? Joe Bellini, aged 14, thinks that one of the attractions of extreme sports is that there are no rules and you can create your own challenges. 'I really enjoy trying new jumps on my skateboard, and when you get a trick right, it's fantastic – you feel you can do anything!' For Kay Scipio, 15, it's surfing which has caught her imagination: 'I've only seen it on TV – but it's one of my dreams to skim the tops of the waves on a surfboard, poised like a dancer, and glide smoothly onto a sandy beach ...'

Malcolm Davies, a leader at an outdoor centre, comments: 'Things can seem a bit tame for kids these days, so it's important for them to have physical challenges and push themselves to the limit. It gives people confidence, and that can change their lives.' Mary Bellini, mother of Joe, agrees, though she worries about injuries and thinks there are plenty of other challenges in life as well as physical ones. 'Still, I'd rather Joe was out there doing something he enjoys, that gives him a sense of freedom and a sense of achievement, rather than sitting around at home in front of the TV.'

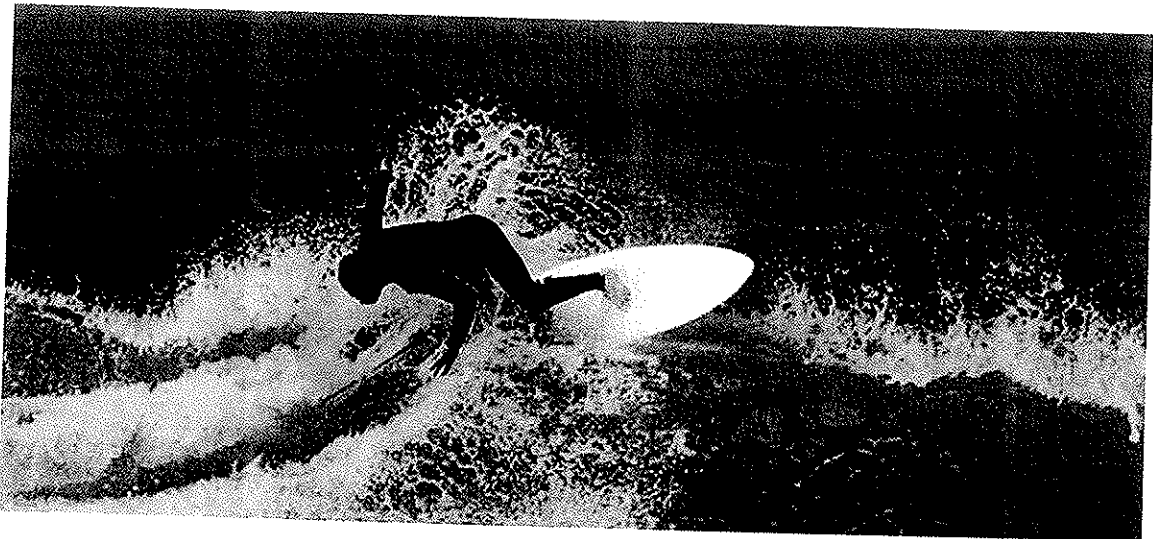
So, extreme sports offer people a challenge, the opportunity to develop skills, control nature and take risks, as well as an adrenalin-fuelled thrill. I am beginning to see some attraction in these sports, especially for young people. But I still think deep sea diving without oxygen is just plain daft.



To the limit?

Read the text and answer the following questions:

1. From **paragraph 1** give **one** example of a new extreme sport.
2. From **paragraph 2** give **one** example of an extreme sport that has been established for some time.
3. *You begin to wonder what people will do next: white water rafting without the raft? Skateboarding down Everest?* (paragraph 1)
Explain how this quotation shows the writer is sarcastic about extreme sports.
4. Paragraph 3 is about a new extreme sports centre in Manchester. Explain the different ways the writer of the article suggests that this sports centre will be very impressive. Support your ideas with quotations from paragraph 3.
5. In paragraph 4, Kay Scipio says it is one of her dreams to *'skim the tops of the waves on a surfboard, poised like a dancer, and glide smoothly onto a sandy beach ...'* What impression of surfing do you get from the choice of language in this quotation?
6. In paragraph 5, Malcolm Davies says, *'Things can seem a bit tame for kids these days'*. What does the phrase *'Things can seem a bit tame'* suggest about life for young people today?

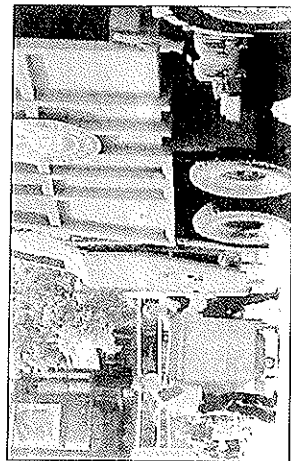


This country produces an ever-growing mountain of rubbish. In this article from The Guardian newspaper, journalist Emma Brockes investigates the problem and meets two people who actually have to deal with it every day of their working lives, the bin men.

On the bins

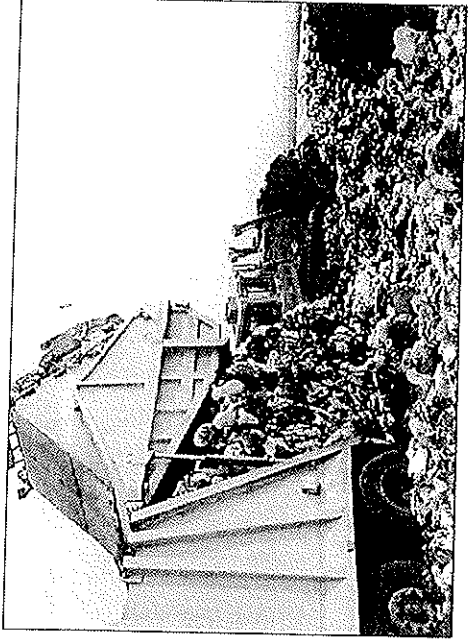
Half an hour after dawn, the sun is just beginning to rise and the air is still cool. Mark Andrews and Dave McCormack are sitting on the back of a dustcart, waiting for the day to begin. They are both bin men, and they are waiting for the day to begin. They are both bin men, and they are waiting for the day to begin.

He and Andrews set out on the dustcart at 7.30am. McCormack drives, Andrews is the loader. Before 3pm, he will have walked nine miles and covered 2,000 houses. He is burned red by the wind. 'He's not much of a talker,' says McCormack. 'But when it comes to loading rubbish, he's the best there is.'



In Britain, 435 million tonnes of rubbish are disposed of every year – some 400kg per person. Britain is one of the most wasteful societies in Europe and its trash output is rising by roughly 4% annually. Landfill sites are filling up faster than anyone expected. Incinerators are highly unpopular; recycling is expensive and impractical. The question of what we are going to do with our refuse grows increasingly urgent, although never, it seems, quite urgent enough to bother the people who actually create it in such huge quantities – that is, every one of us.

McCormack thinks that people are thoughtless when it comes to rubbish. He reckons that if they could imagine what one million tonnes of rubbish looks like, they might think twice about so casually and filthily adding to the heap. He suggests 'tipping it in front of their houses'. When people throw food scraps in the wheelie-bin without putting them in a bag, especially in summer, the bin starts crawling with maggots; they produce evil-smelling waste. McCormack flares his nostrils. 'This is the worst smell in the world – maggot juice. Once you get it in the cruncher, you can't shift the smell all day. It's disgusting. That's the public being uneducated.'



The worst smell in the world, says McCormack, is something he calls 'maggot juice'.

Both men enjoy their work. McCormack likes the job, he says, because 'you never get bored. No two days are ever the same. Traffic is never the same, parking is never the same, you turn down the same streets, but you never know if you're going to be able to get through in the truck.' Andrews likes the challenge of doing the round faster than anyone else. Apart from the maggot juice, the greatest irritation to him is small children. During school holidays he is fearful of catching one in the cruncher. 'Thing is, they're fascinated by the dustcart. They're always asking for rides.'

Well-off households produce an average of 5kg more waste per week than poorer ones; people in cities throw more away than those in the country; people who live alone waste more than those who live together. Since single, middle-class city-dwellers feeding off meals for one is a rapidly growing phenomenon, the waste mountain looks likely to keep increasing in Britain.

On the other hand, some countries have developed schemes to cut down the amount of rubbish to be collected. In Maastricht, in the Netherlands, they have to pay £1 a go for each rubbish bag. In southern Germany, dustbins are fitted with measuring devices to weigh the waste and the consumer has to pay a tax according to the weight. Meanwhile, on a larger scale, the global grants of the waste industry are investigating new ways of rubbish disposal, including dumping it in space and burying it under the seabed.

For Andrews and McCormack waste management has to start with the individual. 'People think their responsibility ends when they put their bins out,' says McCormack, 'but it doesn't. You get paper blowing everywhere. The lids on the boxes don't fit and people don't tie up their rubbish properly.' Andrews explains, 'People can't be bothered.' 'It's so bad,' adds McCormack, 'that sometimes it's comical.'

On the bins

Read the text and answer the following questions:

1. From paragraphs 1 and 2, give two different reasons why the bin men's job is demanding.

2. In paragraph 1, what does the choice of words in the following phrase suggest about the rubbish?

the sordid reek of things falling in on themselves

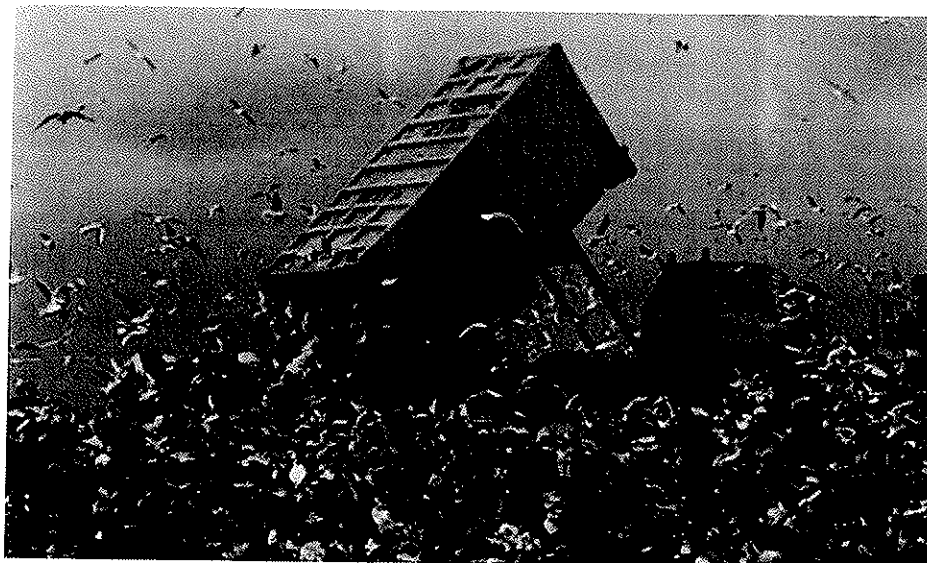
3. The article has paragraphs about the bin men's personal experiences as well as paragraphs giving statistics and facts.

Explain one reason why the text has been organised with paragraphs about personal experiences as well as paragraphs about statistics and facts.

4. How does the article try to make the reader feel some responsibility for the problem of waste disposal?

You should comment on the effect of:

- the bin men's comments about rubbish;
- the statistics used;
- references to other countries.



Task 20

Source D

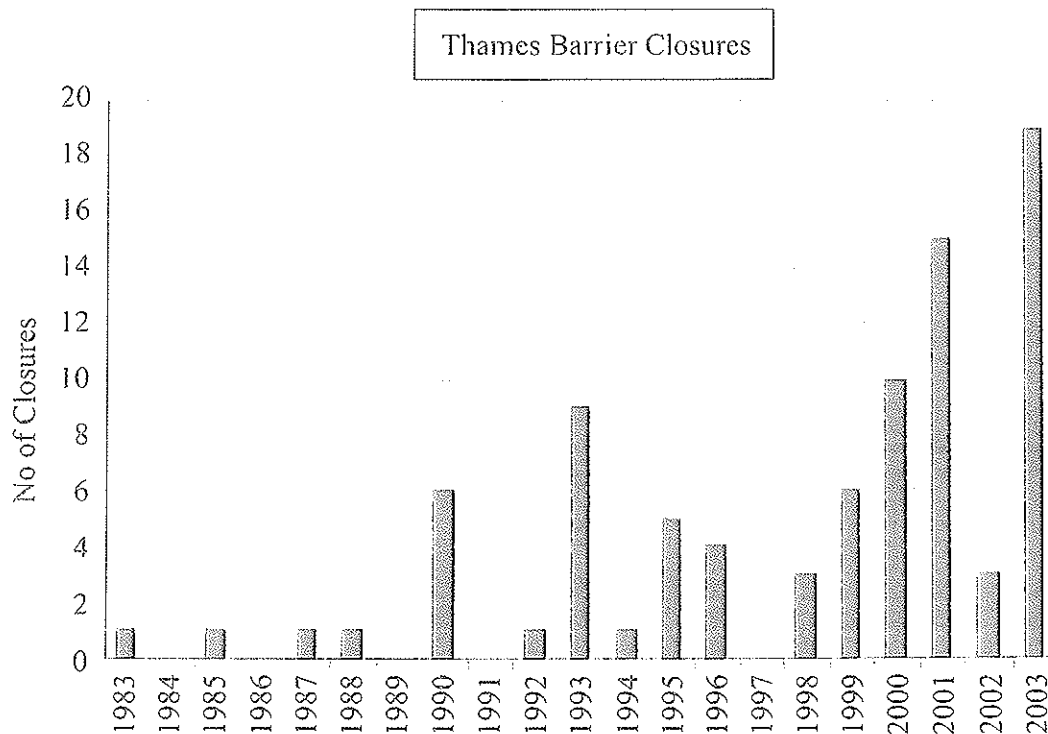
Flood Defence of London

The threat of flooding along our coasts and rivers is an issue of increasing importance. The number of people at risk is likely to increase as the effects associated with global warming, such as sea level rise and storm events, continue to intensify. We need plans for future flood defences as things get worse.

The Thames Estuary, which includes London, is an area where the risk of local flooding is high. The Thames region is increasingly at risk from flooding due to higher sea levels, increased rainfall and a greater number and intensity of storm events.

The area at risk from flooding across the Thames is home to over a million residents and workers and half a million properties, as well as many areas recognised for their ecological importance. A large-scale flood event in this area would have disastrous effects, causing millions of pounds worth of damage to businesses, homes and infrastructure, and almost certainly causing loss of life for thousands of London's residents.

By far the largest and most expensive part of the flood defence scheme for this area is the Thames Barrier. The Barrier was designed to protect London up until the year 2030. When the Barrier is closed, surging tides coming in from the North Sea are prevented from flooding London.



In the opinion of experts, if London's flood defences, including the Barrier, were to be left as they are, the protection provided will gradually decrease as future sea levels continue to rise. To tackle this problem, studies and tests are being undertaken. We need to understand what needs to be done for the years to come.

Read the article and answer the following questions:

1. What is the main idea presented in the article? How do you know?
2. Why is the Thames region increasingly at risk from flooding?
3. How does the graph help the reader to understand the text?
4. What is the link between the graph and what is said in the article?

Source E

Oxfam
Oxfam House
Cowley
Oxford
OX42JY
Tel: 0111 111 1111
March 2007

Mr A Smith
224 Linden Drive
Clifton
BRISTOL
BS9 7DD

Dear Mr Smith,

Christine Acen has five children. Every night, when she puts them to bed, she carefully hangs a mosquito net over them. Christine doesn't have many possessions, but her mosquito net is one she treasures because she knows that malaria is a killer.

Christine and her family are among a lucky few. Mosquito nets are a valuable commodity in Amida, a camp for people displaced by the war in northern Uganda. These people face a threat greater than war: the mosquito which brings the deadly disease of malaria.

Agnes Layet, another mother in the camp, does not possess a mosquito net. She explains, "My daughter is sick very often. If I had a net for her I know that she would be safer and I wouldn't have to take her to hospital so often." Agnes has good cause to worry. Malaria deaths are a common occurrence in Amida.

The way to stamp out malaria is to prevent it, which is something a simple insecticide-treated mosquito net does very effectively. The insecticide kills the mosquitoes that land on the net, preventing bites and the spread of the disease. A gift of £15 to Oxfam will buy two life-saving mosquito nets.

So please use the enclosed form and freepost envelope to send a donation today. If you are able to do this, Agnes and her daughter will be able to sleep safer at night. Thank you.

Yours sincerely,

Savio Carvalho

Programme Manager, Uganda

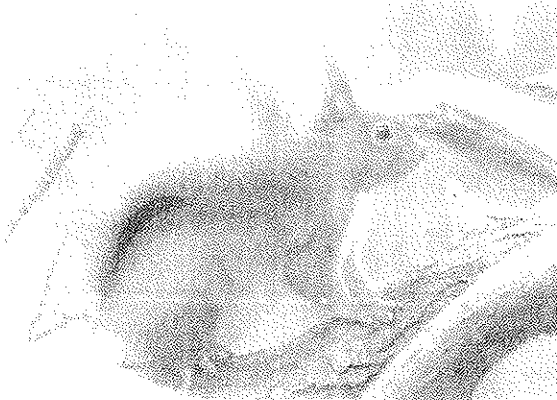
Read the Oxfam letter and answer the following questions:

1. What is the main purpose of the letter? How do you know?
2. What does this letter tell us about the dangers of mosquitos?
3. Why do you think this writer uses a narrative (story) in this letter?
4. Identify one persuasive technique used by the writer and explain its effect.
5. What action does the writer want Mr Smith to take?

Source A

The Good

Florence Davis



The distinctive red squirrel is the only native squirrel in the UK. However, this beautiful creature made famous as 'Squirrel Nutkin' by Beatrix Potter, is now an endangered species.

The main reasons for its decline in numbers are competition with grey squirrels, disease and habitat loss.

The Bad

David Noble - Rollin

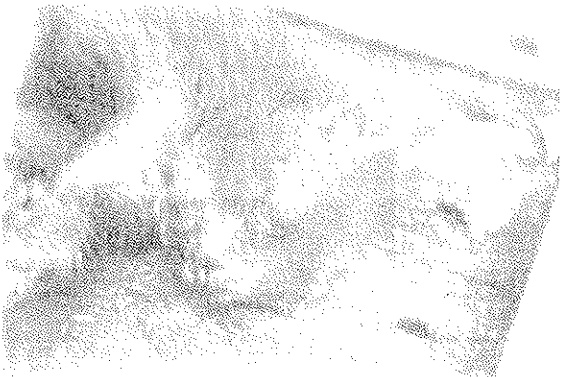


The larger American grey squirrel was introduced into this country in the 19th Century.

It has certain advantages over its native red cousin. The grey is more able to survive harsh weather and periods of food shortage. It is more successful at breeding and competing for food. As a result, these two species cannot live together for long. Expansion of the grey squirrel, which is officially classed as vermin, will be at the cost of the red.

The Ugly

Corrie Brekmer



Grey squirrels carry and transmit a disease called the 'Squirrel Poxvirus', which while harmless to them is highly contagious and lethal to red squirrels. This disease is a major cause of the decline and death of the red squirrel and can quickly devastate our local populations. Reds with the disease become very lethargic and develop lesions on all areas of exposed skin. Death usually occurs within a couple of weeks of contracting the virus.

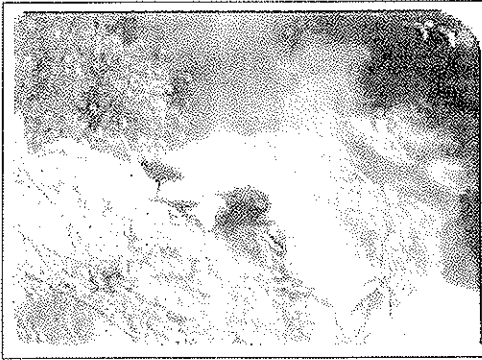
We need your help - NOW!

Newcastle and its surrounding neighbours are amongst the last urban areas in England to be home to the red squirrel. If we are going to save them we must act now.

Read the text and answer the following questions:

1. What is the main purpose of the text?
2. What is the intended purpose of the photograph under the heading 'The Ugly'?
3. Write down three facts given in this article.
4. What is the effect of the use of capital letters in the title 'We need your help - NOW!'?

Source F The following text is an extract from Holmbush Paintball's web site.



Holmbush Paintball UK- The Ultimate UK Paintball Arena

Holmbush Paintball UK is dedicated to just one goal - providing you with the ultimate paintball experience on the best paintball fields in the UK. We have been hosting paintball events for more than 12 years. We have 12 combat paintball fields and more under construction.

In order to offer the UK's largest range of paintball games and objectives, all of our combat zones are custom designed by UK paintball experts. With open-plan fields, dense woodlands and many specially designed structures and buildings, we provide some of the most varied and challenging paintball games and terrains available.

All of our paintball fields have been designed with different objectives and tasks to enhance the combat zones. Unlike other UK paintball fields, visitors to Holmbush Paintball never play the same paintball fields, or paintball games twice ... you'll need to develop a wide range of skills and tactics to meet the challenges faced in the Holmbush paintball games.



All Holmbush paintball fields can be booked by the half or full day, with evening paintball games available in the summer. We run separate adult and junior paintball games every weekend throughout the year.

While we all know paintball games are fun, they are also a great motivator and as such we believe the Holmbush corporate paintball events are a powerful way to emphasise the role teamwork and tactics play in a successful work place.



Holmbush offers the best choice of paint ball fields in the UK, so check the website to make a booking or to contact one of our event managers.

Read the text from Holmbush Paintball UK's website and answer the following questions:

1. What the purpose of this text? How do you know?
2. Find three facts that the text informs you about Holmbush Paintball UK.
3. What is the intended effect of the pictures?
4. How does the writer try to persuade business people to make a booking?

Source C



Ranger & Rover tickets

Freedom to explore
the region by train

Valid until 19 May 2007

Rover tickets

There's a lot to do and even more to see in the South West and West Country, with a variety of historic towns and cities, exciting attractions and great tourist destinations. Travelling the region by train means you can avoid the hassle of traffic congestion and problems finding parking. Valid for 3-in-7 or 8-in-15 days, our Rover tickets give you the freedom to go where you want by train over a period of time and are perfect for short breaks and holidays.

Where to buy your Rover

Rover tickets can be purchased at most staffed train stations anywhere in Britain, you can also buy them from our Customer Services Team, call 08457 000 111 (open daily 0700 to 2200, please allow 3 days for delivery).

Which Rover ticket should I buy?

We have a number of Rover tickets available – you choose the area that best suits your travel plans and the period of time that you require:

	3-in-7-days	8-in-15-days
Devon & Cornwall	£40.00	£60.00
Severn & Solent	£40.00	£60.00
South West	£70.00	£90.00

Children (aged 5–15) and holders of Senior, Young Persons and Disabled Persons Railcards receive 1/3 off these fares

These Rover tickets are valid for travel after 0900 Mondays to Fridays, and at any time on Saturdays, Sundays or Bank Holidays.

Further information is available from www.firstgreatwestern.co.uk

Read the leaflet entitled 'Ranger & Rover tickets' and answer the following questions:

1. What is the purpose of this leaflet? How do you know?
2. Where can Rover tickets be purchased?
3. Why has the writer included sub-headings?
4. What is the purpose of the picture? Explain your answer.
5. What do you think that the writer hopes that the reader will do after reading the leaflet? Explain your answer.

Experience: I was attacked by killer bees

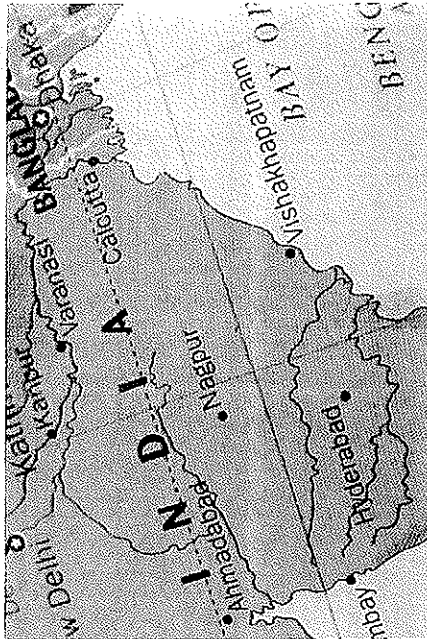
I heard the bees way before I saw them. I also heard my friend John screaming before I knew what was happening. He was a little way ahead of me, on a rock face close to the water.

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

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.

1 Look at the writer's first sentence. She could have written 'I was 18 and backpacking around India with friends'; instead, she starts paragraph two with that sentence. What effect does her opening sentence have on the reader and why?

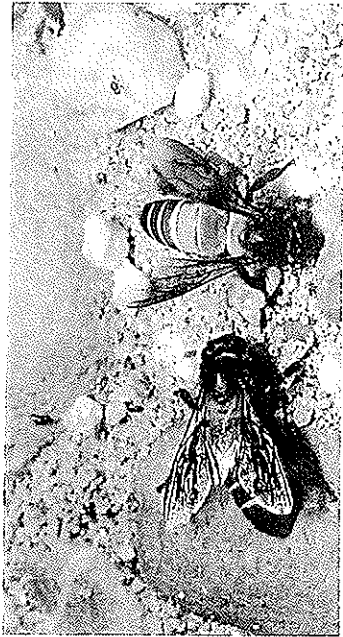
2 The writer says she is with a group of friends.

- a How many do you think there were and how can you tell?
- b How many do you learn the name of?

3 In order to describe to the reader what the bee attack was like, the writer uses words relating to different senses. Write down one word she uses for each of these senses:

- a sound
- b sight
- c touch.

4 In her final sentence the writer says: 'I'll always be thankful that the bees attacked me and not my friends'. However, at least one of her friends is also stung. What does she mean?



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.

I don't have much luck with wild animals in India. As a child, I had to be rescued from a pack of wild dogs and not so long ago I was nearly trampled to death by an elephant in the Assamese jungle. As you can imagine, I am not an animal lover, but I'll always be thankful that the bees attacked me and not my friends.

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

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



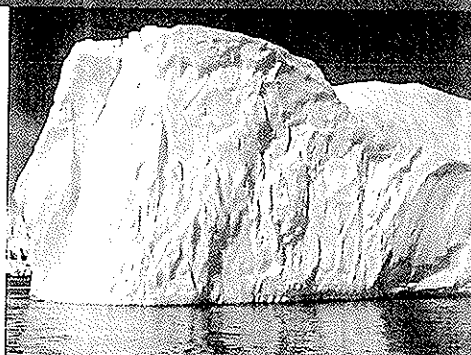
This one really baffled me – not so much in trying to find an explanation but in wondering why anyone ever believed it to be true. Having walked round a good few duck ponds... over the years, I feel sure I have heard the echo of quacks from the underside of bridges and the like. However, a quick trawl 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 Saiford 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.

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

- 1 The writer uses a mixture of scientific language and informal expression. Write down one word or phrase which is technical; write down one word or phrase which is very informal.
- 2 Summarize, in two sentences, the answers to the questions about duck quacks and icebergs.
- 3 Look at the iceberg text. Draw a sketch with labels to show the problems that would be involved in trying to drag an iceberg from the Antarctic to a place in need of fresh water.
- 4 The writer combines facts and opinions in both texts. For each text, write down one fact he gives and one opinion.
- 5 What impression do you get of the writer from his writing? Choose the word below that you **most** agree with and write a sentence explaining why you think it is the most appropriate term. Then choose the word you think is **least** appropriate and explain why.

knowledgeable

curious

opinionated

detached

funny

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 Lucas's dream – you put on a suit and you fly.

1. Which of these words do you think best describes James Boole?

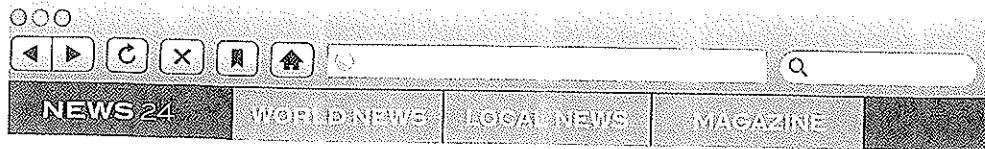
reckless big-headed calm brave worried

Write a sentence explaining your choice and provide a detail or quotation from the text to support it.

- In paragraph five, the writer says he was 'overwhelmed by sadness'. Think of another word which means 'overwhelmed'.
- What do you think the writer meant when he states: 'This is going to hurt a lot... or not at all'?
- James Boole's account uses a number of powerful and vivid descriptions of his experience. Choose one phrase or sentence; write it down and explain why you think it works so well.



Text A



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 The writer describes the process as giving the turkeys 'a swift and painless end'. Do you agree? Explain why.
- 2 What do you think the writer means when she describes 'Wallace-and-Gromit style "rubber fingers"'?
- 3 Do you agree or disagree with the following statement?

The writer describes the turkey farm in a neutral way which does not reveal her own opinion.

Say whether you think the statement is true, partly true or untrue. Explain your reasoning, using quotations from the text.

Text B

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 sentence of the poem. Do you think this is supposed to be sarcastic (saying one thing but meaning the opposite) or genuine? Explain your answer.
- 2 The hen who narrates the poem seems proud to be an individual, telling us about the colours of her feathers and the sound she makes. How does the writer show that she is not as individual as she believes?
- 3 Twice in section three of the poem, the hen says: 'Listen'. What do you think the writer is suggesting about herself or her environment?
- 4 In section three, the hen describes the cockerel at the broiler house. What does this reveal about her?
- 5 Look at the last line of the poem. Comment on the use of the word 'blessed'.

Commas

- A Use a comma to separate a dependent clause (incomplete thought) from an independent clause (complete thought).

Here are some examples of sentences with dependent and independent clauses:

- 1) When I get older, I will be able to drive. → (Dependent), (Independent).
- 2) If you are good, I will buy you a toy. → (Dependent), (Independent).

- Example: Without water the plant will die.

Without water, the plant will die.

1. In five minutes the building will be closed.
2. When I get home I am going to brush my teeth.
3. Until I reach my goal I will not stop working.
4. If I get a new job I will be very happy.
5. To become an astronaut it takes much hard work and determination.
6. Because she is only twelve she is not old enough to drive.

- B Use a comma(s) to separate any word or phrase from the rest of the sentence that is not essential to the sentence's meaning. This phrase usually provides extra information about the subject.

Here are some examples of sentences with words/phrases that are not essential to the sentence's meaning:

- 1) My brother, a 26 year old male, is watching TV.
- 2) Amy Rivers, my best friend, is going to the mall today.
- 3) I am ready for my dad, a hard working man, to come home.

- Example: My mother on the other hand does not like chocolate.

My mother, on the other hand, does not like chocolate.

1. Daniel Garrison a farmer wakes up very early.
2. Tanner my teacher is wearing a gray shirt.
3. The car a 1967 ford mustang is very fast.
4. When school ends today at 3:15 p.m. we will play soccer.
5. Gold watches for example are going on sale today.
6. My favorite color navy blue is very popular.

Speech marks

Remember:

start a new line every time the speaker changes.

e.g. "Hello," said John.

"Hello,"

 said Lucy. "How are you feeling today?"

Rewrite the following sentences, starting a new line where necessary. Always indent a new line with a new speaker: to indent means to leave a space (about 1cm) between the margin of the paper and the first word.

Add the speech marks and the correct punctuation.

- How can I help you asked the doctor I've got a pain in my back said Ben

.....

.....

- You are clear to land said the controller Thank you replied the pilot

.....

.....

- Why are you shouting asked Dad You've shut my finger in the car door said Mum

.....

.....

- Halt! said the watchman Who goes there?

.....

- You have won first prize the judge said Thank you said Mrs Button.

.....

.....

Rewrite the story below on a separate sheet of paper. Put in the speech marks, start a new line when needed and remember to indent it.

It's no good. I can't do my homework, said Jean. Why? said her mother. You always like doing maths. I just don't understand it. What am I going to do? sobbed Jean. Let me see. Look! It's not page 45 you should be doing. It's page 21. No wonder you can't do it! You're looking at the wrong page, laughed Jean's mother.

Speech marks



Revision page

*** Rewrite the following story on a separate sheet of paper putting in the capital letters, speech marks and all other punctuation.**

come quickly mum shouted sarah
 whatever is the matter dear asked her mother as she ran into the
 garden
 both the guinea pigs have escaped cried the little girl
 how on earth did that happen said mum we are always so careful
 to shut the door of the hutch
 its my fault sobbed sarah because i didnt close it properly
 dont waste time crying exclaimed her mother lets look for them
 they searched the vegetable garden and the flower beds and the field
 where their old donkey grazed but all in vain
 sarah was very unhappy i shall never see my lovely guinea pigs again
 she wept
 at school next day she kept saying to herself why was I so careless
 why didnt i shut the door properly
 she need not have worried when she came home from school her
 mother greeted her with a big smile
 ive just found the guinea pigs she said they are hiding in the old fox
 hole at the end of the field dad is coming home this minute to help
 catch them she added
 thank goodness shrieked sarah what a relief
 the guinea pigs were soon back in their cosy hutch
 ill always look after them from now on promised sarah

* See page 32, note (ii)

The colon

A colon is used to introduce an explanation or reference to the first part of a sentence.

e.g. He told me his problem: he is very lonely.

Add the colons to the examples below.

1. The audience left the theatre the fire bell had rung.
2. That maths exercise is difficult I do not understand algebra.
3. As soon as the director heard her sing he knew here was a star.
4. Tom was glad his football shirt was red and white his favourite colours.
5. I am going to the cinema there is a film I really want to see.
6. The book I am reading is exciting I want to finish it
7. The plant has died mum forgot to water it

Rearrange the words, adding the colons and full stops in the following sentences.

1. cannot ski We raining snow there and is it no is



2. library I to went the wanted science I book a

3. frightened dog was The firework made bang loud a had the

4. lotion We suntan need use to today hot the very is sun

5. to We stand had was the full train very

6. ice the Don't cake soft is too the icing

The colon

A colon is used to *introduce* a quotation,
a saying or a famous speech.

e.g. The proverb says: too many cooks spoil the broth.

Note: do not put speech marks round proverbs or sayings.

Add the colons to the examples below.

1. Richard III said "A horse, a horse, my kingdom for a horse."
2. There is an old saying you can't teach an old dog new tricks.
3. The first line of Wordsworth's Daffodils is "I wandered lonely as a cloud."
4. Before the Battle of Trafalgar in 1805, Lord Nelson said "England expects every man will do his duty."
5. The little boy fell off his bicycle more haste less speed.



Rewrite the following sentences. Add the colons and speech marks where necessary.

1. Do not worry every cloud has a silver lining.
.....
2. Juliet asked O Romeo, Romeo! Wherefore art thou Romeo?
.....
3. My dad arrived late better late than never.
.....
4. Martin Luther King once said I have a dream.
.....
5. Do it now a stitch in time saves nine.
.....
6. Winston Churchill said I have nothing to offer but blood, toil, sweat and tears.
.....
.....

The semicolon

A semicolon can be used instead of joining words,
e.g. but, and, because or since.

e.g. He wanted to come home but I told him to stay away.
He wanted to come home; I told him to stay away.

Rewrite the following examples putting a semicolon instead of a joining word.

1. The old lady was shivering because her coat was too thin.

.....

2. He began the book but he didn't finish it.

.....

3. I am going to see my friend and I will take her Christmas present with me.

.....

4. I do not trust him since he lied to me.

.....

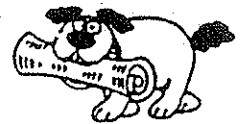
5. He has left already so I will not see him.

.....

Now rewrite the following examples putting in a joining word instead of a semicolon. Use each of the following joining words once: but, because, since, and, so.

1. My dog is fat; he eats too much.

.....



2. The iron was too hot; I ruined my skirt.

.....

3. I went to the library; I used the reference books.

.....

4. He sent her a message; she cannot meet him.

.....

5. It was difficult to read; one of the light bulbs was missing.

.....