Candara's Gift

Question Book:
Year 5, pages 22-23

Author / Source:
Jasper Cooper

Genre:
Fiction — novel extract

Cross-curricular links:
• Art (fantasy maps)

Introduction

Jasper Cooper became a writer when he was in his forties, having previously worked as a teacher and a professional tennis and squash coach. *Candara's Gift* is the first in Cooper's popular *Kingdom of Gems* trilogy, which was inspired by the bedtime stories Cooper used to tell his children. The novels are set in a highly detailed fantasy world, complete with its own history and geography. As pupils read this extract, encourage them to think about the way Cooper uses descriptive language to create the sinister mood of the text.

Answers

1. E.g. The plants wither when the Troubler walks past, which suggests he has magical powers.

2. E.g. watchful; on the lookout; attentive; alert

3. "It swept across the kingdom from the west, like a curtain drawn at the end of the day"

4. E.g. The Troubler is making them sleep.

5. a. personification

6. E.g. He uses negative words like "dreadful" and "brooding", and he says that the kingdom seems to be waiting for something "uninvited and unwanted".

7. E.g. To show that the character is going to cause problems in the kingdom.

8. Any appropriate answer. E.g. He might feel guilty for letting a Troubler get in by falling asleep when he was meant to be keeping watch. He might also feel worried about what the Troubler will do.

Extra Activities

• Ask pupils to share their answers to question 1, then get them to identify other fantasy novels they have read and to explain how they could tell that they belonged to the fantasy genre. Make a list of the features often used in fantasy novels.

• Drawing on their answers to question 8, get pupils to write a diary entry from Joog's point of view, describing his reaction when he wakes up to find that a Troubler has entered the Kingdom.

• Ask pupils to underline examples of descriptive language in the extract and to identify other examples of similes and personification, as well as alliteration. With the whole class, discuss the effect that Cooper's use of language has on the reader.

• Secretly assign pupils different moods (e.g. happy, excited, sad), then ask them to write the opening paragraph of a story, using descriptive and figurative language to create the assigned mood in their writing. Pupils should then swap their writing with a partner and try to guess the mood of their partner's paragraph, using examples to explain their guess.

• Challenge pupils to invent a setting for a fantasy story of their own. They should draw a map showing the main features of their fantasy world.

The Hound of the Baskervilles

Question Book:
Year 5, pages 24-25

Author / Source:
Arthur Conan Doyle (adapted)

Genre:
Classic fiction — novel extract

Cross-curricular links:
- Geography (UK National Parks)

Introduction

Arthur Conan Doyle was born in Edinburgh in 1859. He worked as a doctor, and wrote many different genres, including non-fiction, poetry and plays, but he is most famous for his novels and short stories about the fictional detective Sherlock Holmes. In 1893, Conan Doyle tried to kill off Holmes, but due to public outcry he eventually brought the detective back in *The Hound of the Baskervilles*, which was serialised in 1901-2. In this story, Holmes and Watson are employed by Sir Henry Baskerville, who fears that the house he has inherited, Baskerville Hall on Dartmoor, is haunted by a huge, demonic hound. As pupils read the extract, encourage them to think about Conan Doyle's characterisation of Holmes and Watson.

Answers

1. He could see Watson in the polished coffee pot in front of him.

2. E.g. conclusions; possible answers

3. a. E.g. He feels pleased and proud because he thinks that Holmes is impressed by what he has worked out about Dr Mortimer. b. E.g. Yes. Holmes says that Watson actually got lots of things wrong, so Watson might feel a bit embarrassed.

4. E.g. Formal. It uses formal phrases like "a great deal" instead of "a lot", and Holmes says things like "you excel yourself", which sounds very formal.

5. Any appropriate answer. E.g. Clever, because he can work things out that Watson can't. Unkind, because he pretends that Watson is doing a good job, but then rudely tells him that he made lots of mistakes.
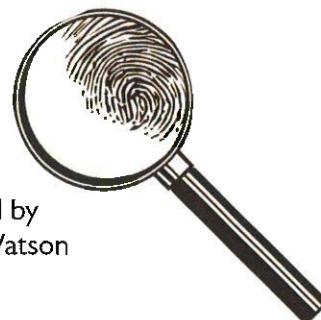
Extra Activities

- Ask pupils to identify features of this text that suggest it's a mystery story. Can they think of any other features of mystery stories?

- Discuss pupils' answers to question 5. Are their answers similar or different? Are they surprised that there are different interpretations of Holmes's personality? How would they describe Watson's personality? Encourage pupils to explain how Conan Doyle conveys these contrasting characters.

- Ask pupils to write a few paragraphs describing what they think happens next. Then encourage them to think about what they have learned about the characters and setting when writing their paragraphs.

- Get pupils to create their own fictional detective and write a profile of them. They should outline their detective's background, their skills, their personality traits and any other defining characteristics.

- *The Hound of the Baskervilles* is partly set on Dartmoor, one of the UK's National Parks (others include the Lake District, Snowdonia and the Cairngorms). Split the class into groups and assign each group a different National Park. The groups should research their park and prepare a presentation to persuade classmates that it is the best location for a school trip. Hold a vote on which group was most persuasive.

Harambe the Gorilla

Question Book:
Year 5, pages 26-27

Author / Source:
www.independent.co.uk

Genre:
Non-fiction — news article

Cross-curricular links:
* PSHE (animal welfare)
* Science (endangered species)

Introduction

People around the world were shocked by the shooting of Harambe the gorilla at Cincinnati Zoo in May 2016. For some, the incident raised questions not only about the security of zoo enclosures, but about the legitimacy of keeping animals in zoos at all. This article introduces pupils to issues relating to conservation, particularly the debate surrounding the best ways to protect endangered species. Before pupils read the text, ask them about their attitudes towards zoos — have they ever visited a zoo? Did they enjoy it? Do they think that zoos are a good idea?

Answers

1. E.g. Because it suggests that being in a zoo is like being in prison. This makes the reader think that zoos are bad because it suggests that being in a zoo feels like a horrible punishment for the animals.

2. Animals should not be kept for people to gawk at in zoos. — Opinion
   The shooting of Harambe led to a lot of debate online. — Fact
   Zoo animals lead lives of quiet desperation. — Opinion (1 mark for 2 correct, 2 marks for all 3 correct)

3. E.g. Zoos say that they are trying to protect animals. However, zoos can be bad for wild animals because they use up funding that could be spent on protecting animals in the wild.

4. Any appropriate answer. E.g. I think the zoo was right because Harambe might have hurt or killed the boy if they hadn't shot him first. OR E.g. I think the zoo was wrong because they were supposed to be looking after Harambe. They should have found a way to rescue the boy without killing the gorilla.

5. Any appropriate answer. E.g. I think it's a bad idea because animals don't like being trapped in zoos — it's better for them to live freely in the wild. OR E.g. I think it's a good idea because zoos help people learn about wild animals, and this makes them more interested in trying to protect them.

Extra Activities

* Ask pupils to explain whether the article has affected their attitudes towards zoos. With the whole class, discuss the techniques the author uses to persuade the reader of her point of view, e.g. the use of "Surely" in the first paragraph, the first person plural "we", and emotive words like "upsetting" and "desperation".

* Get half the class to research the benefits of zoos, and half to research the arguments against them. Hold a class debate between the two groups.

* Assign pupils different endangered animals (e.g. black rhino, Sumatran orangutan, Amur leopard). Pupils should research their animal and produce an illustrated leaflet describing its behaviour, habitat and diet, and explaining why it is endangered. Then get pupils to swap their leaflet with a partner and give each other feedback. What was good about the leaflet? What could be done to improve it?

* Get pupils to find out about a conservation project that aims to protect their endangered animal. Ask them to write an article that will persuade people to support the project. Encourage pupils to use the persuasive techniques identified in the class discussion in their article.

The Highwayman

Question Book:
Year 5, pages 28-29

Author / Source:
Alfred Noyes

Genre:
Classic poetry

Cross-curricular links:
*   Art (illustration)
*   History (highwaymen)

Introduction

Alfred Noyes was a British poet and writer. Born in 1880, he was influenced by Romantic poets like Wordsworth, and by the narrative poetry of Tennyson. *The Highwayman* is one of Noyes' best-known poems. It is written in the form of a ballad, and draws on traditional English folk songs and stories. The poem uses vivid imagery to bring the setting and characters to life. Encourage pupils to read each stanza out loud so that they can appreciate the strong, driving rhythm of the poem.

Answers

1. c. AABCCB

2. "The wind was a torrent of darkness" OR "The moon was a ghostly galleon tossed upon cloudy seas" OR "The road was a ribbon of moonlight"

3. E.g. It helps the reader imagine how strong the wind is because it creates a picture of the moon being tossed around like a ship at sea. The word "ghostly" makes the reader think that the poem will be spooky.

4. E.g. the starry sky

5. d. alliteration

6. E.g. He uses horrible images like "mouldy hay" to describe the way he looks, and he describes Tim's eyes as "hollows of madness", which makes him sound unpleasant and frightening.

7. Any appropriate answer. E.g. Yes. The setting is dramatic and the characters sound interesting, so I think something exciting will happen in the poem. I want to keep reading to find out what happens.

Extra Activities

*   Drawing on pupils' answers to question 3, discuss how the metaphors in the first stanza set the scene and mood of the poem. Ask pupils to think of their own metaphors to describe the scene and create a similar mood. Suggest some contrasting settings (e.g. a birthday party, a spring morning), and ask pupils to come up with metaphors to describe these scenes and create a suitable mood.

*   With the whole class, explore how Noyes uses rhyme and repetition to create a rhythm that mirrors the sound of horses' hooves. Why do they think Noyes chose this rhythm for the poem?

*   Get pupils to write the first two stanzas of their own narrative poem. Their stanzas should create a strong mood and introduce the main character. Encourage pupils to use some of the techniques discussed in the activities above, such as metaphors, rhythm and rhyme scheme.

*   Ask pupils to draw an annotated picture of the highwayman. They should use the information in the second stanza and infer details from the rest of the poem.

*   Divide the class into groups and assign each group a question about highwaymen (e.g. What did highwaymen do? How were they punished? Who were some famous highwaymen?). Pupils should research their question and then share their findings with the class.

Steve Jobs' Biography

Question Book:
Year 5, pages 30-31

Author / Source:
Karen Blumenthal

Genre:
Non-fiction — biography

Cross-curricular links:
- PSHE (failure)

Introduction

Steve Jobs co-founded Apple in 1976 and played a major role in designing the company's early PCs. In 1985, he fell out with Apple's CEO, John Sculley, and was stripped of his managerial duties. He worked on other projects for over a decade, but in 1997 he returned to Apple, where his unique design ethos became central to the creation of the company's successful range of MP3 players, smartphones and tablet computers. This text gives pupils an insight into Jobs' complex personality and describes some of the highs and lows of his career.

Answers

1. E.g. It is written in the third person, not in the first person.

2. E.g. developed; supported; looked after

3. E.g. Yes. She uses very positive language to describe them. For example, she calls Pixar's movies "amazing" and says Steve helped to make "insanely awesome technology".

4. Any appropriate answer. E.g. He might have felt angry about having his responsibilities taken away from him in a company that he co-founded. He might also have been worried about whether he would be able to find another job and support himself.

5. E.g. The individual words are separated by full stops. She might have done this to make the words stand out and to emphasise how different they are.

6. Any appropriate answer. E.g. Yes, because I enjoy using the technology he worked on, so it would have been really interesting to meet him and to learn about how he designed the different products. OR E.g. No, because the text describes him as "difficult" and says he got upset when things didn't go well for him, so I don't think I would have got on with him.

Extra Activities

- With the whole class, discuss the features of biographies. Make a list of the similarities and differences between biographies and autobiographies.

- Split the class into pairs. Each pupil should write a short biography outlining Steve Jobs' achievements. They should then share their biography with their partner and discuss what they wrote. Was there something their partner included that they missed? Encourage pupils to make changes to their work based on their discussion with their partner.

- With the whole class, discuss the meaning of the word "failure". Do pupils see it as something positive or negative? Explain to the class that Jobs believed being forced to leave Apple was the best thing that ever happened to him. Are they surprised? What does this tell them about Jobs' attitude towards failure? Challenge pupils to come up with strategies for turning apparent failure into something positive.

- Ask pupils to think of an electronic device that they've used at home or at school. Ask them to research their chosen device and make an advert to promote it. Pupils should include the product's innovative features, and present them in an eye-catching and persuasive way.