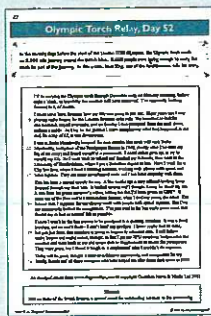


Olympic Torch Relay, Day 52



Question Book:
Year 6, pages 12-13

Author / Source:
Matt King, www.theguardian.com

Genre:
Non-fiction — news article

Cross-curricular links:

- PSHE (disability and accessibility)
- Geography (world cities)
- History (Ancient Greece)

Introduction

In this article, Matt King, one of the torchbearers for the London 2012 Olympic Torch Relay, describes how he rebuilt his life after a devastating rugby accident left him paralysed from the neck down. Before reading the article with the class, explain that torchbearers like Matt are selected because of their outstanding contribution to their communities and because they are role models to others. As they read, ask pupils to think about why Matt may have been nominated to act as a torchbearer.

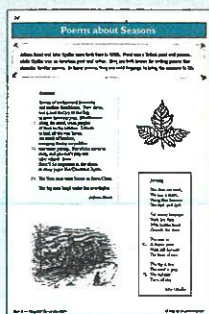
Answers

1. E.g. He went back to school to finish his A-levels, went to university, and then got a job at a City law firm.
2. E.g. Because he has suffered a similar injury to them, so he understands what they are going through.
3. E.g. Because some very unusual things have happened, such as receiving an OBE and carrying the Olympic Torch.
4. The day his accident happened. E.g. He calls it a “fateful” day because it was a day that completely changed the course of his life.
5. E.g. He found coaching rugby difficult because it reminded him that he could no longer play rugby himself.
6. Any appropriate answer. E.g. No. Even though he can no longer do some things, such as play rugby, he no longer feels devastated because he has managed to move on and build a successful life for himself.

Extra Activities

- Ask pupils to explain why they think Matt was nominated by his community to act as a torchbearer. Get them to suggest role models in their communities who they would nominate to carry the Olympic torch.
- With the whole class, discuss the physical and social challenges that Matt may have faced when he went back to school after his accident. Ask pupils to identify anything their school has done to make it accessible for pupils with disabilities. What else could the school do to improve accessibility?
- Highlight the use of the first person in this article, and discuss, with the class, its effect on the reader. Discuss other uses of language that add to the impact of the article too.
- Assign groups of pupils different cities around the world, and ask them to prepare a bid for that city to host the next Olympic Games. Their bids might cover the city’s size and location, its climate, its existing sports facilities, and how they think the Games would benefit the city and vice versa. Each group should present their bid to the class, and pupils can vote to decide which city should be awarded the Games.
- Get pupils to research the ancient Olympic Games. They should find out when and where the ancient Games began, who took part, and what events were involved. Pupils could use their findings to create a class display showing similarities and differences between the ancient and modern-day Olympic Games.

Poems about Seasons



Question Book:
Year 6, pages 14-15

Author / Source:
Adrian Henri
John Updike

Genre:
Poetry

Cross-curricular links:

- Geography (comparing climates)

Introduction

Adrian Henri was a British poet and painter. One of the influential Liverpool Poets of the 1960s, he is credited with helping to increase the popularity of poetry among young people by writing poems about popular culture. Henri's contemporary, the American writer John Updike, is best known for his novels, but he also published several poetry collections. Like Henri, Updike is known for depicting familiar topics in his poems. This contrasting pair of poems gives pupils the opportunity to compare different forms of poetry, and to explore the use of vivid imagery to describe the world around them.

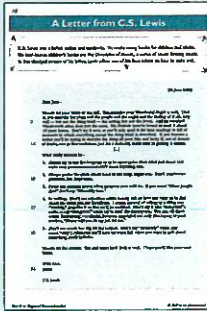
Answers

1. "The nights come in / early"
2. "there'll be tangerines in the shops, / in shiny paper like Christmas lights"
3. E.g. He means bare trees that are covered in white frost so they look like they're made of lace.
4. E.g. Maybe because the verb "purrs" sounds like the noise that the radiator makes. Also, cats purr when they're happy, so the word "purrs" makes the radiator sound happy.
5. *Autumn*
6. E.g. *Autumn*. It mentions things like fireworks, which are exciting, and it describes enjoyable autumn activities like kicking leaves. *January* describes the cold and dark, which are things most people don't enjoy.
7. Any appropriate answer. E.g. I prefer *January* because I think it describes winter really effectively. For example, the phrase "The sun a spark" helps you imagine how small and distant the sun seems in winter. OR E.g. I prefer *Autumn*, because it mentions lots of my favourite things, like conkers and blackberries. I also like the way it uses different senses, such as smell, to bring the season to life.

Extra Activities

- As a class, compare the form of the two poems. Ask pupils to identify the rhyme scheme and number of syllables per line in *January* and discuss how these features affect the rhythm and tone of the poem. What is different about the form of *Autumn*? How does this affect the poem's rhythm and tone?
- Ask pupils to identify examples of figurative language from the two poems and explain their meaning and effect. Why do they think the poets chose these phrases? Do pupils find them effective?
- Get pupils to write and illustrate their own 16-line poem about their favourite season or month. Their poem should either start "Season of..." and be written in free verse, or follow the same rhyme scheme as *January*.
- *January* was first published while John Updike was living in Massachusetts. Challenge pupils to find Massachusetts on a map and then ask them to research its climate. They should use their findings to write a short text describing what winters are like in Massachusetts and comparing them to winters in the UK. As a class, discuss how Updike's poem might have been different if he had lived in Britain.

A Letter from C.S. Lewis



Question Book:
Year 6, pages 16-17

Author / Source:
C.S. Lewis

Genre:
Non-fiction — letter

Cross-curricular links:

- Art (illustrating a text)

Introduction

Pupils may know C.S. Lewis as the author of *The Chronicles of Narnia*, which are still widely read, and have been adapted for television, radio, stage and film. In this letter, Lewis draws on his many years of experience as an author to offer one of his young fans some helpful advice on how to write well. Before reading the letter with the class, ask pupils to suggest guidelines that they think are important for good writing.

Answers

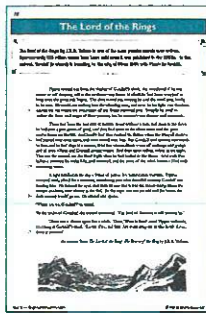
1. “the setting but not the jewel”
2. E.g. Because he thinks Joan's too young to enjoy it at the moment, and if she reads it now, it will stop her enjoying it when she's older.
3. E.g. He finds it difficult. He says that, as a writer, you very rarely manage to describe “the *thing* itself”, even if you write lots of books.
4. d. ambiguity
5. E.g. It tells you that you should use adjectives to make the reader feel a certain way, rather than to tell the reader how they ought to feel.
6. E.g. When writing, writers should avoid ambiguity; use simple language; use concrete nouns rather than abstract ones where possible; and they shouldn't exaggerate or tell the reader how they ought to feel.



Extra Activities

- With the whole class, discuss the advice offered in C.S. Lewis's letter. How does Lewis's advice compare with the guidelines that the pupils suggested before reading the letter? Are pupils surprised by any of Lewis's suggestions? Do they agree or disagree with his advice?
- To highlight the value of simple, direct language, challenge pupils to think of as many ways as possible to describe everyday objects, without using “the plain direct word”. For example, a spade might be ‘a long-handled excavation device’ or ‘a manual earth-removal tool’.
- Lewis gives one example where an abstract noun can be replaced with a concrete one (“Mortality rose” / “More people died”). Ask pupils to write sentences containing other abstract nouns, then challenge them to rewrite their sentences, replacing the abstract nouns with concrete ones.
- Ask pupils to write a passage describing a terrifying monster. Following Lewis's advice, they should avoid adjectives like “horrifying”, and instead use language to create an image that will terrify the reader.
- Read one of the pupils' passages to the class and ask everyone to draw a picture of the monster it describes. As a class, discuss the similarities and differences between the pupils' drawings. Did the passage create the same image in everyone's mind, or did different pupils imagine it differently?
- Get pupils to write a letter to Lewis, following his advice, to vividly describe their own “Wonderful Night”.

The Lord of the Rings



Question Book:
Year 6, pages 18-19

Author / Source:
J.R.R. Tolkien

Genre:
Classic fiction — novel extract

Cross-curricular links:

- Art (fantasy characters)

Introduction

J.R.R. Tolkien's novel, *The Lord of the Rings*, is extraordinarily popular, and has been a major influence on modern fantasy writing for both children and adults. Tolkien's books are so popular because of the remarkably detailed fantasy world he created, and his use of language to vividly bring this world to life. In this extract, Gandalf (a wizard) and Pippin (a hobbit) are travelling to the great stone city of Minas Tirith. As they read, encourage pupils to think about how Tolkien uses language to create the atmosphere in this extract.

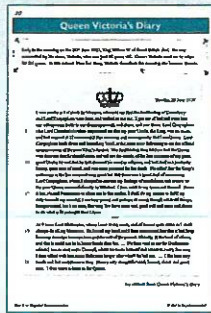
Answers

1. "the wind sang" or "the mountains of the South marched past"
2. E.g. He uses verbs that describe quick movement, such as "was rushing", which show that Gandalf and Pippin are travelling quickly. He also describes the sound of the wind, which emphasises how fast they are moving.
3. E.g. It means that the men were so scared of the "winged shadow" that they shrank away from it.
4. E.g. Because this repetition emphasises how much travelling Gandalf and Pippin have done.
5. E.g. threatening; frightening; sinister
6. E.g. He feels afraid. The verbs "cried" and "clutching" suggest that he is frightened, and the exclamation marks make it seem as if he is shouting in fear.
7. Any appropriate answer. E.g. When Pippin is scared, for example, when the "winged shadow" flies past, Gandalf manages to comfort him. This shows that Pippin trusts Gandalf. However, Pippin is worried about where Gandalf is taking him, so he doesn't trust Gandalf completely.

Extra Activities

- With the whole class, discuss the techniques that Tolkien uses to create the extract's atmosphere.
- In this extract, Tolkien uses figurative language to convey the speed of Gandalf and Pippin's journey. Ask pupils to think of their own similes and metaphors that convey a sense of travelling at speed. Pupils should then write a short passage that uses figurative language to describe an imagined journey.
- Ask pupils to identify features of this extract which show that *The Lord of the Rings* is a work of fantasy. Can they think of any other features that might suggest a book belongs to the fantasy genre? With the whole class, discuss the similarities and differences between fantasy novels and other types of fictional writing.
- Tolkien's books are filled with a vast array of fantasy characters. Get pupils to imagine their own fantasy character and produce an annotated illustration showing how it looks and behaves. Pupils could share their ideas with the class and write a short story featuring some or all of their classmates' characters.

Queen Victoria's Diary



Question Book:
Year 6, pages 20-21

Author / Source:
Queen Victoria

Genre:
Non-fiction — diary

Cross-curricular links:

- History (sources)

Introduction

Queen Victoria (1819-1901) was the only child of Prince Edward, Duke of Kent, the fourth son of King George III. As her three uncles had no legitimate children, Victoria was heir to the British throne. When the last of her uncles, King William IV, died on 20th June 1837, Victoria became Queen. Throughout her life, Victoria kept a detailed diary, and this extract offers a first-hand account of the day when, aged just 18, she inherited the throne. Before pupils read the diary extract, ensure that they are aware of its historical context. It may be helpful to explain that Victoria knew that King William was seriously ill, and that she would inherit the throne on his death.

Answers

1. E.g. died; passed away
2. E.g. told; informed; notified
3. E.g. Because the Queen wanted him to describe the King's last moments to Victoria.
4. the role of queen
5. E.g. Her "good will" and her desire to do the right thing.
6. E.g. Victoria likes and trusts Lord Melbourne because she thinks that he is "a very straightforward, honest, clever and good man".
7. Any appropriate answer. E.g. She felt sad because her uncle had died. She also felt very calm — her description is very matter-of-fact, and it doesn't suggest strong emotions like surprise or excitement.

Extra Activities

- With the whole class, discuss Victoria's response to the news that she had become queen. Ask pupils to identify the feelings that Victoria puts across in her diary, and to explain whether they find any aspects of her response surprising.
- Ask pupils to imagine how they would feel if, like Victoria, they were woken early in the morning and told that they had become king or queen. Pupils should write a diary entry describing their feelings.
- Some of the language in Queen Victoria's diary seems old-fashioned to the modern reader. Get pupils to work through the extract, updating old-fashioned language with appropriate modern-day equivalents.
- The extract ends "I then wrote a letter to the Queen". With the whole class, discuss what Victoria may have included in this letter, and then ask pupils to write Victoria's letter to the Queen.
- This diary extract is an important primary source for Queen Victoria's accession to the throne. Ask pupils to suggest other sources, both historical and modern, that they could use to find out more about Victoria's accession and coronation. Explain the concept of primary and secondary sources, and ask pupils to categorise the sources they have suggested as either primary or secondary.

