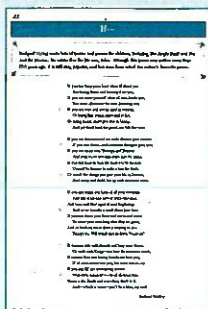


## If—



**Question Book:**  
Year 6, pages 22-23

**Author / Source:**  
Rudyard Kipling

**Genre:**  
Classic poetry

**Cross-curricular links:**

- PSHE (personal development)

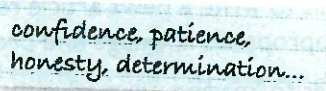
## Introduction

Rudyard Kipling (1865–1936) is an extremely well-known author, and pupils may previously have come across this poem, or his other works for children, such as *The Jungle Book* or the *Just So Stories*. *If—*, written in 1895 but first published in 1910, remains highly popular, and has repeatedly been voted the nation's favourite poem, even though some of the ideals it presents may seem outdated to a modern audience. Pupils should read the poem closely in order to gain a clear understanding of the ideas that Kipling puts across. Encourage them to form their own opinions about the model of behaviour presented in the poem.

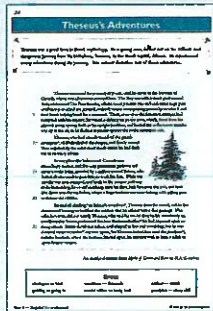
## Answers

1. the second person
2. "If you can wait and not be tired by waiting"
3. d. not tell lies
4. b. perseverance
5. E.g. moral behaviour; dignity; honour
6. c. personification
7. Any appropriate answer. E.g. Difficult, because normally you react to them in different ways — you're usually happy about a triumph, and very upset about a disaster.
8. Any appropriate answer. E.g. I think some parts of the poem give good advice, such as the line that says "trust yourself when all men doubt you". However, I don't agree with some of the advice. For example, if things go wrong, I don't think you should keep it a secret like the poem suggests in lines 19–20.

## Extra Activities

- Work through the poem with the whole class, asking pupils to explain the meaning of each statement beginning with "If" in their own words. Encourage pupils to discuss whether they agree or disagree with each point, and to explain the reasons for their opinions.
- Give pupils a list of abstract nouns and ask them to match each noun to the appropriate part(s) of the poem. 
- Kipling wrote *If—* for his son, John. Once pupils have a good understanding of the ideas in the poem, get them to rewrite it in their own words, in the form of a letter from Kipling to his son.
- With the whole class, discuss the poetic techniques used in the poem, including the ABAB CDCD rhyme scheme and the alternation between lines of 11 and 10 syllables.
- Ask pupils to identify the qualities they think children should develop while growing up. Get them to write statements beginning with the word 'If' to describe these qualities (e.g. 'If you can keep working at something, even when it's really difficult'), and use their statements to write a poem in the style of *If—*.

# Theseus's Adventures



**Question Book:**  
Year 6, pages 24-25

**Author / Source:**  
H.A. Guerber

**Genre:**  
Myth

**Cross-curricular links:**

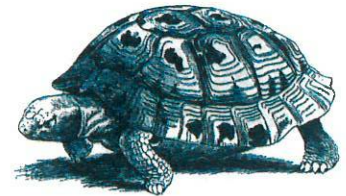
- History (Ancient Greece)
- PSHE (democracy)

## Introduction

In Greek mythology, Theseus is a great hero, credited with unifying the communities of Attica into the Athenian city-state. It is said that Theseus's father was King Aegeus of Athens. Theseus spent his childhood with his mother, Aethra, in the Peloponnese city of Troezen. When he came of age, Theseus set out for Athens to take his place as heir to his father's kingdom. During his journey, he experienced many adventures, two of which are described in this extract. Before reading the extract with the class, show pupils a map of Greece, highlighting the location of Troezen and Athens. Point out the Isthmus of Corinth, and explain that it is a narrow land bridge linking the Peloponnese peninsula to mainland Greece.

## Answers

1. E.g. escaped; avoided; evaded
2. E.g. He used a huge pine tree to throw Sinis into the air so that he would smash into the mountain side.
3. E.g. Because the Isthmus was very narrow, and Sciron guarded the only possible path.
4. to devour
5. E.g. He felt afraid. He had killed all the people who had washed his feet, so he was afraid that Theseus was going to kill him in the same way.
6. E.g. It includes a giant. OR E.g. It includes a huge, man-eating tortoise.  
OR E.g. It includes a hero who must complete some difficult tasks.
7. Any appropriate answer. E.g. Yes, because he easily managed to defeat Sinis and Sciron, so I think he would also have been able to survive any other dangers that he might have faced on the way to Athens.

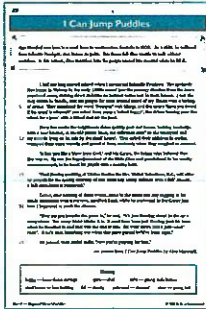


## Extra Activities

- Get pupils to identify all the adjectives in this extract. Working in small groups, they should try to think of as many synonyms as possible for each adjective.
- Ask pupils to write a news article reporting the adventures described in this extract. Encourage them to use appropriate language and presentational features.
- Ask pupils to imagine what adventure Theseus might have experienced next on his journey to Athens. They should write a continuation of this extract, describing what they think happened next.
- Question 6 in the Question Book asks about the conventions of myths. As a class, discuss pupils' answers to this question. Can pupils think of any other conventions that might mark a text out as a myth?
- Athens is widely regarded as the birth-place of democracy. Ask pupils to research Athenian democracy, focusing on who was and was not allowed to participate, the make-up and role of the assembly and the courts, and the methods by which officeholders were selected. Pupils should use their findings to create a poster explaining the key features of Athenian democracy.



# I Can Jump Puddles



## Question Book:

Year 6, pages 26-27

## Author / Source:

Alan Marshall

## Genre:

Non-fiction — autobiography

## Cross-curricular links:

- PSHE (disability)
- Geography (Australia; tourism)

## Introduction

Polio (Infantile Paralysis) is an infectious disease which became widespread in Europe, north America and Australasia in the first half of the twentieth century. Although it has now been largely eradicated in these regions, polio remains endemic in parts of Africa and south Asia. While most of those who contract polio experience no symptoms, in some cases, the disease can result in muscle weakness, paralysis or even death. In this extract, the Australian writer Alan Marshall (1902–1984), who contracted polio at the age of six, describes how his small, rural hometown reacted to his illness. Make sure pupils read the introduction so they understand that the illness Alan describes had a lasting physical impact upon him.

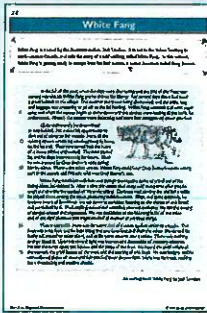
## Answers

1. E.g. question
2. a. d. curiosity b. E.g. They ask questions about him, and they look at his house “with a new interest”. This shows that they are curious about his illness.
3. E.g. Because they were worried their children would catch polio too, and they thought that they might be able to prevent them from getting ill by wrapping them up warmly.
4. “It hits you like a blow from God”
5. E.g. I think he felt pessimistic. He says “that was the end of him”, which suggests that he didn’t think Alan was going to recover.
6. E.g. It suggests that he didn’t let his disability stop him doing the things he wanted to do. Even though the illness meant that it was difficult for him to walk, he still found a way to jump puddles.

## Extra Activities

- Drawing on their answers to question 6 in the Question Book, ask pupils to write a letter from the young Alan to a friend, describing how having polio has affected him and how he feels about the disease.
- With the whole class, identify the features of the extract that show it’s an example of autobiographical writing. How would the extract be different if it were a biography? As a class, make a list of similarities and differences between biographies and autobiographies.
- Get pupils to write an autobiographical passage describing a vivid memory from when they were younger.
- Ask pupils to research their favourite author and write a brief biography about them.
- Explain to pupils that, despite his disability, Alan Marshall went on to have a very successful writing career. Ask pupils to create posters celebrating the achievements of other individuals who have overcome adversity, such as Franklin D. Roosevelt, Stephen Hawking, Helen Keller and Tanni Grey-Thompson.
- Alan Marshall grew up in the Australian state of Victoria. Ask pupils to find out where Victoria is and to research its climate, geographical features, major cities and tourist attractions. They should use their findings to create a page for a tourism website that will persuade people to visit Victoria.

# White Fang



**Question Book:**  
Year 6, pages 28-29

**Author / Source:**  
Jack London

**Genre:**  
Classic fiction — novel extract

**Cross-curricular links:**

- Geography (Yukon Territory)
- Science (adaptation and evolution)

## Introduction

Jack London is a popular author, and many pupils may have previously come across this novel, or some of his others, such as *Call of the Wild*. Ensure pupils read the introduction to the extract so that they understand who White Fang is, and then focus their attention on London's vivid use of language.

## Answers

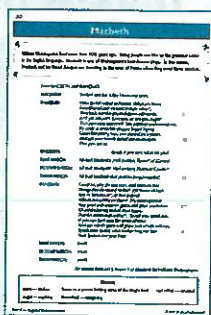
1. E.g. That the tribe was leaving, and he would have to go with them.
2. E.g. He feels afraid. Maybe he is frightened that Grey Beaver will punish him if he finds him.
3. E.g. sinister; menacing; forbidding; threatening
4. E.g. White Fang feels frightened of being alone in the woods. The author shows this by using adjectives like "looming" and "perilous" to make the setting seem frightening. He also describes White Fang with words like "perturbed" and "suspicious", which show that he feels anxious and frightened.
5. E.g. It suggests that the cold is so intense that it has got inside White Fang's body. This shows the reader how cold it is, and helps them to imagine how it felt.
6. E.g. The fact that he had run away suggests that he may not have liked living in the camp very much, so he didn't want to return, even when he was cold and hungry. He may also have stayed away because he wanted to be independent or because he didn't know where the camp had moved to.

## Extra Activities

- With the whole class, discuss how Jack London uses language to convey a sense of place within this extract (e.g. the use of language to convey the cold of a Canadian autumn; the use of adjectives to make the woods seem frightening). Suggest some alternative settings (e.g. a busy city street; a beach during a storm) and ask pupils to think of similarly evocative words and phrases to describe them.
- Ask pupils to imagine finding themselves alone in an unfamiliar environment. Get them to write a short passage describing the atmosphere and their feelings about being alone.
- In this passage, Jack London describes White Fang's "memory-pictures" of the camp. Ask pupils to write and illustrate a paragraph describing their "memory-pictures" of a place that is familiar to them.
- This extract is written from White Fang's perspective. Get pupils to choose their favourite animal and write a short story from that animal's perspective. Encourage them to think about the ways in which their chosen animal might see the world differently than humans do.
- This extract is set in the Yukon Territory in north-western Canada. Ask groups of pupils to research different aspects of the Yukon's climate and geography and present their findings to the class.
- Show pupils pictures of wild animals (e.g. wolves, camels, polar bears) and their habitats. Ask pupils to match each animal to its habitat and discuss the physical features that enable it to survive there. Explain how, over time, variation in offspring can make animals more or less suited to particular environments.



# Macbeth



**Question Book:**  
Year 6, pages 30-31

**Author / Source:**  
William Shakespeare

**Genre:**  
Classic fiction — playscript

**Cross-curricular links:**

- Drama (performance)
- Art (cartoon strip)
- PSHE (ambition)

## Introduction

Born in 1564, William Shakespeare is widely regarded as one of the greatest writers in the English language. *Macbeth*, one of his darkest and most powerful tragedies, is about the corrupting power of ambition. In this key scene from the first act, Macbeth and Banquo encounter The Three Witches, who deliver the fateful prophecy that one day Macbeth will be king. This may be pupils' first experience of reading Shakespeare, and they will almost certainly find some of the language challenging. Before pupils read the extract, explain that in Shakespearean English, the word order is sometimes different than in modern English, and that apostrophes are sometimes used to represent missing letters. Encourage pupils to use the punctuation to guide them through the text, rather than stopping at the end of each line.

## Answers

1. not like the inhabitants of the earth (1 mark for two correct; 2 marks for all correct)
2. E.g. They are wrinkled and are wearing such strange clothes that they look as if they could have come from a different planet. They have thin lips and beards.
3. E.g. Because they seem like women, but they have beards, which are normally associated with men.
4. E.g. It shows that Macbeth is shocked by the prophecy ("you start"), and that he seems afraid.
5. "Are ye fantastical"
6. c. a metaphor
7. E.g. No, he doesn't seem frightened of The Witches. He thinks that the things they tell Macbeth sound positive, not frightening. He also says that he isn't afraid of The Witches hating him.



## Extra Activities

- Ask pupils to summarise the extract. Then work through the extract with the whole class, explaining any unfamiliar vocabulary and discussing the meaning of each sentence. Encourage pupils to explain each line in their own words.
- Divide the class into small groups and ask them to rewrite the extract using modern language, punctuation and grammar. Pupils should then perform their modernised versions for the class.
- Get pupils to transform the extract into a cartoon strip. Encourage them to try to convey the way The Witches look, and the contrasting ways in which Macbeth and Banquo respond to The Witches' prophecy.
- As a class, discuss ambition. Explain that The Witches' prophecy described in the extract leads to Macbeth being corrupted and ultimately destroyed by his ambition for power. Ask pupils to explain their opinions about ambition. What are their ambitions? Do they think ambition is something positive or negative? Are they surprised by the negative image of ambition that Macbeth represents?