

# Monkeys

## Stubborn monkey Joey returns to owners

A marmoset monkey has finally emerged from its hiding hole after three days on the run.

Fire crews were called to a street in Ynyshir in the Rhondda on Thursday evening after the tiny primate was spotted nestling between buildings.

After trying various methods, they eventually got him out but he ran straight back into the 3 in (75 mm) gap, where he stayed put and the crews left.

The monkey called Joey has now finally come out and is being assessed by vets.

He was found by a neighbour under the step of her conservatory.

Joey had been away from his home for three days and his owners, the Williams family, believe he was spooked by a cat or dog.

He was found lodged in the gap between two extensions at the rear of the Williams's terraced house.

Rhodri Williams, 21, whose father Dale owns Joey, along with two other marmosets, Poppy and Mya, said: "We tried everything to get him out."

The family, which has owned the monkey for two years, blocked the gap and provided him with food and water.

Fire crews from Porth and Pontypridd were called to the street at about 19:00 BST on Thursday to try to coax Joey out of the gap between the buildings, along with officers from the RSPCA.

### Marmoset facts

Marmosets, whose natural habitat is the rainforest canopies of Central and South America, are among the world's smallest monkeys.

A typical adult can grow up to about 20 cm (8 in), not including its tail, and weigh up to 500 grams (1 lb).

One of the species, the pygmy marmoset, is the world's smallest monkey.



## **‘Opened the cage’**

David Bents, of South Wales Fire Service told BBC Radio Wales: “Naturally, we haven’t got a tool on the fire engines that can just go and rescue a monkey.

“The crews had been there for an hour trying to knock up various implements, using fish rods with a bit of wire attached.”

Mr Bents said Mr Williams had raised the alarm on Thursday evening after his pet, kept in a cage in his garage, had made a break for it two days previously.

The fire officer explained: “Two days ago he’d opened the cage and one marmoset had managed to get out of the cage and went on a bit of run next door, had come back into the garden and then disappeared up between the buildings where he has been for the last two days.”

Mr Bents said the fire crews were eventually able to hook the monkey using a long piece of wood and pull him from the smallest part of the gap into a wider one.

“When he was freed, he turned round and shot back up into the smaller gap again.”

### **Source**

<http://www.bbc.co.uk/news/uk-wales-south-east-wales-29474059>  
[Accessed 4 October 2014] © BBC Cymru Wales

## Man rescues baby monkey from tree

A man rescued a baby rhesus macaque monkey from a tree in his garden – by coaxing it down with a banana.

Marty Wright, 39, did not believe his wife Lucy when she said she had spotted the animal in the tree at their house in Beaminster, Dorset on Sunday.

Mr Wright contacted the RSPCA who advised him to try to tempt the shy monkey down.

He used the fruit to attract the animal – thought to be about six months old – and brought it into his home.

The couple looked after the monkey until it was collected by staff from the Wildlife Park at Cricket St Thomas in Chard, Somerset, an hour later. It is still not known where it came from.

Mr Wright said his wife had been watching birds when she discovered the baby rhesus.

The motor engineer said at first he did not believe her: “My wife said to me, ‘Look, quick, there’s a monkey in the tree’.

“I just thought it wasn’t very likely but then I looked through the binoculars and, sure enough, there was a monkey in the tree.

“I kept very quiet, I got my wife to stay back. I got out a banana and kept a low profile. “He very gingerly came towards me.

“His front feet were just on the base of my wrist, his back feet were still clinging on to the branches of the tree, I could just very gently pry him out of the tree.”



### Laboratory monkey

Mr Wright took the rhesus into their front room while a neighbour contacted the wildlife park. He said: “He was squawking a bit when I grabbed him out of the tree but he was quite happy in the front room jumping around everywhere, off the curtain pole onto the speakers.”

Park staff said the monkey was well-fed but they were at a loss as to his origins.

“Obviously because it’s a monkey you have to have a licence to keep them so whether someone had him illegally and let him go, we just don’t know,” Mr Wright said.

“Or he may have been liberated from a laboratory because they are used quite prolifically for experimentation.

“It’s a bit of a mystery really.”

### Source

<http://news.bbc.co.uk/1/hi/england/dorset/6926253.stm>  
[Accessed 4 October 2014] © BBC

## Reading

Read carefully the article ‘**Stubborn monkey Joey returns to owners**’.

1. In the headline, the writer uses the adjective ‘stubborn’ to describe Joey. Can you think of an alternative adjective? Explain your choice.

- Remember to read between the lines in order to answer this question.
- It is a good idea to use the word ‘because’ to help you to explain your opinion.

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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2. In paragraph 6, the writer uses the word ‘spooked’. Which of the following phrases most nearly means ‘spooked’ as used in this passage? (Tick one box.)

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- |   |                          |
|---|--------------------------|
| a. chased out of a hiding place by a cat or dog | <input type="checkbox"/> |
| b. taken away by a cat or dog                   | <input type="checkbox"/> |
| c. was mesmerized by a cat or dog               | <input type="checkbox"/> |
| d. was frightened by a cat or dog               | <input type="checkbox"/> |

3. In paragraph 9, the article tells us that the fire crews from Porth and Pontypridd were called to help to rescue Joey. Do you think such action was justified? Explain your reasons.

*Critical response/justification – this type of question asks you to provide a clear explanation of your understanding of an extract from a text.*

*You will sometimes be asked to give a personal response in which you should include your own thoughts and feelings. Give valid reasons for your answer, including textual details to support your ideas if necessary.*

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Read carefully the article ‘**Man rescues baby monkey from tree**’.

4. What do we learn about the monkey in this article?

*This is a retrieval question which asks you to find and convey information.*

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5. What is the main purpose of the section ‘Opened the cage’? (Tick one box.)

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- |  |                          |
|--|--------------------------|
| a. to inform readers that Mr Betts thought it was a waste of their valuable time   | <input type="checkbox"/> |
| b. to enable the firemen to boast about how versatile they were                    | <input type="checkbox"/> |
| c. to inform readers that this kind of rescue was not in the firemen’s usual remit | <input type="checkbox"/> |
| d. to inform readers that the firemen thought this was all rather amusing          | <input type="checkbox"/> |

Read **both articles** in order to answer the following questions.

6. In both articles, monkeys had escaped in Wales and in Dorset. How do the writers try to engage the readers’ interest in the articles? Which article do you find more interesting and why?

*This is an analysis question which asks you to look at the language writers use to convey their meaning effectively. You need to comment on:*

- *the writer’s choice of words;*
- *the details the writer has chosen to include;*
- *the types of sentences and paragraphs used.*

*You are also asked to evaluate the texts by comparing and contrasting styles of writing/ information given.*

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Writing

7. What do you think about keeping animals which normally live in the wild in captivity? Do you think they are suitable as domestic pets? Write about 200 words.
- Remember to give your opinion and to give reasons for your opinions.*
8. You have read an article in your local newspaper about your council's plans to ban older people from keeping pets in council accommodation. You feel very strongly that many older people keep dogs and cats as companions. Write a letter to your local newspaper explaining your views. Write about 300 words.

## Oracy

9. In a small group discuss the common belief that keeping pets is a risk to the health of the animals as well as damaging to human health.
- Ensure that everyone has a chance to give his/her opinion and that you listen carefully to everyone.*
10. Prepare a speech for your class in which you argue for or against the following topic: 'Should people keep pets?' The speech should last 2-3 minutes.
- You are encouraged to interest your fellow pupils by giving interesting facts about your subject and making interesting language choices. Use good presentation skills: clear voice, pleasant manner, smile, look at your audience rather than reading from notes.*

# Monkeys

## Answers

2. In paragraph 6, the writer uses the word 'spooked'. Which of the following phrases most nearly means 'spooked' as used in this passage? (Tick one box.)

- a. chased out of a hiding place by a cat or dog ☐
- b. taken away by a cat or dog ☐
- c. was mesmerized by a cat or dog ☐
- d. was frightened by a cat or dog ☒

5. What is the main purpose of the section 'Opened the cage'? (Tick one box.)

- a. to inform readers that Mr Betts thought it was a waste of their valuable time ☐
- b. to enable the firemen to boast about how versatile they were ☐
- c. to inform readers that this kind of rescue was not in the firemen's usual remit ☒
- d. to inform readers that the firemen thought this was all rather amusing ☐

# **Go Ape**

## **A HIGH OLD TIME**

Why high ropes centres can make a fun family day out.

### **Why high ropes centres make a family day out**

Need an activity to unite the family? Got teenagers and tots to entertain on a rainy day?

High ropes centres are not simply fun obstacle courses in the treetops – they are a shared adventure for a family day out.

### **What is a high ropes centre?**

Think of it as the BBC's Total Wipeout in the treetops. Or Tarzan in the Welsh woods perhaps. In a nutshell, a high ropes centre provides an obstacle course suspended in the forest canopy. Over one course you're likely to scramble up and down ladders, wobble across three-wire bridges, totter over spinning beams, leap onto trapezes, swing on rope-swings and whoop down a zip-wire or two. Not even the PlayStation generation can resist so much concentrated fun.

### **Is it dangerous?**

It would be if you were to try it without a safety harness. All participants receive a safety briefing before they begin and are hitched to a safety wire that runs around the entire course. If you fall the worst you'll receive is a big hit of adrenaline before you climb back onto the obstacle (and big hits of adrenaline are half the point). Some high ropes courses position instructors to supervise higher obstacles.

### **Higher obstacles? I'm scared of heights!**

Don't worry – you are always clipped on so cannot fall far. And there's no need to complete an obstacle that seems insurmountable nor to complete the course. While staff provide reassurance, they do not apply pressure. Your teenagers are another matter, but you may surprise yourself if you don't look down.

### **Can all children go?**

While each centre is different, most provide a low-level course for very young children who cannot manage safety systems alone, with parents assisting from the ground. Older children are usually allowed to clamber at their own pace alone. Parents can still watch, take photos and offer encouragement from the ground. Expect around two hours per course circuit.

### **Can parents join in too?**

Of course. High ropes courses have a habit of uniting families in a shared challenge: youngsters find reassurance together, teenagers get to show off and mum and dad might discover they really aren't too old for this sort of thing after all. All in all a great family adventure that's as much a mental challenge as physical.



**Sounds like fun. Is it educational too?**

Actually, yes. High ropes centres stress the importance of safety outdoors and share techniques that can be useful in activities such as climbing.

**What happens if it's raining?**

You have more fun, say some guides. With rain comes mud and that means more slippery courses – teenage heaven. Most high ropes courses only close when safety is threatened by extreme winds, lightning, snow or ice. The forest canopy provides some shelter in rain too. Bring your waterproofs and embrace the challenge.

**I'm sold. What do I need?**

Comfortable clothing that you don't mind getting grubby. Shoes with grip and an enclosed toe. Possibly gloves. Always a sense of adventure.

**Source**

[www.visitwales.com/things-to-do/activities/rocks-ropes/family-rope-adventure](http://www.visitwales.com/things-to-do/activities/rocks-ropes/family-rope-adventure)  
[Accessed 7 October 2014] © Visit Wales

## DON'T JUST TAKE OUR WORD FOR IT...

“The best fun, of course, is to be had on the epic zip wires... It's fantastically liberating to step off the platform, sit back and let the wire do the work as a welcome breeze licks your face.”  
- THE GUARDIAN

“Great instructors, very friendly and welcoming! Amazing value for money! Loved it... Want to book again already!”  
- TONI, BRACKNELL



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### TREE TOP ADVENTURE

Gorillas (16 years plus) from £31  
Baboons (10-15 years) £25



### FOREST SEGWAY

£40 per rider



### TREE TOP JUNIOR

£18 per person



### ZIP TREKKING ADVENTURE

£45 per person

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or call 0845 838 5498



# OUR FAMILY TREE

This season, live life more adventurously with these fantastic Go Ape adventures.

## Go Ape! TREE TOP ADVENTURE



### WHAT IS TREE TOP ADVENTURE?

The multi-award winning and original forest adventure set high up in the canopy. Enjoy two to three hours in the trees, taking on Zip Wires, Tarzan Swings, Rope Ladders and a variety of obstacles and crossings.

#### JOIN US IF YOU'RE...

- Age 10 or older
- Over 1.4m/4ft 7in tall
- Under 20.5 stone/130kg

#### WHAT ABOUT SUPERVISION?

Under 16s must be supervised by a participating adult. An adult can supervise two under 16s.

16 and 17 year olds can be unsupervised, but cannot supervise under 16s.

#### WHAT ABOUT PRICE?

Gorillas (16 years plus) from £31  
Baboons (10-15 years) £25

Available at 28 locations UK wide  
look for the  on the map overleaf

## Go Ape! FOREST SEGWAY



### WHAT IS FOREST SEGWAY?

It's the epic adventure with a down-to-earth twist. Jump on board one of our all-terrain, self balancing, electric Segways and explore ten of the UK's most beautiful forests. It's a totally unique experience!

#### JOIN US IF YOU'RE...

- Over 7 stone/45kg
- Age 10 or over (you must still be over 7 stone/45kg)
- Under 19.5 stone/125kg

#### WHAT ABOUT SUPERVISION?

Under 16s must be supervised by a participating adult. An adult can supervise up to three under 16s.

16 and 17 year olds can ride unsupervised, but cannot supervise under 16s.

#### WHAT ABOUT PRICE?

£40 per rider

Available at 10 forest locations  
look for the  on the map overleaf

## Go Ape! TREE TOP JUNIOR



### WHAT IS TREE TOP JUNIOR?

Release your little monkeys onto a Go Ape course designed for Mini Tarzans 6-12 years old. They'll enjoy a fun filled hour of tree-to-tree crossings, finishing with a zip finale. One for the whole family to enjoy together and ideal for school trips and birthday parties.

#### JOIN US IF YOU'RE...


- Over 1m/3ft 3in tall
- Under 20.5 stone/130kg

#### WHAT ABOUT SUPERVISION?

Whether it's from the ground or on the course (which is much more fun), one adult can supervise up to eight juniors who are 6 years plus. Under 6s must be accompanied in the trees, it must be 1:1 supervision for a first trip but we are happy with 1:2 if they have completed the course once before.

#### WHAT ABOUT PRICE?

£18 per person

Available at 13 forest locations  
look for the  on the map overleaf

## Reading

1. In the article 'A high old time' the writer states that high rope centres are 'a shared adventure for a family day out'. According to the article, explain why the centres are so suitable for families.

*This is a retrieval question which asks you to find and convey information.*

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2. Which of the following can be applied to the statements relating to the purpose of the article 'A high old time'? (Tick the relevant boxes.)

	True	False
a. The article tries to encourage women to visit the high rope centres in Wales.		
b. The article wants to point out that the activities could be very dangerous.		
c. The article wants to give the public information about the activities offered.		
d. The article wants to give information about the location of all high rope centres in Wales.		

3. How does the writer suggest that the activities may contain some element of danger? Explain your reasons giving examples from the text.

*This is an analysis question which asks you to look at the language writers use to convey their meaning effectively. You need to comment on:*

- *the writer's choice of words;*
- *the details the writer has chosen to include;*
- *the types of sentences and paragraphs used.*

*You are also asked to evaluate the texts by comparing and contrasting styles of writing/information given.*

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4. What factual information is given by the writer of the article to make this day out sound attractive?

*This is a retrieval question which asks you to find and convey information.*

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5. Read carefully the information in the Go Ape leaflet. In your own words outline the information readers are given about the Forest Segway.

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6. What is your opinion about the prices of the activities for families? Explain your thoughts.

*Critical response/justification – this type of question asks you to provide a clear explanation of your understanding of an extract from a text. You will sometimes be asked to give a personal response in which you should include your own thoughts and feelings. Give valid reasons for your answer, including textual details to support your ideas if necessary.*

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7. Do you think that both writers will persuade readers to participate in high rope activities? Which features of the article and leaflet do you find particularly effective?

*This is an analysis question which asks you to look at the language writers use to convey their meaning effectively. You need to comment on:*

- *the writer's choice of words;*
- *the details the writer has chosen to include;*
- *the types of sentences and paragraphs used.*

*You are also asked to evaluate the texts by comparing and contrasting styles of writing/information given.*

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### **Oracy**

8. Imagine that the management of Go Ape has asked your school to give them some ideas for obstacle course activities that they could include in the Go Ape experience. In a small group, discuss which activities you would include and prepare a presentation for the Go Ape management.

*Ensure that everyone has a chance to give his/her opinion and that you listen carefully to everyone.*

### **Writing**

9. Imagine that you have spent a day at Go Ape. Write a review for Trip Advisor. Write about 200-300 words.

# Go Ape

## Answers

2. Which of the following can be applied to the statements relating to the purpose of the article 'A high old time'? (Tick the relevant boxes.)

	True	False
a. The article tries to encourage women to visit the high rope centres in Wales.		✓
b. The article wants to point out that the activities could be very dangerous.		✓
c. The article wants to give the public information about the activities offered.	✓	
d. The article wants to give information about the location of all high rope centres in Wales.		✓



# Zip World

## Kid on a wire

What's it like to soar five hundred feet through the air at one hundred miles per hour? Just ask 13 year old Finlay George, who took an unforgettable trip on the longest zip wire in Europe at **Zip World** in **Snowdonia**.

I didn't really expect this. Two weeks ago I was finishing school for the summer. I don't think I got out of my pyjamas for the first few days of the holidays. But here I am standing on the edge of nothing in this weird suit about to fly 500 ft in the air for a mile above a quarry in **North Wales**. I can see the **island of Anglesey** from here.

There is a group of about 15 of us, all ages. We're kitted out in a cross between a spacesuit and the overalls you see prisoners wear. It's not a strong look, but we're all in this together. Zip World is based at Penrhyn Quarry in Bethesda, where slate has been mined for over two centuries. This was the biggest quarry in the world at one time and it employed two thousand men. Now it employs two hundred people and the two zip lines stretch across areas of the quarry that are no longer in production.

We're briefed by Helen and taken to the Little Zipper, which is still the third longest zip wire in Britain. This is just an appetizer. We get familiar with the routine of being hooked up to the mechanism that transports us across the 500 metre zip line at around 40 mph (65 kmh) at a height of 72 feet (22 metres). Rather than dangle from the wire, you lie flat, which gives you a brilliant sense of flying through the air.

The Little Zipper calms any potential nerves and gets everyone's adrenaline really going for the Big Zipper. We're driven slowly up the winding ascent to the top of the quarry in a red truck, all clutching our helmets and goggles like amateur astronauts. Everyone chatters, glassy-eyed with excitement, cheering when Kristian the driver bungles a couple of hill starts. As we near the top we can see **Penrhyn Castle** and its grounds in nearby Llandegai – a 19<sup>th</sup> century mock castle built on the original 15<sup>th</sup> century fortified manor house.

The Dawkins-Pennant family owned Penrhyn quarry and now the house is in the hands of the National Trust. But it's fair to say that our thoughts are not focused on the one-ton bed made of slate that was made for the visit of Queen Victoria in 1859. After all, it's one thing standing on top of the world. It's another when you know you're just about to throw yourself off it at 100 mph (160 kmh).

So here I am, right back where we started. There's a lot of drama going on. Two way radios crackle as the well-rehearsed procedure of strapping me up and putting me in position is communicated firmly and with authority. There's no messing about. As I lie down and prepare myself to be released, I realise my destination is way out of sight.

I can feel the blood pumping just that little bit faster around my system. The radio crackles again and formalities are exchanged between operators at the bottom and the top of the line. The safety clip is released on the wire.

'Big base, safety is off,' says Mark, the instructor.

'Are you ready?'

I'm ready.

'Three... Two... One... Go!'

The first thing is the exhilarating whoosh of noise. The speed literally knocks the breath out of my chest and I can't help myself, but cough out a laugh like a madman. It feels like I'm cutting through the air. It's overwhelming, I think about how small I am and how I'm hurtling through centuries of hard work by others.

I'm flying – hurtling above the gigantic steps of the quarry below, soaring above the vivid blue of the quarry lake. It feels brilliant. Across the lake, getting lower as the line stretches towards Big Base I can see people craning their necks upwards from the visitor centre. I can measure my speed more easily along the last third of the journey, slowing down to the bottom of the run.

And then it's over. The instructor hooks me in, smiling as he brings me back down to the ground. It's exhilarating. Unforgettable. I could sit here and write for hours about how it felt, but you're much better off finding out for yourselves.

### **Source**

[www.visitwales.com/things-to-do/activities/rocks-ropes/zipworld-europes-longest-zipline](http://www.visitwales.com/things-to-do/activities/rocks-ropes/zipworld-europes-longest-zipline)  
[Accessed 5 March 2015] © Visit Wales

## Reading

Read the article 'Kid on a wire' carefully.

1. Write 5 facts you learn about Penrhyn Quarry where the zip wire is based.

*This is a retrieval question which asks you to find and convey information.*

[illegible]

2. What are the differences between the two zip lines at Zip World?

*This is a retrieval question which asks you to find and convey information.*

[illegible]

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- This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- This is an analysis question which asks you to look at the language writers use to convey their meaning effectively. You need to comment on:*

- You are also asked to evaluate the texts by comparing and contrasting styles of writing/information given.*

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. What does the word ‘appetizer’ mean as used in paragraph 5 of the article?  
(Tick one box.)

- |    |               |                          |
|----|---------------|--------------------------|
| a. | accompaniment | <input type="checkbox"/> |
| b. | lesson        | <input type="checkbox"/> |
| c. | suggestion    | <input type="checkbox"/> |
| d. | warm up       | <input type="checkbox"/> |

6. Read the Go Ape leaflet, and the articles 'A high old time' and 'Kid on a wire'. Which text is the most persuasive? Explain why.

[illegible]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Oracy

7. In a small group, choose a challenging activity/venue that you think will be suitable for a whole school trip.

Think carefully about the following aspects:

- the trip must appeal to all year groups;
- it must fulfil the requirements of health and safety (you may need to do some research);
- transport and arrangements for food;
- cost.

## Writing

8. Your school is considering organising school trips to various venues during the last week of term. Based on the information you have read about high wire centres, write a letter to the headmaster persuading him/her to take a trip to one of the centres. Write about 200-300 words.

***or***

Imagine that your school/college has decided to stop all school trips. Write a letter to the headmaster giving your views. Write about 200-300 words.

# Zip World

## Answers

5. What does the word 'appetizer' mean as used in paragraph 5 of the article?  
(Tick one box.)

- a. accompaniment ☐
- b. lesson ☐
- c. suggestion ☐
- d. warm up ☒

## 'It was the first time I'd been to India and my brain exploded'

Whether it's music, film, the visual arts or poetry, Wales and India have close ties when it comes to culture. Karen Price takes a look at some of the amazing collaborations between the two countries over the years

**R**ECORDED in Snowdonia and featuring a Welsh sea shanty and folk songs, Georgia Ruth's debut – and Welsh Music Prize-winning – album, *Week Of Pines*, is a real homage to her homeland.

But the Welsh singer and harpist is looking much further afield – around 4,000 miles in fact – as she works on her new material.

For she's drawing inspiration from three recent trips to India, the country which has taken a little piece of her heart. She's among the growing number of Welsh artists who have been forging close links with the country.

Georgia – who spent her early years in Llantwit Major and Aberystwyth but now lives in Caernarfon – first visited India during winter 2012 when she travelled to Mumbai with fellow Welsh musician and poet Gwyneth Glyn.

"It was the first time I'd been to India or collaborated with Indian musicians and my brain exploded – it was a really moving experience," she recalled.

Just two months later, she returned for a residency in Kolkata (Calcutta) and during her last trip found herself performing at a jazz club in Bangalore as well as performing at the Mumbai festival.

The singer-songwriter has been blown away by the Indian music tra-



ditions. And she's not alone.

While Wales has been enjoying Indian culture for decades through events at the Llangollen International Music Eisteddfod and Bollywood features, the arrival of world music market Womex in Cardiff a year ago was the perfect excuse to initiate a wealth of new projects.

Gwyneth Glyn joined forces with Indian musician Tauseef Akhtar for a collaboration – the first of a series of exchanges under the title *I Adra* – spearheaded by Wales Arts International (WAI).

The project created journeys between India and Wales through music and traditional indigenous forms of poetry. Giving voice to the traditions of each nation, the musicians and poets explored the other's experiences and cultures, creating fresh contemporary perspectives.

Meanwhile, poetry from India found a new Welsh voice through the India Wales Writers' Chain. Between



The colourful Bollywood scene has sparked interest in traditional dance

2010 and 2012, WAI and the British Council brought together eight renowned poets – four working in Welsh and four in a range of Indian languages – for an exciting programme of work.

It marked an already growing relationship between Indian and Welsh literature with many contemporary

Welsh novels and poems already translated and published in India in a variety of languages. The project was launched during the Hay Festival in Kerala – one of a number of places throughout the world which is now "home" to the world-famous Welsh literary event.

### RAJ AGGARWAL, INDIA'S HONORARY CONSUL IN WALES, SAYS...

"One thing that both Welsh and Indian culture have very much in common is a shared love of good food, music and the arts.

"Indian people living in Wales try to preserve aspects of their culture and love nothing better than sharing their love of Bollywood films and dance with local communities.

"Over the years there have been a number of cultural exchanges with several Bollywood films being shot on locations in Wales such as Caerphilly and Llanberis and also the Wales Millennium Stadium.

"And it is not all one way traffic demonstrated by Welsh Literary festivals such as the Hay Festival being hosted in Kerala.

"I had the pleasure of being a part of the First Minister's Trade Mission to India in 2012, where new artistic opportunities were developed alongside new business opportunities.

"For Indians, the festival of Diwali is an important religious festival and this year I was again proud that the First Minister, Carwyn Jones, will be hosting a reception to celebrate Diwali, which means the 'festival of lights', and to recognise the valuable contribution made to Welsh life by the Indian community."

### Source

Western Mail – 21 October 2014  
© Media Wales Ltd



## Reading

Read the newspaper article carefully.

1. According to the headline how was Georgia Ruth affected by her first visit to India?  
Explain using your own words.

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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2. What is the **main** purpose of the text box containing Raj Aggarwal's quotations?  
(Tick one box.)

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- a. He wants to emphasise how proud he is to be hosting the reception with the First Minister.
- b. He is pleased that there are so many links between India and Wales.
- c. He wants to emphasise that the links between Wales and India are shared experiences.
- d. He wants to emphasise the importance of Diwali.

☐  
☐  
☐  
☐

3. According to Raj Aggarwal, what is the common factor in Welsh and Indian culture?

*This is a retrieval question which asks you to find and convey information.*

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4. According to the whole of the article, explain in your own words what special links are there between Wales and India.

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[illegible]

5. How does the writer convey the success of the Wales/India collaborations? Use examples of words and phrases from the text to explain your ideas.

*This is an analysis question which asks you to look at the language writers use to convey their meaning effectively. You need to comment on:*

- *the writer's choice of words;*
- *the details the writer has chosen to include;*
- *the types of sentences and paragraphs used.*

*You are also asked to evaluate the texts by comparing and contrasting styles of writing/information given.*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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### **Oracy**

6. Individual talk on 'Travel broadens the mind' or 'East or West, home's best!'.  
The talk should last 4-5 minutes.
7. Group discussion: The people in your group decide to organize a holiday abroad after the GCSE exams. Your parents want to meet up one evening and hear your plan of action for the trip. In your group, research the following aspects: the destination, finances, health and safety issues, travel arrangements and any other relevant matters.

Prepare the plan of action so that you can present it to your parents.

### **Writing**

8. Write an essay about the following topic: 'All young people should take a year off before getting a job or going to university.' Write about 300-400 words.

**or**

Write an article for a tourist magazine, persuading families to visit your local area.  
Write about 300-400 words.

# India 1

## Answers

2. What is the main purpose of the text box containing Raj Aggarwal's quotations?  
(Tick one box.)

- a. He wants to emphasise how proud he is to be hosting the reception with the First Minister.
- b. He is pleased that there are so many links between India and Wales.
- c. He wants to emphasise that the links between Wales and India are shared experiences.
- d. He wants to emphasise the importance of Diwali.

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<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

# Atlantis

## Atlantis – Lost or Found

*Atlantis* is the name of a BBC series which first appeared on our screens in 2013. Although there were mixed reviews from critics and viewers, the BBC began a second series in November 2014. So why is it so popular? What or where is Atlantis? Why do most viewers love it so much?

2,400 years ago, the philosopher Plato from Athens, wrote one of the most tantalizing and controversial stories ever written. He related that many centuries ago, in the Atlantic Ocean, there had existed a magnificent seafaring civilization which had tried to conquer the world, but had disappeared when the island sank into the sea.

The inhabitants of Atlantis were supposed to be extremely advanced in science and engineering, far superior even than we are today. They were said to have discovered the secret of unlimited power and energy, using 'crystals' to harness their energy.

Tales of amazing feats performed by the Atlanteans were told: they could fly in anti-gravity machines resembling spaceships; they had weapons which were like lasers and 'computers' which could talk; they could even communicate telepathically! When Hollywood got hold of the legend, some films even had the Atlanteans still alive today, living in huge domed cities beneath the sea!

Then, as legend has it, Atlantis was destroyed, along with all its people. One story is that it was the result of a natural disaster, such as a volcano or an earthquake (or both simultaneously), that sank Atlantis without a trace. Another story says that the Atlanteans discovered powers they couldn't control, which eventually broke loose and destroyed them.

In the 20<sup>th</sup> century, scientists discovered, buried under the seas off Greece, the remains of an entire civilization. They began to believe they may have found Atlantis. In 2009, marine archaeologists, aided by digital technology, were able to properly survey the ruins. Exploration revealed a world of buildings, main streets, rock cut tombs and religious structures. Marine geologists have yet to work out why the settlement sank. Theories include sea level changes, ground subsidence as the result of earthquakes, or a tsunami.

Despite this 'proof', many people did not believe that Atlantis had been found. Thanks to films, television and writers with inimitable imaginations, the favourite location for Atlantis was not Greece but the Bermuda Triangle. Indeed, in 1968, divers had discovered steps, pathways, walls and even pyramids under the water off the coast of Bimini, in the Bermuda Triangle. To add to the excitement, if Atlantis was beneath the Bermuda Triangle, it could help to explain some of the mysteries that had happened there. Perhaps there were some Atlantean machines, with superpowers still working under the ocean. Subsequent investigations by divers however, found that the 'walls and roads' were in fact natural rock formations. There were no traces of cities, pyramids or sophisticated machines. But the search for Atlantis still continues. Perhaps people haven't looked in the right places... yet.

Or do we just need legends like Atlantis to give us something to imagine – and dream about?

## Reading

1. According to the writer, when did people believe that Atlantis existed?

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- |                               |                          |
|-------------------------------|--------------------------|
| a. in the twentieth century   | <input type="checkbox"/> |
| b. around 400 years BC        | <input type="checkbox"/> |
| c. in the seventeenth century | <input type="checkbox"/> |
| d. many centuries BC          | <input type="checkbox"/> |

2. In the second paragraph of the text, the writer states that Plato was responsible for ‘one of the most tantalizing and controversial stories ever written’. Explain what you understand by the adjectives ‘tantalizing’ and ‘controversial’ in this context.

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3. What does the writer mean by saying ‘When Hollywood got hold of the legend’?

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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4. Where, according to the passage, did explorers find possible remains of Atlantis in the twentieth century? Write the answer in your own words.

*This is a retrieval question which asks you to find and convey information.*

[illegible]

5. Do you think scientists have taken the idea of Atlantis seriously? Explain your answer using evidence from the text.

*Critical response/justification – this type of question asks you to provide a clear explanation of your understanding of an extract from a text. You will sometimes be asked to give a personal response in which you should include your own thoughts and feelings. Give valid reasons for your answer, including textual details to support your ideas if necessary.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

6. Which of the following statements best describes the purpose of the text?

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- a. The writer wishes to convey her interest in the history of ancient civilizations. ☐
- b. The writer wishes to discover why the BBC series is so popular with most viewers. ☐
- c. The writer is interested in the idea that no one is sure about whether Atlantis existed or not. ☐
- d. The writer wishes to convey her fascination with the legend of Atlantis which still intrigues people today. ☐

### Oracy

7. Group discussion: Exploration has always inspired the world. In your group discuss whether you think Virgin Galactic's proposed voyages into space are a good idea.

*Ensure that everyone has a chance to give his/her opinion and that you listen carefully to everyone.*

### Writing

8. This question assesses the quality of your writing skills. You should aim to write 350-500 words. Choose **one** of the following for your writing:

- a. Write a review of an episode of Atlantis which you have seen or any other film/series based on legend.

**or**

- b. Write an essay explaining what you consider to be the most important invention of recent years.

*Present your argument sensibly giving relevant examples and providing clear reasons for your choice.*



# Atlantis

## Answers

1. According to the writer, when did people believe that Atlantis existed?
  - a. in the twentieth century ☐
  - b. around 400 years BC ☐
  - c. in the seventeenth century ☐
  - d. many centuries BC ☒
  
6. Which of the following statements best describes the purpose of the text?
  - a. The writer wishes to convey her interest in the history of ancient civilizations. ☐
  - b. The writer wishes to discover why the BBC series is so popular with most viewers. ☐
  - c. The writer is interested in the idea that no one is sure about whether Atlantis existed or not. ☐
  - d. The writer wishes to convey her fascination with the legend of Atlantis which still intrigues people today. ☒

## English: the world language

Have you ever thought about why so many people around the world use English? English is spoken as the first language of an estimated 400 million people and by approximately 900 million people as a second or additional language. In more than sixty countries English has the status of official or co-official language. There are two main historical reasons for the spread of English around the world. In the past Britain's colonial power exported the language to countries such as Australia and Canada. By today, however, the economic and cultural dominance of the USA means that English has spread even further.

Another way in which English is linked to other countries is through the many words borrowed from their languages. The languages of the Indian subcontinent were the source of many words in common use today such as shampoo, pyjama, bungalow and bangle. Today, English is flourishing in India but has developed some vocabulary that differs from that used in the UK. Indian English is very inventive and original.

### Indian English

#### tension

Used as a verb rather than a noun, e.g. 'don't tension me'.

#### time pass

Just passing time. This expression has come to mean 'boredom'. There is even a brand of snacks sold under the name 'Timepass' to suggest eating is a good way to pass the time.

#### Stepney

A spare wheel on a car. In the early 20<sup>th</sup> century a firm from Llanelli called 'Stepney Spare Motor Wheel Ltd' made spare wheels for cars and a century later people in India still call their spare wheel a 'Stepney'.

# ENGLISH THE WORLD LANGUAGE

Speakers of English as a percentage of world population\*



- Native** (approx. 430 million)
- Non-native** (approx 950 million)
- Non-speakers** (approx 5.1 billion)

1 in 5 of the world's population speak English as either a native, second or foreign language.



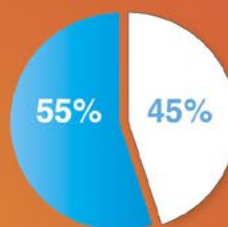
Non-native speakers outnumber native speakers of English by more than two to one.



Non-native



Native



... of all websites are written in English

India has over



125,000,000

ESL speakers

“English belongs to everyone or to no one”

\*Figures based on 2006 estimates | Sources: Saville-Troike, Muriel. Introduction Second Language Acquisition. Cambridge, UK: Cambridge UP, 2006. <http://unesdoc.unesco.org/images/0018/001870/187016e.pdf> | [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language) | Wardhaugh, Ronald. Languages in Competition: Dominance, Diversity, and Decline. Oxford, UK: B. Blackwell, 1987. This infographic ©Paul Raine 2012.

Figure 1

## English online

As you might expect, English dominates the internet with over 800 million users of English and 55% of website content in English. The following information from Facebook, however, shows that change is happening.

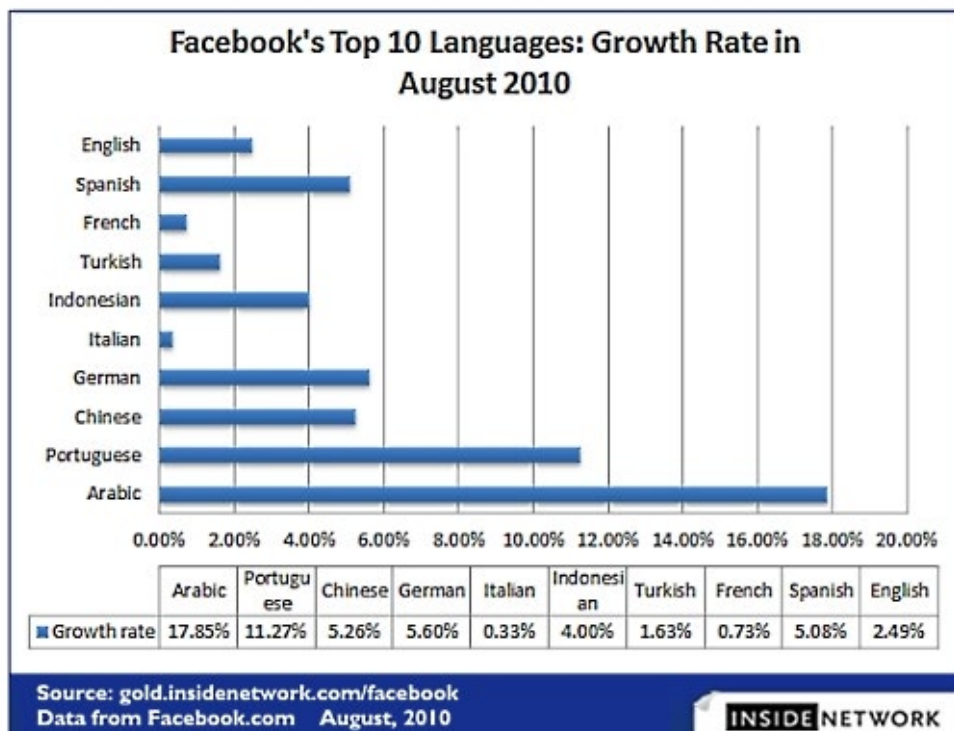


Figure 2

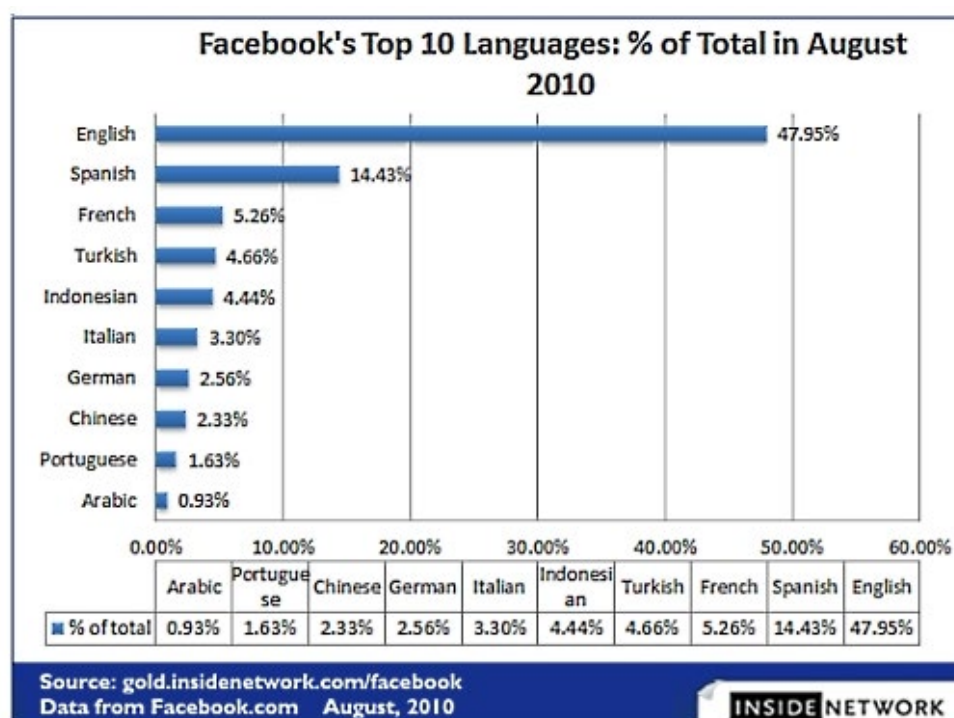


Figure 3

## Sources

Figure 1: <https://blogs.jobs.ac.uk/tefl-journey/2012/02/10/english-the-world-language-infographic>  
[Accessed 9 December 2014] © Paul Raine

Figures 2 & 3: <http://interactiveme.com/2010/08/facebook-in-arabic-grows-17-in-august-2010/>  
[Accessed 9 December 2014]

## Reading

1. According to the article, what is the proportion of non-native English speakers to native English speakers? (Tick one box.)

- a. 55% native speakers to 45% non-native speakers ☐
- b. 1 in 5 ☐
- c. More than 2 to 1 ☐
- d. 125 million ☐
- e. 6.6% ☐

2. Tick the relevant box below.

	True	False
Britain's colonial past is the main reason why English is so widely spoken today.		

3. Languages acquire new words in various ways. Examples of different ways in which words enter the language are given in the list below. Which of the following ways are mentioned in the article? (Tick one box.)

- i. borrowing from another language (e.g. video from Latin)
- ii. using the name of the company that makes a product for the product itself (e.g. Hoover)
- iii. adding a prefix to change the meaning (e.g. unhappy)
- iv. clipping the letters from a longer word (e.g. weblog = blog)
- v. changing the word class (e.g. 'He was eyeing the last cookie in the canteen')

- a. (iii) and (iv) ☐
- b. (i) and (v) ☐
- c. (ii), (iii) and (iv) ☐
- d. (iv) and (v) ☐
- e. (i), (ii) and (v) ☐

4. Using the information from Figure 2, describe what the graph shows about the use of English on Facebook. What do you think are the reasons for this?

*In this question you will retrieve information from the text, analyse its meaning and explain in your own words.*

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5. Using the information from Figure 3 describe how language use changed in August 2010. How is the information in this graph different from that in Figure 2? Why do you think this is?

*In this question you will retrieve information from the text, analyse its meaning and explain in your own words.*

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## Writing

6. Your local library is presenting an exhibition on 'World English' and has asked you to write a short article for the local paper to publicise the event. Using the information in the text, write 200-300 words explaining some key facts about World English.
7. Every part of the UK uses English in distinctive ways. Write a description of the English spoken in your local area. You should describe how it differs from standard English. If you can, you should explain the meaning and origin of some local words; they might, for example, be derived from Welsh. Write 350-500 words.

## Oracy

8. Topic: Citizenship  
Prepare a speech arguing either for or against the motion: This House believes that all pupils in school should be taught only Standard English. The speech should last about 3 minutes.

9. Topic: Wales

There are many varieties of English spoken across Wales and significant differences between North Wales, South Wales and Standard English. Using the following links as a starting point, **research the vocabulary and pronunciation of one area other than your own and prepare to participate in a group discussion.**

<http://news.bbc.co.uk/1/hi/wales/7521572.stm>

<http://www.bl.uk/learning/langlit/sounds/find-out-more/wales/>

The discussion will focus on the question 'How does English vary across Wales and is this an advantage?'

*Each person in the discussion will be expected to:*

- *present the information they have found;*
- *give their own views;*
- *respond to the views of others.*

# English: the world language

## Answers

1. According to the article, what is the proportion of non-native English speakers to native English speakers? (Tick one box.)

- a. 55% native speakers to 45% non-native speakers ☐
- b. 1 in 5 ☐
- c. More than 2 to 1 ☒
- d. 125 million ☐
- e. 6.6% ☐

2. Tick the relevant box.

	True	False
Britain's colonial past is the main reason why English is so widely spoken today.		<input checked="" type="checkbox"/>

3. Languages acquire new words in various ways. Examples of different ways in which words enter the language are given in the list below. Which of the following ways are mentioned in the article? (Tick one box.)

- i. borrowing from another language (e.g. video from Latin)
- ii. using the name of the company that makes a product for the product itself (e.g. Hoover)
- iii. adding a prefix to change the meaning (e.g. unhappy)
- iv. clipping the letters from a longer word (e.g. weblog = blog)
- v. changing the word class (e.g. 'He was eyeing the last cookie in the canteen')

- a. (iii) and (iv) ☐
- b. (i) and (v) ☐
- c. (ii), (iii) and (iv) ☐
- d. (iv) and (v) ☐
- e. (i), (ii) and (v) ☒



## Festivals 1

*This text is an opinion column from a local newspaper.*

# FESTIVAL FEVER

In every town, in every village, banners hang from walls and fences proclaiming the local arts or music or comedy festival, all aspiring to be the next Glastonbury. And Wales is in the vanguard, drawing on a long history of cultural excellence demonstrated by our flourishing major festivals: the National Eisteddfod; the Urdd Eisteddfod; and the Llangollen International Eisteddfod.

Two of the most notable festivals in the UK take place in Wales: the Green Man Festival in Glan Usk and Festival No. 6 in Portmeirion. Each features big names in music and performance and provides valuable opportunities for local food producers and businesses. Located in areas well-used to tourism, the Green Man and Festival No. 6 are a further boost to visitor numbers. But is this true of the smaller local festivals?



This summer every other village seems to be hosting 'Somethingfest' or 'Gŵyl y Rhywbeth'. Not to be outdone my home village was proud to present 'Gŵyl y Mynydd' – 'A unique experience of local music, food and laughter'. Unfortunately the experience was gridlock, noise and rubbish. Roads were choked from morning till night by cars, camper vans, and burger vans. The noise continued until past 1am despite assurances to the contrary. The festival site could have been mistaken for a landfill site and the behaviour of some of the festival-goers was disgraceful in ways that I don't want to describe...

When the festival was proposed, it was enthusiastically supported by local businesses and the community. There were to be

opportunities for local bands and performers. The high school would showcase the talent of our youngsters. Farmers would make a few pounds from car parking and the pub would also do well. All procedures were followed and permissions granted. So what went wrong? Well, no one has produced an explanation as yet but the results – inconvenience and discomfort for the locals – were clear.

Of course, it is important to boost our local economy and celebrate our talent. But not at the expense of quality of life for residents. Let Glastonbury be Glastonbury and we will be content to welcome a few visitors at time to enjoy our beautiful countryside at its peaceful best.

Reading

Read the newspaper article ‘Festival Fever’ carefully.

1. What is the writer’s opinion about most festivals in Wales? (Tick one box.)
- a. She believes there are too many festivals in Wales. ☐
  - b. She believes that the National Eisteddfod, the Urdd Eisteddfod and the Llangollen Eisteddfod should be the only festivals in Wales. ☐
  - c. She believes that festivals should be held only in areas which attract many visitors. ☐
  - d. She thinks that modern festivals are part of a long tradition of cultural celebration in Wales. ☐
  - e. She thinks that festivals have an adverse effect on local businesses. ☐

2. Tick the relevant box below.

	True	False
The writer was opposed to the proposal for a festival in her village.		

3. According to the article, what was the explanation for the problems ‘Gŵyl y Mynydd’ caused for the local residents? (Tick one box.)
- a. There was gridlock. ☐
  - b. No one has given an explanation. ☐
  - c. There was a lot of rubbish after the festival. ☐
  - d. The pub did not make any money. ☐
  - e. The noise from the festival went on through the night. ☐

4. Which language choices in ‘Festival Fever’ suggest that the writer is expressing a personal opinion?

*In this question you will analyse the language used and identify bias.*

5. The writer of 'Festival Fever' presents a personal opinion but gives evidence to support the view. In your own words summarise the argument presented in 'Festival Fever'.

*In this question you will summarise the article.*

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### **Writing**

6. Write a letter to a local newspaper arguing against proposals for a festival in your local area. Write 200-300 words.
7. A drama or music group from your school has an opportunity to participate in a schools' festival in Europe. Write a letter to the local council asking for a grant to subsidise the group's travelling expenses. You might include the following points:
- the trip will establish links between your school and others in Europe;
  - the trip will promote the learning and teaching of European languages;
  - the festival is an opportunity to promote the school;
  - it is an excellent opportunity for pupils to travel.
- Write 200-300 words.
8. Write a short guide to 'Surviving a Festival'. Your guide should include advice for festival goers on how to enjoy the event without causing problems for local residents. Write 350-500 words.

### **Oracy**

9. Topic: Leisure  
Research and prepare an individual presentation on your experience of attending a festival, expedition or sporting event. The presentation should last about 3 minutes.

10. Topic: Leisure

Using the material in the text, prepare to participate in a discussion on plans for a festival in your local area. You should consider the following points:

- economic benefits to the area during the festival;
- longer term benefits from the publicity;
- cultural opportunities for people in the area;
- the effects of large numbers of visitors and traffic on normal life and business;
- the possibilities of disorder.

*Within the discussion each person will be expected to:*

- *present the information they have found;*
- *give their own views;*
- *respond to the views of others.*



# Festivals 1 (Festival Fever)

## Answers

1. What is the writer’s opinion about most festivals in Wales? (Tick one box.)

- a. She believes there are too many festivals in Wales. ☐
- b. She believes that the National Eisteddfod, the Urdd Eisteddfod and the Llangollen Eisteddfod should be the only festivals in Wales. ☐
- c. She believes that festivals should be held only in areas which attract many visitors. ☐
- d. She thinks that modern festivals are part of a long tradition of cultural celebration in Wales. ☒
- e. She thinks that festivals have an adverse effect on local businesses. ☐

2. Tick the relevant box below.

	True	False
The writer was opposed to the proposal for a festival in her village.		✓

3. According to the article, what was the explanation for the problems ‘Gŵyl y Mynydd’ caused for the local residents? (Tick one box.)

- a. There was gridlock. ☐
- b. No one has given an explanation. ☒
- c. There was a lot of rubbish after the festival. ☐
- d. The pub did not make any money. ☐
- e. The noise from the festival went on through the night. ☐

## Festivals 2

*This text is from a website which provides information about festivals all over the UK.*



**Festival name**    **Glass Butter Beach**

**Start Date**        13<sup>th</sup> August 2014

**End Date**          16<sup>th</sup> August 2014

**Line Up**            Soul II Soul, Roger Sanchez, Wilkinson, Stylo G, Neon Jungle, Norman Jay, Chasing Grace, Major Look, Goldierocks, Daniel James, Marie Naffah & many more.

**Details**            Glass Butter Beach (Llanbedrog, near Abersoch, North Wales) are excited to announce their acts and entertainment plans for what's set to be an epic festival for 2014. More acts still to follow those listed above plus a beach arena hosted by international club legends HedKandi.

The vibe is based around the beach with surfing, wakeboarding, BMX and skateboarding at the roots of the festival. Pro athletes will be showcasing their skills to the highest level and offering the opportunity for festival goers to 'Have a Go'. This includes stand-up paddleboarding, beach volleyball, and the now-famous paint fight. For the ultimate rush though, try the Bag Jump: a new free-fall experience that tests your nerves by dropping you from a height of 40 feet on to an air bag.

The festival kicks off on Wednesday 13<sup>th</sup> August at 9am with the 'Butter Beach Surf' event at Hell's Mouth followed by the first of the 'Abersoch Sessions' with exciting bands and DJs playing intimate gigs at local venues. Thursday 14<sup>th</sup> August sees the action hot up with the 'Harbour Project' pro wakeboard event in Abersoch inner harbour when six of Europe's top riders compete on a floodlit course. On Friday 15<sup>th</sup> and Saturday 16<sup>th</sup> the main festival takes place in a stunning beachside location over in Llanbedrog, a few miles outside Abersoch. It all starts prompt at 12 noon and runs through to midnight. There is an awesome main stage, a beach arena filled with sand and a full-size Miami lifeguard tower. There are hidden stages, beach jam sessions, hot tubs with sea views, skateboard and BMX ramp sessions, spacehopper races and much more.

The festival campsite is pretty spectacular with sea views and just a minute's stroll to the beach. Showers are provided and there is a car park close by.

**Source**

© Glass Butter Beach

## Reading

1. Tick the relevant box below.

	True	False
The festival is only for professional wakeboarders.		

2. Which of the following activities is not mentioned as part of the festival?  
(Tick one box.)

- a. skateboarding ☐
- b. BMX ☐
- c. beach volleyball ☐
- d. longboarding ☐
- e. paint fighting ☐

3. What is the purpose of this text and which language and layout features are used to achieve it?  
*In this question you will identify the purpose of the text.*

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4. How does the writer persuade the reader that Glass Butter Beach will be a great festival?  
*In this question you will identify and analyse the writer's choice of language.*

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5. How does the writer of the text adapt the language to suit the audience? Give specific examples from the text.

*In this question you will identify and analyse the writer's choice of language.*

[illegible]

6. Using information from this text and the 'Festival Fever' text, explain some of the advantages and disadvantages of festivals for local communities.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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7. Compare the purpose of the two texts on festivals ('Glass Butter Beach' and 'Festival Fever') and explain how the language is adapted to the purpose.

[illegible]

## Writing

8. Write a diary entry or blogpost about your experience at a festival. You may use your own experience, the text above or your imagination. Write 350-500 words.
9. Write an article for a local paper publicising a forthcoming festival. The piece will appear one week before the festival. You should give an overview of the event and generate a sense of excitement. Do not simply write a list of acts. Write 200-300 words.

## Oracy

### 10. Topic: Leisure

A music, arts and sports festival is being planned for your local area. The organizers have asked whether your school would like to contribute to the festival by:

- providing performers;
- providing exhibitions of work;
- organizing or participating in sporting events or demonstrations;
- providing volunteers.

In a group of 4/5 discuss the ways in which your school might contribute to the festival.

*Each person in the group will be expected to:*

- *present the information they have found;*
- *give their own views;*
- *respond to the views of others.*

**or**

Prepare and deliver a presentation on the importance of young people's participation in the arts, sport or outdoor activities. The speech should last 2-3 minutes.

*Some points you might consider in preparing your speech:*

- *the opportunity for individuals to develop their talents;*
- *the opportunity to work in teams or groups;*
- *working with people from other schools and other areas of Wales;*
- *reaching a wider audience;*
- *building confidence;*
- *having fun.*

# Festivals 2 (Glass Butter Beach)

## Answers

1. Tick the relevant box below.

	True	False
The festival is only for professional wakeboarders.		✓

2. Which of the following activities is not mentioned as part of the festival?  
(Tick one box.)

- a. skateboarding ☐
- b. BMX ☐
- c. beach volleyball ☐
- d. longboarding ☒
- e. paint fighting ☐

# Birds of prey 1

## *H is for Hawk*

*[Mabel is the name of the goshawk.]*

Later that afternoon I walked with Mabel up a narrow lane to a nearby farm. I'd had permission to fly my hawks there years ago. Did I still? Probably not. I didn't care. There was something splendid in the thought that what I was doing was surreptitious, underhand, slightly criminal. I raised my binoculars and scanned the fields. No tractors, no farm-workers.

- 5 No dog-walkers. No one out for an evening stroll. And so off we crept, Mabel and I, off to the top wood, where the rabbits used to be. We sneaked around the corner of a blackthorn thicket. There. About thirty yards away, a little way out from the margin of the wood: three of them in silhouette, ears glowing backlit by the sun, crouching to feed. And next to them, a cock pheasant, ankling his way slowly past.
- 10 Grief had spurred me to fly the hawk, but now my grief was gone. Everything was gone except this quiet sylvan scene. Into which I intended to let slip havoc and murder. I stalked around the edge of the wood, crouching low, holding my breath. My attention was microscopically fierce. I'd become a thing of eyes and will alone. Mabel held her wings out from her sides, her head snaking, reptilian, eyes glowing. It felt like I was holding the bastard offspring of a flaming
- 15 torch and an assault rifle. Soft grass underfoot. One hand out to steady myself, we picked our way around to the final corner. And then I slowly extended my gloved fist out from the screen of the brush.

The hawk left the fist with the recoil of a .303 rifle. I stepped out to watch. Saw a chain of events so fast they snapped into a comic strip: *frame, frame, frame*. Frame one: goshawk spluttering from the fist in bars and pinions and talons. Frame two: goshawk low to the ground, grass streaking along under her. Chocolate wings, beating strongly, hump-backed. Frame three: rabbits running. Frame four: the pheasant, too, crouching and running into the wood's safe margin.

- 25 But it wasn't safe. Split-second, ink-starred decisions in the hawk's tactical computer. She slewed round sling-shot style, heel-bow, soaking up g-force like a sponge. Closed her wings and was gone. Sucked into the black hole of the wood, beneath a low-hanging larch branch. Everything disappeared. No rabbits, no pheasant, no hawk. Just a black hole in the wood's edge. It had gone very quiet. There was the distant *coc-coc-coc* of a scared pheasant.

- 30 I ran into the wood and shivered. We'd been hawking in the soft woolly haze of a sunny autumn evening. Soft grass, meadow brown butterflies; a comfortable, easy light. Walking into the wood, the temperature dropped by five degrees and the light by several stops. It was dark. And cold. Outside, a late summer evening in England. In here, Norway. I half-expected to feel grains of snow pattering through the needles. I stood, slightly unnerved. Looked about. Nothing. No hawk. What should I do now?

- 35 I stood very still and listened. Strained to hear through the dark. Listened so hard the air became particulate: sound no longer sound, but compression waves through trillions of molecules of air. But there was no sound at all. Dead, muffled silence between larch trunks. And then, some way off to my left – a long way off – I heard a scuffle and breaking sticks and the unmistakeable sound of hawk bells. I broke through the brush blindly. I thought I'd heard
- 40 a squeal in the sound; maybe she'd caught a rabbit. Silence again, except for my breathing

hard and smashing through the branches of a fallen tree, blind and brute, to get to the spot. I saw her before I heard her. She came running out from a tangle of thornbushes capping a huge warren. Came at run, barrel-chested, and flung herself up to my fist. Everything apart from her yellow-tinted cere and feet was black and white. Blackthorn, black needles, the  
45 hawk's white chest, black teardrop feathers, black talons. Black nose. White tailings of chalk from where the rabbits had dug. When she came to my fist she had chalk mud on all her toes. It covered my glove as she ate, made small white marks like the letters of half-forgotten words that as she ate were smeared and erased and written all over again.



## Glossary

**cere:** fleshy covering at the base  
of the bird's beak

### Source

Extract from *H is for Hawk*, Helen Macdonald (Jonathan Cape, 2014), pp. 174-176  
ISBN: 9780224097000

## Reading

1. Is the following statement true or false?

	True	False
In the first paragraph Helen Macdonald is nervous that she might be caught flying the hawk without permission from the landowner.		

2. What is the meaning of the word 'sylvan' in line 11? (Tick one box.)

- a. quiet ☐
- b. remote ☐
- c. isolated ☐
- d. wooded ☐
- e. overgrown ☐

3. In line 12 Helen Macdonald writes 'My attention was microscopically fierce.' What does this mean? (Tick one box.)

- a. She is looking carefully at her surroundings. ☐
- b. She is noticing her surroundings in great detail. ☐
- c. The hawk can see in great detail. ☐
- d. She is angry with the hawk. ☐
- e. She notices that the hawk is fierce. ☐

4. In lines 14-15 Helen Macdonald describes the goshawk as 'the bastard offspring of a flaming torch and an assault rifle' and in line 18 she writes 'The hawk left the fist with the recoil of a .303 rifle'. How does the language in these descriptions help the reader to imagine the hawk? What impression of the hawk is created?

*In this question you will analyse the language and interpret its meaning.*

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5. Throughout the extract Helen Macdonald uses a variety of sentence structures. What effect does this have for the reader?

*In this question you will analyse the language and explore its purpose.*

[illegible]

6. What impression does Helen Macdonald create of her relationship with the hawk? How does her choice of language create this impression?

*In this question you will analyse the language, summarise the text and explore its purpose.*

[illegible]

## Writing

7. Write about an occasion when you lost something important to you. You should focus on conveying to your reader what your feelings were and why. Write 350-500 words.
8. Describe a wood or forest early in the morning or at dusk. Write 350-500 words.

## Oracy

9. Topic: Citizenship

There has been a proposal to open a falconry centre in your area. The buildings are adjacent to the public playing fields and primary school. A public meeting has been arranged to discuss the plan. Prepare to address the meeting in one of these roles:

- the owner of the proposed centre;
- chair of governors of the primary school;
- a gamekeeper responsible for a pheasant shoot;
- leader of the community council;
- a representative from the tourist board.

*You will need to carry out some further research to prepare for your role. Each person in the group will be expected to:*

- *present the information they have found;*
- *give their own views;*
- *respond to the views of others.*

10. Topic: Leisure

Falconry and hawking involve the training of wild birds to hunt with human beings. Prepare to participate in a discussion on the keeping and training of wild animals. You may argue any position you wish or present a balanced view. The discussion should focus on the question: 'Is it ever right to keep a wild animal in captivity?'

In preparing for the discussion you should consider:

- reasons why people might choose to keep an animal;
- the welfare of the animal;
- is there any research or educational value in keeping wild animals;
- any effect on the wider environment.

Use these sites as a starting point for your research:

[www.britishfalconersclub.co.uk/](http://www.britishfalconersclub.co.uk/)

[www.welsh-hawking.co.uk/Services/pest-control.aspx](http://www.welsh-hawking.co.uk/Services/pest-control.aspx)

[www.rspca.org.uk/adviceandwelfare/wildlife/captivity](http://www.rspca.org.uk/adviceandwelfare/wildlife/captivity)



# Birds of prey 1 (*H is for Hawk*)

## Answers

1. Is the following statement true or false?

	True	False
In the first paragraph Helen Macdonald is nervous that she might be caught flying the hawk without permission from the landowner.		✓

2. What is the meaning of the word 'sylvan' in line 11? (Tick one box.)

- a. quiet ☐
- b. remote ☐
- c. isolated ☐
- d. wooded ☒
- e. overgrown ☐

3. In line 12 Helen Macdonald writes 'My attention was microscopically fierce.' What does this mean? (Tick one box.)

- a. She is looking carefully at her surroundings. ☐
- b. She is noticing her surroundings in great detail. ☒
- c. The hawk can see in great detail. ☐
- d. She is angry with the hawk. ☐
- e. She notices that the hawk is fierce. ☐

## Birds of prey 2

### Red kites – back from the brink

The red kite needs no introduction to those who live and work in the Welsh countryside; in recent years it has become a national image, symbolising wildlife in Wales.

Its special significance to Mid Wales is well understood by local businesses and it has become the leading corporate logo for the area. From time immemorial this spectacular bird of prey has soared over the hills and valleys of Mid Wales but its survival here has, until recently, been a matter of great concern.

Until some 200 years ago the red kite was a common British bird to be seen almost anywhere, from the remote hills of Scotland in the north to the streets of London in the south; but then, in the late 18<sup>th</sup> and 19<sup>th</sup> centuries, the numbers were drastically reduced.

Improvements in hygiene in towns and cities eliminated carrion as a ready source of food, and the establishment of game preserves for pheasants and rabbits meant that predatory animals and birds were no longer tolerated as legitimate components of our native wildlife but viewed as vermin; thus kites were simultaneously starved out of towns, and shot or poisoned in the countryside.

England and then Scotland were cleared of kites in this way; a few birds lingered in eastern England (Lincoln) until about 1870 and the last birds in England probably bred near Ludlow, Shropshire in the 1870s.

The last of the Scottish birds disappeared by about 1890. By this time the Welsh population had been reduced to a small remnant in the hills of central Wales. Local naturalists watched in dismay as the last few kites were either robbed of their eggs or were shot – to be skinned and mounted in glass cases.



The decline in numbers continued, probably reaching an all-time low in the 1930s when the population fell below 20 birds, and most of these were unable to rear young. In fact recent work on kite genetics has suggested that during the low-point only a single female's offspring survived to raise young. Not surprisingly, numbers increased very slowly in the 1940s and 1950s, helped no doubt by the reduction of persecution during the war years, so that by 1960 there were some 30 or so kites resident in Wales.

In about 1970, an immigrant female red kite from central Europe joined the Welsh breeding population – detected by genetic research on blood samples taken from Welsh kite chicks – and added a new bloodline. With further protection and invaluable help from the farmers on whose land the kites nested, numbers continued to recover so that by 1993, after experiencing a dramatic increase in breeding success over the preceding 4 or 5 years, the Welsh breeding population exceeded 100 breeding pairs.

By 2000, the Welsh countryside supported an estimated 260 breeding pairs – representing almost 1,000 individual birds, including juveniles. If this encouraging trend can be maintained, the kite has an assured future, and after so many years of constant effort by so many, we can afford to be cautiously optimistic. But we must remain vigilant.

### **Source**

[http://www.gigrin.co.uk/w/red\\_kites\\_were\\_endangered.html](http://www.gigrin.co.uk/w/red_kites_were_endangered.html)  
[Accessed 3 December 2014] © Welsh Kite Trust

Image – © Gigrin Red Kite Centre, Rhayader LD6 5BL

## Reading

1. Identify the reasons for the decline in numbers of the red kite in the 18<sup>th</sup> and 19<sup>th</sup> centuries.

- (1) They were killed by predatory animals.
- (2) They were killed by vermin.
- (3) Cleaner conditions in towns and cities meant that the kites' food source disappeared.
- (4) They were shot by sportsmen.
- (5) They were killed by gamekeepers.

- a. (3) and (5) ☐
- b. (4) and (5) ☐
- c. (1) and (2) ☐
- d. (5) ☐
- e. (4) ☐

2. What was the main factor in the increase in numbers in the late 20<sup>th</sup> century?

- a. The arrival of red kites from central Europe. ☐
- b. People stopped killing the birds. ☐
- c. Research into red kites' breeding sites. ☐
- d. Improvement in the environment in Mid Wales. ☐
- e. The support of some farmers in Mid Wales. ☐

3. What is the attitude of the writer to the red kite? Give specific examples of the language used which show this.

*In this question you will analyse the language and identify bias.*

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4. Look again at the final two paragraphs. How does the writer convey a message about the future of the red kite in this part of the text?

*In this question you will analyse the language and explore the purpose of the text.*

[illegible]

5. How does the image contribute to the impression of the red kite that the writer is trying to create?

*In this question you will interpret the meaning of the text.*

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6. Birds of prey are important to the writer of both '*H is for Hawk*' and '*Red kites – back from the brink*' (Birds of prey 1). Explain the attitude of the two writers to the birds and show how they are similar and how they are different.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Writing

8. A country park wishes to provide information boards for visitors to provide information about the wildlife in the park. In your own words write a short introduction explaining the recent history of the red kite in Wales. Write 350-500 words.
9. Write a letter to a local newspaper expressing your own opinion about the efforts being made to conserve birds of prey in Wales. Write 200-300 words.

## Oracy

10. Topic: Leisure/Citizenship

A country park in your area has a small population of red kites. The managers of the park have applied to the local council for a grant to develop facilities to attract more birds and encourage them to breed in the area. In a group, discuss the proposal and its possible effects on the area.

You might consider:

- the effects of increased numbers of visitors;
- good publicity for the area;
- the possible impact on farming or shooting;
- the effects on wildlife.

*Remember that in group work you should:*

- *present the information;*
- *give your own views;*
- *respond to the views of others.*

## Birds of prey 2 (Red kites – back from the brink)

### Answers

1. Identify the reasons for the decline in numbers of the red kite in the 18<sup>th</sup> and 19<sup>th</sup> centuries.

- (1) They were killed by predatory animals.
- (2) They were killed by vermin.
- (3) Cleaner conditions in towns and cities meant that the kites' food source disappeared.
- (4) They were shot by sportsmen.
- (5) They were killed by gamekeepers.

- a. (3) and (5) ☒
- b. (4) and (5) ☐
- c. (1) and (2) ☐
- d. (5) ☐
- e. (4) ☐

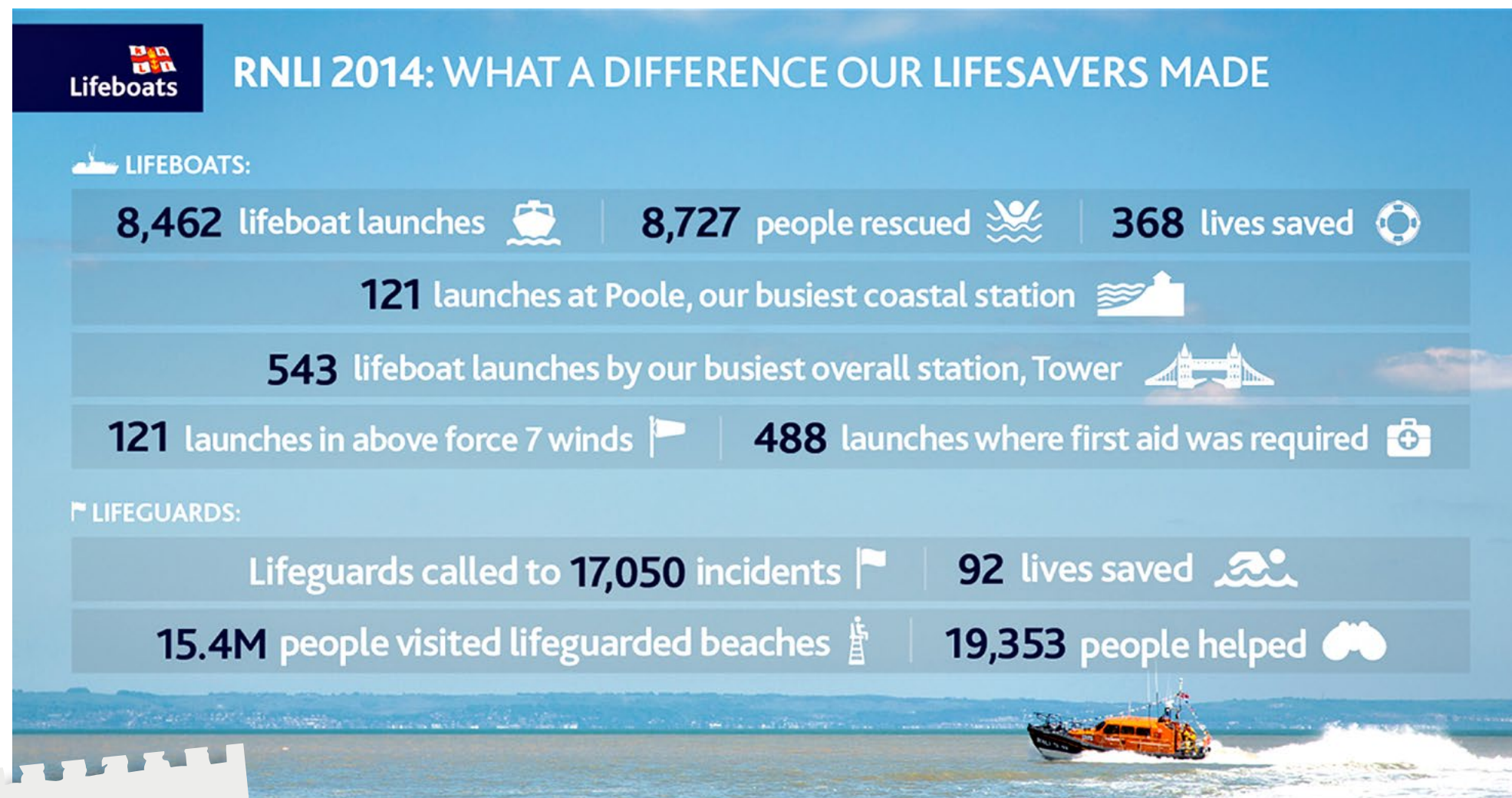
2. What was the main factor in the increase in numbers in the late 20<sup>th</sup> century?

- a. The arrival of red kites from central Europe. ☐
- b. People stopped killing the birds. ☐
- c. Research into red kites' breeding sites. ☐
- d. Improvement in the environment in Mid Wales. ☐
- e. The support of some farmers in Mid Wales. ☒



# RNLI

The RNLI produced this graphic to sum up the year 2014.



Source  
© RNLI

## Reading

1. The coastal station whose lifeboat was launched more than any other was:

- a. Blackpool ☐
- b. Hartlepool ☐
- c. Tower ☐
- d. Poole ☐

2. Is the following statement true or false?

	True	False
Lifeboat crew saved 368 lives in 2014.		

3. Is the following statement true or false?

	True	False
Lifeguards helped over 18,000 people in 2014.		

4. How does the creator of the text use icons to convey the messages of the text? Why has this approach been chosen rather than writing a conventional report?

*In this question you will analyse the text and interpret its meaning.*

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5. What do you think is the purpose (or purposes) of the text? To what extent do you think it is successful in achieving this purpose?

*In this question you will explore the purpose of the text.*

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## Writing

6. Write an account of the work of the RNLI for someone who does not live in Britain and knows nothing about the organization. Your account might be a letter to a friend in another country. Write 350-500 words.
7. Write a letter to your school council arguing that the RNLI should be your school's charity for the year. Write 200-300 words.

## Oracy

8. Topic: Leisure/Citizenship

Research and prepare a presentation explaining the work of the RNLI to young people and why it is important to take great care near the sea or when sailing.

9. Topic: Citizenship

Research the ways in which charities try to persuade individuals to support their work. A list of links is given below as a starting point. In a group discuss the effectiveness of the different strategies with a focus on the question: 'How can charities gain the support of the public when the competition is so fierce?'

In the discussion you might consider:

- the size of the charity;
- local, national or international;
- currently in the news or 'unfashionable';
- personal involvement;
- celebrity endorsement.

*Remember that in a discussion you must:*

- *present the information you have found;*
- *give your own views;*
- *respond to the views of others.*

[www.rnli.org](http://www.rnli.org)

[www.oxfam.org.uk](http://www.oxfam.org.uk)

[www.tenovuscancercare.org.uk](http://www.tenovuscancercare.org.uk)

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

[www.alzheimers.org.uk](http://www.alzheimers.org.uk)

[www.rspca.org.uk/home](http://www.rspca.org.uk/home)

# RNLI

## Answers

1. The coastal station whose lifeboat was launched more than any other was:

- a. Blackpool ☐
- b. Hartlepool ☐
- c. Tower ☐
- d. Poole ☒

2. Is the following statement true or false?

	True	False
Lifeboat crew saved 368 lives in 2014.	✓	

3. Is the following statement true or false?

	True	False
Lifeguards helped over 18,000 people in 2014.	✓	

# Ghosts 1

## The Manor House

House history & name

Colonel Prichard and  
Family

The King and the  
Civil War

The Gardens

Haunted Llancaiach

Characters you might  
meet

Developing the Past

## Haunted Llancaiach

In a recent poll Llancaiach Fawr was named as one of the Top Ten most haunted buildings in Britain.

Strange things have been experienced in almost every room, along corridors and upon stairs. Things seen, heard or felt, or sometimes odours in the air of violets or lavender - and on some occasions, roast beef!



Perhaps the figure most often experienced is that of what we believe to be a nineteenth century housekeeper known as "Mattie". The rustle of her petticoats has been heard in the bedchamber where it is believed she died, tragically, so many years ago and yet the saddest is the ghost of a little boy who fell to his death from one of the upper rooms. He sometimes makes his presence felt by a little mischievous tug of a sleeve or someone's hair, or else he'll slip his hand into the hand of whoever is in the room as though he is looking for someone to take him home.

Others are more puzzling - the figure seen in the vicinity of the Manor, although not within - could it be a suicide or the victim of a grisly murder?

And what of the figure seen deep in contemplation - could this be Edward Prichard, master of Llancaiach Fawr during the Civil War period, his mind in turmoil about his support for the King?

Then there is the puzzle of the carved stone Pentangle found hidden in the wall of the Manor - could it have been put there to ward away evil - or is it a curse!

## Want to see for yourself?

For full details of the Ghost Tour season see [Events section Ghost Tours page](#).

## Quick Links

Colonel Prichard

The Gardens

Gift Shop

Haunted Llancaiach

King Charles I

Access guide

Visitor feedback

How to find us



Quality Assured  
Visitor Attraction.

## Source

<http://your.caerphilly.gov.uk/llancaiachfawr/manor-gardens/haunted-llancaiach>  
[Accessed 15 December 2014] © Courtesy of Llancaiach Fawr Manor

## Reading

1. The website refers to 'strange things' which have been experienced at the manor. Which of the following is NOT among the experiences described on the webpage? (Tick one box.)

*This question tests your ability to read the text closely and retrieve information.*

- a. the smell of roast beef ☐
- b. the rustle of petticoats ☐
- c. ghostly howling ☐
- d. the feel of a small hand ☐

2. What is the meaning of 'vicinity' as used in the text? (Tick one box.)

*This is a context question. It tests your ability to understand the meaning of a word by understanding the text.*

- a. neighbouring ☐
- b. surrounding area ☐
- c. adjacent ☐
- d. nearby ☐

3. Which of the below best describes the purpose of this website? (Tick one box.)

*This question tests your ability to identify the purpose of a text using inference and deduction.*

- a. to attract visitors to the Manor ☐
- b. to share ghost stories ☐
- c. to warn readers to stay away from the Manor because it is haunted ☐
- d. to entertain children ☐

4. A visit to Llancaiach Fawr is not only about ghosts. List three other things that you would expect to see on a visit to the manor.

*This question tests your ability to retrieve information from the text.*

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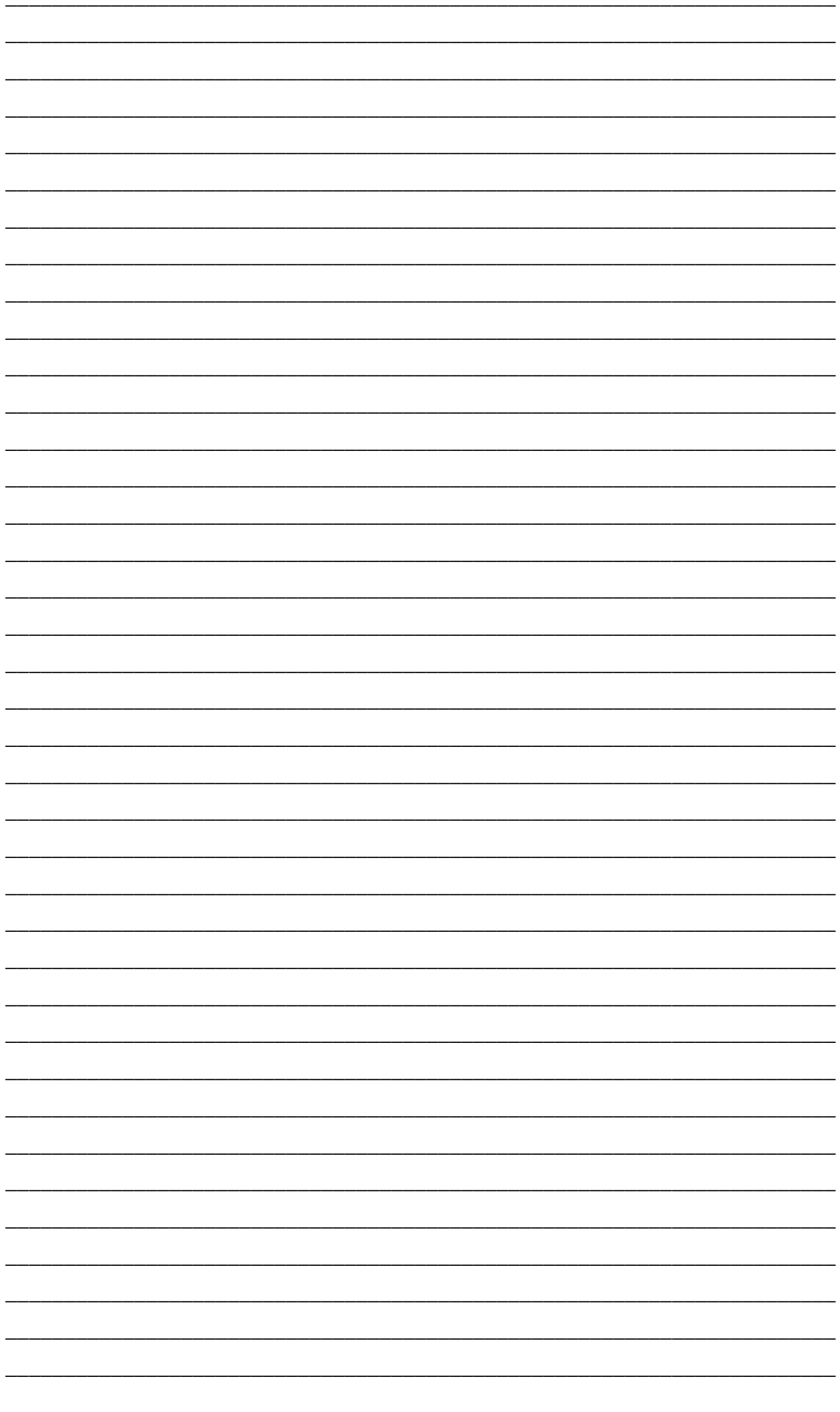
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5. Compare the way in which ghosts are presented in this text and in the extract from *The Little Stranger* [see **Ghosts 2**].

*This is an analysis question which asks you to compare two articles. Look at the language used in the text and think about what the writer of each text is trying to convey. Remember to refer to both texts in your answer.*

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## Oracy

6. Prepare and present a short speech to your class on the subject of ghosts. The speech should last 2-3 minutes.

The following are suggestions but you are not limited to these.

- Share a local ghost story or anecdote. Make sure you use interesting and appropriate language to gain the attention of your audience.
- Discuss or review a TV programme or book related to ghosts. Give your own opinion.
- Discuss the arguments for and against the existence of ghosts. You will need to research the topic and present both sides of the argument.

*Remember to speak clearly and look at your audience. Include interesting information to keep their attention.*

## Writing

7. The website says that 'we cannot guarantee that the House will be active'. Imagine that you have attended a ghost tour at Llancaiach Fawr. Write a review for TripAdvisor about your experience. Your review can be positive or negative. Write about 200 words.

*You may write from the perspective of a satisfied visitor who has experienced the ghosts or enjoyed any of the other things that the manor has to offer, or a disappointed visitor who has not had the experience they hoped for.*

8. Your school newsletter has asked for ghost stories to publish in their Halloween edition. Write an account of a ghostly experience you have had or heard about from friends or family, or invent your own. Write 300-400 words.



# Ghosts 1 (Haunted Llancaiach)

## Answers

1. The website refers to 'strange things' which have been experienced at the manor. Which of the following is NOT among the experiences described on the webpage? (Tick one box.)

- a. the smell of roast beef ☐
- b. the rustle of petticoats ☐
- c. ghostly howling ☒
- d. the feel of a small hand ☐

2. What is the meaning of 'vicinity' as used in the text? (Tick one box.)

- a. neighbouring ☐
- b. surrounding area ☒
- c. adjacent ☐
- d. nearby ☐

**The student should recognise that none of the other answers make sense in the context of the sentence.**

3. Which of the below best describes the purpose of this website? (Tick one box.)

- a. to attract visitors to the Manor ☒
- b. to share ghost stories ☐
- c. to warn readers to stay away from the Manor because it is haunted ☐
- d. to entertain children ☐

**The links along the side of the article and the rhetorical 'Want to see for yourself?' at the bottom of the webpage makes the purpose of the text clear.**

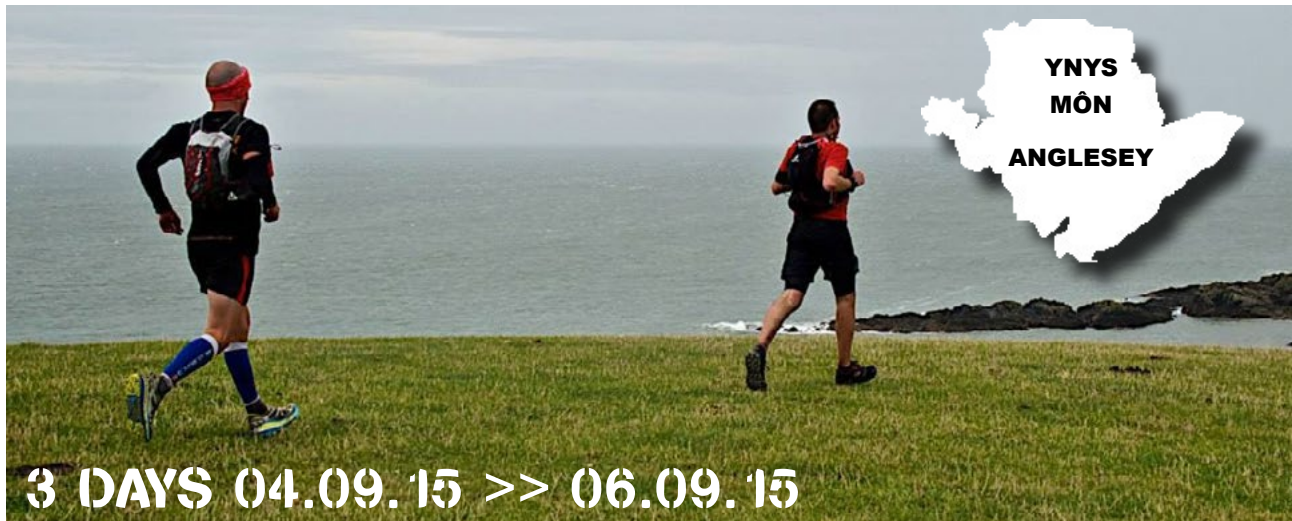
4. A visit to Llancaiach Fawr is not only about ghosts. List three other things that you would expect to see on a visit to the manor.

**Answers could include any of the following:**

- the manor house
- gardens
- characters
- history
- gift shop
- carved stone pentangle

# RING O' FIRE

Anglesey 135 Mile Ultra Coastal Marathon



**3 DAYS 04.09.15 >> 06.09.15**

**135 MILES BY FOOT**

## HAZARDS

Sections of the path are isolated, with little or no signs of human habitation. The following hazards should be planned for on your journey:

### LIVESTOCK

When travelling through a field with cattle, pass steadily around the herd giving them a wide berth. When you run they tend to run too – best walk until clear of the cattle. If you happen to come across a cow with a calf then take extra care not to come between young calves and their mothers, and give them plenty of room. No milking or cuddling!

### TIDES

Small sections of the coastal path may be restricted by the rise and fall of the tide. There is always an inland option of comparable distance and we will discuss this at the daily event briefing. Please visit [Admiralty Easy Tide](#).

### WEATHER

Although we can never guarantee the weather, the whole path involves low level running and it is possible to complete the entire route in bad weather. Anglesey can experience a wet and mild climate. Weather fronts typically come in off the Irish Sea from the south west, hitting Holyhead first, and moving eastwards.

A full weather forecast will be provided each day during the event briefing.

For further information or a five-day weather forecast go to the Met Office website.

## **CLIFF TOPS**

The route follows the cliff tops quite closely in several locations and runners are reminded to stay on the path for their own safety. Take extra care when running on cliff tops, the path can be narrow and a little exposed in areas. Wet grass is particularly slippery and can be lethal.

## **NIGHT TIME NAVIGATION**

It is quite likely that most runners will find themselves completing the later sections of Day 1 and Day 2 in darkness. Take extra care, the path can be uneven and it would be too easy to trip on a hidden tree root or rock. On public roads make sure you are visible to oncoming traffic, a fluorescent waterproof or similar is recommended, along with a good head torch and spare batteries. Unless you're up to scratch with your night time navigation, we recommend that you take a GPS device and learn how to pinpoint your location on a map. If you are unconfident travelling alone at night we recommend you team up with someone and travel as a pair.

## **MOBILE RECEPTION**

Reception can be patchy or nonexistent in some areas and you should bear in mind that it may not always be possible to call for help.

## **MEDICAL**

In the event of a medical emergency contact the emergency services on 999. If you're injured but able to walk please make your way to the nearest checkpoint. We can assist you from there; either to arrange medical care if you need it, or to arrange transport home. If you need assistance to get back to a checkpoint or anything else during the race then contact the Race Directors and we'll provide you with guidance on what to do. Please bear in mind some sections of the path are remote and it may not always be possible to reach you quickly.

### **Source**

[www.ringofire.co.uk/race-info/hazards](http://www.ringofire.co.uk/race-info/hazards)  
[Accessed 15 December 2014] © Ring o' Fire

Photograph – © Mark Wynne

## Reading

1. The Ring o' Fire is a three day race. What distance must runners cover over the three days?

*This question tests your ability to retrieve information from the text.*

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2. List three dangers which runners could encounter during the race.

*This question tests your ability to retrieve information using deduction and inference skills.*

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3. In your own words, summarise **five** safety measures which runners can take to ensure their own safety during the race. Explain why each of the five safety measures is a good idea and how it could help.

*This is a summarising question. You must select information from the text and convey it in your own words. **Do not** just copy from the text.*

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4. In your opinion, which hazard poses the greatest danger to runners? Explain the reasons for your choice.

*For this question you will need to analyse the text. Remember to give your own opinion and use evidence from the text to back up your answer.*

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5. Who is the intended audience for this webpage?

*This question tests your ability to use deduction skills to identify the intended audience of a text.*

- a. the emergency service ☐
- b. race organisers ☐
- c. runners ☐
- d. runners' families ☐

6. What is the meaning of 'isolated' as used in the text?

*This is a context question. You can identify the correct meaning of a word by reading and understanding the surrounding text.*

- a. extreme ☐
- b. steep ☐
- c. uneven ☐
- d. remote ☐

7. Is the following statement true or false?

*This is a deduction question. You need to read the text carefully and show that you understand it.*

	True	False
Bad weather will mean that runners are directed off the coast path and onto an alternate route.		

## Oracy

8. Runners are advised to carry a map and a GPS device to avoid getting lost. What other equipment do you think is essential for a long running event? Work in groups of four to create a list of essentials. Discuss the reasons for your choices.

Remember that a runner needs to be able to move quickly and cannot take more than they can easily carry. You might want to include some or all of the following: clothing, emergency supplies, food and drink. Think about the challenges listed in the text if you are struggling.

*Remember to listen as well as talk. Make sure that every member of the group gets a chance to share their ideas and opinion.*

## Writing

9. Write a short article to be published in a school newsletter, encouraging students at your school to take up running. Write 200-300 words.

*You will need to use persuasive language and techniques to convince the reader.*

10. A friend has e-mailed to tell you that they are planning to enter a long distance race and asking you for advice. Compose a reply to let them know what they should expect. Write about 300 words.

Discuss the pros and cons of taking part in the event. Use the information from the text and your own knowledge in your answer.

# Ring o' Fire

## Answers

5. Who is the intended audience for this webpage?

- a. the emergency service ☐
- b. race organisers ☐
- c. runners ☒
- d. runners' families ☐

6. What is the meaning of 'isolated' as used in the text?

- a. extreme ☐
- b. steep ☐
- c. uneven ☐
- d. remote ☒

7. Is the following statement true or false?

	True	False
Bad weather will mean that runners are directed off the coast path and onto an alternate route.		✓

**The text states that 'it is possible to complete the entire route in bad weather'. The only time the text refers to an alternate route is in relation to tides.**

# Fell running

*The following was written in response to a magazine article about a mountain race which became unsafe due to poor weather conditions. It was printed in the next edition of the magazine.*

Dear Editor,

In response to your article last month, 'Are Fell Runners a Danger to Themselves?', I can answer Ms Gillingham's question with a resounding "No!"

I feel that the comments made by Ms Gillingham in her article were unjustified and unfair. I was disappointed that she made generalisations about the safety of the sport based on the actions of a few individuals.

Fell running is an extreme sport and has its own inherent dangers. The weather on the mountains can be unpredictable and change at short notice. Participants in the sport are made aware of the hazards and know that they must take some responsibility for their own well-being.

The race organisers made it very clear on the day that the weather was worse than anticipated. An alternate route was strongly advised for runners who were not confident or experienced

enough to tackle the original course. Runners who wilfully chose to ignore the safety advice and proceed without either the equipment or knowledge to take care of their own safety in such poor conditions have no one but themselves to blame.

Ms Gillingham's smug, self-satisfied comment that race organisers are 'nothing more than failed runners on an ego trip' was unjustified and insulting to this small group of dedicated people who regularly give up their weekends so that races run smoothly. The fact that no one was seriously injured on the day was due to their diligence and dedication in ensuring that all runners were off the course before dark.

The freedom and exhilaration that comes from running in the mountains is paid for in hard work and dedication. This is not a sport for 'fair weather runners' who expect to be mollycoddled throughout the event.

Yours truly,  
H. Richards



## Reading

1. The letter is a response to an article entitled 'Are Fell Runners a Danger to Themselves?' which referred to a race. Several facts about the race are included in this letter, e.g. The weather for the race described in the first article was 'worse than anticipated'. Write down two other facts about the race.

*This is a deduction question. You can find the information by reading and analysing the text.*

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2. What is the article writer's opinion of race organisers? Use a quote from the text to support your answer.

*This question asks you to retrieve information from the text and infer meaning.*

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3. Which of the following best describes an 'extreme sport'? (Tick one box.)

*This is a context question. You need to show understanding of a word or phrase by understanding the context in which it is used.*

- |  |                          |
|--|--------------------------|
| a. a sport which has a high level of risk      | <input type="checkbox"/> |
| b. a sport which involves extreme speeds       | <input type="checkbox"/> |
| c. a sport in which participants work in teams | <input type="checkbox"/> |
| d. a sport which is safe for beginners         | <input type="checkbox"/> |

4. Which of the following words best describes race organisers as portrayed by Ms Gillingham in the original article? (Tick one box.)

*This question asks you to use deduction and inference skills to find and interpret information.*

- |                |                          |
|----------------|--------------------------|
| a. selfish     | <input type="checkbox"/> |
| b. egotistical | <input type="checkbox"/> |
| c. malicious   | <input type="checkbox"/> |
| d. responsible | <input type="checkbox"/> |

5. What type of text is this? (Tick one box.)

*This question tests your ability to use inference and reasoning skills to identify the type of text.*

- a. informal letter ☐  
b. newspaper report ☐  
c. webpage ☐  
d. formal letter ☐

6. What does the letter writer mean by the phrase 'fair weather runners'?

*This question tests your understanding of the text and your ability to interpret and explain the meaning of a phrase in context.*

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## Oracy

7. Fell running is an extreme sport (with a high level of inherent danger). Prepare and present a short speech to your group giving your opinion of extreme sports. You may use information from the text if you wish. The speech should last 2-3 minutes.

*This question asks you to present information to your class and to give your own opinion. Speak in a clear voice, use appropriate language and try to engage your audience by presenting interesting information.*

8. Extreme sports are risky and participants often get injured. Organisers need to ensure that they have assessed the risks correctly and taken precautions. This letter argues that participants need to take responsibility for their own safety.

When things go wrong many people look for someone else to blame. Who do you think should be responsible for the safety of competitors in extreme sports? Discuss in groups of three or four.

*Remember to listen as well as speak and ensure that all group members get a chance to share their views.*

## Writing

9. Write a formal letter, to be published in a newspaper, giving your opinion on a controversial subject. You may write about extreme sports or another subject of your choice. Present your point of view clearly and back up what you say. Write about 300 words.

# Fell running

## Answers

1. The letter is a response to an article entitled 'Are Fell Runners a Danger to Themselves?' which referred to a race. Several facts about the race are included in this letter, e.g. The weather for the race described in the first article was 'worse than anticipated'. Write down two other facts about the race.

**Answers should include two of the following facts:**

- **An alternate route was suggested for the race.**
- **Some runners chose to ignore the safety advice.**
- **Nobody was seriously injured.**
- **All runners were off the mountains before dark.**

3. Which of the following best describes an 'extreme sport'? (Tick one box.)

- |  |                                     |
|--|-------------------------------------|
| a. a sport which has a high level of risk      | <input checked="" type="checkbox"/> |
| b. a sport which involves extreme speeds       | <input type="checkbox"/>            |
| c. a sport in which participants work in teams | <input type="checkbox"/>            |
| d. a sport which is safe for beginners         | <input type="checkbox"/>            |

4. Which of the following words best describes race organisers as portrayed by Ms Gillingham in the original article? (Tick one box.)

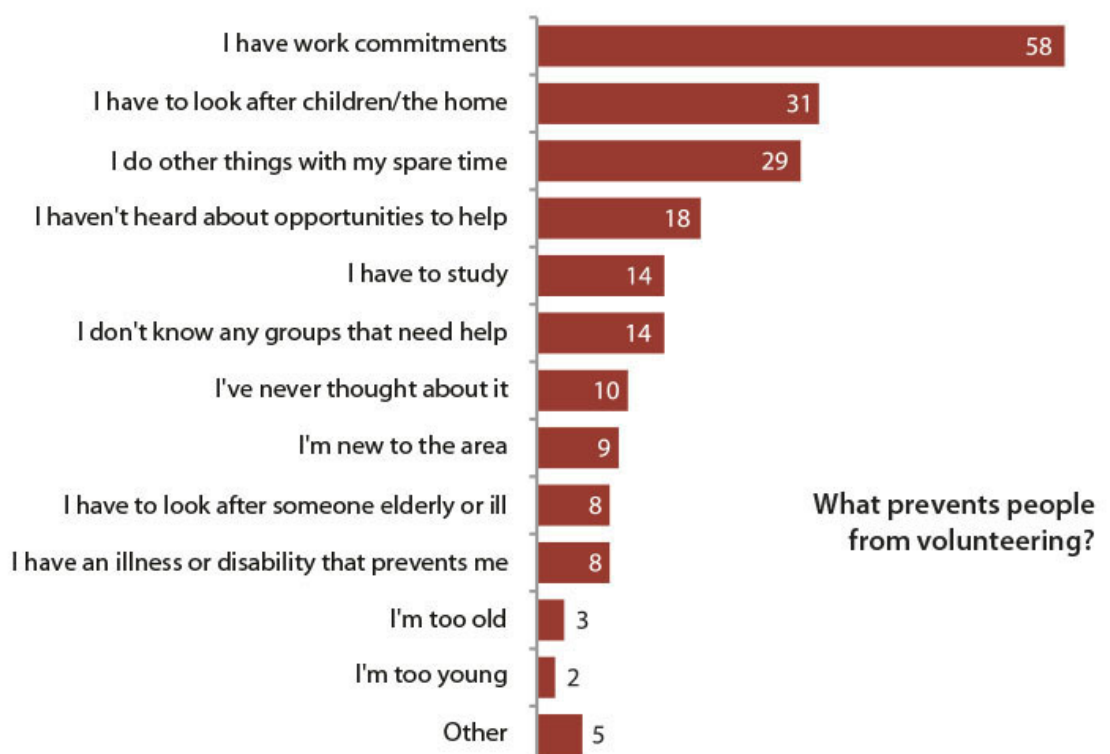
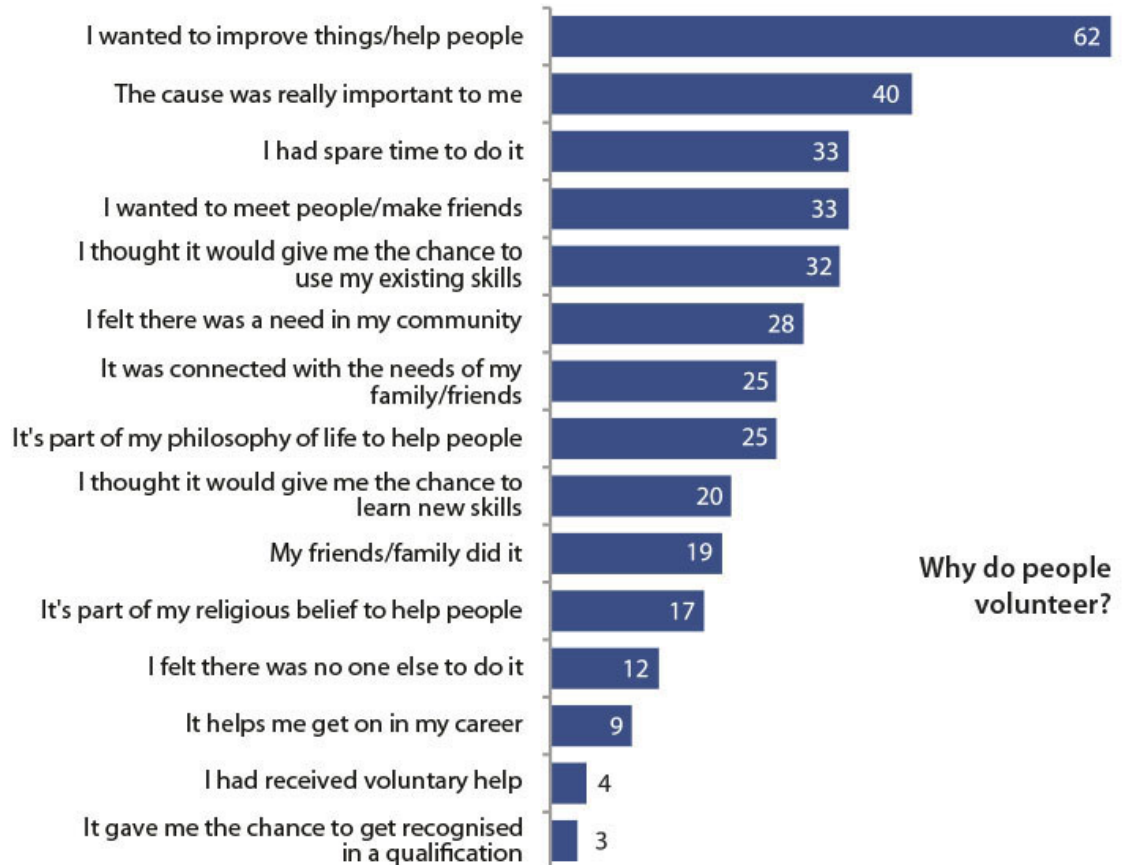
- |                |                                     |
|----------------|-------------------------------------|
| a. selfish     | <input type="checkbox"/>            |
| b. egotistical | <input checked="" type="checkbox"/> |
| c. malicious   | <input type="checkbox"/>            |
| d. responsible | <input type="checkbox"/>            |

5. What type of text is this? (Tick one box.)

- |                     |                                     |
|---------------------|-------------------------------------|
| a. informal letter  | <input type="checkbox"/>            |
| b. newspaper report | <input type="checkbox"/>            |
| c. webpage          | <input type="checkbox"/>            |
| d. formal letter    | <input checked="" type="checkbox"/> |

# Volunteering

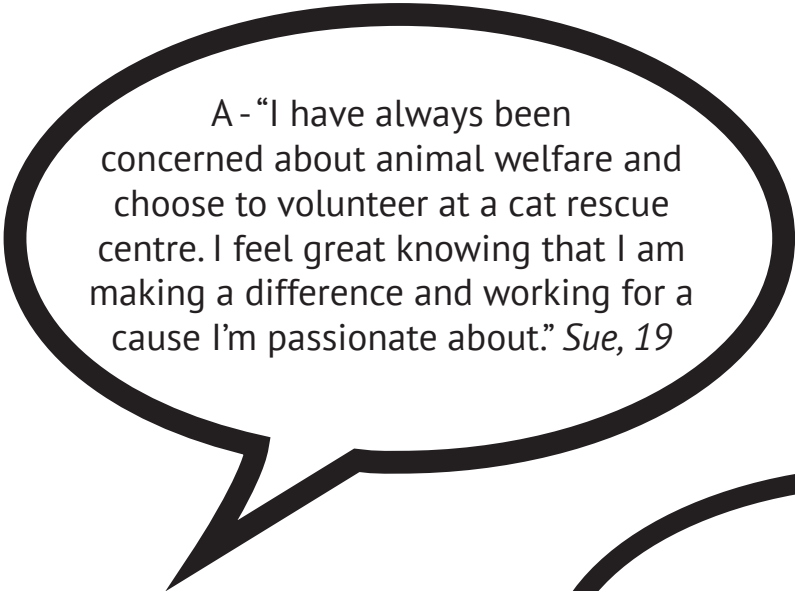
## Why people volunteer and barriers to volunteering



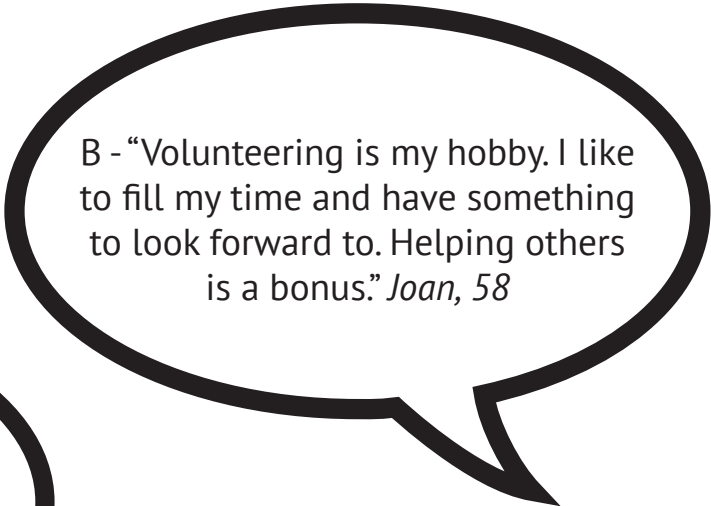
### Source

<http://www.respublica.org.uk/wp-content/uploads/2015/01/Age-of-opportunity.pdf>  
[Accessed 11 March 2015] © ResPublica / Blond Creative LLC

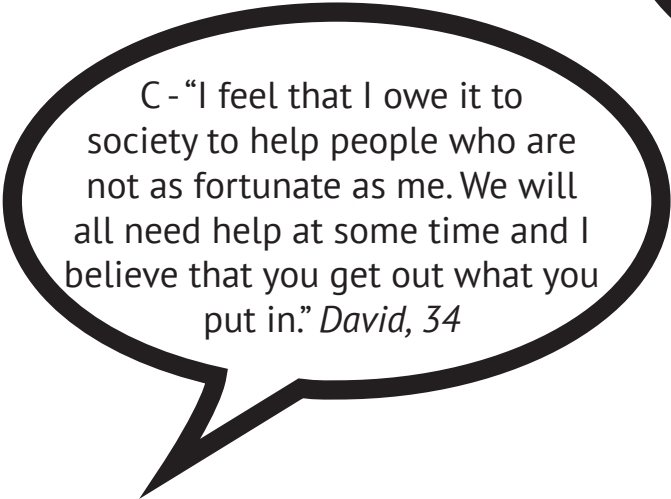
## Quotes:



A - "I have always been concerned about animal welfare and choose to volunteer at a cat rescue centre. I feel great knowing that I am making a difference and working for a cause I'm passionate about." *Sue, 19*



B - "Volunteering is my hobby. I like to fill my time and have something to look forward to. Helping others is a bonus." *Joan, 58*



C - "I feel that I owe it to society to help people who are not as fortunate as me. We will all need help at some time and I believe that you get out what you put in." *David, 34*

## Reading

1. How many people said that their age prevents them from volunteering?  
(Tick one box.)

*This is a retrieval question which asks you to find information in the text.*

- a. 2 ☐  
b. 31 ☐  
c. 3 ☐  
d. 5 ☐

2. Which of the following is the biggest barrier to volunteering, according to the statistics?  
(Tick one box.)

*This is a deduction question. You need to find information in the text and interpret it correctly.*

- a. lack of time ☐  
b. lack of interest ☐  
c. lack of knowledge ☐  
d. lack of desire ☐

3. The three statements above (A, B and C) are given by volunteers. Which of the following reasons do you think Joan (B) would have selected, based on her statement? (Tick one box.)

*This question tests your understanding of the text and your ability to interpret meaning.*

- a. I had received voluntary help. ☐  
b. It's part of my religious belief to help people. ☐  
c. I had spare time to do it. ☐  
d. It gave me the chance to get a recognised qualification. ☐

4. Which of the reasons on the graph do you think Sue (A) would have given? Explain your answer.

*This question asks you to analyse the quote and show your understanding by selecting the best answer from the graph and explaining the reason for your choice.*

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5. Explain what is meant by the phrase 'barriers to volunteering'.

*This question tests your understanding of the text and your ability to demonstrate verbal reasoning skills.*

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### **Oracy**

6. How much do you agree with statement C: "I feel that I owe it to society to help people who are not as fortunate as me. We will all need help at some time and I believe that you get out what you put in."? Discuss your opinions in groups of four.

*Remember to listen as well as talk. Make sure that every member of the group gets a chance to share their opinion.*

### **Writing**

7. Some people do not volunteer because they do not think that they will get anything out of it. Write an article for a student website explaining how volunteering can be beneficial to the volunteer. You may use the information from the text and your own ideas. Write about 350-400 words.

*This question tests your ability to summarise and synthesise information and convey it to a new audience in your own words.*

8. Write about a time you volunteered for something or write about the sort of volunteer work you would like to do. Write about 350-400 words.

# Volunteering

## Answers

1. How many people said that their age prevents them from volunteering?

- a. 2 ☐
- b. 31 ☐
- c. 3 ☐
- d. 5 ☒

**3 too old and 2 too young.**

2. Which of the following is the biggest barrier to volunteering, according to the statistics?

- a. lack of time ☒
- b. lack of interest ☐
- c. lack of knowledge ☐
- d. lack of desire ☐

**The top two reasons and several others are time-related. It is easy to see that these are the biggest groups.**

3. The three statements above (A, B and C) are given by volunteers. Which of the following reasons do you think Joan (B) would have selected, based on her statement?

- a. I had received voluntary help. ☐
- b. It's part of my religious belief to help people. ☐
- c. I had spare time to do it. ☒
- d. It gave me the chance to get a recognised qualification. ☐

**C is the only answer which fits Joan's statement: "I like to fill my time". She makes no reference to any of the other possible answers.**

4. Which of the reasons on the graph do you think Sue (A) would have given? Explain your answer.

**The most likely answer is "The cause was really important to me" as Sue is clearly passionate about animal welfare. Other answers are possible (e.g. "I wanted to improve things") but the answer needs to refer to evidence to justify the choice.**



# Medieval fighting

## Modern day knights clash in castle battle – and it's no re-enactment

**More than 25 fighters wearing authentic medieval armour took part in the battle – which was followed by a medieval banquet.**

The sound of swords clanging on chain-mail rang out at a Welsh castle yesterday as dozens of modern day knights clashed in battle – but this was no re-enactment.

More than 25 fighters, each clad in 35 kg of authentic medieval armour, attacked each other with swords, battle axes and pole arms at Caerphilly Castle.



Traditionally, historical re-enactment is a scripted and educational activity, but full-contact medieval fighting is a violent and dangerous adrenalin sport.

Griff Gigler, head of Battle Heritage UK in Wales, said: “It’s still a very niche sport, but it is gaining in popularity all over the world.”

There are three different categories of combat, with participants fighting one-on-one, or in groups of five or 21. Each fight lasts for between 45 and 90 seconds and the objective is to knock the opposition fighters to the ground.

Griff, who was first introduced to re-enactment by a friend at school, formed the South Wales branch of Team UK in the New Year and the group now has 17 dedicated members, with an additional 30 taking part on a less formal basis.

The geology graduate said: “It is a very odd feeling the first time you put on 35 kg of armour. It takes about half an hour to put the armour on properly and when you wear the helmet, you can only see through the metal grill over your eyes, which can be quite scary in itself.” He added a basic set of armour and weapons would cost about £1,500, but explained that quality is paramount.

“I broke my thumb in January because I didn’t have the right gauntlet. I was using my old re-enactment armour, which just wasn’t up to the job,” he said.

Despite watching his team-mates suffer broken arms, dislocated shoulders, concussions and broken fingers, Griff, who has also endured soft tissue injuries and damage to his knee, claims the sport is not as dangerous as it sounds.

“Generally, we don’t get too many injuries because you are very well protected by the armour. It is no more dangerous than rugby. You may get slightly more smaller injuries on a more regular basis, but you don’t see the sort of career-ending injuries you get in rugby and football,” he said.

### Source

<http://www.walesonline.co.uk/news/local-news/modern-day-knights-clash-castle-6358112>  
[Accessed 13 October 2014] © Media Wales Ltd

## Reading

1. In your own words, explain the difference between medieval fighting and historical re-enactment.

*This is a paraphrasing question. Retrieve the information from the article and rewrite it in your own words.*

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2. What is the meaning of 'paramount' as used in the article? (Tick one box.)

*This is a context question. Show that you are able to understand a word by analysing its use in the text.*

- a. minor ☐  
b. marginal ☐  
c. utmost ☐  
d. vital ☐

3. According to the article, which of the following statements is true of medieval fighting? (Tick one box.)

*This is an inference question. Use deduction skills to retrieve information from the text.*

- a. Medieval fighting is gaining popularity. ☐  
b. Medieval fighting is banned in some parts of the world. ☐  
c. Medieval fighting is more popular than rugby. ☐  
d. The main purpose of medieval fighting is to educate people. ☐

4. Why does Griff believe it is important to use the correct equipment and armour for medieval fighting? (Tick one box.)

*This is a deduction question. It tests your understanding of the text.*

- a. It scares your opponents. ☐  
b. It makes it easier to fight. ☐  
c. It helps to prevent injuries. ☐  
d. It is important to look the part. ☐

5. How does Griff try to reassure readers that medieval combat is “no more dangerous than rugby”?  
*This is a deduction question. You need to select and analyse information from the text.*

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### Oracy

6. Prepare and present a short speech introducing medieval fighting or another unusual sport of your choice to your class. The speech should last 2-3 minutes.

You could include some or all of the following:

- a brief introduction to the sport;
- the history of the sport;
- the rules of the sport;
- unique features of the sport;
- your own experience of the sport (if any).

*Remember to speak clearly and look at your audience. Try to interest them by including exciting information or anecdotes about the sport you have chosen.*

### Writing

7. Imagine that you went to see the medieval battle take place at Caerphilly Castle. Describe the experience in a blogpost or diary entry. Write 350-400 words.

*This question asks you to extract information from the text and rewrite it for a different purpose and audience. You may use information from the article and your own imagination or experiences.*

8. A medieval combat battle is being planned for your local area. Several people have expressed concerns about the level of violence involved. The organisers are concerned that spectators will avoid the event because they believe it is not safe.

You have been involved in the organisation of the event. Write a short letter to be published in the local paper before the event. Reassure readers that the battle will be a safe and fun experience and encourage them to attend. Write about 200 words.

*Use persuasive language and information from the text to convince readers to attend the event.*

# Medieval fighting

## Answers

1. In your own words, explain the difference between medieval fighting and historical re-enactment.

**Answers should include the following information in the student's own words:**

**“Traditionally, historical re-enactment is a scripted and educational activity, but full-contact medieval fighting is a violent and dangerous adrenalin sport.”**

**They may also refer to the difference in armour (Griff's re-enactment armour needed to be changed for medieval fighting).**

2. What is the meaning of 'paramount' as used in the article? (Tick one box.)

- a. minor ☐
- b. marginal ☐
- c. utmost ☐
- d. vital ☒

3. According to the article, which of the following statements is true of medieval fighting? (Tick one box.)

- a. Medieval fighting is gaining popularity. ☒
- b. Medieval fighting is banned in some parts of the world. ☐
- c. Medieval fighting is more popular than rugby. ☐
- d. The main purpose of medieval fighting is to educate people. ☐

4. Why does Griff believe it is important to use the correct equipment and armour for medieval fighting? (Tick one box.)

- a. It scares your opponents. ☐
- b. It makes it easier to fight. ☐
- c. It helps to prevent injuries. ☒
- d. It is important to look the part. ☐

# Too hot to handle



**Keep** the handles of pots and pans turned away from the edges of cookers and work surfaces.



**Always** check the temperature of the water before bathing children. When filling a bath, run the cold tap first.



**If** someone gets burnt or scalded, keep the affected area under cold water for as long as possible (at least 10 minutes).



**Teach** toddlers not to play in the kitchen or bathroom. Check for toys you might trip over.



**Try** and keep toddlers occupied out of harm's way when you are cooking.



**Don't** remove anything sticking to the injury. Cover it with sterile, non-fluffy material; cling film is ideal. Remove jewellery.



**Don't** leave flexes for toddlers to reach.

**Always** keep hot drinks out of reach.



**Prevent** scalds by fitting a thermostat to your hot-water boiler. Turn it down to 50°C: you'll also save money.



**For** an adult with a burn larger than the palm of their hand, or for any size burn on a child, you should seek medical attention.



child accident  
prevention trust



Department of Trade and Industry



St. John  
Ambulance

**Government consumer safety campaign**

Printed in the UK on recycled paper with a minimum HMSO score of 25. February 1998. Department of Trade and Industry. <http://www.dti.gov.uk/> © Crown copyright. DTI/Pub 3185/1000k/2/98/NP.URN 98/555

## Source

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## Reading

1. In the subheading, the writer uses the adverb 'severely' to describe the burns. Can you think of an alternative adverb? Explain your choice.

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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2. In box 5, the writer uses the word ‘occupied’. Which of the following words means ‘occupied’ as used in this passage?

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- a. happy ☐
- b. busy ☐
- c. safe ☐
- d. tired ☐

3. In the last box, the text suggests that any size burn on a child should have medical attention. Why do you think this is? Explain your reasons.

*This is a deduction question. You need to read the text carefully and show that you understand it.*

[illegible]



	True	False
You should use the hot tap first when filling the bath.		

## **Writing**

7. Create a leaflet for young children based on the information in the leaflet for adults. Write about 200 words.

*This is a short writing task which asks you to change the audience of a text. Remember to use appropriate language choices.*

8. You feel that teenagers don't take safety in the home seriously and offer to make a speech in Year 9 assembly. Write your speech. Write about 300 words.

## **Oracy**

9. In a small group discuss how important it is to keep watch over young children in the home.

*Ensure that everyone has a chance to give his/her opinion and that you listen carefully to everyone.*



# Too hot to handle

## Answers

2. In box 5, the writer uses the word 'occupied'. Which of the following words means 'occupied' as used in this passage?

- a. happy ☐
- b. busy ☒
- c. safe ☐
- d. tired ☐

5. As shown next to the picture of the thermometer, the verb 'prevent' means:

- a. increase ☐
- b. reduce ☐
- c. stop ☒
- d. help ☐

6. Is the following statement true or false?

	True	False
You should use the hot tap first when filling the bath.		✓

# Sloths

## The woman who lost a dog and gained 200 sloths

Monique Pool first fell in love with sloths when she took in an orphan from a rescue centre. Since then many sloths have spent time in her home on their way back to the forest – but even she found it hard to cope when she had to rescue 200 at once.

It all began in 2005 when Pool lost her dog, a mongrel called Sciolo, and called the Animal Protection Society to see if they'd found it. They hadn't, but they told her about Lucia, a baby three-toed sloth they didn't know how to look after. Pool offered to take it – and was

instantly smitten. "They're very special animals to look at," she says. "They always have a smile on their face and seem so tranquil and peaceful."



Sloths are gentle creatures, but are far from easy to keep. Their diet presents enormous problems, and the local zoo had shied away from the task.

Pool sought advice from Judy Arroyo, who told her she must feed Lucia goat's milk – cow's milk would be fatal. But goat's milk had to be sent over from the US. The leaves that sloths eat are also hard to source – and must be fresh.

Lucia had a surprise in store – she turned out to be a "he". Male three-toed sloths display a characteristic spot on their backs when they're a year old. "But we carried on calling him Lucia because he was used to the name," says Pool. He was her very first charge but died after two years. Soon Pool became the go-to woman for sloths. If the police, the zoo or the Animal Protection Society hear about a sloth, they call her. On average, one or two sloths a week pass through her home before being released a few days later, unless they are hurt and need time to recover.

A piece of forest was being cleared and she was asked to remove 14 sloths.

"I'd never seen more than six together, so we knew we'd have a lot to cope with," says Pool. As a machine operator carefully pushed over the 15 m (50 ft) trees, the sloths in the canopy would fall to the ground, where they were picked up by Pool and her volunteers. Sloths move very slowly on the ground – even when they'd like to get away fast.

A friend built enclosures in Pool's back garden for the adults. "There were so many of them it was hard to open the cage and keep them all in," she says. "As soon as they saw the doors open they'd try and get out." At night, males would sometimes fight and have to be separated. "Normally sloths are

solitary animals,” Pool says. “So to be so packed together was not a normal situation for them.” And they keep to different timetables – two-toed sloths are awake at night and three-toed sloths by day – so they had to be housed separately.

Four days into the rescue they realised they were dealing with more than 14 sloths – a lot more. “After a month we were close to 100, and at the end we got to 200,” says Pool. “On some days I had 50 animals at my house. We had 17 babies at one point, being fed with droppers by volunteers.” Pool had managed to source a steady supply of powdered goat’s milk by then.

Sloths were hanging everywhere – from the trees in her back garden, from the bars on the living room window, and anything else they could hold on to. “Two female adults sat on the TV stand and the babies would climb on the matriarchs.” One very young sloth, known as Lola, would pop up in the strangest places, like the stove top – though not when the gas was alight, luckily. “She was an amazing little thing,” Pool says. “She didn’t like to sit with the others, she preferred to hang behind the fridge where it’s nice and warm.”

The one thing Pool could not do was slow down. She was at full stretch for two months, spending whole days at the forest clearance site, and organising teams to feed and care for all the sloths at home.

The hardest thing was feeding them all. Although three-toed sloths are known to eat up to 50 types of leaves, they have very different preferences depending on the area they come from – young sloths learn which leaves to eat by licking leaf fragments from their mother’s lips. But luckily for Pool there is one tree all sloths eat, the cecropia. She was saved by a friend who worked in a forest resort in the interior. Every day, she sent Pool a load of fresh leaves via a bus that went back and forth with tourists. Two-toed sloths are easier to please – they will eat dagublad leaves (a relative of the sweet potato) which are sold by most greengrocers.

The sloth’s diet explains its peculiar behaviour. Most leaves are hard to digest, so some leaf-eating animals (folivores) cope by eating huge quantities, others by regurgitating their food and repeating the digestion process. Sloths simply allow lots of time; as a result, they have a very slow metabolism. They save energy by hanging from their formidable claws, rather than using muscles unnecessarily. In fact, they move so slowly that they’re an attractive place to live – three-toed sloths host a number of other organisms in their fur, including algae and the “sloth moth”.

### Source

<http://www.bbc.com/news/magazine-26734289>

[Accessed 26 March 2015] © BBC

## Reading

1. Why didn't the local zoo want to keep sloths?

*This question tests your ability to retrieve information from the text.*

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2. Name two groups that would call Pool if they had concerns about sloths.

*This question tests your ability to retrieve information using deduction and inference skills.*

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3. In your own words, summarise what the charity can do with the donations they receive. You should find four points.

*This is a summarising question. You must select information from the text and convey it in your own words. **Do not** just copy from the text.*

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4. In your view, what is the opinion of the writer of the article? Explain the reasons for your choice and pick out examples which support what you say.

*For this question you will need to analyse the text. Remember to give your own opinion and use evidence from the text to back up your answer.*

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. How many types of leaves do sloths eat?

*This question tests your ability to locate information in a text.*

- a. 10-20 ☐
- b. up to 50 ☐
- c. up to 100 ☐
- d. 3 ☐

6. What is the meaning of 'formidable' as used in the text?

*This is a context question. You can identify the correct meaning of a word by reading and understanding the surrounding text.*

- a. terrible ☐
- b. smelly ☐
- c. sharp ☐
- d. beautiful ☐

7. Is the following statement true or false?

*This is a deduction question. You need to read the text carefully and show that you understand it.*

	True	False
Sloths must drink cow's milk.		

## **Oracy**

8. Charities that support animals are often looking for funding. Work in groups of four to create ideas for raising funds in the local area. Discuss the reasons for your choices.

*Remember to listen as well as talk. Make sure that every member of the group gets a chance to share their ideas and opinion.*

## **Writing**

9. Create a fact file for sloths based on the information that you have in this article. Write 200-300 words.
10. Create a guide to keeping an animal – you can choose the animal or use the information about the sloth from the article. Write about 300 words.

# Sloths

## Answers

5. How many types of leaves do sloths eat?

- a. 10-20 ☐
- b. up to 50 ☒
- c. up to 100 ☐
- d. 3 ☐

6. What is the meaning of 'formidable' as used in the text?

- a. terrible ☒
- b. smelly ☐
- c. sharp ☐
- d. beautiful ☐

7. Is the following statement true or false?

	True	False
Sloths must drink cow's milk.		✓

# Mark Twain

*Mark Twain, the writer of the following extract from a humorous short story about American journalism in the nineteenth century, was himself a newspaper reporter and printer in the Deep South and other parts of America during his teenage years.*

I was told by the physician that a Southern climate would improve my health, and so I went down to Tennessee, and got a berth on the Morning Glory and Johnson County War-Whoop as associate editor. When I went on duty I found the chief editor sitting tilted back in a three-legged chair with his feet on a pine table. There was another pine table in the room and another afflicted chair, and both were half buried under newspapers and scraps and sheets of manuscript. There was a wooden box of sand, sprinkled with cigar stubs and “old soldiers,” and a stove with a door hanging by its upper hinge. The chief editor had a long-tailed black cloth frock-coat on, and white linen pants. His boots were small and neatly blacked. He wore a ruffled shirt, a large seal-ring, a standing collar of obsolete pattern, and a checkered neckerchief with the ends hanging down. Date of costume about 1848. He was smoking a cigar, and trying to think of a word, and in pawing his hair he had rumbled his locks a good deal. He was scowling fearfully, and I judged that he was concocting a particularly knotty editorial. He told me to take the exchanges and skim through them and write up the “Spirit of the Tennessee Press,” condensing into the article all of their contents that seemed of interest.

I wrote as follows:

## SPIRIT OF THE TENNESSEE PRESS

The editors of the Semi-Weekly Earthquake evidently labor under a misapprehension with regard to the Dallyhack railroad. It is not the object of the company to leave Buzzardville off to one side. On the contrary, they consider it one of the most important points along the line, and consequently can have no desire to slight it. The gentlemen of the Earthquake will, of course, take pleasure in making the correction.

John W. Blossom, Esq., the able editor of the Higginsville Thunderbolt and Battle Cry of Freedom, arrived in the city yesterday. He is stopping at the Van Buren House.

We observe that our contemporary of the Mud Springs Morning Howl has fallen into the error of supposing that the election of Van Werter is not an established fact, but he will have discovered his mistake before this reminder reaches him, no doubt. He was doubtless misled by incomplete election returns.

It is pleasant to note that the city of Blathersville is endeavoring to contract with some New York gentlemen to pave its well-nigh impassable streets with the Nicholson pavement. The Daily Hurrah urges the measure with ability, and seems confident of ultimate success.

I passed my manuscript over to the chief editor for acceptance, alteration, or destruction. He glanced at it and his face clouded. He ran his eye down the pages, and his countenance grew portentous. It was easy to see that something was wrong. Presently he sprang up and said:

“Thunder and lightning! Do you suppose I am going to speak of those cattle that way? Do you suppose my subscribers are going to stand such gruel as that? Give me the pen!”

## Source

Extract from *Journalism in Tennessee*, Mark Twain (written about 1871)  
<http://www.readbookonline.net/readOnline/1562/->



## Reading

1. When using the description 'He was scowling fearfully', what does the writer imply?

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

- a. His face showed signs of fear and panic. ☐
- b. He was frowning with an anger that inspired terror. ☐
- c. He was showing that he was extremely worried. ☐
- d. He was tearing at his hair in a terrible way. ☐

2. When the writer uses the word 'berth', what does he mean?

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

- a. a room in a hotel ☐
- b. a bed in a hospital ☐
- c. a passage on a river boat ☐
- d. a job on a newspaper ☐

3. What does Mark Twain suggest when he writes that the chief editor's face 'grew portentous'?

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

- a. His face swelled up with rage. ☐
- b. His face showed signs of his emotion. ☐
- c. He turned pale with anger. ☐
- d. He forecast a thunderstorm. ☐

4. What can you deduce about the state of the editor's room? Use words and phrases from the text to support your answer.

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5. What impression of the editor is given by the writer? Use words and phrases from the text to support your answer.

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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6. What is an editorial? Describe in your own words what you think the writer means by 'a particularly knotty editorial'.

*This is an inference question which asks you to think about what is suggested by the vocabulary used.*

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7. What is the attitude of the editors of the Semi-Weekly Earthquake towards the Dallyhack railroad according to the article 'Spirit of the Tennessee Press'?

*This is a retrieval question which asks you to find and convey information.*

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## Oracy

8. In a small group, discuss whether you think that there are any circumstances in journalism when exaggeration, insult and violent language may be justified.

You might like to think about:

- whether any of the newspapers in circulation use these tactics;
- whether any newspapers are particularly sensational in their views, or in their presentation of news, sport or entertainment;

Each person could bring in a newspaper and compare a news story.

*Ensure that everyone has a chance to give his/her opinion and that you listen carefully to everyone.*

9. Give a speech on 'The Freedom of the Press'. The speech should last 4-5 minutes.

*You are encouraged to interest your fellow pupils by giving interesting facts about your subject and making interesting language choices. Use good presentation skills: clear voice, pleasant manner, smile, look at your audience rather than reading from notes.*

## Writing

10. Choose a topic about which you have strong feelings or opinions and write a letter to a newspaper on this subject. Write 350-400 words.

Remember:

- This should be a business letter, addressed to the editor of the newspaper you have chosen.
- Write in paragraphs.
- Try to put your points strongly and with evidence rather than relying on verbal abuse.
- You might like to choose a topic concerning your local community, a political issue which affects the whole of Britain, a worldwide problem, or a sporting issue.

# Mark Twain

## Answers

1. When using the description 'He was scowling fearfully', what does the writer imply?
  - a. His face showed signs of fear and panic. ☐
  - b. He was frowning with an anger that inspired terror. ☒
  - c. He was showing that he was extremely worried. ☐
  - d. He was tearing at his hair in a terrible way. ☐
  
2. When the writer uses the word 'berth', what does he mean?
  - a. a room in a hotel ☐
  - b. a bed in a hospital ☐
  - c. a passage on a river boat ☐
  - d. a job on a newspaper ☒
  
3. What does Mark Twain suggest when he writes that the chief editor's face 'grew portentous'?
  - a. His face swelled up with rage. ☒
  - b. His face showed signs of his emotion. ☐
  - c. He turned pale with anger. ☐
  - d. He forecast a thunderstorm. ☐

# Visits to the zoo

*Sian Green and Rhiannon Owen are two young mothers who recently visited a zoo. The following texts are eyewitness accounts of their trip.*

I don't take my children to the zoo because I don't think that we should teach our children that it is okay to take animals out of their natural environment, stick them in a pen and charge people to gawp at them. I carry out 'zoo-watch' checks, where I go to zoos and take notes about the conditions the animals are in. Even at the best zoos, I see many pitiful sights. At one, the big cats (lions, tigers and leopards) were all pacing relentlessly around their enclosures; the monkeys were smearing their own dirt against the window of their house and twelve giraffes were locked inside one shed because it had been raining and the ground was too wet and slippery for them. I realized that they must be indoors half the year as it's always raining in the UK!

I saw many examples of 'stereotypical behaviour' which showed psychological stress, such as bar-licking, rocking backwards and forwards and pacing. This proves the animals are not happy. One sign read 'These animals normally live in lush forests' but when I looked around, there were no trees in sight. This is because if they hid in trees, the public couldn't see them.

I think money should be spent on conserving the natural habitats of these creatures and protecting them in the wild, rather than locking these beautiful wild animals up in cages. You can't learn how they would naturally behave by watching them in an artificial environment. All we learn is that they're unhappy, stressed and in many cases, driven crazy. As for conservation, it is very rare that zoos ever actually do release animals into the wild. I would rather take my children out walking in the countryside where we can watch real wildlife, enjoy a picnic and maybe swim in the river or climb trees.

Sian Green

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I have three children – Dafydd who is ten, Dylan who is seven and Rhian who is four. They love going to the zoo and I love taking them. It's a great day out in the fresh air and it's something we can all do as a family. It's got to be better for them than sitting in front of the TV or playing computer games for hours on end!

But it's not just about having fun, zoos are educational too. The children learn all about the different animals they would never see if it weren't for the zoo. They learn about their behaviour, where they live and what they eat. The children get so much enjoyment from watching the funny things they do like the elephants spraying themselves with water when they get hot and the monkeys swinging through the trees. Rhian adores the penguins – she would stand there watching them all day if we let her! The boys love watching the sea-lions do tricks to be rewarded with fish. But I like the monkeys best; they're so naughty and, well... human-like!

Some zoos have a farm section where the children get to pat the animals and even help feed them. It's especially great in springtime when you can help bottle feed the little lambs. We never get this close to animals normally as we live in the middle of a big city. All the animals at the zoo look healthy and happy and the staff obviously do their best to recreate a natural-looking environment for the animals. Zoos fulfil a conservation role too. They breed endangered species with the aim of reintroducing them into the wild. I am happy to go to zoos and help fund this work.

Rhiannon Owen

## Source

Adapted from materials by People for the Ethical Treatment of Animals Foundation

## Reading

1. According to the account explain in your own words why Sian Green prefers not to take her children to the zoo.

*This question asks you to explain your understanding of part of a text by rewriting carefully the ideas using your own words, phrasing and interpreting it in your own way.*

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2. Sian Green states that she goes to zoos to carry out “zoo-watch checks”. Which of the following statements best fits the purpose of her visits?

*This is a multiple choice question which asks you to choose the best fit meaning for a word or statement based on its use in this passage.*

- a. She wants to keep a check on how many animals are being kept at the zoo. ☐
- b. She wants to check on the condition of the environment at the zoo. ☐
- c. She wants to ascertain whether it is suitable for a visit by her children. ☐
- d. She wants to make a critical check on the well-being of the animals. ☐

3. Why does Rhiannon Owen believe that a visit to the zoo is a good day out for families?

*This is a retrieval question which asks you to find and convey information.*

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- This question asks you to explain your understanding of part of a text by rewriting carefully the ideas using your own words, phrasing and interpreting it in your own way.*

[illegible]

- When you compare ideas in texts, you discuss similarities. When you contrast texts, you discuss differences. You might like to use the following words – like, unlike, both, neither, similarly, on the other hand, in contrast to – in order to help you to introduce your ideas.*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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6. Which writer convinces you? Give reasons for your opinion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Oracy

7. In pairs, make a list of arguments for and against zoos. Present your arguments to the class.

## Writing

8. There are plans for a circus to visit your local area. Write a letter to your local council expressing your views that the use of animals to entertain human beings is wrong. Write 350-400 words.

*or*

Write an article for your school magazine entitled either 'Experimenting on animals is acceptable' or 'Experimenting on animals is unacceptable'. Write 400-500 words.



# Visits to the zoo

## Answer

2. Sian Green states that she goes to zoos to carry out “zoo-watch checks”. Which of the following statements best fits the purpose of her visits?
- a. She wants to keep a check on how many animals are being kept at the zoo. ☐
  - b. She wants to check on the condition of the environment at the zoo. ☐
  - c. She wants to ascertain whether it is suitable for a visit by her children. ☐
  - d. She wants to make a critical check on the well-being of the animals. ☒