



GOING FOR GOLD

So you want to know how the Olympics started, eh? Well, you would have to travel back almost 3000 years and well over 1000 miles to my home city of Athens to see that! Luckily, museums throughout the world house pottery that depicts men competing in the original games, in events such as running, wrestling and chariot racing. There are even written documents dating back to 776 BCE that record the names of past winners. Amazing or what?



I know what you're thinking. If the games were so popular and exciting, why did they disappear? That's an easy one - blame Roman Emperor Theodosius II! You see, the original games were held in honour of the Greek gods, so when he banned all non-Christian worship throughout the Roman Empire the games were forced to grind to a halt. It would take just over 1500 years and a Frenchman to breathe life into them once again...

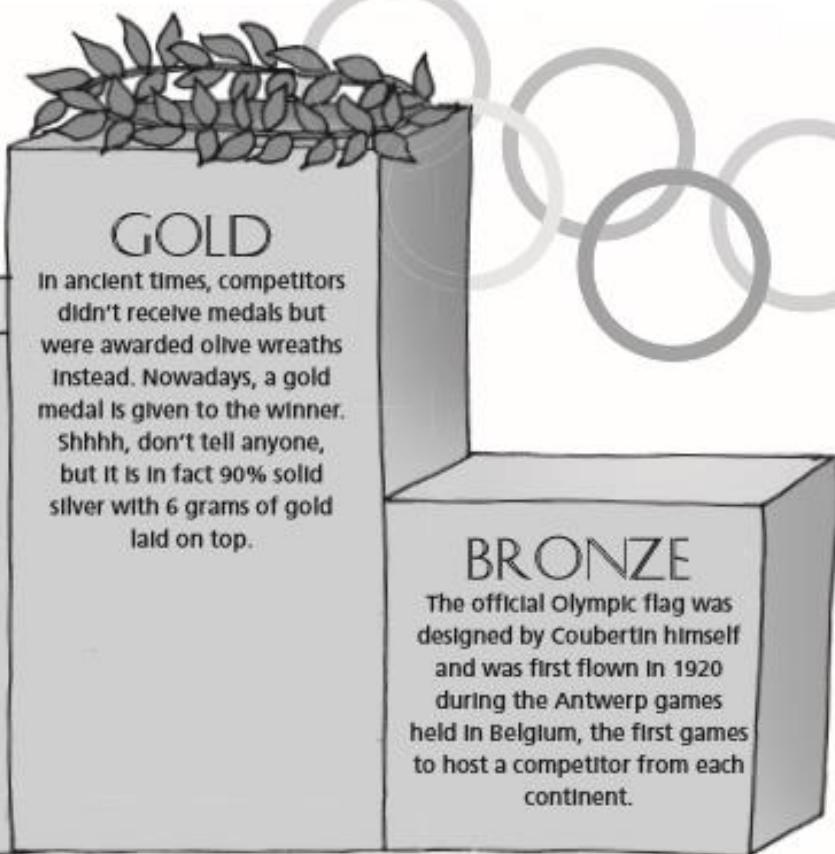
It may seem strange now but when Baron Pierre de Coubertin, father of the modern Olympics, first dreamt of bringing back this ancient tradition, he found little support. Eventually, however, after a lot of persuading, the first modern games were held right here in Athens! For ten glorious days in June 1896, an estimated 245 men took part in 43 different sporting events including discus and the long jump. Notice, though, I said 'men'. It would take another four years before women were allowed to compete (in golf, of all things) and another twelve before they would be seen on the track and field. Sexist or what?

And what about today? Well I'm sure you'll agree that the games seem to be going as strong as ever, with billions of viewers tuning in every four years to cheer on their favourite sporting heroes. Fantastic!

I'm off now. All this talk about the Olympics has inspired me to go out there and do some sport, so I'll leave you with a podium of Olympic facts I think you'll find interesting. Now, where exactly did I leave my chariot...?



SILVER
The five coloured rings were chosen because at least one of the colours appeared in the flag of each participating country. The five rings represent the five continents of the world and are linked together by sport.



GOLD
In ancient times, competitors didn't receive medals but were awarded olive wreaths instead. Nowadays, a gold medal is given to the winner. Shhhh, don't tell anyone, but it is in fact 90% solid silver with 6 grams of gold laid on top.

BRONZE
The official Olympic flag was designed by Coubertin himself and was first flown in 1920 during the Antwerp games held in Belgium, the first games to host a competitor from each continent.

Going for Gold

Non-fiction

Literal

Warm up Questions:

- Has anybody ever seen the Olympics? Did you enjoy them?
- Have you ever wondered how this huge sporting event first started? Today we are going to look at this very topic. What do you think its title might be?
- Write the real title on your wipe board. Why do you think the writer chose this title?

Main Questions:

- Re-read paragraph 1. How do we know that the original Olympics took place? (because of artefacts we can see in museums) Draw your answer(s).
- Re-read paragraph 2. Who banned the original Olympic Games? (Roman Emperor Theodosius I). Why did he do this if they were so popular? (he banned all non-Christian worship, and the Olympics were in honour of the Greek gods)
- Re-read paragraph 3. Whose idea was it to bring the Olympics back to life? (Baron Pierre de Coubertin's)
- Where and when were the first modern Olympics held? (Athens, 1896)

5. Fill in the table below:

Who took part in the following Olympics?

	Ancient	First Modern	Today
Men			
Women			

- What does this table show us? (today everyone has a chance to compete, not just the men)
- Where and when was the Olympic flag first flown? (Antwerp, 1920) Describe to a partner what the different parts of the Olympic flag mean.

Evaluative Questions:

- Why do you think an illustration of a Greek boy was used rather than a Greek girl? (girls weren't allowed to take part in the ancient Olympics)
- Who do you think would enjoy reading this page the most, boys or girls? Why?
- Do you think male sportsmen get more fame and fortune than sportswomen? Why do you think this is? Do you think this is fair?
- Do you think the writer would agree or disagree with you? Why?

Essential Vocabulary:

- Highlight the word 'depicts'. Write it on your wipe board. Underneath, write the word 'pict'. Underline a spelling pattern you can see in both words. ('pict')
- What do you think the word 'depicts' means? (shows)
- Write the word 'competition' on to your wipe. Now find the following words and tell a partner what you think these words mean: 'competing' (trying to be the best at something); 'competitor' (someone who takes part in a race or competition)
- What helped you work out their meanings? (they started with 'compete')
- Highlight the word 'ancient'. What is the difference between the words 'ancient' and 'old'? ('ancient' means historically very old, 'old' just means comparatively old)
- If something 'grinds to a halt', what do you think this does? (stops gradually, getting slower and slower) Show your teacher.

SPACE ATTACK!

Self-destruct in five minutes and counting.

'Will somebody mute that stupid computer? Her voice is really starting to irritate me'.

'I'm on it, Captain'.

'As for the rest of you, jump in the escape pods and head for the planet.'

'But Captain, what about you?'

'Don't argue Hayes, that's an order. Now go. All of you!'

The surprise computer virus had been too much for Titania, Teller's oldest and most trustworthy companion, to bear. This flying rust bucket with its rusty nuts and bolts and loose wires was the only place Teller called home and he sure wasn't going to let her fall into enemy hands. This was why he had set the self-destruct at five minutes. Long enough for his crew to escape. Not long enough to keep Titania in her misery a minute longer than she needed to be.

'Computer, exactly how long have we got?'

Three minutes, twenty-four seconds and counting.

There was nothing more he could do. Captain Teller began running to his only hope...the escape pod!

The self-destruct siren continued to scream down his ears, flashing lights bathing everything in red. Steam hissed out of broken and battered pipes on every deck.

Suddenly, he stopped. Not to catch his breath, but to give Titania a second chance.

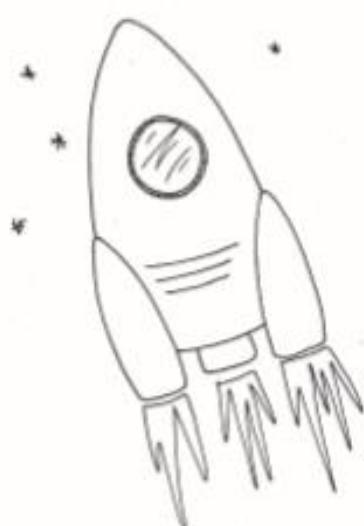
'Of course! Why on Earth didn't I think of that before?'

Picking up a spanner and a sonic screwdriver, he began racing towards engineering.

'Computer, this is Captain Teller, clearance code 2794, ordering you to cancel self-destruct.'

**Voice and clearance code confirmed.
Self-destruct cancelled.**

Perhaps today wasn't such a good day to die after all.



Space Attack!

Narrative

Literal

Warm up Questions:

- Think back to the blurb for 'Return to Planet Dread'. Can you remember what this story was about? Where was it set? Who was its hero?
- Today we are going to read an excerpt from this book called 'Space Attack!' Do you think this will be set before or after Captain Teller crashes on Planet Dread? Why do you think this?
- Now read the text. Were you right?

Main Questions:

1. What is the name of Captain Teller's space ship? (Titania)
2. What is going to happen to this ship in five minutes time? (a) she will blow up and be destroyed? (b) she will be captured by blood sucking space zombies? (a) Draw your answer.
3. Where does the Captain tell his crew members to head for? (the planet)
4. Which crew member asks why Teller isn't coming with them? (Hayes)
5. When everyone except Teller has left, is the ship noisy or quiet? (noisy) What two things are making all the noise? (siren, steam) Draw your answers.
6. What colour are the flashing lights as Teller runs to his escape pod? (red) Why do you think this colour was chosen? (it's the colour for danger)
7. Why does Captain Teller not get into the escape pod? (he wants to save Titania)

Essential Vocabulary:

- Find a word that means 'a group of people who work on a ship or plane'. (crew)
- When Captain Teller orders the computer to 'stop' the countdown, which word does he use? (cancel)
- Highlight the word 'siren'. Do you associate this word with light or sound? (sound) Show your teacher how a siren might sound.
- Highlight the word 'bathing'. Copy this word on to your wipe board. Underline a word you can spot at its start. (bath)
- If you were 'bathing' in water, how much of your body would be wet? (all of it)
- What do you think the writer means when he says the ship was 'bathing' in red light? (it was totally immersed in red light)

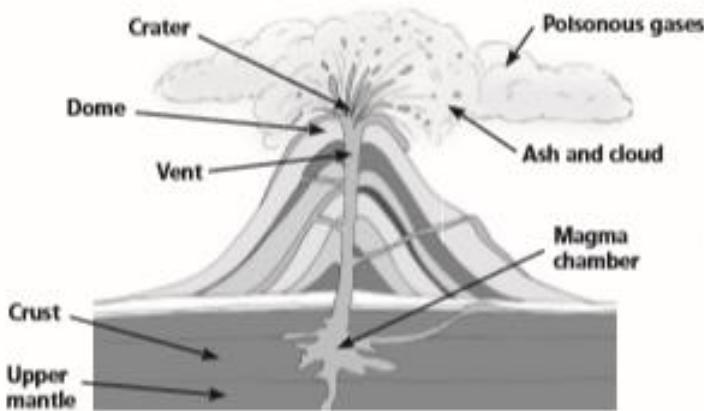
Evaluative Questions:

- Do you think this part of the story is fast and exciting or slow and boring? (fast, exciting)
- The writer (Ian Podd) uses lots of ways to help him create such a story.
- Look at the checklist of dramatic conventions below:

Imminent danger	Nobody around to help you	A countdown to when the dangerous event will happen
Warning sounds	Warning or flashing lights	Lots of running around

- Can you find examples of how Podd uses these in his writing? How might reading such a fast and exciting story affect you as you read the story? How might it affect your own future writing style?

VOLCANOES



The beast begins to stir.

Suddenly he wakes!

His rage bursts forth,

With an almighty cry,

His blazing anger licking the sky.

Devouring everything in its path

His wrath is unleashed,

His fury is unstoppable.

When volcanoes erupt, we witness one of the most awesome displays of nature's destructive power known to man. Exactly when these creatures of beauty will wake, even vulcanologists do not know. But when they do wake, the cost can be great, not only to the landscape in terms of towns, villages and farmland but also to human life.

Here is a list of the top ten deadliest volcanic eruptions to date:

NAME	PLACE	YEAR	NUMBER OF DEAD
Tambora	Jambawa, Indonesia	1815	92 000
Krakatau	Krakatau, Indonesia	1883	36 500
Mont Peleé	Martinique, West Indies	1902	29 000
Nevado del Ruiz	Armero, Colombia	1985	25 000
Mount Etna	Sicily, Italy	1669	20 000
Mount Vesuvius	Bay of Naples, Italy	79 CE	20 000
Kelut	Java, Indonesia	1586	10 000
Laki	Iceland	1783	9500
Santa Maria	Guatemala, Central America	1902	6000
Kelut	Java, Indonesia	1919	5000

And yet it would be unfair of us to simply view volcanoes as sleeping devils, waiting to be woken from their slumber and hell-bent on destroying everything before them. For when the beast falls back to sleep, and he will, then the ash and the lava that he has spewed forth will cool and harden and help shape the very Earth in which we live.

So just keep an eye on him for now. He sleeps soundly, no? And if he does begin to stir once more, then stand back in amazement and pray you're not standing in his way.

Volcanoes

Non-fiction

Literal

Warm up Questions:

- Draw a volcano erupting. Describe your picture to your group.
- What do you already know about volcanoes? Make a list with your teacher.
- If you wanted to find out more about volcanoes, in which type of book would you look? (a) a recipe book? (b) a reference book? (c) a dictionary? (d) a poetry book? (b)

Main Questions:

Look at the diagram.

1. When rock is very hot it melts. What do we call molten rock if it is below the Earth's crust? (magma) If it is above the Earth's crust? (lava)
2. As well as lava, what else do volcanoes 'spew out'? (poisonous gases, ash and cloud) Draw your answers.

Now look at the table.

3. In what year did Mount Etna erupt? (1669)
4. Which volcano killed 29,000 people? (Mont Peleé)
5. Where and when was the world's biggest volcanic eruption? (Tambora in Jambawa, Indonesia. 1815) How many people died in this terrible event? (92,000)
6. Which volcano killed more people, Mount Etna or Krakatau? By how many? (Krakatau 16,500)
7. Kelut appears twice on the list. Which eruption was the smallest 1586 or 1919? (1919)

Essential Vocabulary:

Read the poem.

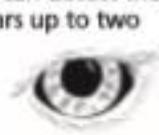
- Circle the word 'anger'. How does the writer describe this word? (blazing)
- On a scale of 1 – 10, how hot is this word?
- If you were 'blazing with anger', how would you act? Show your teacher.
- With a partner, find three more words in the poem that mean 'very angry'. (rage, wrath, fury)
- Highlight the word 'unleashed'. Do you think this means (a) locked up? (b) tied up? (c) set free? (c) Why do you think this?
- Highlight the word 'devouring'. Do you think this means eating a little or a lot? (a lot) Why do you think this?
- Can you find the special name given to a scientist who studies volcanoes? (vulcanologist)
- If somebody were in a deep 'slumber', what would they be doing? (sleeping) Show your teacher.

Evaluative Questions:

- Which parts of this page confirm that this text is from a web page? (the labelled diagram, the table, the heading)
- Why do you think the writer has included the poem on this page? (to compare the volcano to a sleeping animal which wakes up angrily)
- In the conclusion, the writer continues his idea of a volcano being alive. How? (sleeping devils ... woken up from their slumber ... hell-bent on destroying)
- Do you think this is a good idea? Why? (it makes the volcano come alive like a living, breathing, evil monster - more memorable)

Birds of Prey

The kings of the sky, these majestic creatures have made the heavens their own. Although there are around 300 different species, nearly all share the same specialized features needed to kill and butcher with ease. With their dagger-like talons, razor sharp eyesight and powerful hooked beaks, they are living, breathing hunting machines. No wonder then that our fabulous feathered friends continue to fascinate us.

Talons	Eyes	Beaks
<p>Usually the rear talon is the strongest and deadliest. Once this plunges into its victim's body, there is no escape. Having snatched dinner from a lake or meadow, the talons grip hold of the feast while the bird flies to a nearby feeding post or back to its nest.</p> 	<p>Piercing eyesight can scan for prey over a wide area. In fact, a special pit in the back of the eye provides them with telescopic vision. This is so sensitive that they can detect the twitch of a rabbit's ears up to two miles away.</p> 	<p>Hooked beaks act like a sharp knife, carving up the dead carrion so that it is easier to consume. Interestingly, owls are not usually classified as birds of prey as they tend to swallow their meal whole.</p> 

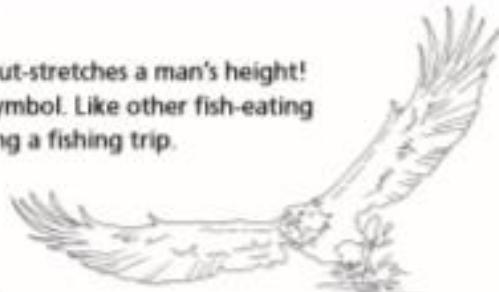
An American Beauty

The bald eagle truly is a colossal bird. Powerful and strong, its wingspan out-stretches a man's height! Perhaps this is why the USA chose this magnificent bird as their national symbol. Like other fish-eating birds, the bald eagle has bare legs so that its 'socks' don't get soaked during a fishing trip.



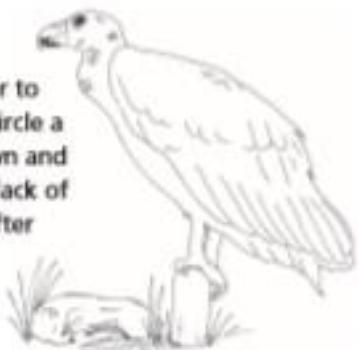
Snake Snack

With the longest (and perhaps strangest) legs of any bird of prey, the secretary bird attacks from the ground rather than the air. It uses its stilt-like legs to stun a snake by stamping on it, the tough scales on its legs protecting it from any poisonous snakebite. It then deals the snake a deadly blow with its powerful back talon before seizing it in its beak.



Scavengers

Although they are birds of prey, members of the vulture family rarely hunt. They prefer to adopt a 'watch and wait' attitude instead. The black vulture, for example, will simply circle a dying animal (or one that has already been killed) until it is safe enough to swoop down and pick the carcass clean. This is probably the reason why some vultures look so ugly. The lack of feathers on their head not only allows them to stay cool but also keeps them clean – after all, it is easier to wipe blood off a bald head than off a set of beautiful feathers.



Birds of Prey

Non-fiction

Literal

Warm up Questions:

- Do you know what a bird of prey is? Which birds of prey do you already know? Make a list with your teacher.

Read paragraph 1.

- How many different kinds of birds of prey are there? (a) about 300? (b) exactly 300? (c) well over 300? (a)
- List three features that nearly all birds of prey share. (sharp talons, sharp eyesight, strong hooked beak) Draw and label each answer.
- The writer believes this makes them a very good hunting machine, true or false? (true)

Main Questions:

1. From how far away can a bird of prey spot a rabbit's ears twitch? (up to two miles)
2. Why aren't owls normally classified as birds of prey? (they like to swallow their prey whole)
3. Which bird of prey (a) hunts on the ground? (the secretary bird) (b) hunts from the sky? (the bald eagle) (c) doesn't like hunting at all? (the vulture)
4. Which of the three birds is usually bald? (a) the bald eagle? (b) the secretary bird? (c) the vulture? (c) Draw your answer.
5. With a partner, list two reasons for this. (it can stay cool and clean)
6. Why does the secretary bird not die from snakebites? (it has tough scales on its legs)
7. Which bird is a national symbol of America? (the bald eagle) Why do you think America chose this symbol? Make a list with your teacher. (colossal, powerful, strong)

Essential Vocabulary:

- Find a word in paragraph one that means 'as beautiful and as powerful as a king'. (majestic) Do you agree with this description? Why?
- Highlight the word 'plunge'. Is this a gentle or strong word? (strong) Is it fast or slow? (fast) Is it shallow or deep? (deep)
- Show your teacher how you would (a) plunge your hand into water; (b) plunge yourself into darkness.
- There is another fast word in this paragraph. Can you spot it? (snatching)
- Show your teacher how a person might 'snatch' a pencil from somebody.
- The writer uses a powerful adjective to describe the bald eagle's size. What is it? (colossal) What does it mean? (huge, enormous)
- Circle the word 'stun'. What do you think this word means? (knock out)
- Show your teacher how a person might look if they were stunned.

Evaluative Questions:

- Why do you think the writer calls these birds the 'kings of the sky'? (they are the biggest and most powerful birds)
- Do you think the writer enjoyed writing about these birds? Why do you think this?
- If you were to meet the writer of this page, what type of person do you think they would be? Why do you think this?
- What did you find most interesting on this page? Why?
- If you were writing this page, how would you improve it?

Wolfman

I had never stood on Blackberry Hill without the warm glow of a summer's sun before. But now, eerie shapes hung above me and an owl's hoot echoed somewhere in the darkness beyond. Trees swayed in the light breeze, and the clouds drifted away to reveal the full circle of magic and madness.

Peter dropped to the floor. His eyes grew sharp and black. His back began to arch and his shoulders became stronger and wider. His hair grew thicker and longer and before long he had grown both claws and fangs.

For a while he seemed to be doing nothing. Absolute silence. Then, without warning, he stood on his hind legs and gave out a bloodcurdling howl. Was he, in his own strange way, trying to sing to the moon? At that very moment I knew that it was no longer Peter who stood on Blackberry Hill but a werewolf - half man, half wolf!

The legend was true after all.

As I watched from behind a bramble bush, this monstrous creature began to sniff the late November air. Suddenly, he stared straight into my eyes and began running towards me.

My heart began to pound. My hands began to tremble. There was only one thing that would stop him now - a bullet made of pure silver. I grabbed hold of my revolver and waited. Closer and closer he came, growling and snarling as he did so. And when he leapt into the air to pounce on me....

BANG! BANG! BANG!

Slowly the werewolf returned to Peter. He turned his head to one side. 'Thank you,' he whispered and gently closed his blue eyes. The monster was dead but so was my younger brother - shot through the heart.

The village was safe once more.

As I walked home I felt something wet and warm trickle down my cheek. I touched my face and looked at my red fingers in the moonlight. In my struggle to survive, Peter had scratched me.

Was the curse of the werewolf really over?

Only time and the next full moon would tell....



Wolf Man

Narrative

Warm up Questions:

- What is a legend? (a traditional story)
- Which legend are we going to read about today? (the legend of a werewolf) What do you already know about this legend? Make a list with your teacher.
- Where is this story set? (Blackberry Hill) Who is the werewolf in this story? (Peter)

Main Questions:

1. Choose three words you think best describe the atmosphere of this story.

chilling	loving	friendly	tense	calm	nail biting
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2. With your teacher, make a list of how the writer achieves this. Take turns in drawing your answers on a mind map where possible.
3. Was the storyteller related to Peter? (yes, Peter was his or her brother) What effect does this have on readers? (makes them more emotionally involved)
4. Was the storyteller scared as the werewolf was running towards him/her? How do you know? (yes – pounding heart, trembling hands)
5. Was the storyteller prepared for what might happen to Peter that night? How? (yes, by having a gun loaded with a silver bullet)
6. How many shots did the storyteller fire? (3) Were these loud or quiet? (loud – capital letters and exclamation marks)
7. When Peter died, was he a werewolf or a human? (human – his eyes had returned to blue) Do you think Peter enjoyed being a werewolf? (no – he thanked the storyteller for releasing him from this curse even though he was about to die)

Deductive

Essential Vocabulary:

- Show your teacher how Peter 'dropped' to the floor.
- Was it slowly or quickly, lightly or heavily? (quickly and heavily)
- Circle the words 'growling' and 'snarling'.
- Show your teacher how these would sound.
- Why do you think the writer chose these two words? (they are animal sounds)
- Highlight the word 'trickle'.
- What do you think is trickling down the storyteller's face at the end of the story? (blood)
- Do you think there is a lot of blood or a little? (a little) Draw your answer.
- Highlight the word 'monstrous'. Is this a positive or negative word? (negative)
- Write down a word it reminds you of. (monster)
- What do you think the word 'monstrous' means? (to act like a monster)

Evaluative Questions:

- Why do you think this story is written in the first person? (because the events happened to the story teller)
- Did you think it made the story feel more or less real? How? (more real, because the writer describes exactly what happened and how they felt at the time)
- Who do you feel more sorry for, Peter or the storyteller? Why? (either the writer who had killed his or her brother, Peter because he had been unhappy and now he was dead)
- Did you enjoy how the story ended? Why do you think it ended at this point? What do you think happens next?

Enjoy the Ride!

Dare you jump on board the Reading Express?

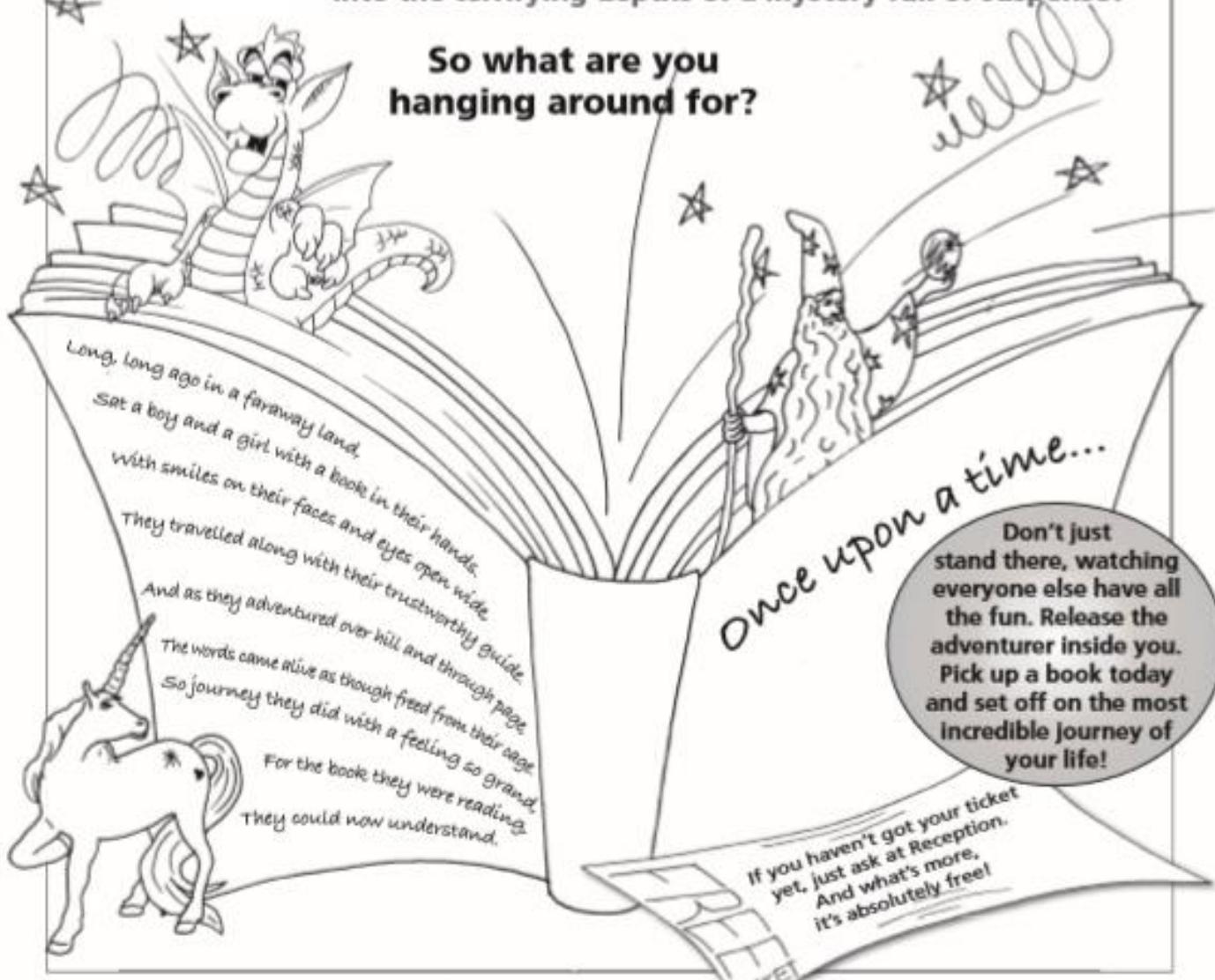


Are you brave enough to experience the thrills and spills of non-stop action and adventure?

Are you curious enough to want to be whisked away to explore fantastical strange new worlds?

Will your heart be strong enough to endure the emotional roller coaster of a love story or steadfast enough to plunge into the terrifying depths of a mystery full of suspense?

So what are you hanging around for?



Once upon a time...

Don't just stand there, watching everyone else have all the fun. Release the adventurer inside you. Pick up a book today and set off on the most incredible journey of your life!

If you haven't got your ticket yet, just ask at Reception. And what's more, it's absolutely free!

Enjoy the Ride!

Non-fiction

Warm up Questions:

Your teacher will show you the first line of this text.

- What do you think the writer is asking us to do? (go on a journey) How is this supported by the title? ('Enjoy the Ride!' suggests a journey) Underline the word(s) that make you think this.
- Why do you think the writer starts with the word 'dare'? (the journey might be scary but it will also be an adventure)

Main Questions:

Look at the poem on the back of the book.

1. Does the poet think boys, girls or boys and girls should read more? (boys and girls)
2. Draw the face of one of the children who is reading in the poem.
3. How do we know that (a) they are enjoying reading? ('smiles on their faces, eyes open wide') (b) they are interested and excited about what they are reading? (reading is compared to a fantastic journey)
4. Who do you think might be their 'trustworthy guide'? (their teachers, parents or older siblings)
5. Does the writer think words are sometimes hard to understand, yes or no? (yes)
6. Highlight the word 'journey'. Is this a long or short trip? (long) What is the writer trying to tell us when he uses this word? (that reading is a journey which will last all your life)
7. Do you think the writer thinks that learning to read is worth the effort? (yes) Why? (if you can read, there is so much that you can learn and enjoy)

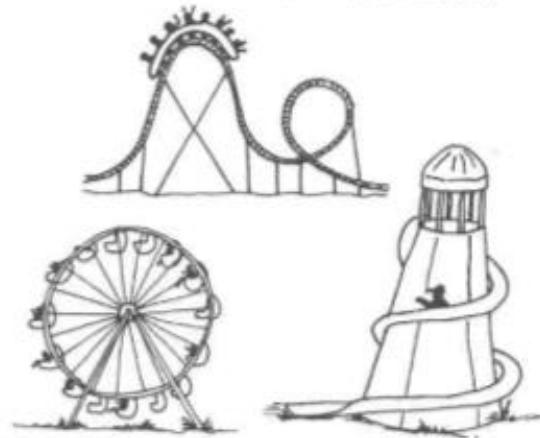
Evaluative Questions:

- Do you think the writer of this poster enjoys reading? (yes) Why do you think this? (they are enthusiastic)
- Where do you think you would see this poster? (at a library entrance, in a book shop)
- What do you think the overall aim of the poster is? (to encourage reading)
- Who do you think the poster is aimed at? (children) Why do you think this?
- Do you think the poster is successful? Why?

Deductive

Essential Vocabulary:

- Can you find a word that means 'to want to know more' in the 3rd question? ('curious')
- What do you think to be 'whisked away' means? Find it in your text. (to be taken away quickly)
- Which ride does the writer use to describe our emotions? (roller coaster) Draw your answer.



- Why do you think the writer describes our emotions in this way? (because they rush up and down)
- Highlight the word 'fantastical'. Do you think this is a real word? (no) Why? (it's a made-up word which describes new worlds). Choose from the list below two words you think were used to create it: terrific, fantastic, cool, magical, brilliant, great.
- Highlight the word 'plunge'. When you plunge into a swimming pool, what do you think you are doing? (jumping quickly into a completely different environment)
- Why do you think the writer uses this word? (in the same way as going into water, you are completely submerged in the story)