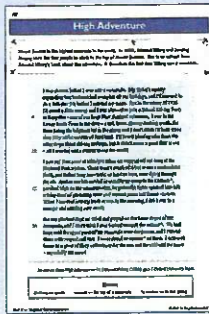


# High Adventure



**Question Book:**  
Year 3, pages 18-19

**Author / Source:**  
Sir Edmund Hillary

**Genre:**  
Non-fiction — memoir

**Cross-curricular links:**

- Art (illustrating a text)
- Geography (tourism)
- Maths (ordering numbers)

## Introduction

On 29 May 1953, Edmund Hillary and Tenzing Norgay made history when they became the first people to reach the summit of Mount Everest. In this extract, Hillary describes how he fell in love with mountains when he went on his first skiing holiday at the age of sixteen. Before pupils read the extract, make sure they read the introduction so that they are aware of Hillary's subsequent career as one of the twentieth century's most famous mountaineers.

## Answers

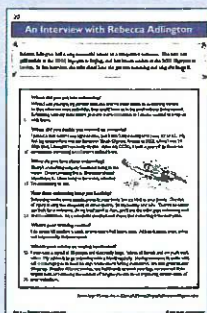
1. E.g. Because he had never been very far from Auckland before, and he wanted to see the world.
2. E.g. He felt excited and happy because he was seeing snow for the first time — he says it was "a tremendous thrill".
3. "as hard as iron"
4. E.g. Because it makes the mountain sound magical, like in a fairy tale, and helps you imagine how beautiful it was.
5. E.g. Because he had been told that they were dangerous. OR Because he was scared of them.
6. Any appropriate answer. E.g. Yes, because this ski trip was the first time that he saw snow and mountains. It gave him a "fiery enthusiasm" for them, which probably made him want to be a mountaineer.

## Extra Activities

- With the whole class, discuss the conventions of autobiographies and memoirs, encouraging pupils to identify features of this text which show that it is an example of autobiographical writing.
- Get pupils to write a short autobiographical passage or memoir describing the first time they did a favourite activity.
- Focusing on lines 11-18, ask pupils to identify the techniques that Hillary uses to describe the mountains. With the whole class, discuss the way these techniques help to build up a vivid image of the scene.
- Ask pupils to suggest other ways to describe a snowy scene. Get them to write and illustrate their own short passage, using descriptive language to create a vivid image of a snowy scene.
- Using the information in the extract, their own imaginations and online research if possible, get pupils to create a tourist brochure that will persuade people to visit Ruapehu. They may want to include a description of the natural beauty of the volcano, and suggestions for activities that people could do during their visit.
- Give pupils an alphabetical list of the ten highest mountains in the world and their heights in metres. Challenge pupils to arrange the list into height order.

Annapurna I	— 8091 m
Cho Oyu	— 8188 m
Dhaulagiri I	— 8167 m
Everest	— 8848 m
K2	— 8611 m
Kangchenjunga	— 8586 m
Lhotse	— 8516 m
Makalu	— 8485 m
Manaslu	— 8163 m
Nanga Parbat	— 8126 m

# An Interview with Rebecca Adlington



## Question Book:

Year 3, pages 20-21

## Author / Source:

<http://www.nhs.uk>

## Genre:

Non-fiction — interview

## Cross-curricular links:

- Science (nutrition)
- PSHE (setting goals)

## Introduction

Rebecca Adlington is a former competitive swimmer and one of Great Britain's most successful female Olympic athletes. She won two gold medals at the 2008 Olympics in Beijing, where she also broke the world record for the women's 800 m freestyle. In 2012, she won two bronze medals at the London Olympics. In this interview, conducted in 2010, Rebecca talks about how she first started swimming, why she loves the sport, and her advice for staying motivated.

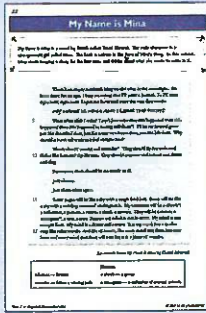
## Answers

1. E.g. So that they wouldn't be worried about her when she went in the pool on holiday.
2. E.g. Because both old people and young people can go swimming.
3. about 25 hours
4. E.g. She really enjoys swimming, and she likes competing with other people.
5. c. swim with people of different ages
6. E.g. Yes. When she was younger, she would try to swim as fast as her sisters, and she says that competing with the other people in her squad helps to motivate her.
7. Any appropriate answer. E.g. Yes, because it says lots of good things about swimming. For example, it says that swimming is "fun" and that it's good for you.

## Extra Activities

- Ask pupils to identify phrases from lines 11-20 of the text that might persuade people to start swimming. Get them to suggest other persuasive phrases to encourage participation in their own favourite sports.
- Adlington won two silver medals at the European Youth Olympic Festival in 2003. Ask pupils to write a diary entry from Adlington's perspective, just after the competition. They should describe her feelings about the competition, and explain why it motivated her to dedicate herself to competitive swimming.
- As a class, discuss the sacrifices that young athletes, particularly those of school age, have to make in order to train to a competitive standard. Why do they think people make these sacrifices? Have pupils ever had to make similar sacrifices in order to work towards something they wanted to achieve?
- Explain that eating a healthy, balanced diet is important to enable us to participate in sports like swimming, as well as all the other activities we do every day. Give pupils pictures of a variety of different foods, and ask them to sort them into the correct food groups (carbohydrates, proteins, etc.). Get pupils to invent some meals which include at least one ingredient from each of the food groups.
- Get pupils to write down a realistic goal (either academic or physical) that they would like to achieve in the next two to four weeks, and a plan for how they can work towards it. Ask pupils for regular updates on their progress, and celebrate the success of those who achieve their goals.

# My Name is Mina



**Question Book:**  
Year 3, pages 22-23

**Author / Source:**  
David Almond

**Genre:**  
Fiction — novel extract

**Cross-curricular links:**

- Art (illustrating imagery)
- Science (the mind)

## Introduction

*My Name is Mina*, first published in 2010, is the prequel to David Almond's *Skellig* — a very popular children's novel. Written in the form of a diary, *My Name is Mina* gives the reader a first-hand insight into nine-year-old Mina's unique view of the world. In this extract, Mina starts writing her diary, and explores what words and storytelling mean to her. Rich in similes, metaphors and other literary devices, this extract provides an ideal opportunity for pupils to start exploring creative writing and its effect on the reader.

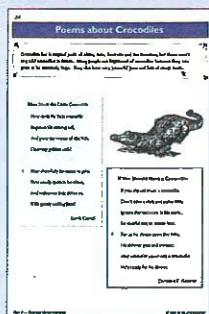
## Answers

1. Night-time. E.g. You can tell because there's moonlight.
2. E.g. To show how Mina wrote the words in her diary.
3. E.g. She means a blank page with no words written on it.
4. E.g. It would only have one word written on it.
5. c. a collective noun
6. E.g. Because the way she thinks isn't organised and tidy like straight lines — it's messy and disorganised.
7. Any appropriate answer. E.g. Imaginative. The way she writes shows that she sees lots of interesting images in her mind, and she uses language in creative ways to help the reader see those images too.

## Extra Activities

- As a class, discuss the characteristic features of diary entries. What features does Mina's diary have in common with more conventional diaries? In what ways is it different?
- In this extract, Mina uses imaginative imagery to describe the way animals move (e.g. "flicker like bats"). Get pupils to think of other animals that they are familiar with, and challenge them to think of verbs to describe the way they move. Encourage them to be creative in their suggestions.
- Explain that in the phrase "a swirling swarm of starlings", the author has deliberately chosen words that start with the same 's' sound. Give pupils a list of collective nouns for other groups of animals, and ask them to suggest alliterative phrases to describe them (e.g. a fluttering flamboyance of flamingos).
- The language in this extract creates vivid images in the reader's mind. Focusing on lines 5-21, ask pupils to identify examples of imagery, such as similes, and to describe the pictures that they create. Get pupils to choose an example of imagery, and ask them to draw a picture to represent it.
- Ask pupils to write an opening paragraph for their own diary that uses language creatively.
- Mina describes the mind as "a place of wonder". As a class, explore why the mind might be viewed in this way. Make sure pupils are aware that their minds control both their mental and their physical functions, and encourage them to explore all the things that their minds enable them to do.

# Poems about Crocodiles



**Question Book:**  
Year 3, pages 24-25

**Author / Source:**  
Lewis Carroll  
Christine F. Fletcher

**Genre:**  
Poetry

**Cross-curricular links:**

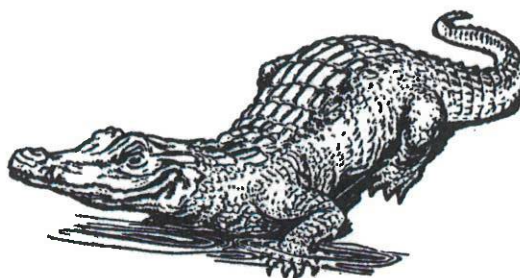
- Science (Nile crocodiles)

## Introduction

These two poems on the subject of crocodiles were written approximately a century apart. Lewis Carroll's *How Doth the Little Crocodile* appears in his novel, *Alice's Adventures in Wonderland*, which was first published in 1865. *If You Should Meet a Crocodile* was written by Christine F. Fletcher during an English lesson when she was at secondary school in 1957. It was originally published without her knowledge, and she has only recently been acknowledged as its author. The two poems offer many points of comparison, both in their subject matter, and in the language and poetic techniques they use, giving pupils plenty of scope to explore similarities and differences between them.

## Answers

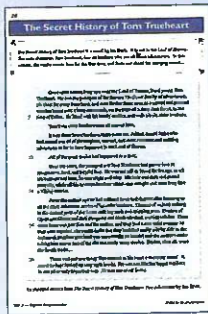
1. the third person
2. Nile
3. a. to grin b. smile
4. thinner
5. E.g. He is eating the "little fishes".
6. E.g. Because the crocodile is always hungry, and if you disturb him, he might eat you.
7. Any appropriate answer. E.g. No, because he's only little, and words like "gently smiling" make him sound friendly rather than frightening.



## Extra Activities

- With the whole class, compare the rhyme schemes of the two poems, encouraging pupils to identify similarities and differences between them. Get pupils to pick out the pairs or groups of words that rhyme in each poem, and ask them to think of as many other words as they can that would also rhyme.
- Make sure pupils understand what a syllable is, then get them to count the number of syllables in each line of *How Doth the Little Crocodile*. Can they spot a pattern? How many syllables are there in each line of *If You Should Meet a Crocodile*? How does this pattern compare with *How Doth the Little Crocodile*?
- Ask pupils to choose a wild animal and write their own eight-line poem describing what you should do if you meet that animal. They should follow the rhyme scheme and pattern of syllables used in *If You Should Meet a Crocodile*.
- Get pupils to find another poem about an animal that they enjoy. Pupils should read the poem they have chosen to the class and explain why they like it.
- Ask pupils to research the Nile crocodile and produce an informative poster covering information such as how large this species of crocodile can grow, where it lives and what it eats.

# The Secret History of Tom Trueheart



**Question Book:**  
Year 3, pages 26-27

**Author / Source:**  
Ian Beck

**Genre:**  
Fiction — novel extract

**Cross-curricular links:**

- Art (cartoon strip)
- PSHE (being different)

## Introduction

*The Secret History of Tom Trueheart* is the first in a series of three fantasy novels by Ian Beck. The hero of these novels, Tom Trueheart, comes from a family of fairy-tale heroes, but unlike his adventurous brothers, Tom considers himself to be a coward. In this engaging extract, Beck uses descriptive language to bring his characters to life. Before reading the text with the class, discuss what a fairy tale is and the typical features you would expect to find in one. Ask pupils to make a list of all the fairy tales they are familiar with.

## Answers

1. fables
2. E.g. It tells you that the story is set a long time ago.
3. eight
4. E.g. Because they are involved in lots of daring and exciting adventures.
5. Any two from: Tom is not tall, but his brothers are; Tom is "wiry", but his brothers are "broad"; Tom has curly hair, but his brothers have straight hair.
6. E.g. No, because he finds them scary, and they give him nightmares.
7. E.g. Everyone in Tom's family is brave, so maybe he is embarrassed that he isn't brave too. He might be worried that they wouldn't like him if they knew he wasn't brave.

## Extra Activities

- As a class, compare the extract with the pupils' list of typical features of fairy tales. In what ways is the extract similar to other fairy tales pupils have read? How is it different?
- Focusing on lines 1-15, ask pupils to identify all the adjectives that Ian Beck uses to describe members of the Trueheart family. Challenge them to think of an antonym for each adjective.
- With the whole class, discuss what the *Land of Stories* might be like. Ask pupils to suggest characters and places from stories they've read that you might find in the *Land of Stories*. Get pupils to write a short story set in the *Land of Stories*, drawing on the ideas raised in the discussion and their own imaginations.
- Ask pupils to imagine an exciting adventure experienced by one of Tom's brothers. Get them to create a cartoon strip showing the adventure.
- Tom Trueheart is very different from other members of his family. With the whole class, discuss how this might make him feel. Have pupils ever experienced feeling different or like they don't fit in? How did they cope with this? What could Tom's brothers do to make sure that being different isn't a problem for Tom?