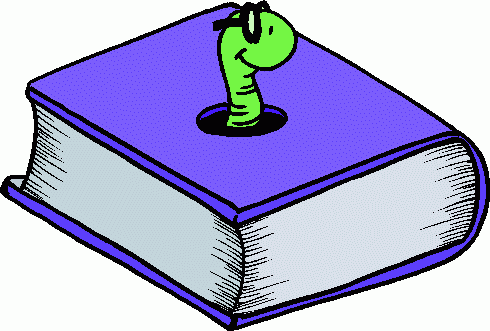
**Johnstone High School**

**English Department**



**S1 Close Reading &**

**Textual Analysis**

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***Wagons West***

*This passage is adapted from “A 19th Century Frontier Fort” by Scott Steedman and Mark Bergin.*

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Long lines of wagons rolled across the prairie. Their canvas tops flapped in the   
 wind. This was a wagon train making the long trek west. From a distance, the  
 wagons looked like sailing ships, which was how they got the nickname, ‘prairie  
 schooners’.  
  
5 In the early 1800s, most of America was wild and unexplored. With no frontiers  
 left to stop them, brave men, women and children packed up everything they owned  
 and left their homes in the eastern United States to travel west and make a new  
 life there. They became known as pioneers.  
  
 The pioneers had heard stories of the wonderful farming country in Oregon and   
10 California, on the Pacific coast. But to get there, they had to cross long stretches of  
 dry prairie and desert, and then drive their wagons up steel trails over the Rocky  
 Mountains. The gruelling journey was over 3000 kilometres long and took from four  
 to six months.  
  
 The pioneers usually travelled together because long ‘trains’ of wagons were less  
15 likely to be attacked by Indians. The biggest wagon trains included several hundred  
 families, following each other in a line across the dusty plain. The pioneers had to   
 cram everything inside the wagon. Ploughs and shovels, a stove, a bedstead and a   
 grandfather clock – it all had to fit in somehow. Often there was no room left for  
 the people, who had to walk beside the wagon.

***Wagons West***

***Questions***

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. Look at line 2. What do you think the word “trek” means? Explain your reason by referring to the first paragraph. |  | **2** |
|  |  | | |
|  | 2. The writer says the wagons “looked like sailing ships” (line 3). What would that make the prairies? |  | **1** |
|  |  | | |
|  | 3. In your own words, give two reasons why the pioneers are described as “brave” (line 6). |  | **2** |
|  |  | | |
|  | 4. Look at lines 10-13. Give three examples of how the writers’ word choice effectively conveys the journey’s difficulty? |  | **3** |
|  |  | | |
|  | 5. Explain clearly why the groups of wagons were called “trains” (line 14)? |  | **2** |
|  |  | | |
|  | 6. Look at line 17. What does the word “cram” mean, and how does the last paragraph help you to understand the word? |  | **2** |
|  |  | | |
|  | 7. Look at the whole passage. Pick out two details that help you appreciate how hard the journey was. It can be any two details you like, but you must explain what makes them effective. |  | **2** |
|  |  | | |
|  | **Total** | **(14)** |  |

***The Tay Bridge Disaster***

*On Sunday 28th December, 1879, a violent storm was raging, sweeping down the River Tay. The Dundee train set off across the river, but it never reached Dundee because the Tay Bridge collapsed. In this story Alastair Reid is waiting for his father who is on the train.*

*­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Alastair was restless, alone in the waiting room. All the lights were blown out. The station was a dark, cold place. The door opened. Mr Smith the Station Master came in.

“The signal’s at clear,” he said. “Your father’s train is on the bridge. He’ll be   
5 here in a few minutes.”

“Can I come out and see the train crossing the bridge?” asked Alastair.

“In this wind? No, you can’t. You stay put,” said Mr Smith.

But it was too late. Alastair was outside, struggling to stand up against the

blast and fighting his way past some waiting people, through broken glass to

10 the very end of the platform. Here, he could just see the rails curving away towards the bridge. This wasn’t good enough. Behind him, people were talking:

“Where’s that train?”

“It’s usually across the bridge by now.”

15 “I’m getting worried.”

“You don’t think . . .?”

Alastair couldn’t stand this any more.

Nobody noticed him. He slipped away, off the platform and on to the tracks,

scrunching his way through heavy stone ballast

20 The wind tore at Alastair’s face. He had to screw his eyes up so he could only half see.

Above the wind’s scream he heard scrunching footsteps. Mr Smith had arrived. He was crossing the bridge. What a terrible thing to try to do! As Alastair watched, he decided he would have to go as well.

25 The bridge shook and swayed under him as he crawled along the slippery wooden decking. He clutched at the flimsy handrail. Far below, he could hear the thunderous crash of huge waves smashing against the bridge’s piers.

***The Tay Bridge Disaster***

***Questions***

1. Write down two details from lines 1-2 that give the station a spooky   
atmosphere? **2**

2. Look at line 4. What evidence is there that Alistair and Mr Smith know each   
other well? **1**

3. Write down **two separate verbs** from lines 8-9 that show Alistair’s   
difficulty. **2**

4. Look at lines 12-15. Who is talking? **2**

5. Why is the word “scrunching” used in line 18? **1**

6. Can you identify and explain the technique the writer is using in line 21   
through the use of the word “scream”? **2**

7. “What a terrible thing to try to do!” (line 22). Why is it “terrible” for Mr   
Smith to try to cross the bridge? **2**

8. Look at line 25. Explain what “flimsy” means, and explain how the words   
around it help you to understand the word. **2**

9. Describe Alistair’s personality. How well does the writer show this? Give   
evidence from the passage. **2**

**Total (16)**

***The Ancient Egyptians***

*Why do we call the Egyptians ‘ancient’?* We call them ‘ancient’ because  
 they lived such a long time ago…not because they lived to a ripe old age!  
 The first Egyptians were farmers about 8,000 years ago. Within a few thousand  
 years, Egypt had become one of the most powerful countries in the world.

5 Egypt is mostly sandy desert, where nothing grows. The Ancient Egyptians settled  
 on the banks of the River Nile, where there was plenty of water for themselves  
 and their crops.

The Ancient Egyptians didn’t know about distant parts of the world.

However, they did explore other parts of Asia and Africa. Their merchants bought  
10 wood, gold, ivory, spices and even apes from nearby countries.

The Egyptians were so good at farming that they became very rich. They built  
 fantastic temples for their gods, and huge pointed tombs called pyramids where  
 they buried their kings. They had armies and ships and courts of law. Their priests   
 studied the stars and their craftspeople made beautiful things from gold and silver.

15 The king of Egypt was called the pharaoh. The Egyptians believed their Sun God Re  
 was the first king of Egypt, and that all the pharaohs after him were his relatives.   
 This made the pharaoh very holy, and very powerful! The people thought he was a  
 god on Earth.

*How would you know if you met a pharaoh?* He would be wearing a crown, of   
20 course! In fact, pharaohs sometimes wore two crowns at the same time; a white  
 one for Upper Egypt, which was the name for the south of the country, and a red  
 one for Lower Egypt, which was the north.

***The Ancient Egyptians***

***Questions***

1. Why does the passage begin with a question? **1**

2. Look at lines 3-4. Roughly when did the Egyptians become “one of the  
most powerful countries in the world”? Explain how you came to this   
conclusion. **2**

3. Look at lines 6-8. In your own words, explain why the Egyptians chose to   
live by the Nile. **2**

4. Why does the writer use the word “even” in line 11? **1**

5. (Line 13) Explain the meanings of the words:

1. “temple”
2. “tomb”

Refer to the passage to explain why you think this. **4**

6. Why does the writer use an exclamation mark in line 19? **1**

7. Look at lines 22-24. By modern standards, what is unusual about the names  
 “Upper Egypt” and “Lower Egypt”? **2**

8. Look at the whole passage. Pick out two details that help you appreciate   
how strange and interesting the Ancient Egyptians were. It can be any two   
details you like, but you must explain what makes them effective. **2**

**Total (15)**

***James and the Giant Peach  
by Roald Dahl***

The news that a peach almost as big as a house had suddenly appeared in someone's garden spread like wildfire across the countryside, and the next day a stream of people came scrambling up the steep hill to gaze upon this marvel.

Quickly, Aunt Sponge and Aunt Spiker called in the carpenters and had them

5 build a strong fence around the peach to save it from the crowd; and at the same time, these two crafty women stationed themselves at the front gate with a large bunch of tickets and started charging everyone for coming in.

“Roll up! Roll up!” Aunt Spiker yelled. “Only one shilling to see the giant peach!”

“Half price for children under six weeks old!” Aunt Sponge shouted.

10 By lunchtime, the whole place was a seething mass of men, women and children all pushing and shoving to get a glimpse of this miraculous fruit. Helicopters were landing like wasps all over the hill, and out of them poured swarms of newspaper reporters, cameramen, and men from television companies.

But while this excitement was going on outside, poor James was forced to stay

15 locked in his bedroom, peeping through the bars of his window at the crowds below.  
“This disgusting little brute will only get in everyone’s way if we let him wander about,”

Aunt Spike had said that morning.

“Oh, please!” he had begged. “I haven’t met any other children for years and years

and there are going to be lots of them down there for me to play with. And perhaps

20 I could help with the tickets.”

“Shut up!” Aunt Sponge had snapped. “Your Aunt Spiker and I are about to become  
millionaires and the last thing we want is the likes of you messing things up and getting  
in the way”.

Later, when the evening of the first day came and people had all gone home, the Aunts

25 unlocked James’ door and ordered him to go outside and pick up all the banana skins  
and orange peels and bits of paper that the crowd had left behind.

***James and the Giant Peach   
Questions***

1. “The news that a peach almost as big as a house had suddenly appeared in   
someone’s garden spread like wildfire across the countryside.”  
There are two examples of the same technique used in this sentence.  
State what the technique is and then go on to explain the effect of  
the technique used in each case. **3**

2. Look at the Aunts’ names.  
For each, explain what you think the name tells you about the person. **2**

3. In your own words, explain why the Aunts had a fence built around the  
peach. **2**

4. Re-read lines 10-14 and, in your own words, describe how the place   
looked. **2**

5. How do you imagine James was feeling, based on what he says in lines  
18-20? **1**

6. Pick three examples from the extract where the Aunts show their dislike  
of James. Write each one down and then explain how you know they dislike  
him based on their comments or actions. **6**

**Total (16)**

***SKATEBOARDING***

Skateboarding began in the late 1950s on the West Coast of America, where a   
 group of bored Californian surfers tried putting a surfboard on rollerskate wheels.

The earliest skateboards were very crude and dangerous forms of transport. The   
 main problem was their rattling skate wheels, which made the skateboard shake.  
5 The steel wheels were soon replaced by ones made of baked clay, and eventually in  
 the early 1970s by the smooth urethane plastic that is still used today.  
  
 The board shape stayed similar to the miniature wooden surfboard that it was   
 modelled on. These ‘old school’ boards were made from wood, plastic or even  
 metal and were designed to be cruised on. The introduction of the kicktail – an  
10 upturned back end – in the late 1960s allowed new tricks to be invented. There  
 were many changes in board shape throughout the 1970s and 1980s. Most modern  
 boards are made from maple wood and have both a kicktail and an upturned nose.  
  
 The two main types of skateboarding are street and ramp. Street skating is   
 skateboarding using urban obstacles such as kerbs, stairs and handrails. This can be  
15 dangerous and is banned in some cities. However, many skateparks have   
 streetcourses that copy the urban landscape. Skateparks offer a safe place to   
 practise and can introduce you to ramp skating. These are also known as   
 halfpipes, and are shaped like a letter ‘U’. Ramps come in three main sizes – mini,  
 mini and vert, which is vertical at the top.  
  
20 Once you’ve stepped on a skateboard you’ll understand why so many people   
 love it. It holds many challenges and is constantly fun and exciting. As you begin  
 to perfect tricks you will become more and more addicted to this fun pastime.

***Skateboarding  
Questions***

**Marks**

1. *Look at paragraph 1 (lines 1-2).*   
Explain in your own words how skateboarding began. **2**

2. *Look at paragraph 2 (lines 3-6).*  
Explain in your own words why the earliest skateboards were dangerous. **1**

3. Name TWO different materials that have been used to make wheels for   
skateboards. **2**

4. *Look at paragraph 3 (lines 7 to 12).*  
(a) What change took place in the shape of the skateboard in the 1960s? **1**

(b) In your own words, explain the effect this had on skateboarding. **2**

5. Describe the features of a modern skateboard. **2**

6. *Look at paragraph 4 (lines 13-19).*  
What are the two main types of skateboarding? **2**

7. Describe what the first of these types involves? **2**

8. Skateboarders might not like being banned in cities. In your own  
words, explain ONE reason why the ban should be accepted as fair. **2**

9. *Look at paragraph 5 (lines 20-23).*  
Clearly the writer is enthusiastic about skateboarding. Quote FOUR   
different words that suggest this. **2**

**Total (18)**

***Carrie’s War  
by Nina Bawden***

Nick threw up all over Miss Fazacherly’s skirt. He has been feeling sick ever since  
 they left the main junction and climbed into the joggling, jolting little train for the  
 last lap of their journey, but the sudden whistle had finished him.

Such a noise – it seemed to split the sky open. “Enough to frighten the dead,”  
5 Miss Fazackerly had said, mopping her skirt and Nick’s face with a handkerchief. He  
 lay back limp as a rag and let her do it, the way he always let people do things for  
 him, not lifting a finger.  
  
 “It’s all his own fault. He’s been stuffing his face ever since we left London.   
 Greedy pig. Dustbin.”

10 He had not only eaten his own packed lunch – sandwiches and cold sausages and  
 bananas – but most of Carrie’s as well. She had let him have it to comfort him   
 because he minded leaving home and their mother more than she did. She thought  
 now that it was just one of his acts to get attention and sympathy. Sympathy and  
 chocolate! He had eaten all her chocolate too!

15 Carrie loved Nick, loved him so much that sometimes it gave her a pain, but she  
 hated to be told to look after him. And she was bored with him at the moment.  
 That dying-duck look as he struggled to get his case down from the rack! “Leave it  
 to me, silly baby,” she said, jumping up on the seat. Dust flew and he screwed up  
 his face. “You’re making me sneeze,” he complained.

20 Carrie looked at Nick. She looked at his white face and the traces of sick around  
 his mouth and wanted to shake him. No one would take home a boy who looked   
 like that, so pale and delicate. They would think he would get ill and be a trouble  
 to them.

She said in a low fierce voice, “Why don’t you smile and look nice,” and he   
25 blinked with surprise, looking so small and so sweet that she softened. She said,  
 “Oh, it’s all right, I’m not angry. I won’t leave you.”

***Carrie’s War  
Questions***

1. Looking at paragraph one (lines 1-3), say how was Nick feeling when they left   
London? **1**

2. What does Miss Fazackerly do for him and what does this tell you about   
Nick’s personality? **2**

3. Look at the second paragraph (lines 4-7). How do you know that Nick is used  
to people doing things for him. QUOTE to support your answer. **1**

4. What does Carrie say to the teacher about Nick in lines 8 and 9 and what  
does this reveal about her feelings regarding what he has done? **2**

5. Carrie shares her lunch with Nick. What can you say about her relationship  
with her brother from this? **1**

6. Who is the older of the two children? Give evidence from the passage to   
support your answer. **2**

7. Why is Carrie angry with Nick when they arrive? Look at lines 20-23. **1**

8. What does Carrie tell Nick to do in paragraph 7 (lines 24-26)? **2**

9. What are her reasons for this and what does it tell us about her personality? **2**

10. How do you think they are feeling at this point? **1**

**Total (15)**

***The Real James Bond***

*The character of James Bond was created by Ian Fleming, and since the 1960s the role has been played by famous actors such as Sean Connery, Roger Moore and, most recently, Daniel Craig. In writing the stories, Ian Fleming was able to draw on some real-life experiences of his own…*

You’d never think that the guy who created James Bond knew a lot about real  
 espionage, would you? You’d be wrong. Not only did Ian Fleming (1908-1964)  
 know a lot about it, he’d been in it up to his suave and sophisticated neck for most  
 of his working life – before deciding to write. Not only that, but you might be   
5 forgiven for thinking he was a bit like our Mr Bond himself.  
  
 Son of wealthy parents, a playboy around London and bored with life as a   
 stockbroker, young Ian craved excitement. He eventually met someone in   
 British Naval Intelligence who was looking for bright young guys who, feeling they  
 had nothing to lose, were prepared to do just about anything as long as it was   
10 dangerous and the money was good. Fleming was perfect – mad as a hatter, brave  
 as a bulldog – and with ideas galore.  
  
 Fleming’s first solo job during the second World War was for Room 39 (as his   
 department was nicknamed) and involved the famous Rudolph Hess (Hitler’s  
 deputy leader of the German National Socialists). He reckoned that if he could get  
15 one of the Nazis’ top men to defect to us, it would strike pure fear into the Germans.  
 He chose the infamous Hess purely because of his one weakness. He was deeply   
 into astrology (star signs) and could be led to believe almost anything. Fleming  
 managed to get at the two Swiss astrologers known to be used by high-ranking  
 German officers and told them to tell Hess that his big moment of truth was nigh,   
20 and it was him who had been chosen by the fickle finger of fate to go to England and  
 smoke the big pipe of peace with our Prime Minister. This, without any doubt,  
 would make him the greatest and most popular man in the whole wide world. In  
 1941 Hess swallowed the bait big time. Borrowed a Messerschmitt fighter and flew  
 it to Scotland where he ordered the somewhat gobsmacked local police to take him  
25 to their leader.  
  
 Oh dear! Instead of being delighted, the British Government, including PM   
 Winston Churchill, saw him as not only an embarrassment but potentially dangerous.  
 They were worried that he might shine a torch on all the high-up Britons   
 (including the Duke of Windsor) who’d been having cosy fireside chats with the top  
30 German, Hitler. The government therefore let it be known that Hess was a total   
 loony and no use to man nor beast. Hess went to jail and stayed there until he  
 died in 1989.

***The Real James Bond  
Questions***

**Marks**

1. Read paragraph 2 (lines 6-11). In your own words, write down  
FOUR facts that we are told about Ian Fleming’s backgrounds and career. **4**

2. Look at lines 7-11. In your own words, explain what kind of people the   
British Intelligence Agency wanted to employ. **2**

3. What did the British hope to gain by winning over Rudolph Hess to  
their side during World War II? **1**

4. Look at lines 19-22.  
What story did the astrologers tell Hess about his future destiny? **2**

5. Look at lines 23-26.  
QUOTE the phrase that shows Hess completely believed this story. **2**

6. QUOTE the phrase that describes the British Government’s  
reaction to the arrival of Hess in this country. **2**

7. Look at lines 26-32.  
In your own words, explain what the British Government was worried  
that Hess might do. **2**

8. What did the British Government do with Hess? **2**

**Total (17)**

***Journey to Jo’Burg  
by Beverley Naidoo***

*In this novel, a young girl, Naledi, and her brother, Trio, travel to Johannesburg in South Africa looking for their mother. Their baby sister is ill and they have to get money from their mother so that they can save her. They are black children in a white, racist world, so they are badly treated by everyone they meet.*

There it stood, a great pink house with its own grass-lawn and trees in front, even  
 its own road leading up to the front door. The two children stopped at the wide iron  
 gates, looking up to it. The gates were closed, with a notice on them: “BEWARE OF  
 THE DOG”.

5 “Are we allowed to go in?” Tiro whispered.

“We must go in,” Naledi replied, opening the gate a little.

Nervously, they slipped in and slowly walked up the drive to the large front door.  
 Before they dared to knock, they heard a fierce barking from inside which made   
 them grip each other’s hands, ready to run back to the street. Then they heard a   
10 sharp voice inside called out, in English, “Joyce, see who it is!”

The door opened…

As Mama gasped, the children flung themselves at her and she clasped them in her  
 arms, hugging them. Tears welled up in her eyes as the children sobbed against her.

“What is wrong? What it wrong?” Mama cried softly.

15 “Who is it Joyce?” came a brisk voice from behind. The dog was still barking.

“Be quiet, Tiger!” ordered the brisk voice, and the barking stopped.

Mama stifled her sobs.

“Madam, these are my children.”

“What are they doing here..?” asked the white lady.

20 “Madam, I don’t know. They haven’t told me yet.”

“Dineo is very ill, Mama,” Naledi spoke between sobs. “Her fever won’t go away.  
 Nono didn’t want to trouble you but I told Tiro we must come and bring you home.”

Mama gasped again and held her children more tightly.

“Madam, my little girl is very sick. Can I go home to see her?”

25 “Well, Joyce, I can’t possibly let you go today. I need you tonight to stay in with   
 Belinda. The Master and I are going to a very important dinner party…”

She paused.

“But I suppose you can go tomorrow.”

“Thank you, Madam.”

“I hope you realise how inconvenient this will be for me. If you are not back  
30 in a week, I shall have to look for another maid, you understand?”

“Yes, Madam.”

***Journey to Jo’Burg  
Questions***

1. What do Naledi and Tiro think of the house in paragraph one (lines 1-4)? QUOTE   
to support your answer. **2**

2. What do the children do at the gates? **1**

3. Why do you think they do this? **1**

4. Look at paragraph four (lines 7-10). QUOTE four words or phrases which   
suggest that the children were nervous. **4**

5. What do the words “sharp voice” in line 10 suggest about the woman inside the   
house? **1**

6. Look at paragraph six (lines 12-13), which describes Mama’s reaction. What does   
this tell you about the relationship she has with her children? **2**

7. QUOTE four words or phrases which suggest the white woman’s personality. **4**

8. How does Naledi feel as she tells her mum about Dineo in lines 21 and 22. How  
do you know? **2**

9. What is Mama’s reaction to the news about Dineo? **1**

10. How does Mama’s boss react to the news? QUOTE something she says or does  
to support your answer. **2**

**Total (20)**

***How safe is the food we eat?***

*Today we are used to being able to buy food from large supermarkets. Because of this, farming methods are very different from what they used to be, and some of these changes have their disadvantages…*

Before the war, everyone bought their food from small shops – the baker, the  
 butcher, the greengrocers. Then in the 1950s large supermarkets started  
 springing up, mainly because fridges had improved and become widely available.  
  
 We began to eat more and more processed food – food that has had something  
5 done to it before we buy it. Supermarkets and processed food are designed to make  
 life easier for people who work long hours and haven’t the time to go from shop to  
 shop, or to spend a long time cooking when they get home.  
  
 Now only 8% of supermarket food is fresh (fruit, veg and eggs); the rest has gone   
 through food company machines. Processing food costs money, but the   
10 companies that do it can charge the consumer more than it costs them, so   
 making big profits. A frozen french fry is far removed from the original (cheap)  
 potato which it’s made from.  
  
 It’s important to watch out and read labels because sometimes low quality food is  
 disguised with flavourings and colours to look and taste fresher and better than it   
15 really is.  
  
 Over the past few years there have been an alarming number of food scares. Almost  
 all of them are connected to intensive farming.  
  
 Animals are being pushed with selective breeding and drugs to produce much more  
 than their bodies were designed to do. A dairy cow used to live an average of  
20 fifteen years or more. Modern dairy cows are worn out after only six. Now  
 new technologies and drugs are pushing them to produce even more. But will it end  
 in disaster?  
  
 Intensive farming conditions take their toll on animals. They are often given anti-  
 biotics and other drugs to keep them healthy enough to produce what we want  
25 from them, i.e. milk, eggs and meat. One fear is that humans who eat products  
 made from the flesh or milk of these animals are also eating low dosages of  
 antibiotics. Traces of antibiotics have been found in pork and turkey – there are   
 fears that humans are eating so much that the bacteria inside us are becoming   
 immune to antibiotics.

***How safe is the food we eat?***

***Questions***

1. Read paragraph one (lines 1-3). Explain why large supermarkets started to   
spring up in the 1950s. **1**

2. (a) For what purpose does the writer use a dash in line 1? **1**

(b) From elsewhere in the passage, find another example of a dash   
 being used for a similar purpose. **1**

3. From paragraph two (lines 4-7), state, in your own words, TWO   
advantages of supermarkets and processed foods. **2**

4. Read paragraph three (lines 8-12).  
 (a) What is the disadvantage of supermarket food? **1** (b) How do the food companies make their profits? **2**

5. Read paragraph four (lines 13-15).  
Why is it important to read the labels on food. **1**

6. (a) What do you think is the purpose of ‘selective breeding’? **1** (b) QUOTE another example of jargon similar to ‘selective breeding’. **1**

7. Read paragraphs five to seven (lines 16-27).  
Explain the harmful effects of modern farming methods on:  
 (a) cows **2** (b) humans who eat the food that comes from these animals **2**

8. QUOTE TWO words from the passage above that could be described  
as medical jargon (words which are specific to a particular topic). **2**

**Total (20)**

***Frankenstein’s Aunt  
by Allan Rune Pettersson***

*In this passage, Hanna Frankenstein arrives at her nephew, Victor Frankenstein’s castle. He has hidden away since he created the Monster and no one has seen him for many years.*

They drove through a narrow ravine where tree roots reared out of the mud like  
 gnarled hands. The screeching of the cart’s crooked wheels, the glip-glop of hoofs  
 in the mud, the splashing of pouring rain and the almost incessant growl of thunder  
 made all normal conversation quite impossible. They had to shout at each other,  
5 and Aunt Frankenstein had to shout the loudest, because Igor was slightly deaf.

“Is it possible to live up there at all!” she bawled.

“Igor lives there,” said Igor.

That was a surprise to Hanna Frankenstein, not altogether a pleasant surprise.  
 She made a swift calculation in her head as to how much it would cost to send Igor   
10 to the dentist.

“Oh, so you still live there, do you, Igor? In what part of the castle, may I ask?”

“In the kitchen,” screeched Igor. “It’s warmest there.”

The next moment, the rain-whipped air was sliced in two by a terrible flash of  
 lightning almost simultaneously with a tremendous clap of thunder. The horse  
15 reared up on its hind legs, neighing wildly, and Igor was only just about to stop it  
 bolting. Aunt Frankenstein drew angrily on her cigar, which refused to burn   
 properly in the rain, fierce raindrops coming right through her umbrella and falling  
 like mist all over her. She was soon soaked through to the skin and longed to get  
 indoors, but when she saw the ruined castle up there in the next flash of lightning,   
20 she wondered what “indoors” would really mean.

They arrived. The cart stopped with a jerk and the squeaking stopped too, the   
 silence afterwards almost foreboding, the stone walls of the castle rising glistening  
 wet out of the darkness. The thorny jungle of briars climbed high up the walls like  
 greedy claws, the rain bustling down into the undergrowth.

25 “Looks as it Sleeping Beauty had slept here,” muttered Hanna Frankenstein, trying  
 to light her cigar.

***Frankenstein’s Aunt  
Questions***

1. “Tree roots reared out of the mud like gnarled hands” (lines 1-2).  
What technique is used here and what does this make you think the roots look like? **2**

2. Looking at paragraph one (lines 1-5), write down as many reasons as you can why it   
is difficult for Hanna Frankenstein to have a conversation. **4**

3. Why does she have to shout when addressing Igor? **1**

4. Why do you think Hanna wants to send Igor to the dentist? **1**

5. Where does Igor sleep and why does he sleep there? **2**

6. Describe, in as much detail as you can, the weather in this part of the story. Refer  
to paragraph seven (lines 13-20). **4**

7. What does the phrase “fierce raindrops coming right through her umbrella”  
suggest to you about the weather? **1**

8. Look at paragraph eight (lines 21-24) and describe, in as much detail as you can,   
what is surrounding the castle. **2**

9. What does Hanna think of when she sees the castle? **1**

10. What does this make you think of? **2**

**Total (20)**

***Five shots that killed John Lennon***

*The famous 1960s pop group the Beatles consisted of John Lennon, Paul McCartney, George Harrison and Ringo Starr. The group split up in 1970. In 1971 John Lennon moved to New York and never returned to Britain again.*

John Lennon had always felt safe in New York. The autograph-hunters were polite  
 and fans didn’t bother him. On Monday 8th December 1980 there didn’t seem any  
 reason to feel differently. John and his wife Yoko had more interviews with the   
 media than usual, but that was to be expected with the release of “Double Fantasy”.  
5 They had no idea that a young man called Mark Chapman had been tracing their  
 movements for a week.  
  
 At about 4pm John signed an autograph for Chapman outside their apartment. John   
 looked up when he’d finished signing and asked, ‘is that all? Do you want anything   
 else?’ Chapman later said he felt that John had known he was looking his killer in   
10 the eyes. John and Yoko then went to the studio. They arrived home at about   
 10.52pm. As they approached their apartment block, John saw Chapman hiding in  
 the shadows. As he walked past him, Chapman withdrew a gun and shot John five   
 times in the back. Amazingly, John was still alive. He was rushed to hospital in the  
 back of a police car. However, his time had run out and John was pronounced dead  
15 at 11.07pm.  
  
 As the news of John’s death spread across the world, people struggled to understand  
 Chapman’s motives. They also tried to come to terms with the loss of John. Most  
 people who remember that tragic day recall where they were and how they felt. On  
 14th December 1980, crowds gathered in cities around the world or a day of  
20 mourning. At 7pm in the UK and 2pm in New York people observed ten minutes  
 of silence. Throughout the day, radio stations everywhere played John’s music.  
  
 By the end of the year, the single ‘Starting Over’ and album ‘Double Fantasy’ were  
 number one in the UK and the US. ‘Imagine’ later topped the charts, and has   
 reappeared in the British charts in 1988 and 1999. In 1995/96 the remaining  
25 Beatles released three albums of previously unreleased Beatles material. ‘Real  
 Love’ and ‘Free as a Bird’ were of particular interest as they were recorded by John  
 in the 1970s. Paul, George and Ringo had re-mixed them and added their   
 instruments and vocals. For the first time in over two decades the Beatles had been  
 reunited.  
  
30 In many ways, John will always be here, in his music, and in his words. John would  
 have been happy with that – he’d often said the message was all that mattered.

***Five shots that killed John Lennon***

***Questions***

1. Why had John Lennon always felt safe in New York? **2**

2. What evidence is there that Mark Chapman had carefully planned the  
crime? **2**

3. From information contained in the first two paragraphs (lines 1-15),   
write down what John Lennon and his wife Yoko Ono had been doing on  
December 8th 1980. **3**

4. Name some of the ways that people paid tribute to John Lennon on  
14th December 1980. Base your answer on paragraph three (lines 15-21). **2**

5. What evidence is there that his music remained popular in the 1980s   
and 1990s? **2**

6. What changes had been made to ‘Real Love’ and ‘Free as a Bird’? **2**

7. In what sense does the writer consider that John Lennon will  
‘always be here’? **2**

8. The passage is written in hindsight – that is, after the events have   
occurred. QUOTE a statement from paragraph one which shows this. **2**

9. Most of the passage takes a very factual approach. QUOTE TWO   
examples of the writer giving precise details. **2**

10. QUOTE an example from anywhere in the passage where the  
writer expressed his own opinion. **1**

**Total (20)**

***Pizza Cake***

Dad was flabbergasted when I told him the news. He nearly dropped the plate he was  
 washing up. He stared at me, water dripping off his elbows.

“Fifty million?” he said. “Your school is selling Ms Fosdyke to West Chirnside Primary for  
 fifty million pounds?” I nodded sadly.

5 “That’s crazy”, said Dad. “They could get heaps more for a teacher like her. The primary  
 school near the library just paid over seventy million for a teacher with half her experience.”  
 Mum nodded as she took the plate from him and dried it. “And that was a bargain,” she   
 said. “Last week the high school paid a hundred million pounds for a maths teacher.”

“Crazy,” said Dad. “Giving away a top teacher like Ms Fosdyke for fifty million. You don’t  
10 even get a good footballer for that these days.” I agreed. It was crazy. And it was all my   
 fault.

“Emmy, love, don’t chew your pen,” said Mum. “Those pens cost nearly a pound each.   
 Have you finished your homework?”

“Almost,” I said. “I’m doing my creative writing task. I’m making up a story about some  
 teachers who are badly paid and overworked and don’t get much respect.” Mum frowned.  
15 “Sounds a bit far-fetched,” she said. “It’s a fantasy story,” I said. “Ms Fosdyke encourages  
 us to use our imagination.”

Dad wiped his hands and picked up my exercise book and read a couple of sentences. He  
 frowned and put the exercise book down again. “Even fantasy stories need to be a little  
 bit believable, Emmy,” he said. “You can’t just write totally impossible crazy stuff.”

Mum said down next to me at the kitchen table and put her arm round me. “You must  
20 be feeling sad,” she said. “About Ms Fosdyke being transferred.” I nodded. Mum and Dad  
 both looked sympathetic. Suddenly I knew I have to risk it and tell them. So they’d see why   
 it was so important that Ms Fosdyke didn’t leave.

“Ms Fosdyke thinks that one day…” I hesitated for a sec. Was this going to sound dopey?  
 “…that one day I could be a teacher.”

25 Mum and Dad just stared at me. They were both flabbergasted. “A teacher?” said Mum.   
 “Are you sure?” said Dad. “Oh love,” said Mum. “That might be pushing it a bit. Why don’t  
 you lower your rights just a little. What about being a doctor? Or a lawyer?

“I want to be a teacher,” I said quietly. “I want to help people’s mind blossom like  
 Ms Fosdyke does.” Mum sighed. “Emmy,” she said. “Only the smartest, cleverest, most  
30 brilliant people get to be teachers. You know that. It’s good to be ambitious, but it’s not  
 good to set yourself up for disappointment.”

“Airline pilot,” said Dad. “Why not give that a try? That’s more sensible, eh?” I didn’t  
 reply. Mum and Dad meant well, but the trouble was they didn’t really believe in me. Not   
 really. Not like Ms Fosdyke. That’s why I had to stop her going.

***Pizza Cake  
Questions***

1. Look at paragraph one (lines 1 and 2). How do you know that the narrator’s  
 (Emmy’s) dad was shocked at her news? **2**

2. What is the news and why is it surprising to you? **2**

3. What kind of story is Emmy writing? Refer to paragraph six (lines 13-16). **1**

4. Look again at paragraphs seven and eight (lines 17-22).   
What do her mum and dad say about her story? In your own words, give their  
reactions. **2**

5. How does Emmy feel about what is happening? **1**

6. Emmy hints that she is to blame for Ms Fosdyke’s transfer. What do you think  
she might have done? **1**

7. What advice has Ms Fosdyke given Emmy? **1**

8. What are Emmy’s parents’ reaction to this and why is that unusual? Refer to   
paragraph ten (lines 25-27). **2**

9. What does Emmy think of her parents and how is this different to her feelings  
about Ms Fosdyke? **2**

**Total (14)**

***The Nagging Parent***

*Everybody argues with their parents at some point. According to writer Peter Corey though, the Nagging Parent is a particularly difficult type…*

*­*

*The nature of the beast* Parents ask questions which they already know the answers to. The Nagging Parent  
 is the past master of this art. Not only the past master, but the present and future  
 master as well. And mistress, in the case of the Nagging Mum. They seem to spend  
5 their entire life questioning your actions, telling you that you shouldn’t be doing   
 what you’re doing, even if it’s the exact opposite of the last thing that you were   
 doing. Confused? That’s hardly surprising. Because *surprise* is the Nagging Parent’s  
 secret weapon.  
  
 *Habitat*10 In bushes, behind doors, under beds. In fact, anywhere that provides a bit of cover.  
 Just when you thought it was safe to sit on the loo…the Nagging Parent strikes: ‘Why  
 are you using so much lavatory paper?’ Your life is not your own. You can’t go   
 anywhere or do anything without getting nagged.  
 And don’t imagine you are safe when you’re parents are not with you. Because   
15 you’re not! The thing about Nagging Parents is that they are quite happy to nag  
 *anybody*. It doesn’t have to be one of their *own* children. What makes it worse is  
 the fact that this particular breed is very common. And what compounds the  
 problem is the fact that the Nagging Parent, or, to give them their Latin name,  
 *Naggus Tu Deathus*, is a distant cousin of that other difficult type, the Inquisitive  
20 Parent. You could be doing something fairly harmless – minor surgery on next door’s  
 Manx cat (at least, it’s a Manx cat *now*, anyway), and totally unbeknown to you, the  
 local snoop has got your recorded for posterity on their Inquisitive Parent’s   
 Surveillance Kit (available from all good health centres). Next thing you know, the  
 Nagging Parent is giving you an earful of Relentless Verbal Porridge.  
  
25 *Appearance*  
 Ah! Here is where the Nagging Parent can be very devious. They look perfectly   
 normal. Well, as normal as any parent ever looks. And, like a chameleon, they  
 have the power to blend with their surroundings. That door could be a parent.  
 That wardrobe could be one. That tallboy definitely is one (but at least he’s come  
30 out of the closet!)  
 Out of doors, they don’t exactly wear army camouflage gear, but they manage to   
 blend in with the background, as they sneak from bush to bush ready to stop you   
 doing whatever it is you’re doing, however harmless. Oh, yes! They are devious  
 animals!  
  
35 *Conversation* This seems to consist mainly of phrases that begin: ‘Don’t’ or ‘Stop’ as in:  
 ‘Don’t do that! Or  
 ‘Stop that!’  
 ‘That’ is their universal word to cover absolutely anything that you may, or may  
40 not, be up to. For, be assured, you don’t actually have to be doing anything you’re  
 accused of in order to get nagged.

***The Nagging Parent  
Questions***

1. Why do you think the writer uses a long sentence in lines 4-7? **2**

2. The whole passage depends on one basic comparison: parents are   
compared to animals.  
QUOTE THREE expressions which show how the writer talks about Nagging  
Parents and their behaviour as if he was describing a species of animal. **3**

3. Explain why a dash is used in line 20. **1**

4. (a) Throughout the passage the writer gives ‘Nagging Parents’ capital  
 letters. Why do you think he does this? **2** (b) Find another example of capital letters being used for a similar  
 purpose elsewhere in the passage. **1**

5. Like the passage on James Bond from earlier in the year, this one is   
written in an informal style, where the writer appears to be talking to us.  
QUOTE TWO examples of this style from anywhere in the passage. **2**

6. Find a word or phrase from the passage that means:  
 (a) to be an expert at something  
 (b) to make a problem worse  
 (c) surroundings in which an animal lives  
 (d) a person who is nosy  
 (e) a covering used to hide or disguise something **5**

**Total (16)**

***The Son of Neptune: Percy Jackson Returns  
by Rick Riordan***

The snake-haired ladies were starting to annoy Percy.

They should’ve died three days ago when he dropped a crate of bowling balls  
 on them at the Napa Bargain Mart. They should’ve died two days ago when he ran   
 over them with a police car in Martinez. They definitely should have died this  
5 morning when he cut off their heads in Tilden Park.

No matter how many times Percy killed them and watched them crumble to   
 powder, they just kept re-forming like large evil dust bunnies.

He couldn’t even seem to outrun them.

He reached the top of the hill and caught his breath. How long since he’d last  
10 killed them? Maybe two hours. They never seemed to stay dead longer than that.

The past few days, he’d hardly slept. He’d eaten whatever he could scrounge –  
 vending machine Gummi Bears, stale bagels, even a Jack in the Crack burrito, which  
 was a new personal low. His clothes were torn, burned and splattered with monster  
 slime.

15 He’d only survived this long because the two snake-haired ladies – gorgons, they  
 called themselves – couldn’t seem to kill him either. Their claws didn’t cut his skin.  
 Their teeth broke whenever they tried to bite him. But Percy couldn’t keep going   
 much longer. Soon he’d collapse from exhaustion, and then – as hard as he was to  
 kill – he was pretty the gorgons would find a way.

20 He scanned his surroundings. Under different circumstances, he might’ve enjoyed  
 the views. To his left, golden hills rolled inland, dotted with lakes, woods and a few  
 herds of cows. To his right, the flatlands of Berkeley and Oakland marched west – a  
 vast checkerboard of neighbourhoods with several million people who probably  
 did not want their morning interrupted by two monsters and a filthy demigod.

25 Farther west, San Francisco Bay glittered under the silvery haze. Past that, a wall of  
 fog had swallowed most of San Francisco, leaving just the tops of skyscrapers and   
 the towers of the Golden Gate Bridge.

A vague sadness weighed on Percy’s chest. Something told him he’d been to   
 San Francisco before. They city had some connection to Annabeth – the only  
30 person he could remember from his past. His memory of her was frustratingly   
 dim. The wolf had promised he would see her again and regain his memory -   
 if he succeeded in his journey.

Should he try to cross the bay?

The wind changed. Percy caught the sour scent of reptile. A hundred yards down   
35 the slope, something rustled through the woods – snapping branches, crushing   
 leaves, hissing. Gorgons.

***The Son of Neptune: Percy Jackson Returns  
by Rick Riordan  
Questions***

1. Which phrase is repeated in the second paragraph (lines 2-5)? **1**

2. Why do you think the writer repeats this particular phrase? **2**

3. How does Percy feel about the snake-haired ladies? QUOTE to support your  
answer. **2**

4. “His clothes were torn, burned and splattered with monster slime” (lines 13-14).  
What does this reveal to you about Percy’s life. **2**

5. Refer to paragraph seven (lines 15-19). How has he managed to survive the Gorgons   
to this point? **1**

6. Why does he think that this will not last? **1**

7. Describe, using your own words as far as possible, Percy’s surroundings in   
paragraphs eight and nine (lines 20-27). **2**

8. Why does Percy feel saddened when he looks at San Francisco in paragraph ten  
(lines 28-32)? **2**

9. Why do you learn about Percy’s past life in that same paragraph? **2**

10. Who appears at the end of the extract and how does the writer describe them? **2**

**Total (17)**

***The Other Olympics***

*The modern Olympic Games were first held in Athens in 1896, and the first Winter Olympics followed in 1924. However, in 1960 a new dimension was added with the first Paralympic Games, and the Special Olympics began in 1968.*

The Paralympics for people with physical disabilities and the Special Olympics for   
 people with learning disabilities (mental handicap) enable thousands of athletes to  
 show the world the true meaning of the Olympic spirit.  
  
 The idea of sport for disabled people came from Dr Ludwig Guttman, who used it  
5 in the treatment of paraplegics (people paralysed as a result of injuries to the   
 spinal cord) in the Second World War. After the war, he pioneered competitive   
 sport for the paralysed. On the day the 1948 Olympic Games were opened in   
 London, sixteen ex-servicemen and woman took part in an archery contest at   
 Stoke Mandeville, the famous hospital near London where paralysed victims of   
10 the war were treated.  
  
 From this small beginning grew the annual International Stoke Mandeville Games,   
 a worldwide sports movements, and a special stadium was built at Stoke  
 Mandeville in 1969. Every fourth year since 1960, the Games have been held if   
 possible in the country hosting the Olympics. These ‘parallel’ games, called  
15 the Paralympics, are now staged immediately after the Olympics, and in 1996  
 some of the events gained full Olympic status, with the winners receiving   
 Olympic medals.  
  
 Never was the Olympic motto ‘The important thing is not winning, but taking  
 part…’ so appropriate as at the Special Olympics. The Games, for people with  
20 learning disabilities, began in 1968 at Soldier Field, in Chicago, USA. They were  
 set up largely through the efforts of people such as Eunice Kennedy Shriver, a  
 sister of President John F. Kennedy, and the 1960 Olympic decathlon gold-  
 medallist, Rafer Johnson. Summer and winter International Games are now held  
 every four years.  
  
25 The aim of Special Olympics is to help people with learning difficulties to ‘discover  
 their full human potential and to bring them into the mainstream of life and work  
 through sports training and competition.’ Today, Special Olympics is the largest  
 amateur sports organisation in the world, with programmes operating in some 120  
 countries, and nearly a million athletes taking part. Coaches learn how to break   
30 down each sports skills into tasks which can be learned one by one.  
  
 An entry of 6,500 athletes for the 1995 Summer games means 2,000 coaches,  
 15,000 family members and 45,000 volunteers also participating. All athletes  
 who enter a Special Olympics competition receive an award. In Special   
 Olympics, nobody is a failure. They are all successes.

***The Other Olympics   
Questions***

1. Explain in your words the basic different between the Paralympics and the   
Special Olympics as outlines in the first paragraph (lines 1-3). **2**

2. Read paragraph 2 (lines 4-10).  
a) Explain when and why the idea of sport for disabled people came about. **2**

b) Write down the word from paragraph two which shows Dr Guttman  
was the first to introduce the idea of sport competitions for disabled people. **1**

3. Are the Paralympics always held in the same country as the main Games?  
QUOTE an expression from paragraph three (lines 11-17) in support of   
your answer. **1**

4. In your own words, explain why 1996 was a landmark in the history of   
the Paralympic Games. **2**

5. Explain how the name ‘Paralympics’ was formed. **2**

6. Read paragraph five (lines 25-30).  
In your own words, explain the two aims of the Special Olympics. **2**

7. In paragraphs five and six (lines 25-34), a large number of statistics are  
given. Referring to at least one example, explain clearly the effect of this.  **2**

8. ‘In Special Olympics, nobody is a failure. They are all successes’   
(lines 33-34). Explain clearly what the author means by this. **2**

**Total (16)**

***Harry Potter and the Philosopher’s Stone  
by J. K. Rowling***

There were a hundred and forty-two staircases at Hogwarts: wide, sweeping ones;  
 narrow, rickety ones; some that led somewhere different on a Friday; some with a   
 vanishing step half-way up that you had to remember to jump. Then there were the  
 doors that wouldn’t open unless you asked politely, or tickled them in exactly the  
5 right place, and doors that weren’t doors at all, but solid walls just pretending. It   
 was also very hard to remember where anything was, because it all seemed to move  
 around a lot. The people in the portraits kept going to visit each other and Harry was  
 sure the coats of armour could walk.

The ghosts didn’t help either. It was always a nasty shock when one of them glided  
10 suddenly through a door you were trying to open. Nearly Headless Nick was always  
 happy to point new Gryffindors in the right direction, but Peeves the Poltergeist was  
 worth two locked doors and a trick staircase if you met him when you were late for  
 class. He would drop waste-paper baskets on your head, pull rugs from under your  
 feet, pelt you with bits of chalk or sneak up behind you, invisible, grab your nose  
15 and screech, “GOT YOUR CONK!”

Even worse than Peeves, if that was possible, was the caretaker Argus Filch. Harry  
 and Ron managed to get on the wrong side of him on their very first morning. Filch   
 found them trying to force their way through a door which unluckily turned out to be  
 the entrance to the out of bounds corridor on the third floor. He wouldn’t believe  
20 they were lost, was sure they were trying to break into it on purpose and was   
 threatening to lock them in the dungeons when they were rescued by Professor   
 Quirrell, who was passing.

Filch owned a cat called Mrs Norris, a scrawny, dust-coloured creature with bulging,  
 lamp-like eyes just like Filch’s. She patrolled the corridors alone. Break a rule in   
25 front of her, put just one foot out of line and she’d whisk off for Filch, who’d appear,  
 wheezing, two seconds later. Filch knew the secret passageways of the school better   
 than anyone (except perhaps the Weasley twins) and could pop up as suddenly as   
 any of the ghosts. The students all hated him and it was the dearest ambition of   
 many to give Mrs Norris a good kick.

30 And then, once you had managed to find them, there were the lessons themselves.  
 There was a lot more to magic, as Harry quickly found out, than waving your wand  
 and saying a few funny words.

They had to study the night skies through their telescopes every Wednesday night at  
 midnight and learn the names of the different stars and the movement of the   
35 planets. Three times a week they went out to the greenhouses behind the castle  
 to study Herbology, with a dumpy little witch called Professor Sprout, where they   
 learnt how to take care of all the strange plants and fungi and found out what they  
 were used for.

***Harry Potter and the Philosopher’s Stone  
Questions***

1. What do you think is the purpose of the colon (:) in the first sentence of this passage? **1**
2. What do the semi-colons (;) in lines 1, 2 and 3 do? **1**
3. **In your own words** explain the two ways in which the students could get the doors   
   to open for them. **2**
4. Explain how the line – “The ghosts didn’t help either” – links the first and second   
   paragraphs. **2**
5. Rowling deliberately called the Poltergeist “Peeves” – why? What is it an example of? **2**
6. The words “GOT YOUR CONK!” have been put into capital letters. Why? **1**
7. What are the brackets used for – (except perhaps for the Weasley twins)? **1**
8. How do the sentences surrounding the word “ambition” help you to realise what it   
   means? Why would the students have this ambition? **2**
9. State three things the students had to do in their lessons. **3**
10. Why is Professor **Sprout** a fitting name for the Herbology teacher? **1**

**Total (16)**