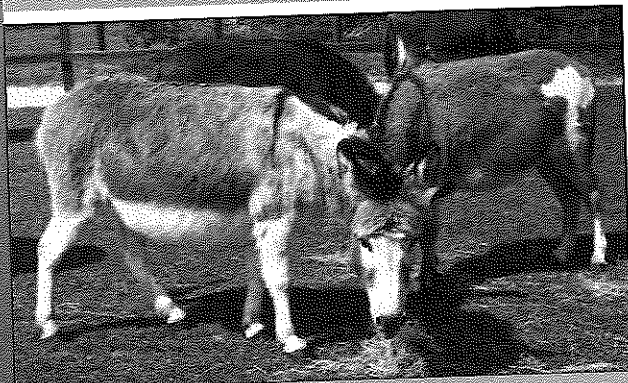


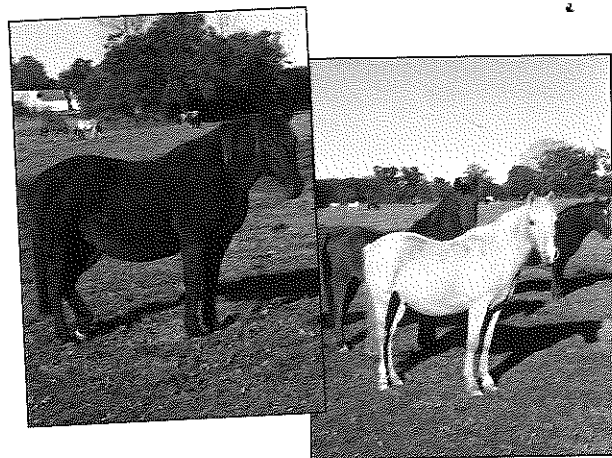
Redwings Horse Sanctuary

REDWINGS HORSE SANCTUARY



It is very sad to see the animals who have suffered. It is also rewarding to watch them get better and make friends in the Sanctuary. They come to Redwings for many reasons: some have been neglected or were going to be killed. Some are injured or are unwanted by their owners. The main reason for the large number of unwanted equines is that people are not sensible when breeding them.

Redwings spends a lot of time and money on education. We warn people about the problems of overbreeding the animals. We think this happens not because of neglect, but because owners do not think about the results of their actions. Our trained Welfare Officers help and give advice to owners on the care and feeding of horses and donkeys. We give out free information sheets about how to care for their animals to anyone who asks. We also produce leaflets, such as this one, and send out a regular newsletter which gives our views and describes the work we do.



Redwings Horse Sanctuary was founded in 1984 to provide a caring home for horses, ponies, donkeys and mules. These animals have been rescued from neglect and the threat of being killed. Our work is about reducing the suffering of equines. Every week we take in animals which really need our care and attention. We aim to give them a home until the end of their days. At present we care for over 1,000 animals and, because more and more help is needed, sadly we expect that our workload will continue to grow.

With the help of our caring staff and volunteers, Redwings looks after its animals, makes new arrivals happy and comfortable and raises money to keep them. Our horses live as natural a life as possible. During the winter they run free in well-maintained paddocks. In summer extra land is leased for them to graze in.

Hill Top Farm, Hall Lane, Frettenham, Norwich NR12 7RW
Tel: 01603 737432 Registered Charity No: 295763

TEXT

- 1 What do you think an 'equine' is? Look in a dictionary.
- 2 How many horses are cared for at the sanctuary?
- 3 Why are the writers of this leaflet 'sad' that they will have to have more animals in their sanctuary?
- 4 What are four main reasons why animals come to the sanctuary?
- 5 Why is education such an important part of their programme? What do their Welfare Officers do?
- 6 Which of these statements do you think is true? Give your reasons.
 - a) This leaflet gives you information as well as persuading you to support the charity.
 - b) It uses pictures so you will feel sorry for attractive animals.
 - c) It uses persuasive language, e.g. 'desperately', 'slaughter', 'enormous task', to make you support them and send money.

SENTENCE

- 1 Write out the correct parts of the verb 'to be'.
Today: I am, you ..., he/she/it ..., we ..., you ..., they are
Yesterday: I was, you ..., he/she/it ..., we ..., you ..., they were
- 2 Write out these sentences, using the correct form of the verb and of the other words in brackets.
 - a) The girls (was/were) asleep in (there/their) caravan when the fire (starting/started/starts).
 - b) He (have/has) had to fight to help (him/he/it) keep his dog.
 - c) I am certain that the girls (will/shall) swim (well/good) tomorrow.

WORD

- 1 Copy and complete this chart with ten more words that have a sound like the 'ee' phoneme. Use a dictionary to help you.

ee	ea	ie	ei	e
----	----	----	----	---

- 2 Write out the following words putting in 'ie' or 'ei'. Use your dictionary to check.
ch _ _ f rel _ _ ve dec _ _ ve n _ _ ce f _ _ ld bel _ _ ve n _ _ ghour
- 3 Put the words in question 2 into three groups:
 - 'ee' sound made by 'ie'
 - 'ee' sound made by 'ei'
 - not an 'ee' sound
- 4 Write a rule to help you spell words with 'ie' or 'ei'. Find five exceptions to the rule.

Night Mail

This poem was written to be the 'voice-over' for a film. It is about the train which takes the mail from London to Scotland overnight. This part of the poem describes the train arriving in Scotland. When you have worked on the excerpt from the poem, you should try reading it aloud to really enjoy it.

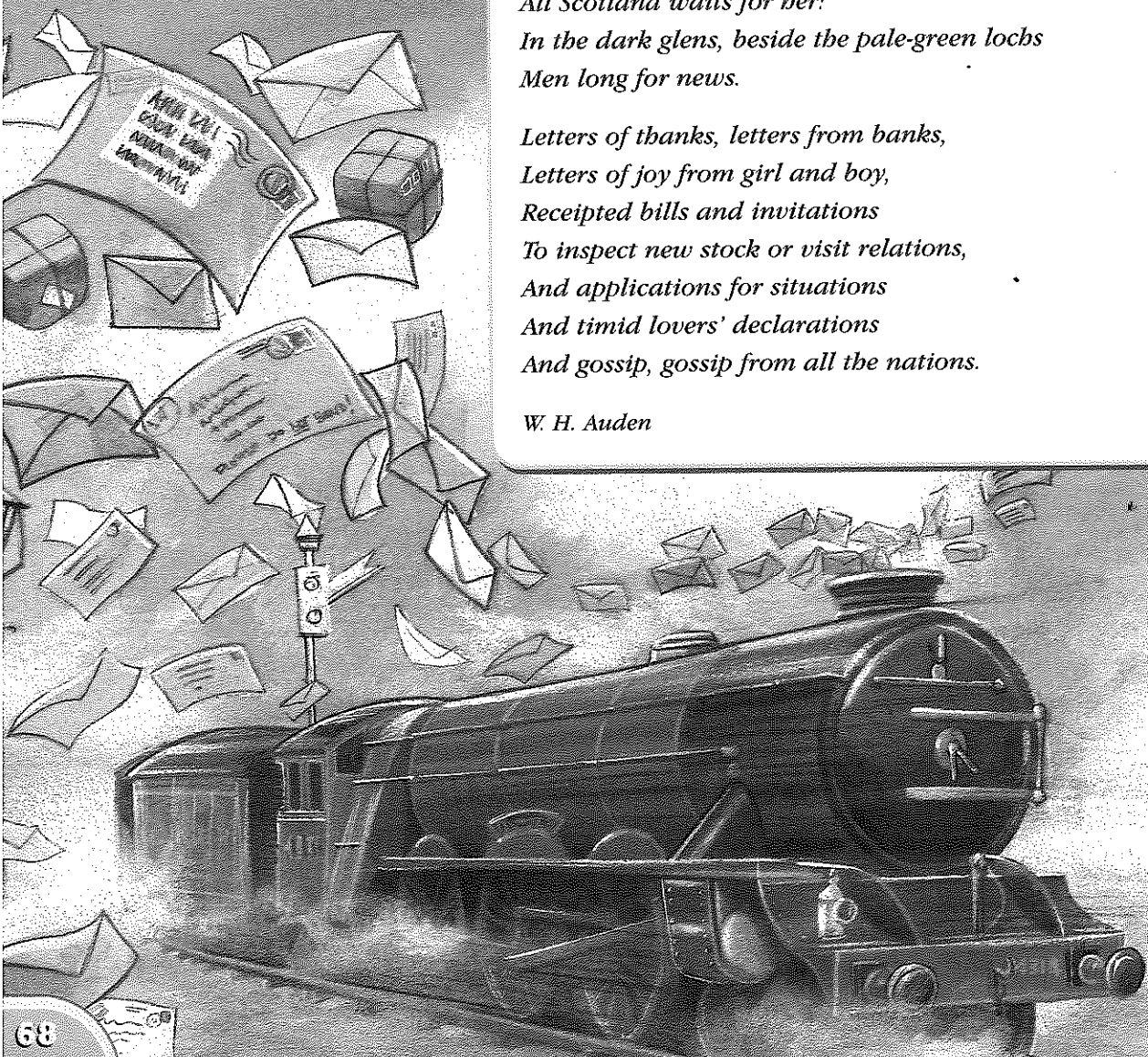
*Past cotton grass and moorland boulder
Shovelling white steam over her shoulder.
Snorting noisily as she passes
Silent miles of wind-bent grasses.*

*Birds turn their heads as she approaches,
Stare from the bushes at her black-faced coaches.
Sheep-dogs cannot turn her course,
They slumber on with paws across.
In the farm she passes no one wakes,
But a jug in the bedroom gently shakes.*

*Dawn freshens, the climb is done.
Down towards Glasgow she descends
Towards the steam tugs yelping in a glade of cranes,
Set on the dark plain like gigantic chessmen.
All Scotland waits for her:
In the dark glens, beside the pale-green lochs
Men long for news.*

*Letters of thanks, letters from banks,
Letters of joy from girl and boy,
Receipted bills and invitations
To inspect new stock or visit relations,
And applications for situations
And timid lovers' declarations
And gossip, gossip from all the nations.*

W. H. Auden



TEXT

- What words in the first verse show the poet is describing a steam train?
 - How does he imagine the steam moving?
 - What noise does he describe?
- Explain how the two animals mentioned react to the train passing.
- In verse 3, the poet imagines the scene below him in the countryside to be like a chessboard. *a)* What could the squares on the chessboard be? *b)* What does he say reminds him of chess pieces?
- Why is ‘all Scotland waiting’ for the train? Give your reasons.
- Write down five types of letter that the train is carrying.
- Find and write down two sets of couplets from the poem. *b)* How does the poem rhyme differently in the last part of the poem?

SENTENCE

- Put these examples into two columns; *whole sentences* and *phrases*.
 - The frost was sharp
 - the full moon
 - letters and mounds of parcels
 - From house to house, he moved slowly
 - on the clean mat in the hallway
- In the chart below, match up a phrase from column A to a phrase from column B. Join the two phrases with a verb and write the sentence you have made:

Column A	Column B
the van driver	behind the dark hill
young children	by the side of the road
a blazing sun	on the Christmas tree

- Write sentences using each of these phrases:
 - into the lead
 - the three of us again
 - cats and dogs
 - absolutely clear

WORD

- Make these nouns plural: **baby lady chimney donkey family valley**
- Sort your answers into two columns, under the headings ‘just add s’ and ‘change the y to something else’. Write a rule about this. What do you notice?
- Use these verbs ending in ‘y’ in sentences. Use present and past tenses, e.g. He cries when he wants his mum. I cried at the end of the sad film.
 - to cry
 - to deny
 - to fry
 - to spy
 - to destroy
 - to buy
 - to stay
- Write the verbs in a chart under the headings ‘just add s’ and ‘change the y to something else’. Write a rule about this. What do you notice?

Letters about fox-hunting

1 Dear Sirs,
 Firstly, foxes are killers. I talked to a shepherd last week who told me he had lost ten new-born lambs, all senselessly slaughtered by foxes. Don't tell me that it is cruel to hunt foxes. Surely, the general public knows that they are pests and need to be exterminated? Are we expected to put up with this for ever? This sport – and it is a sport – is a part of our culture in the countryside. I would ask these do-gooders to come to my farm and hear the sounds of chickens in the hen-house being attacked by a fox in the night. This is cruel. The fox doesn't even eat them very often!

Yours,

2 Dear Sir,
 The writer of last week's letter needs to check his facts. If foxes are scavengers, then they keep down harmful animals for farmers. The fox is helping clear up the countryside. Leave them alone! If the farmer is worried about his hen-house, it wouldn't be difficult to make it more secure: 98% of poultry are quite safe from fox attack.

With all good wishes,

3 Dear Sir,
 I am not in favour of fox-hunting but I can see that some way of keeping the fox population down is essential. They are known to be bigger carriers of rabies than dogs in this country. If the fox population becomes too big then food will be scarce and starvation will result. This is more cruel, surely, than hunting foxes for sport?

Yours faithfully,

4 Sir or Madam,
 Fox-hunting is one of the cruellest 'sports' in this country and should be banned. Every right-thinking person must know that poor, defenceless animals are hunted down by whole packs of dogs so human beings can have fun. Do you know that when a hunter first kills a fox he or she is smeared with the animal's blood? There are alternative methods of keeping down populations but the traps used by farmers and poison are both cruel. Surely we are all civilized human beings around here?

Yours disgustedly,

TEXT

- 1 What does the writer say in letter 1 to show that foxes are killers? Why is it surprising to this writer that the fox should attack his hens?
- 2 What argument does the writer of letter 2 use to show that foxes are useful animals to farmers? What is his solution to the problems of the writer of letter 1?
- 3 Why does the writer of letter 3 think foxes are a danger to people? Why else is he in favour of killing some of them?
- 4 Give one reason why the writer of letter 4 thinks hunting is cruel.
- 5 What other methods of killing foxes are given? Why are they not suitable?
- 6 Copy and complete this chart with information from all the letters.

For fox-hunting	Against fox-hunting
kill lambs	keep down pests

SENTENCE

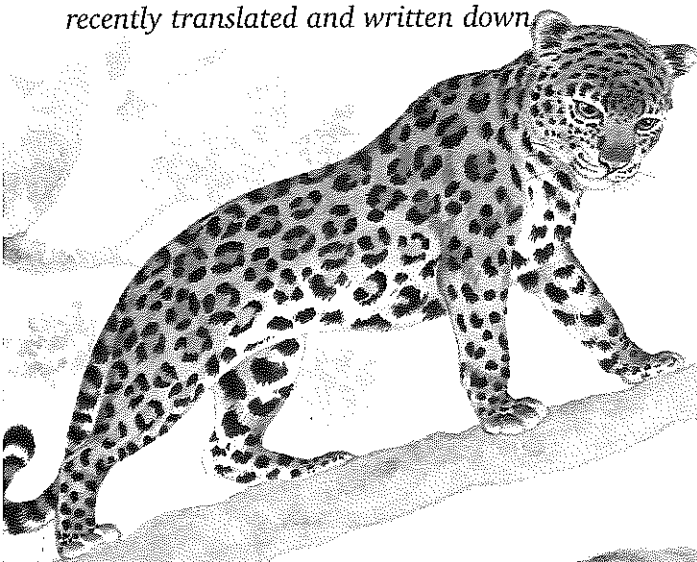
- 1 Add a clause of your own to make these sentences more interesting. Use 'because' or 'if' as connectives, e.g. I do not like your hat because it is bright green.
 a) He lost his job. b) Your teacher will get very angry. c) My car skidded off the road. d) She was never afraid. e) He will win the prize.
- 2 Write sentences and include these clauses in them:
 a) because I hated it
 b) if you press that button
 c) so he stayed in bed
 d) so that he could reach the books
 e) when it stops raining
 f) who scored a goal
 g) whose coat was torn

WORD

- 1 Write the present and the past tenses of these verbs, like this: I am running – I was running.
 to run to read to eat to type to laugh to choose to come
- 2 Now write the simple form of each past tense, e.g. he laughed. Circle the verbs you can just add 'ed' to. Underline the verbs where the root word changes.
- 3 'Froze' is the past tense of the verb 'to freeze'. Use the past tense of these verbs in sentences: choose, wear, write, eat, know – e.g. Yesterday, I chose.

Hunter Poems of the Yoruba

The Yoruba are a group of people who live in West Africa. These poems were learnt by heart by the Yoruba people to describe the animals which they hunted. The poems were only recently translated and written down.



Leopard

Gentle hunter
his tail plays on the ground
while he crushes the skull.

Beautiful death
who puts on a spotted robe
when he goes to his victim.

Playful killer
whose loving embrace
splits the antelope's heart.

From the Yoruba, translated by Ulli Beier

Elephant

Elephant, a spirit in the bush,
Elephant who brings death.
He swallows a whole palmfruit
thorns and all.

He tramples down the grass
with his mortar legs.

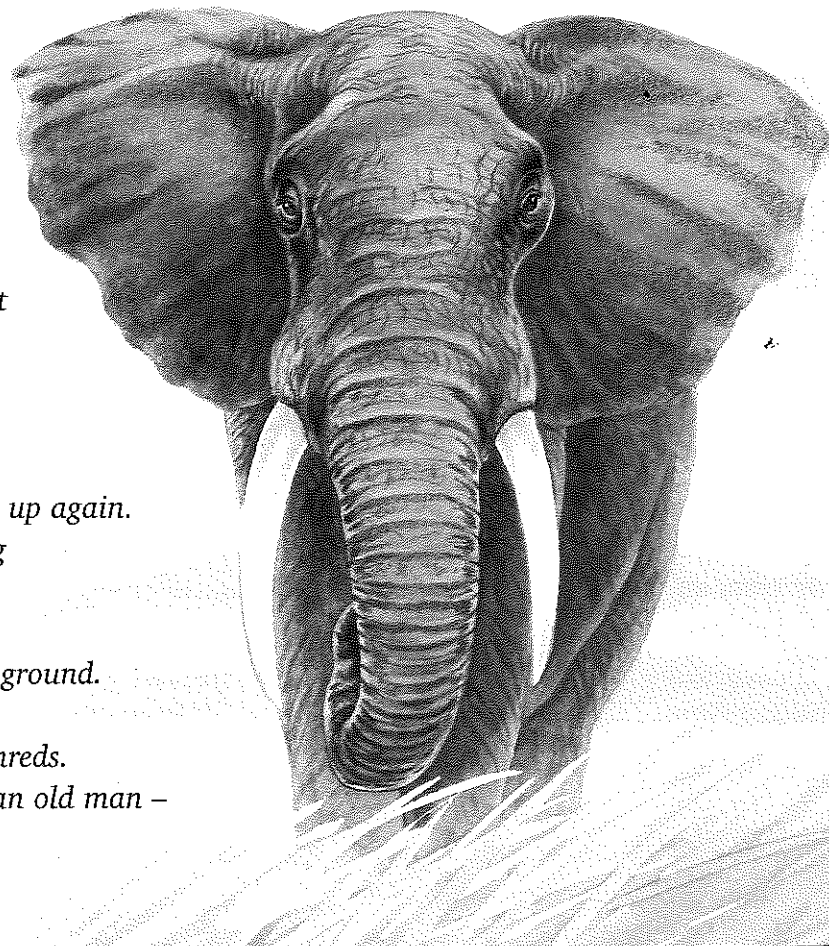
Wherever he walks
the grass is forbidden to stand up again.

He tears a man like an old rag
and hangs him up in the tree.

With his single hand
he pulls two palm trees to the ground.

If he had two hands
he would tear the heaven to shreds.

An elephant is not a load for an old man –
nor for a young man either.



TEXT

- 1 Give two examples from the 'Elephant' poem to show how strong the elephant is.
- 2 What is the elephant's 'hand'? If the elephant had two of these, what does the poet say would be the result?
- 3 Write down the simile used in this poem about how the elephant kills. What picture does this simile give you of the elephant? Give your reasons.
- 4 Read the first lines of the verses in *Leopard*. What impression of the animal is given by the use of the words 'gentle', 'beautiful' and 'playful'?
- 5 Now read the last lines. What different pictures do these lines give you? Give reasons. Explain the differences.
- 6 Which of these statements do you think are true about the point of view of the poet? Give your reasons. a) The poet hates the animals. b) The poet respects but fears the animals. c) The poet thinks the animals are cruel.

SENTENCE

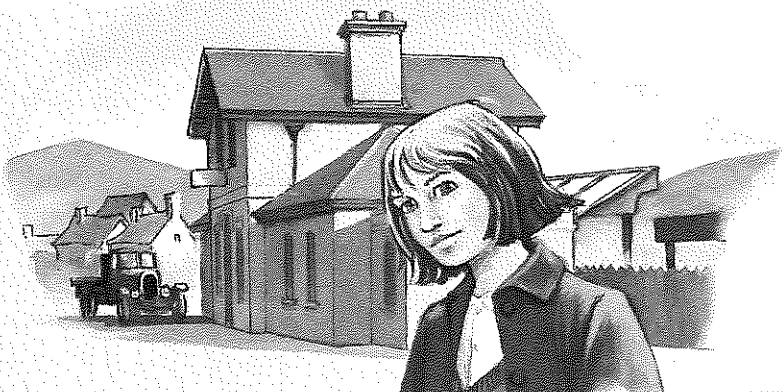
- 1 Copy these sentences. Underline the prepositions:
 - a) Suddenly I noticed my path through the jungle was blocked by a huge, fallen tree.
 - b) That clock in the corner behind the large door is over a hundred years old.
 - c) My Dalmatian puppy lives in a kennel behind the house beside the garden shed.
- 2 Use these prepositions in sentences: under, over, across, before, between.
- 3 Change the meanings of the following sentences by changing the prepositions, e.g. He walked *over* the bridge. He walked *under* the bridge. He walked *beside* the bridge.
 - a) Bev stepped over the huge puddle in the road.
 - b) The policeman on a brown horse rode behind the carriage.
 - c) My friends swam down the stream with the fast current.

WORD

- 1 The names of the days of our week come from the names of gods and goddesses. Which days of the week come from these names:
Saturn Woden Moon Frig Thor Tiw
- 2 Use your dictionary to find out which countries these sports started in:
baseball skiing karate polo tobogganing
- 3 Find out which countries gave us these words:
moccasin bungalow tomato tycoon boomerang chocolate banana safari
- 4 Find out what these expressions mean and where they came from:
per annum au pair de luxe hors-d'oeuvres anno domini

Carrie's War

Carrie and her brother Nick are evacuated from London to Wales during the Second World War. They arrive and nervously wait to be 'chosen' by a family.



Surely you can take two, Miss Evans?" "Two girls, perhaps. Not a boy and a girl, I'm afraid. I've only the one room, see, and my brother's particular."

Particular about what, Carrie wondered. But Miss Evans looked nice; a little like a red squirrel Carrie had once seen, peering round a tree in a park. Reddish brown hair and bright button eyes, and a shy, quivering look.

Carrie said, "Nick sleeps in my room at home because he has bad dreams sometimes. I always look after him and he's no trouble at all."

Miss Evans looked doubtful. "Well, I don't know what my brother will say. Perhaps I can chance it." She smiled at Carrie. "There's pretty eyes you have, girl! Like green glass!"

Carrie smiled back. People didn't often notice her when Nick was around. His eyes were dark blue, like their mother's. She said, "Oh, Nick's the pretty one, really."

Miss Evans walked fast. She was a little woman, not much taller than Carrie, but she seemed strong as a railway porter, carrying their cases as if they weighed nothing. Out of the hall, down the street. They stopped outside a grocery shop with the name Samuel Isaac Evans above the door and Miss Evans took a key from her bag. She said, "There's a back way and you'll use that, of course, but we'll go through the front for the once, as my brother's not here."

The shop was dim and smelled mustily pleasant. Candles and tarred kindling, and spices, Carrie thought wrinkling her nose. A door at the back led into a small room with a huge desk almost filling it. "My brother's office," Miss Evans said in a hushed voice and hurried them through into a narrow, dark hall with closed doors and a stair rising up. It was darker here than the shop and there was a strong smell of polish.

Polished linoleum, a shining, glass sea, with rugs scattered like islands. Not a speck of dust anywhere. Miss Evans looked down at their feet. "Better change into your slippers before we go up to your bedroom."

"We haven't got any," Carrie said. She meant to explain that there hadn't been room in their cases but before she could speak Miss Evans turned bright red and said quickly, "Oh, I'm so sorry, how silly of me, why should you? Never mind, as long as you're careful and tread on the druggot."

A strip of white cloth covered the middle of the stair carpet. They trod on this as they climbed; looking back from the top, Carrie saw the marks of their rubber-soled shoes and felt guilty, though it wasn't her fault. Nick whispered, "She thinks we're poor children, too poor to have slippers," and giggled.

Nina Bawden

TEXT

- 1 Why does Miss Evans not want a boy and a girl? Why do you think she changed her mind?
- 2 What sort of shop does Mr Evans own? Name three things that Carrie notices it sells.
- 3 Why do the children not have their slippers? Why does Miss Evans think they do not have slippers?
- 4 Say why you think there was white cloth on the stair carpet. How did Carrie feel when she had walked up the stairs? Give reasons.
- 5 Describe what you learn about Miss Evans from the passage, e.g. what she looks like, how she moves, how she behaves, what she says, what she thinks.

Say what impression this information gives you of the person.

- 6 Follow the same pattern and say what you learn about the character of Carrie.

SENTENCE

- 1 Use commas to separate the ideas in these sentences:
 - a) Having saved enough money we have decided to go on holiday now.
 - b) Enfield a suburb of London is where they have their shop.
 - c) Then standing to attention he took the salute.
 - d) The writer a man called Jones did not like the changes.
 - e) Jason the elder of the two brothers was blond.
 - f) Here in the ring two boxers each weighing sixteen stone snarled at each other.
 - g) The first pair who skated well were given full marks.
 - h) The streets already full were impossible to move through.
- 2 Write five more sentences of your own. Show how commas can be used to separate ideas. Use the sentences above to help you.

WORD

- 1 Put 'dis' before these verbs to make them negative. Check the spelling in a dictionary: appear, approve, appoint.
- 2 Write a sentence for each negative word in question 1 to show you understand what it means.
- 3 Put 'in' before these words to make them negative. Check the spelling in a dictionary: audible, accurate, human.
- 4 Write a sentence for each negative word in question 3 to show you understand what it means.
- 5 Write a rule to say if the spelling changes when you make a word negative by adding a prefix.

Reynard the fox

This poem tells the story of Reynard the fox. Reynard, while being hunted and pursued, tricks a fox into following him.

And here, as he ran to the huntsman's yelling,
The fox first felt that the pace was telling;
His body and lungs seemed all grown old,
His legs less certain, his heart less bold.
The hound-noise nearer, the hill-slope steeper,
The thud in the blood of his body deeper,
His pride in his speed, his joy in the race,
Were withered away, for what use was pace?
He had run his best, and the hounds run better,
Then the going worsened, the earth was wetter.
Then his brush drooped down till it sometimes dragged,
And his fur felt sick and his chest was tagged
With taggles of mud, and his pads seemed lead,
It was well for him he'd an earth ahead.
Within, as he reached that soft green turf,
The wind, blowing lonely, moaned like surf,
Desolate ramparts rose up steep
On either side, for the ghosts to keep.
He faced the bench, past the rabbit warren,
Close-grown with moss which the wind made barren;
He passed the spring where the rushes spread,
And there in the stones was his earth ahead.
One last short burst upon falling feet –
There lay life waiting, so sweet, so sweet,
Rest in a darkness, balm for aches,
The earth was stopped, it was barred with stakes.

John Masefield



TEXT

- 1 Give two facts from the poem to show that the fox is very tired.
- 2 What reason does the poet give about why the 'going worsened'? Even though it was more difficult, what kept the fox going?
- 3 What do you notice about the way this poem rhymes? Say where the rhymes come and what pattern they make.
- 4 The poem describes the fox running away from the dogs. When you read the poem, how does the rhythm and the rhyme help give you this picture? Give your reasons.
- 5 Write out the line, 'The thud in the blood ...'. Underline the onomatopoeic word and say what noise it makes.
- 6 How do you feel about the fox when you read the last line of the extract? Give your reasons for this. Who do you support in the poem – the fox or the hunters?

SENTENCE

- 1 Turn these phrases around and put in an apostrophe to show possession, e.g. the tail belonging to the fox – the fox's tail.
 - a) the hat belonging to Tracy
 - b) the hump belonging to the camel
 - c) the bottles belonging to the baby
 - d) the flames belonging to the fire
- 2 Put the apostrophe in the correct places in the following:
 - my fathers overcoat Dickens novels
 - two womens shopping
 - Marys skipping rope two dogs tails
- 3 Match words from column A and column B to make six pairs. Write them out using the apostrophe to show possession, e.g. the king's crown.

Column A	Column B
king	shell
cats	wheels
snail	whiskers
bicycle	hands
door	crown
clock	handles

WORD

- 1 Write these adjectives in three columns to show the comparison of adjectives. e.g. cheap cheaper cheapest
strong big thin dry sad easy straight large grand brown
Check your spelling in a dictionary.
- 2 Say what the usual way of forming a comparative is, from your examples.
- 3 Copy and complete the chart with these adjectives: little, far, bad, many. Check your spelling carefully.

good	better	best

The People's Dispensary for Sick Animals

This is a part of an advertising leaflet for The People's Dispensary for Sick Animals (PDSA), a charity devoted to the care of animals and pets in distress.

OF THE HUNDREDS OF REASONS FOR SUPPORTING THE PDSA, HERE ARE JUST A FEW...

Every year over 1,400,000 treatments for animals in urgent need of veterinary care.

The charity was founded in 1917 and we now run a nationwide family of 45 community PDSA Centres.

To help further the work of the PDSA, we need to raise around £21.5 million every year.

The PDSA serves around 26,000 patients a year through private veterinary practices.

The PDSA is a registered charity and is completely self-financing. We receive no state aid and no lottery money. We depend entirely on gifts and donations.

On average it costs over £50 to cure a sick or injured pet.

It costs between £250,000 and £500,000 to build and equip each new PDSA Centre.

All of our resources are dedicated to treating animals in need. We do not accept healthy animals for neutering or cosmetic work.

In a typical day, the PDSA carries out 4,900 treatments at an average cost of more than £12.

TEXT

- 1 How many treatments were carried out at PDSA Centres last year? How much did this cost?
- 2 When was the charity founded? How many PDSA Centres are now working?
- 3 How do the PDSA receive most of the money that they need?
- 4 Who makes most use of PDSA services? What kinds of problems do they have to deal with?
- 5 What is the only way that the PDSA services can continue?
- 6 This advertising leaflet wants to persuade you to make a donation to the PDSA. Copy these ways in which they manage to do this:
Gives lots of statistics to show you the problem
Makes you feel sorry for animals
Makes you feel guilty for not paying
Find some examples in the passage.
Add some more ways to the list.

SENTENCE

- 1 Use a dictionary and write the meanings of:
moreover, nevertheless, whereas.
- 2 Use them to join up these arguments:
a) I do not like people smoking.
I would not ban smoking in public.
b) Some people think sunbathing is dangerous. My mum sits in the sun whenever possible.
c) Hunting whales is wrong. All whaling should be made illegal.
- 3 Use 'moreover', 'nevertheless' and 'whereas' in three argument sentences of your own.

- 4 Think of a subject you feel strongly about, e.g. wearing school uniform, pocket money, pollution. Write sentences arguing your point of view using these words:

firstly if then thus
therefore so whether
but only if however

WORD

- 1 The PDSA appeals to your humanity. 'Humanity' is a noun formed from the adjective 'human'. Check in a dictionary and make nouns from these words:
sincere various active popular lovely generous
- 2 Make these words into nouns by adding a suffix from the box:
excite govern member king thorough amuse friend hero hard
ship ment dom ness ism
Check your spelling in a dictionary.
- 3 Write sentences using each of these words to show you understand their meanings.

Fog Poems

Both of these poems describe the fog in the form of a person. When this happens in writing, it is called 'personification'.

1. Slowly the fog

Slowly the fog,
Hunch-shouldered with a gray face,
Arms wide, advances,
Finger tips touching the way
Past the dark houses
And dark gardens of roses.
Up the short street from the harbour,
Slowly the fog,
Seeking, seeking;
Arms wide, shoulders hunched,
Searching, searching.
Out through the streets to the fields,
Slowly the fog –
A blind man hunting the moon.

F. R. McCreary

2. Mist

Subtle as an illusionist
The deft hands of the morning mist
Plays tricks upon my sight:
Haystacks dissolve and hedges lift
Out of the unseen fields and drift
Between the veils of white.
On the horizon, heads of trees
Swim with the mist about their knees,
And when the farm-dogs bark,
I turn to watch how on the calm
Of that white sea, the red-roofed farm
Floats like a Noah's Ark.

Douglas Gibson

TEXT

- Write down one phrase from the start of each poem that describes the fog in human terms.
- Describe how the fog moves in poem 1. Write down three or four words to describe this.
- Explain why the fog is like an illusionist in poem 2. Give your reasons. Write down what you think are the characteristics an illusionist might have in common with fog.
- Why does the poet describe the fog as 'a blind man hunting' in poem 1? Give your reasons.
- Explain why the trees 'swim' and why the farmhouse should be 'like a Noah's Ark' in poem 2.
- Read the poems again. a) Do you read them slowly or fast? b) Why are there so many 's' – sounding words in both poems? c) How do both of these features help you to get an impression of the fog?

SENTENCE

- Join up these pairs of simple sentences using conjunctions such as 'when', 'before', 'as', 'although', 'so'.
a) Fred paused. He spoke. b) They heard a helicopter. They started to wave.
c) The sun came up. It became lighter. d) The room was freezing. We lit a fire.
e) The wheel had come off. That was a small problem.
- Join a sentence from column A and a reason from column B using 'because'.

Column A	Column B
The bridge collapsed	The warm sun started to shine
My baby brother cried non-stop	It was not built well enough
I opened the windows wide	He was hungry for milk
Ray missed the bus	He got up late

- Make up some sentences which join up two ideas using 'until', 'though', 'if', 'unless', 'before', e.g. I am not moving from this seat until I am sure we can return to it.

WORD

- Write these words from the poems in alphabetical order.
a) finger, moon, blind, street, harbour, roses
b) tricks, sight, mist, trees, haystacks, veils, dogs, sea, farm, knees
- Write the words in this list in alphabetical order:
whisper, whole, who, where, which, whether, whose
- Here is a list of authors in this unit. Write them in alphabetical order by surname.
Anita Desai, Laura Ingalls Wilder, David McCord, J. W. Hackett, Ulli Beier, Nina Bawden.