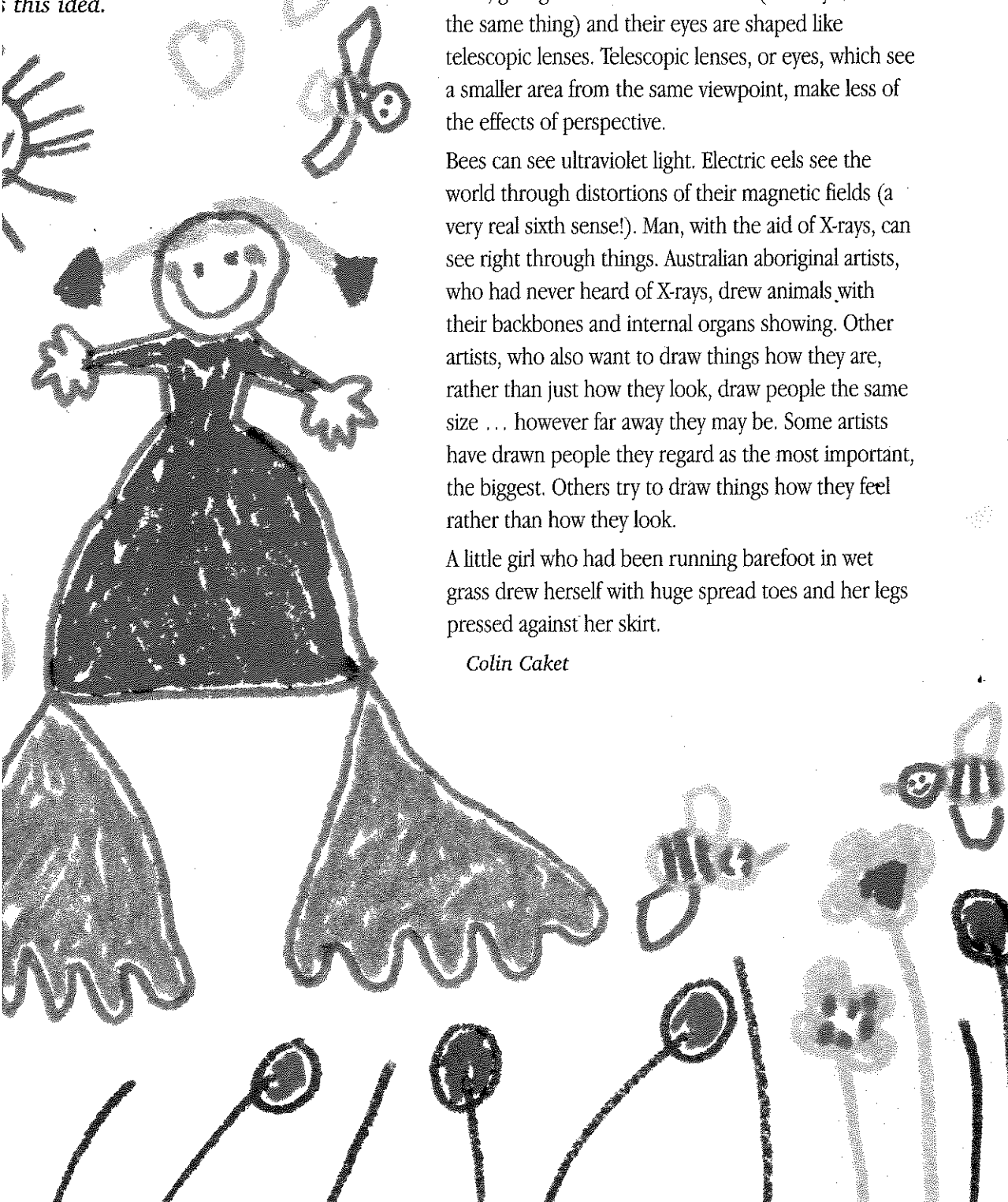


ng Things . Perspective

rd to imagine that what we
fferent from what other
s see, but this extract
s this idea.



It isn't only cameras which see things differently from the way we see them. Creatures likely to get eaten have eyes on the sides of their heads, with wide-angle lenses to see all round.

The eyes of animals which hunt them are more to the front, giving them 'binocular' vision (both eyes look at the same thing) and their eyes are shaped like telescopic lenses. Telescopic lenses, or eyes, which see a smaller area from the same viewpoint, make less of the effects of perspective.

Bees can see ultraviolet light. Electric eels see the world through distortions of their magnetic fields (a very real sixth sense!). Man, with the aid of X-rays, can see right through things. Australian aboriginal artists, who had never heard of X-rays, drew animals with their backbones and internal organs showing. Other artists, who also want to draw things how they are, rather than just how they look, draw people the same size ... however far away they may be. Some artists have drawn people they regard as the most important, the biggest. Others try to draw things how they feel rather than how they look.

A little girl who had been running barefoot in wet grass drew herself with huge spread toes and her legs pressed against her skirt.

Colin Caket

TEXT

- Where are the eyes of animals which are likely to get hunted?
 - Why are they in this position?
- What do you think binocular vision means?
 - Why do animals who hunt have this kind of vision?
- Give three examples from the passage of different ways people or animals see things.
- What kinds of artists draw things as they are rather than they look? Give an example.
- What example does the author give to show that some people draw things how they feel rather than how they look?
- Find examples of these features of an explanatory text in the passage: uses diagrams, uses technical language, gives examples.

SENTENCE

- Copy out this passage and punctuate it correctly.
tracy my sister was emptying her school bag when she got home on tuesday
where did you get this pound coin from my mother asked its more than your
pocket money
oh that fred gave it to me I was doing him a favour replied tracy stroking the
cats neck
what exactly were you doing for him mum said
I was twisting his arm and he asked me to stop tracy said smiling

WORD

- Write out these words inserting 'ough'. Check your spellings in a dictionary.
pl ---- th ---- t c ---- br ---- t r ---- b ---- f ---- t
- Sort the words into three groups according to the different sounds the letter string 'ough' makes, e.g. does 'rough' sound the same as 'bough'?
- Write out these words, deciding if you need a single or a double 'r'.
ma ___ y Ha ___ y eve ___ y a ___ ive ca ___ ot te ___ or bu ___ y
mi ___ or so ___ y tomo ___ ow ve ___ y hu ___ y cu ___ ant
Check your spellings in a dictionary.
- Find the answers to these crossword clues.
A noise made by ducks. The wife of a king. A place where fish are kept.
A padded covering for a bed. What you need to get an answer.
- Which two letters are found together in every word?

Rules for Using the Internet

The Internet is an increasingly popular pastime, but one where rules still need to apply.

THE NET

Internet Safety Rules

(Hey Kids, You Need To Read This One Carefully!)

The Internet is a wonderful place and has many fun and interesting things to offer. Winners like yourself. Most of the people that you may meet will be respectful and polite. However, just like in the real world, there are places that are not as safe to go and people that may not have your best interests in mind.

Just as we all have SAFETY RULES that we live by in our everyday lives, there are also SAFETY RULES for the road on the Internet. So that we may try and protect you the very best that we can, we would like to ask each and every one of you to read the SAFETY RULES listed below and then go over them with your parents. IT IS VERY IMPORTANT that you understand why it is that we have these rules. If we can ALL stick to them we can ALL be sure to keep the Internet a safe place for kids to go. WOW, let's do it!

Once you have read THE RULES FOR SAFETY and understand them, click on the words 'I KNOW MY SAFETY RULES' at the bottom of the page and let us know so that we can send you a WOW STICKER!

Rules For Safety Know All Your Rules? Let Us Know And We Will Send You A WOW Sticker!

This information is provided courtesy of The National Center for Missing and Exploited Children

- 1 I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.
- 2 I will tell my parents right away if I come across any information that makes me feel uncomfortable.

- 3 I will never agree to get together with someone I 'meet' online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
- 4 I will never send a person my picture or anything else without first checking with my parents.
- 5 I will not respond to any messages that are mean or make me feel uncomfortable. It is not my fault if I get a message like that and if I do, I will tell my parents right away so that they can contact the online service.
- 6 I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

HOW TO GET YOUR WOW STICKER

- 1 Click on the graphic below to bring up an E-mail already addressed to WDW.
- 2 In the Subject Area type WOW STICKER.
- 3 In the body of the E-mail type on the words 'I KNOW MY RULES' and send us your password so we know who you are.
- 4 Click on the SEND button at the top of your screen.
- 5 CONGRATULATIONS! You are ready to surf the Internet safely!

OK WOW, I Know My Rules.

Send Me A Sticker!
(click here) Winners on
Wheels Foundation

TEXT

- 1 Why do you think it says that it is important for children to read the rules carefully?
- 2 a) What is the reward for having read the safety rules?
b) How do you know that this extract is meant to be shown on a computer screen?
- 3 From where has the information used to write the rules been taken?
- 4 Why do you think so many words are written in capital letters?
- 5 Explain why you think the advice each rule gives is important.
- 6 a) Explain how you would get a 'WOW' sticker.
b) How are these instructions different from the rest of the extract?
- 7 What clues can you find in the passage that tell you that this website was designed for young people in wheelchairs?

SENTENCE

- 1 Each of these words can mean two things. Write two sentences to show this.
seal trunk ring fine ruler pound
- 2 Write sentences to show how these words have changed their meanings.
pretty naughty villain
- 3 Write sentences to show the different meanings of these words.
bad cool wicked gross trainer
- 4 These words have changed their meaning over the past twenty years. Write sentences to show the old and new meanings of these words.
pop charts jockey rock band album

WORD

- 1 Add 'full' to the end of these nouns to make them adjectives. Check your answers in a dictionary.
hope joy dread fright help
- 2 Write what happens to the spelling of 'full' when you add it as a suffix.
- 3 a) Now take the adjectives you have made and make them into adverbs by adding 'ly'.
b) Does anything happen to the spelling of the root word or the suffix you have added?
- 4 Write a set of rules which would help someone who was finding spelling words with a single or a double 'l' difficult.

The Machine Gunners

The story is set during the Second World War. Chas and his friends collect scrap metal to do with the war. The police and the Home Guard try to stop them.

"Please, sir, Mum says come quick. There's a deep hole in our garden and there's a ticking coming from it."

Fatty looked distinctly worried. Airplane engines were airplane engines and needed protecting from thieving kids, but unexploded bombs was unexploded bombs.

"Hurry, sir! There's little kids all round it, looking down the hole."

Fatty grabbed his shoulders and shook them roughly.

"Where, where? Take me, take me!"

"Please, sir, no, sir. Mum says I mustn't go back there, in case it goes off. I've got to go to me gran's, sir, but the bomb's at 19, Marston Road."

Fatty went off at a wobbling run, his gasmask case flogging his broad bottom. Before he was out of sight, Chas was at the engine. Its realness was overwhelming. There were German words on the cowling. It was the only one he could recognise. Everything was bigger close to. The twisted prop-blades curled into the air like palm-leaves. The red spinner, which he had thought as carryable as a rugby-ball, now seemed as big as a brewery-barrel. He nudged at it; it came off so far and then tuck. He heaved again at the shiny red newness. It still resisted.

"Nazi pigs!" he screamed, as his hand slipped and the blood came. He picked up a lump of brickwork, four bricks still cemented together, and, raising it above his head, flung it at the spinner. The beautiful red thing crushed in, but it still wouldn't budge. He hit it again. Another great white flaking dent appeared. It was a mess now, hardly worth having. But still it refused to come off.

There was a sudden roar of rage from behind. Fatty Hardy had returned, sweaty face working. Chas ran.

He wasn't greatly worried. Hardy was puffing already; he wouldn't last fifty yards. The only worry was the piles of rubble underfoot. If he fell, Hardy would have him. Placing his feet carefully, he ran towards the Wood.

The Wood was in the grounds of West Chirton Hall. At one time, his father said, the people at the Hall had owned everything. But then the factories came, and the council estate, and the owners of the Hall just curled up and died for shame. Now the house itself was just a hole in the ground lined with brick, and a black cinder floor. There was a big water-tank full of rusty water, and nothing else.

Robert Westall

TEXT

- 1 What does Chas make Fatty think is down the hole?
- 2 a) Why does Chas tell lies to the policeman? b) What did he want the policeman to do? c) What did he want to do himself?
- 3 a) How was the policeman feeling, when he came back? How do you know? b) How did Chas react to this?
- 4 Where did Chas run to? Why was Chas not worried that the policeman would follow him?
- 5 Copy three pieces of evidence from the passage to show that this story is set in the time of the Second World War.
- 6 Write about which parts of the passage are serious, funny and descriptive.

SENTENCE

- 1 Change these instructions from the passive to the active tense.
One egg was taken by the chef and it was mixed with mustard and a pinch of white sugar. Some vinegar was then measured into a large bowl and was slowly added to the rest of the ingredients. Finally some salt, olive oil and pepper were whisked in.
- 2 Change these instructions from the active to the passive tense.
Empty the contents into a large mixing bowl. Add 190 ml of hot water. Mix thoroughly to make a dough. Place on a lightly floured surface. Knead and stretch the dough until completely smooth (approximately 5 minutes).
- 3 a) What differences do you notice between the two versions?
b) Which is the better tense for instructions?

WORD

- 1 a) Write out the alphabet. b) Circle the vowels. What sounds do these letters make?
c) Write some words using long vowel sounds, e.g. 'acorn'.
- 2 a) Write these words and circle the first vowel. **apple egg in on orange**
b) What sound do these letters make? How are the short vowel sounds different from the long sounds?
- 3 a) Add 'le' to these short vowel sounds. **bat gab set net rip rid mid top**
b) Check your spelling in a dictionary. What do you notice happens?
- 4 a) Add 'le' to these long vowel sounds. **gab stab bib trif bug rif**
Check your spelling in a dictionary. What do you notice happens?
b) Write a rule to explain the differences in spelling when adding 'le' to short or long vowel sounds.

Stones of Muncaster Cathedral

Writer is a stone-mason restoring an old cathedral, waiting for the helicopter to bring the weather-vane for the spire. But things don't quite go to plan.

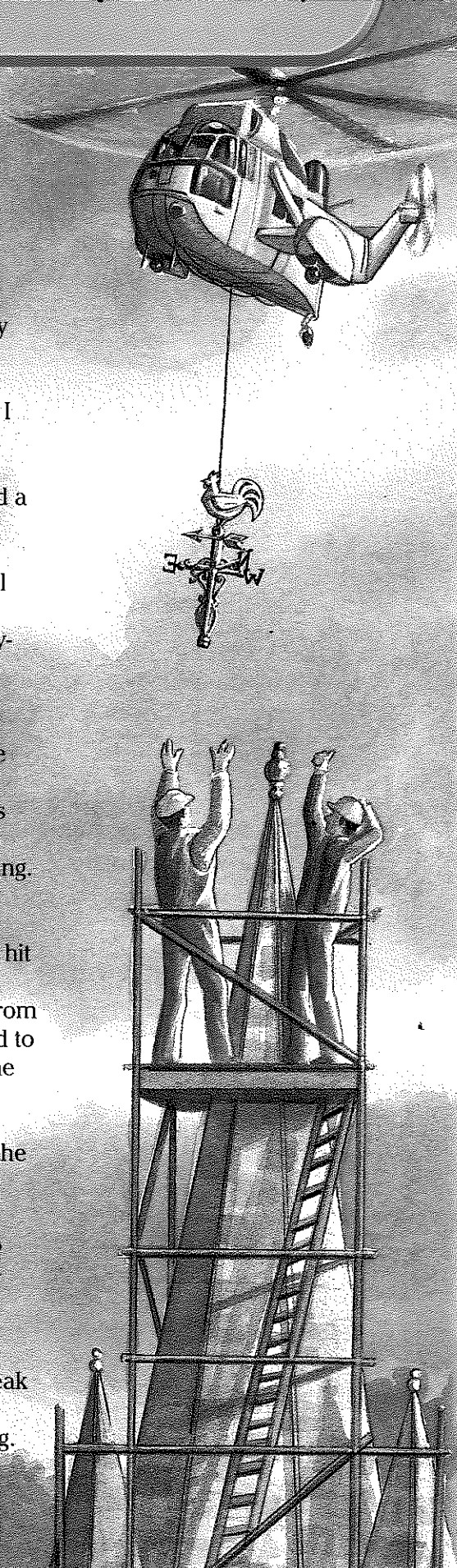
Cathedral green was full now; you couldn't see the grass any more as it was covered with humans, crawling wi' them, like a red-out chicken leg crawls wi' flies. "I hope they get what they've come for," said Billy bitterly, and I felt my stomach tightening. Then he cocked an ear and said, "It comes." There was the slight faint blatting of a helicopter, and we heard a low murmur rise from the crowd, like a sigh, so far below

The blatting grew louder, echoing around Cathedral Close's tall arches, so there seemed half a dozen helicopters not one. "Check my sling, Joe," said Billy nervously. I checked his safety-line; the other end fastened to the scaffolding, and then he started to descend.

The helicopter was coming in about a hundred feet above us, the weather-vane dangling beneath it like a great obscene object, and the RAF bloke looking out of the big hatch in the middle, judging the distance, telling the pilot what to do through his microphone. I took a look at the pilot; he looked a steady chap; I liked the careful way he watched what he was doing. The chopper was right overhead, and Billy's mouth was hanging and shutting and I couldn't hear a word he was saying. The noise of the chopper's engine and blades. Every blat of it hit my ears like a fist, making you want to cower. I began to wish I had used ear-plugs, but it was too late now. And the pressure from the rotor blades coming downwards, pushing you flat so you had to lean back to keep your balance. Never again, I told myself; then the weather-vane was on its way down to us, swinging like a pendulum, not far or fast, but I remembered the weight of it. Billy and I were just reaching up to steady it, and guide it into the hole on top of the steeple we'd got ready for it... when it happened.

The weather-vane swung out away from us, dipped a few feet, swung back far too low, and caught under the scaffolding with a loud clang. The scaffolding was hooked like a fish. And in a moment the rising air had pushed the helicopter upwards again. The whole scaffold heaved up under us like the deck of a ship as a wave hits it. There was a terrible grating as it tried to break through the steeple. We were thrown on our faces; without the safety slings, we'd have gone clean over the edge of the planking.

Robert Westall



TEXT

- a) Why was the cathedral green crowded?
b) What were the people so curious about?
- How can you tell in the first paragraph that the writer is speaking in his normal voice?
- Find evidence in the passage to indicate that the men were builders.
- a) How can you tell that the helicopter made a very loud noise?
b) What else made it hard for the men to keep their balance?
- a) Explain how the helicopter caused the disaster. b) How did the men survive?
- Write about how this passage is different from the passage by Robert Westall on page 76. Think about whether it is written in the first or third person, the time in which it is set, whether it is funny or serious all the time, the kind of language used by the writer and the subject of the story.

SENTENCE

- a) From which countries do these words originally come?
kiosk coffee tea bamboo budgerigar trek veranda yacht
b) Write what they mean and use the words in sentences.
- Find out the derivation of the days of the week. Your dictionary will help. Here is one: Thursday was originally the day of Thor.
- Match up these words to their correct derivation. Find out what the ancient words originally meant.

Word:	Derivation:
expect	bios (Greek)
just	sensus (Latin)
finished	klima (Greek)
climate	expectare (Latin)
sensitive	justus (Latin)
biography	finis (Latin)

WORD

- Complete these words using 'tion'.
na ---- sta ---- opera ---- invita ---- educa ----
- a) Which of the words above come from a verb, e.g. 'to operate'?
b) What changes take place when the verb is changed to a noun with the ending 'tion'?
- Copy these words, adding 'sion'.
televi ---- revi ---- confu ---- divi ---- deci ----
- a) Copy these words, writing in 'ial'.
essent ---- spec ---- part ---- torrent ---- offic ----
b) Which letters come before 'ial' to make the 'sh' sound?

ing a Chinese Cat

ry has been translated from a fable.

o in the mountains of China there lived nan and his large family. The master of Yen family was very fond of his large, ginger cat. He called it Tiger.

, he was outside his house, soaking up shine, stroking Tiger. The cat purred edly on his knee. A visitor, a stranger to ge, passed by and stopped to stroke the asked its name.

ger is a wild, ferocious beast. A is more mysterious. Your cat is more 'agon. Why not change its name?' The nked the man and continued to stroke

ays later, another stranger to the village cat and, having heard the argument e cat's name and character, said: 'A is more mysterious than a tiger. It flies o the sky and rests on the clouds. The re therefore greater than the dragon. 'call your cat Cloud?' The host smiled, the man and watched as the cat n the sun.

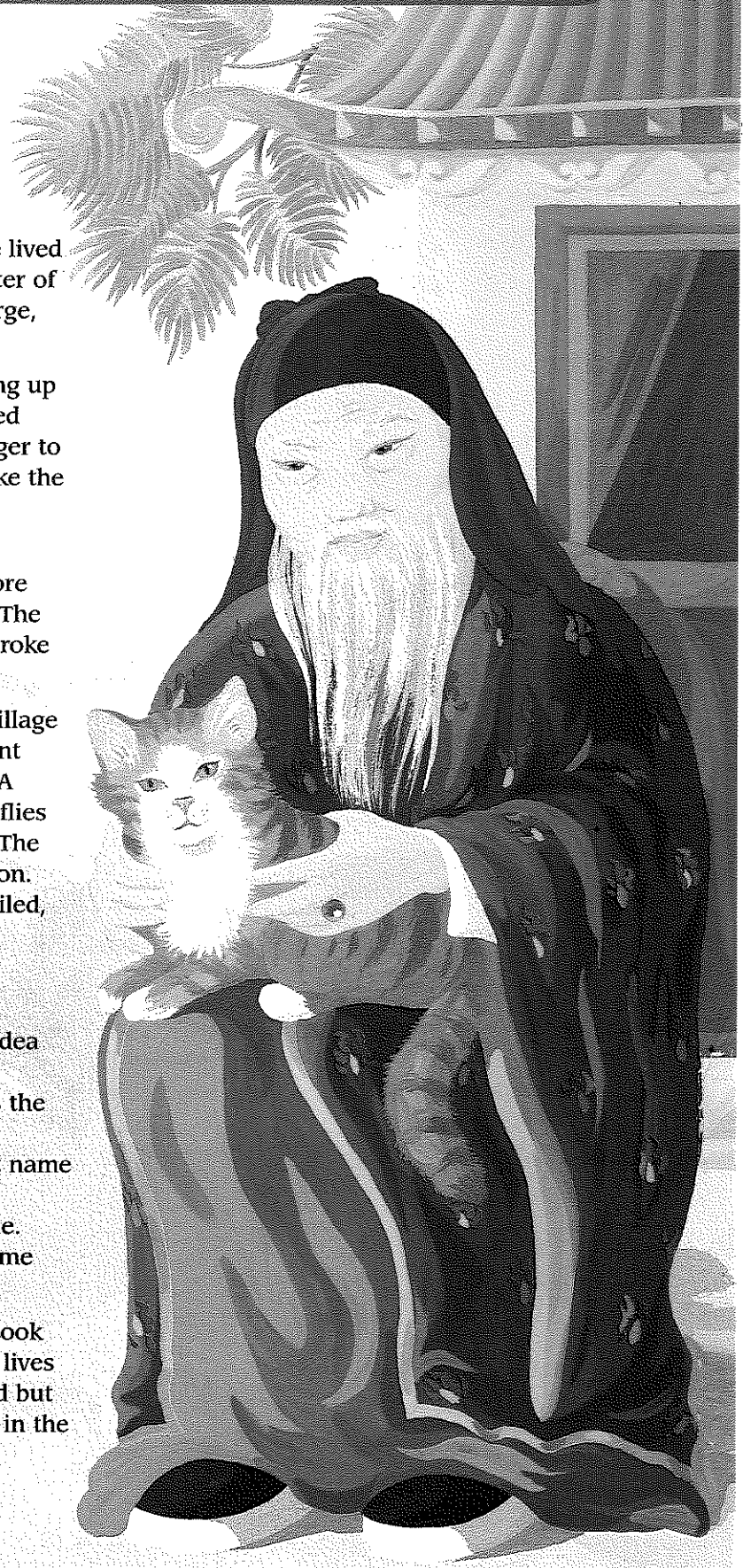
, people in the village dropped by, tly changing the cat's name. One idea l another:

id blows the clouds about. Wind is the hing. Call your cat Wind.'

all can hold back a wind. The best name 'cat is Wall.'

lls are strong, but they can crumble. ise and kill rats. Rat is the best name cat, Master Chi-Yen.'

ne old man laughed. 'Stop! Stop! Look nimal, my friends. A cat is a cat. It lives e rats in the village. It is my friend but a wild beast. Listen to it howling in the if it were still in the jungle. to change what it really is?'



TEXT

- 1 Why do you think the old man had given the cat its original name?
- 2 What reasons did the first two strangers give for wanting to change the cat's name?
- 3 Explain the final three people's suggestions for names and why they thought they were suitable.
- 4 a) How did the old man react to their suggestions at first? b) How did he finally react?
- 5 A fable tries to teach us something by telling us a story. Explain what this story about a cat is trying to teach us.
- 6 This passage and *Macavity the Mystery Cat* are both texts about cats. Explain how they are both very different by commenting on what the authors are trying to do in their writing and the way in which the two texts are written.

SENTENCE

- 1 Add a sentence before these clauses.
 - a) ... unless you buy me a cake.
 - b) ... if I ever see you again.
 - c) ... while they were sitting on the beach.
 - d) ... whether she liked it or not.
- 2 Now turn the sentences around, writing the clause at the beginning, e.g. 'Unless you buy me a cake...'
- 3 If two sentences are about the same person they can often be joined by 'who', e.g. 'He is a friendly boy. He likes dogs' could become 'He is a friendly boy who likes dogs'. Do this with these sentences.
 - a) Bob has a new girlfriend. She is a racing driver.
 - b) Fred went to the Headteacher. She sent him home.
 - c) The manager ran to the goalkeeper. He was rolling about in agony.

WORD

- 1 What is the job of the following people who: **act teach sing invent collect**? Check in a dictionary to make sure you are using the correct ending.
- 2 a) Copy these words. Use a dictionary to check. Decide whether to use 'er' or 'or' at the end of the word. **charact _ _ carpent _ _ emper _ _ horr _ _ comput _ _**
 - b) Find five more examples of words ending in 'er' or 'or'.
- 3 a) Copy these words. Decide whether to add 'er', 'or', 'our'. Use a dictionary to check your answers. **fav _ _ hon _ _ hum _ _ vap _ _ col _ _**
 - b) Add 'ous' to these words. What happens to the spelling? Use a dictionary to check.
 - c) How do Americans spell these particular words?

Macavity the Mystery Cat

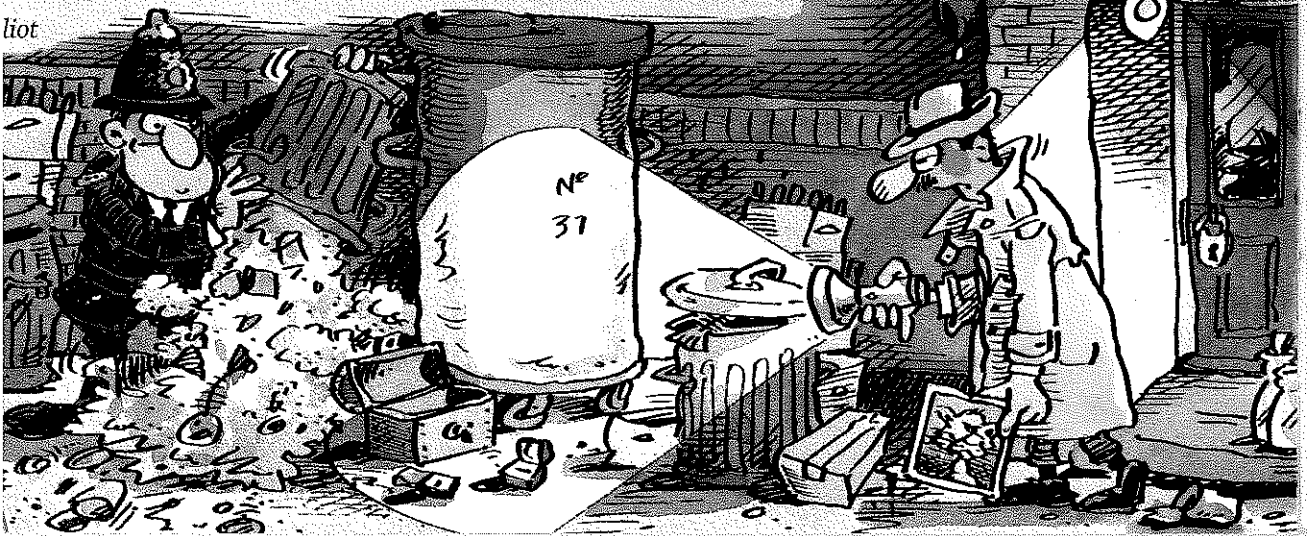
Macavity is an elusive cat, so is he really responsible for all the crime in the area?

Macavity's a Mystery Cat: he's called the Hidden Paw - he's the master criminal who can defy the Law. At the bafflement of Scotland Yard, the Flying Squad's despair: when they reach the scene of crime - Macavity's not there! Macavity, Macavity, there's no one like Macavity, broken every human law, he breaks the law of gravity. Powers of levitation would make a fakir stare, when you reach the scene of crime - Macavity's not there! Tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin; you would know him if you saw him, for his eyes are sunken in. His brow is deeply lined with thought, his head is highly domed; his coat is dusty from neglect, his whiskers are uncombed. He sways his head from side to side, with movements like a snake; when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity, he's a fiend in feline shape, a monster of depravity. You may meet him in a by-street, you may see him in the square - when a crime's discovered, the Macavity's not there! He is outwardly respectable. (They say he cheats at cards.) His footprints are not found in any file of Scotland Yard's. When the larder's looted, or the jewel-case is rifled, when the milk is missing, or another Peke's been stifled, when the greenhouse glass is broken, and the trellis past repair - there's the wonder of the thing! Macavity's not there!

liot



TEXT

- 1 Explain briefly why Macavity is a 'mystery' cat.
- 2 Use a dictionary to write the meanings of the following words.
levitation gravity fakir
- 3 Imagine you are writing a police report. Describe Macavity.
- 4 What do you think the poet means when he describes the cat as 'outwardly respectable'? Give an example.
- 5 Write an account of why someone should find this poem amusing. Look at the details in the poem, the story of the poem, the way that the poem is rhymed.
- 6 Compare this poem with the story of the Chinese Cat on page 80. Say how they are similar and different. Which one would you recommend to a friend? Why?

SENTENCE

- 1 Copy out these passages and correctly punctuate them.
 - a) hello hello hello said the policeman what have we here
thats a stupid question said the workman its a large hole
 - b) my teacher was telling us about fractions the other day
you all know that a half is bigger than a quarter the teacher told us
no miss I said
well ill ask you a simple question would you rather have a half of a bar of
chocolate or a quarter she continued
id rather have a quarter miss was my answer
but thats silly explain to me why
because I dont like chocolate miss I said

WORD

- 1 Copy these sentences, writing in a good simile.
 - a) When the bell rang, the class ran out like...
 - b) The noise in the class was like...
 - c) The cat was as proud as... of its new kittens.
 - d) The tyre was as flat as...
- 2 Pick out and write the metaphors in this passage. Explain why they are metaphors and not similes.
The girl danced like a feather in the wind. Her eyes were diamonds and her teeth pearls. Everyone said that she was as pretty as a picture. She and the other dancers sailed across the stage and cruised through the performance. They were greeted by a wave of applause at the end. Afterwards, they were dumb ... they could say nothing.

The BT Tower

Telecom Tower is a London landmark, about which there are many interesting facts.

The short and the tall of it

Did you know that every tall building contracts in cold weather and expands in warm weather?

The Tower is no exception to this rule. In the winter, it can be as much as 23 centimetres shorter than it is in the summer.

Designed to sway in the wind

Another characteristic of tall buildings is that they sway from side to side in the wind.

The Tower is designed to sway much less than most high-rise structures – up to 20 centimetres from the vertical, to be precise – so as not to affect the accuracy of the microwave radio transmissions.

An uplifting experience

The two tower lifts in the Tower are among the fastest in Europe. They travel at an incredible 6 metres a second and take just over 30 seconds to whizz you to the top.

During the first year the Tower was open to the public – from 19 May 1966, to 19 May 1967 – they travelled 70,000 kilometres between them, carrying nearly 1 million visitors; 105,000 of whom dined in the revolving restaurant 158 metres above London.

The fare for everyone, whether you were eating or not, was 4 shillings (20p) and half price for children.

Food for thought

A special edition of *The Evening News* during the week the revolving restaurant opened made no mention of the quality of the food, but reported: 'Drinks are about double street level prices and the cheapest meal, the businessman's lunch (with menu in French), costs 30 shillings plus 2s 6d for coffee. Dinner costs around £5 a head.'

See London in 22 minutes

The Presentation Suite (located where the restaurant used to be) is the widest part of the Tower – with a total diameter of almost 20 metres. And yes, it still revolves!

The revolving part is just over 3 metres wide, runs on nylon tyred wheels on circular rails, completes a full circle every 22 minutes and weighs 30 tonnes.

The precision of the rotating mechanism is such that there is a clearance of less than one third of a centimetre between the moving and stationary sections.

In 22 minutes you can see all the major landmarks in London without moving an inch.

~ Tower Bridge

~ Houses of Parliament

~ Buckingham Palace

~ Canary Wharf

~ The City

~ St Paul's Cathedral

The BT Tower

TEXT

- Use a dictionary to write the meaning of 'contracts'.
 - How much does the BT Tower contract? In which season does this happen?
- Why is it important that the BT Tower should not sway as much as other tall buildings?
- How long does it take to travel to the top of the BT Tower in the lift?
 - Using the figures given to you, work out roughly how tall the building is.
- How long does it take the room at the top of the Tower to rotate in a full circle?
- What did this room used to be when the Tower was opened? What is the room called now?
- Explain how the room at the top of the Tower can rotate. From what are the moving parts made?

SENTENCE

- Scientific or technical words are often used in advertising, e.g. 'Toothpaste which contains Strontium Acetate and fluoride'.
 - Write about three advertisements which use this technique. Write the scientific words they use.
 - Find out what they mean.
- Advertising also uses superlatives, e.g. 'the biggest...', 'the most popular...'. Find three advertisements that use superlatives and list them.
- Rewrite the boring bicycle advertisement below. Use more interesting words and phrases to advertise the product on television, e.g. 'Want the latest in...', 'Feeling left out as your friend speeds about? Then get...'

FOR SALE: mountain bike, big wheels, straight handlebars, good saddle, new brakes, excellent condition. £100 o.n.o.

WORD

- Change one letter at a time to move from one word to another, e.g. from 'hat' to 'cap' in two moves: 'hat, cat, cap'. Move from 'boy' to 'man' in three moves. Move 'six' to 'ten' in three moves. Move 'milk' to 'wine' in three moves. Move 'mother' to 'father' in three moves. Move 'sun' to 'hot' in four moves.
- How many words can you find in these words, e.g. carrot contains car and rot (2 words)?
chocolate (4 possible) television (4 possible) grandfather (7 possible)