Name

Tutor Group

Teacher

Given out: Monday 3 October  Hand in: Monday 10 October

Parent/Carer Comment

Staff Comment

Target
Your tasks for this home learning booklet are based around three examples of writing which include an article (To the Limit?), an extract from an autobiography (Beyond the Mountain) and excerpts of a public speech transcript (Keep Hope Alive).

Task 1- Read the three examples of writing carefully.

Task 2- Answer questions 1-7 about the article To the Limit?

Task 3- Answer questions 8-13 about the extract from Beyond the Mountain.

Task 4- Answer questions 14- 17 about Keep Hope Alive - the extracts of transcript from a Jesse Jackson speech in 1988.

Task 5- This is an extended writing task.

Task 6- Complete the short writing task.

Space is provided to complete Task 5 & 6 but if necessary you can use extra paper and attach it before handing in.

Remember to complete the self-assessment at the end of the booklet.
In this article, Louise Rogers tries to understand why young people are attracted to extreme sports.

**To the limit?**

You can now go deep sea diving without oxygen and do parachute jumping from space. These activities are apparently some of the latest examples of extreme sports. They certainly sound extremely dangerous, and it’s tempting to call them extremely stupid too. You begin to wonder what people will do next: white water rafting without the raft? Skateboarding down Everest?

What exactly are extreme sports anyway? According to sports expert Angie Naidoo, they are action sports usually done by someone on their own rather than in a team. ‘Extreme sports involve more than one of the following: speed, height, danger or spectacular stunts,’ explains Angie. ‘They are also often about challenging some aspect of the natural world, whether it’s defying gravity or scaling a very high mountain. They are not all as extreme as parachuting from space! And extreme sports are not just a recent trend either: skiing, skateboarding, in-line skating and mountain biking are all examples of extreme sports that people have done for years.’

Moreover, these sports are becoming more and more popular, especially among teenagers. In fact, there is so much demand for facilities for such sports that plans are underway to build the world’s very first indoor extreme sports centre in Manchester, at a staggering cost of more than £60 million. This high-tech, futuristic project will offer more than 20 intoxicating adventure sports. According to the company behind the project, the centre will include ‘the largest ice-climbing wall in the world, a breathtaking surfing zone, and the ultimate artificial fast-flowing river for white water rafting.’
Malcolm Davies, a leader at an outdoor centre, comments: 'Things can seem a bit tame for kids these days, so it’s important for them to have physical challenges and push themselves to the limit. It gives people confidence, and that can change their lives.' Mary Bellini, mother of Joe, agrees, though she worries about injuries and thinks there are plenty of other challenges in life as well as physical ones. 'Still, I’d rather Joe was out there doing something he enjoys, that gives him a sense of freedom and a sense of achievement, rather than sitting around at home in front of the TV.'

So, extreme sports offer people a challenge, the opportunity to develop skills, control nature and take risks, as well as an adrenalin-fuelled thrill. I am beginning to see some attraction in these sports, especially for young people. But I still think deep sea diving without oxygen is just plain daft.
Why are millions of people drawn to mountains every year? Perhaps it is because mountains challenge our belief that the world has been made for humans by humans. Mountains remind us that there are places which do not respond to the flick of a switch or the push of a button, as I discovered one day in late January.

Three friends and I went climbing on a mountain near Loch Laggan in Scotland. The day began magnificently. Clouds sailed in the sky, racing across the blueness. The sunshine was hard and bright, the whiteness of the snow reflected by its light. The forbidding cliffs of the mountain were dense with ice, which flashed and glittered in the sunlight. Despite the coldness of the air, I could feel the blood pulsing warmly in my toes as we ‘roped up’ ready to climb.

We began to ascend one of the east-facing ridges of the mountain. As we climbed, the weather changed its mood. The clouds thickened and slowed in the sky. The light changed from silver to dirty grey. After an hour of climbing, it began to snow heavily. Approaching the top of the mountain, we were in near white-out conditions: the snow was falling so heavily that it was difficult to separate the air and the land. It had also become much colder. My gloves had become frozen shells, which clunked hollowly when I knocked them together.
A few hundred yards from the summit, the ridge flattened out and we were able to unrope safely. The others stopped for something to eat but I moved on ahead, wanting to enjoy the solitude of being lost in the snow. Millions of particles of snow dust streamed just above the ground in a continuous flow. Rounded chunks of old hard snow skidded over the surface of the ridge. And the big soft flakes which were falling from the sky were being driven into me by the wind. They walloped almost soundlessly against my clothing and I built up a thin fur of snow on one side of me. It seemed as though I were wading in a loose white river. I could see no more than a few metres in any direction, and felt utterly and excitingly alone. The world beyond the whirling snow became unimportant, almost unimaginable. I could have been the last person on the planet.

After several minutes' walking, I stopped. A few paces away, sitting and watching me, resting on its huge hind legs, its tall ears twitching, was a snow hare. It seemed curious at seeing me on its territory, but not alarmed. The hare was gleaming white all over except for its black tail, a small patch of grey on its chest and the two black rims of its ears. For half a minute we stood there in the strange silence of the snow storm: me with my thin layer of fur and the hare with its magnificent white coat and polished black eyes. Suddenly, the hare kicked away and zigzagged off into the blizzard, its black tail bobbing long after its body disappeared.

Crossing paths with the snow hare reminded me that it had its own path too, as much as I had mine. I was also reminded that the true blessing of mountains is not that they provide us with a physical challenge, something to be conquered and controlled. It is much more than this. Mountains encourage us to recognise what is marvellous, unchanging and inspiring in the world, while also making us aware of our own unimportance. I thought of the snow falling across range after range of invisible hills, and I thought that there was nowhere at that moment I would rather be.
In 1988, Jesse Jackson failed in his second attempt to stand for election as president of the United States of America. In this speech, he urges his supporters not to give up when they are faced with defeat and to be inspired by the story of his own life.

Keep hope alive!
Wherever you are tonight, I challenge you to hope and to dream. You must never stop dreaming. Face reality, yes. But don’t accept things the way they are: dream of things as they ought to be. Face pain, but love, hope, faith, and dreams will help you to rise above the pain.

Use hope and imagination as weapons of survival and progress, and keep on dreaming.

Dream of peace. Dream of teachers who teach for life and not for a living. Dream of doctors who are more concerned about public health than private wealth. Dream of lawyers more concerned about justice than being a judge.

We must never surrender to hunger. We must never surrender to illiteracy. We must never surrender to injustice. Don’t surrender and don’t give up.

Why can I challenge you this way?

‘Jesse Jackson, you don’t understand,’ you say to me. ‘I see you on television with important people. You don’t understand my situation.’

I do understand.

You’re seeing me on TV, but you don’t know the me that makes me me.

I have a story. I wasn’t always on television. Journalists were not always outside my door. When I was born late one October afternoon in Greenville, South Carolina, no journalists asked my mother her name. Nobody chose to write down her address.

I understand. I know abandonment and people being mean to you, and saying you’re nothing and nobody, and can never be anything. I understand when nobody knows your name. I understand when you have no name. I understand.

I understand work. I was not born with a silver spoon in my mouth. I had a shovel programmed for my hand. I was born in the slum, but the slum wasn’t born in me.

Wherever you are tonight, you too can make it. Hold your head up high. You can make it. Don’t you surrender. You must not surrender.

Keep hope alive ... keep hope alive ... keep hope alive! Tonight, tomorrow night and beyond, keep hope alive!
Questions 1–7 are about *To the limit*? (pages 4–5 in the Reading booklet).

1. From paragraph 1 give one example of a new extreme sport.


From paragraph 2 give one example of an extreme sport that has been established for some time.


(1 mark) Q1

2. You begin to wonder what people will do next: white water rafting without the raft? Skateboarding down Everest? (paragraph 1)

   Explain how this quotation shows the writer is sarcastic about extreme sports.


(1 mark) Q2
3. Paragraph 3 is about a new extreme sports centre in Manchester. Explain the different ways the writer of the article suggests that this sports centre will be very impressive. Support your ideas with quotations from paragraph 3.

4. In paragraph 4, Kay Scipio says it is one of her dreams to

'skim the tops of the waves on a surfboard, poised like a dancer, and glide smoothly onto a sandy beach ...'

What impression of surfing do you get from the choice of language in this quotation?
5. Paragraph 2 and paragraph 4 have a similar structure.

a) Identify one way in which the structure of these paragraphs is similar.

b) Explain why these paragraphs have been structured this way.

6. In paragraph 5, Malcolm Davies says, 'Things can seem a bit tame for kids these days'.
What does the phrase ‘Things can seem a bit tame’ suggest about life for young people today?

7. Explain how the final paragraph of the article links back to the first paragraph.
Refer to both paragraphs in your answer.
Questions 8–13 are about *Beyond the mountain* (pages 6–7 in the Reading booklet).

8. In paragraph 1, the writer explores why people are drawn to mountains.

Which two of the following statements best describe why the writer thinks people are drawn to mountains?

Tick two of the boxes:

- mountains make people realise that they do not control the world  
- mountains can be exciting for people to climb  
- mountains allow people to test their physical skills  
- mountains make people see the world in a different way

   (1 mark)  

9. Identify one word from paragraph 2 which suggests that the mountain does not look welcoming.

__________________________

   (1 mark)  

Turn over for question 10
10. In paragraph 3, the weather changes its mood.

   How does the description of light in paragraph 3 show this change of mood?

   (1 mark)

11. How does the writer’s choice of language in paragraph 4 show that he is completely surrounded by snow?

   Refer to specific words and phrases from paragraph 4 and comment on them.

   (3 marks)
12. The world beyond the whirling snow became unimportant, almost unimaginable. I could have been the last person on the planet. (paragraph 4)

What does this quotation suggest about the writer's feelings at this point?

(1 mark) Q12

Turn over for question 13
13. In paragraphs 5 and 6, the writer describes the impact of seeing a hare on top of the mountain.

   Explain how the writer shows that this experience was important to him.

   You should comment on:
   - how his encounter with the hare affects him;
   - what he has learned from this experience;
   - how it links to the ideas in the first paragraph.
Questions 14–17 are about *Keep hope alive!* (pages 8–9 in the Reading booklet).

14. Give one quotation from the first four lines of the speech which shows that Jackson is speaking to a television audience as well as to the people in front of him.

   __________________________________________________________
   (1 mark)

15. Section 2 ends with the statement, *You're seeing me on TV, but you don't know the me that makes me me.*

   How does this statement lead into the content of section 3?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   (1 mark)

Turn over for question 16
16. In section 3, Jackson describes his background.

   Explain what each of these quotations suggests about Jackson:

<table>
<thead>
<tr>
<th>quotation</th>
<th>what this quotation suggests about Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not born with a silver spoon in my mouth.</td>
<td>He was not born into a family that had much money.</td>
</tr>
<tr>
<td>a) I had a shovel programmed for my hand.</td>
<td></td>
</tr>
<tr>
<td>b) I was born in the slum, but the slum wasn’t born in me.</td>
<td></td>
</tr>
</tbody>
</table>

(2 marks)
17. In this speech, how does Jackson use language to persuade his supporters not to lose hope for the future?

You should comment on:
- his choice of words and phrases to get their attention / convey his main point;
- the way he makes the audience feel involved;
- the way he includes details and how he ends his speech.
Imagine you are an explorer who travels to faraway places.

On your last trip, things went wrong and you lost contact with the outside world. After two weeks you were found, and now a magazine wants you to write about your experience.

Below is what the magazine asks for:

Start at the point when you knew things were going wrong.

Include details about:

- the difficulties you faced before you were found;
- how you felt at each stage;
- how the whole experience has affected you.

We want our readers to share the full drama and excitement of your experience.

Write the story of your experience, from the point when things went wrong to when you were found.

30 marks
Longer writing task

Planning page

You can use this page to make notes for your magazine story.
(This page will not be marked.)

when things went wrong

difficulties faced and feelings at each stage

how it has affected you

Turn over for the shorter writing task
Task 6

Shorter writing task

Party, please!

Your year group wants to hold an end-of-term party in the school hall, but your Headteacher is not sure it is a good idea, considering what happened last year. You need to write a letter on behalf of your year group to persuade the Headteacher to give you permission.

Your classmates make some suggestions for what you should write:

- Say what arrangements we will make.
- Give reasons why we deserve it.
- Promise we will behave well and make sure things go smoothly.

Write your letter to persuade the Headteacher to let your year group have the party.

Do not include an address.

20 marks including 4 marks for spelling
**Self-Assessment**

1. Skim and scan the articles. Write down any words that you do not know the meaning of. Use a dictionary to find out the meaning of these words. (Try to find at least 5 words)

2. Look through your answers. Underline any spellings that you think are incorrect. Use a dictionary to check these.
   Write any corrections here:

3. Fill in the grid below. Be honest so your teacher has a true indication of how you feel about P.E.E.

   Tick the appropriate box
   (1 = Strongly agree, 2 = Agree, 3 = Unsure, I need some help, 4 = Disagree, 5 = Strongly disagree)

   | I can make clear points that are relevant to the question that I am answering. | 1 | 2 | 3 | 4 | 5 |
   | I can find quotes that are appropriate to the question I am answering and the points that I am making. | | | | | |
   | I can explain how my quote supports my point in detail. | | | | | |

4. Read through both of your writing tasks. Look for any adjectives (describing words) that seem rather boring. Draw a square box around these words and use a thesaurus to make these more interesting. Write your new adjectives here:
Self Evaluation of my Homework

I am a R____________________ learner.

I know this because:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I believe that my **effort and attitude to learning** for this booklet is a:

[ ] 1  [ ] 2  [ ] 3  [ ] 4

I know this because:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________