

Our Heroes - 1

Read the persuasive text.

I'm really concerned about the heroes we admire and want to be like. I think it is high time we all stopped and thought more about what our so-called heroes have actually done and if they deserve to be worshipped. There are so many brave, courageous heroes of the past and the present for us to admire. I believe, and I want you to believe, that we need to find out about real heroes and to try to be like them.

Take my grandson, for example. His greatest hero is a football player. It's true everyone knows his name, how many goals he scored last week and about all the trouble he got himself into after Saturday's match. You couldn't miss it; it was all over all the front pages of our newspapers! The only good things about this man are that he can run fast, he's good at getting a ball, keeping possession of it and kicking it into a net. He isn't even a good team member, but he is a great footballer who's paid a lot of money for playing a few hours of football each week. But a hero; I don't think so.

Then there's my granddaughter, she's a great admirer of a fashion model. Her hero is tall and skinny with very short red hair and very thick lips. Her face is often seen on the front of magazines advertising very expensive clothes that ordinary people will never be able to afford to buy. She often appears to be very bored and almost in a coma. Perhaps it's because she's been partying all night or perhaps it's her medication. She's obsessed with herself and how she looks. I'm sure her plastic surgeons could retire on the money she pays them to keep changing her body and her face. Newspapers and magazines report everything she does and says, including the trouble she's been in for shoplifting and taking drugs. She really isn't a person I'd like as my granddaughter. Very famous ... but a hero; I don't think so.

I want you to think about the word *hero*. What does it mean? I think it's a person who has shown exceptional courage or done exceptional things to benefit other people. A hero inspires others to do great things too and not for themselves, but for others. We can't all climb Mount Everest, paint a masterpiece, write incredible poetry or find a cure for cancer, but we can be brave and keep trying. Heroes don't give up, they show courage and keep going even when the going gets tough. Just learning about real heroes helps us to live our lives better.

There are real heroes we read about and see in our own daily lives. Think about the firefighters who entered the Twin Towers in New York to save others. And those like my father whose aircraft was shot down as he fought bravely to save the country he loved and to make it safer for all of us. But closer to home, the young boy who lost his leg, but has the courage to continue playing football with an artificial leg is my hero. Although he won't ever represent his country or make a lot of money from the game, he plays despite all the pain and the frustration of not being as good at it as he used to be. He is an inspiration to me and to others.

So think wisely about the heroes you choose for yourself and about how they can influence your life. Make sure they do or have done something worthwhile to deserve the very special honour you're giving them, by calling them your *heroes*.



My learning log

When I read this persuasive text, I could read:

all of it.

most of it.

parts of it.

Our Heroes - 2

1. (a) How old do you think the writer is most likely to be?

10-20

20-30

30-40

60-70

(b) Explain why you think this.

2. (a) Was this text written to: explain, describe or persuade? _____

(b) How well do you think it does this? _____ (well, quite well, poorly)

3. (a) Why does the boy think the footballer is a hero?

(b) Do you agree with him? _____ (c) Explain why you think this.

4. (a) Do you think the fashion model described in the text is a hero? _____

(b) Give two reasons why you think this.

• _____

• _____

5. (a) The writer explains a number of ways he/she thinks being a hero is different from being famous. Describe one of the differences given in the text.

(b) What is your opinion about this? Do you agree or disagree? _____

6. (a) Predict the effect this text will have on the two grandchildren.

(b) Give reasons for this prediction.

7. (a) Name a book you have read about a hero. _____

(b) What did/does this person do to make him/her a hero?

(c) Explain why you would recommend or not recommend this book to a friend.

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| My learning log | While doing these activities: | | |
| | I found Q _____ easy. | I found Q _____ challenging. | I found Q _____ interesting. |

1. Explain the meaning of each word and phrase.

- (a) medication _____
- (b) obsessed _____
- (c) inspire _____
- (d) high time _____
- (e) coma _____

2. How many syllables in each word?

- (a) granddaughter
- (b) tough
- (c) inspiration
- (d) although
- (e) choose
- (f) fashion

3. (a) Add the correct suffix '-ation' or '-able' to each verb to make a new word.

inspire _____ frustrate _____ like _____
 believe _____ afford _____ continue _____

(b) Pronounce each root word and the new words you made when you added the suffixes. Listen carefully to the vowel sounds in all of them.

(c) Which suffix changed the pronunciation of one of the words? _____

(d) Which word's pronunciation changed? _____

4. Write the correct word in each space.

- (a) His main _____ goal/goal was to help others.
- (b) Please _____ choose/chose carefully, as it can't be exchanged.
- (c) Our old towels are used as cleaning _____ cloths/clothes.

5. Homographs look the same, but their meaning and pronunciation are different. Draw a line under the part of the word **present** that is stressed in each sentence.

- (a) This game was a birthday present from my parents.
- (b) Our class will present a play next Friday.
- (c) Sadly, my mum will be working and can't be present.

6. Circle the correct homophones.

- (a) The footballer fort/fought hard for possession of the ball.
- (b) Are you shore/sure she is a good role model for young children?
- (c) Wouldn't you be bored/board if you had to watch football every day?
- (d) I think the nurse, Florence Nightingale, who cared for wounded soldiers during the war, was a real/reel hero.

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| My learning log | <p>I <input type="text"/> understand / <input type="text"/> need more practice on counting syllables.</p> <p>Colour: I <input type="text"/> can / <input type="text"/> can't add the '-ation' and '-able' suffixes to words.</p> <p>I <input type="text"/> can / <input type="text"/> can't recognise homographs and homophones.</p> |
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A Wartime Hero - 1

Read the informative text.

Sir Winston Churchill will be remembered as one of Britain's greatest prime ministers, an exceptional leader and a national hero at a time when the country was facing one of its greatest challenges.

The stirring speeches he delivered over the radio during World War Two, encouraged people to be strong, to continue fighting and not to give in; even when they seemed to be in an absolutely hopeless situation. Although London, like other British cities, was being attacked and destroyed in devastating nightly bombing raids, he refused to leave for somewhere safer. He showed great courage, leadership and determination. When it looked as if France would be defeated and Britain would stand alone against Germany, he famously stated:

'We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender!'

Winston Churchill was born in Blenheim Castle in 1874 into a life of wealth and privilege. His father was Lord Randolph and his mother was from a prominent American family. He grew up in Dublin, Ireland where his father was working. He wasn't very interested in school work, was rebellious and didn't do particularly well until was sent to board at Harrow. After leaving school, he attended the Royal Military Academy and saw combat in 1898.

Later, he showed great interest in writing and worked as a war correspondent during the Boer War. He made headlines when, after being captured and imprisoned, he escaped, showing great resourcefulness, daring and courage.

In 1900, he became interested in politics and was elected as a Conservative, but later became a Liberal Member of Parliament. From 1911 to 1915, he was First Lord of the Admiralty. He modernised the navy and was very interested in using aircraft for combat. After a campaign he had been involved with during World War One failed with great loss of life, he left this post. He rejoined the army for a short time, then returned to government. He left the Liberal Party and joined the Conservative Party in 1924 and was appointed Chancellor of the Exchequer.

As Hitler became more aggressive in Europe, Churchill urged the government to be more pro-active and to prepare for war. His advice was ignored for 12 months until war was declared in September 1939. He became Prime Minister the following year and served his country with great distinction as its Prime Minister throughout the war.

After the war ended, his party was defeated in the general election in 1945, and he became Leader of the Opposition. The Conservatives were returned to government and he became Prime Minister again six years later. He continued his love of writing and won a Nobel Prize for literature in 1953.

He retired as Prime Minister in 1955, but remained an MP until 1964. When he died at the age of 90, the following year, Britain mourned its hero for over a week.



My learning log

When I read this informative text, I could read:

all of it.

most of it.

parts of it.

A Wartime Hero - 2

1. Find each phrase in the text and explain its meaning.

- (a) left this post _____
- (b) stirring speeches _____
- (c) with great distinction _____
- (d) saw combat _____

2. Why do you think Winston Churchill was such a successful leader?



3. Tick the main idea of this text.

- (a) Churchill lived a long life.
- (b) Churchill was a hero.
- (c) Churchill was a great writer.

4. Read the quote from one of Churchill's most famous speeches again.

- (a) Which words does he keep repeating? _____
- (b) Why do you think he kept repeating these words?

- (c) Why do you think this speech is so famous?

5. (a) Write a question which can be answered by just reading the text.

(b) Answer your question.

(c) Write a question to ask a partner to test if he/she really understands the text.

(d) Write a possible answer to your question.

6. (a) Is this text a biography? _____

(b) Why/Why not? _____

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| My learning log | While doing these activities: | | |
| | I found Q _____ easy. | I found Q _____ challenging. | I found Q _____ interesting. |

A Wartime Hero - 3

1. Explain the meaning of each adjective.

- (a) resourceful _____
- (b) rebellious _____
- (c) pro-active _____
- (d) aggressive _____

2. Write the correct homophones.

- (a) Churchill _____ fort/fought in more than one _____ wore/war.
- (b) He _____ dyed/died when he was ninety years old.
- (c) Churchill _____ maid/made people feel strong and determined, not _____ week/weak and helpless.

3. Read and pronounce these words.

| | | | |
|---------|------|----------|-------|
| ignore | lord | mourn | board |
| country | war | resource | |

- (a) Which word does not have a vowel sound that all the other words do have?

- (b) Write the two words that use only two letters to represent the 'or' sound.

- (c) Which two words use the same three letters to represent the 'or' sound?

4. (a) Write three words from the text which are related to the theme of politics.

(b) Write three words from the text which are related to the theme of war.

5. In the word *pro-active*, the prefix *pro* is joined to the word *active* with a hyphen. This is added because the root word starts with a vowel and the prefix ends with one.

Make a hyphenated word by adding one of these prefixes to each root word.

| | | |
|----|----|------|
| re | co | semi |
|----|----|------|

- (a) enter _____
- (b) operate _____
- (c) own _____
- (d) elect _____
- (e) invalid _____
- (f) ordinate _____

6. Write two words from the text with four or more syllables, which do not end with 'ed'.

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| My learning log | Colour: I understand / need more practice on homophones. I know / don't know vocabulary related to politics and war. I can / can't make hyphenated words. |
|------------------------|--|

Week 3

Our Heroes

Comprehension

- (a) 60–70 (b) He is a grandfather.
- (a) persuade (b) Teacher check
- (a) He is famous and he plays football very well.
(b)–(c) Teacher check
- Teacher check
- (a) Someone who has courage/has done something exceptional to benefit others/inspires others/keeps trying.
(b) Teacher check
- 6.–7. Teacher check

Word Reading

- (a) *medication*—medicine people take to treat a disease
(b) *obsessed*—someone whose strong feelings control his/her behaviour
(c) *inspire*—to have an encouraging, uplifting effect on someone
(d) *high time*—something is overdue, enough time has passed
(e) *coma*—a long, deep sleep
- (a) granddaughter **3** (b) tough **1**
(c) inspiration **4** (d) although **2**
(e) choose **1** (f) fashion **2**
- (a) *inspire* – inspiration *believe* – believable
frustrate – frustration *afford* – affordable
like – likeable *continue* – continuation
(b) Teacher check (c) –ation
(d) inspiration
- (a) His main goal/**goal** was to help others.
(b) Please **choose**/chose carefully, as it can't be exchanged.
(c) Our old towels are used as cleaning **cloths**/clothes.
- (a) This game was a birthday **present** from my parents.
(b) Our class will **present** a play next Friday.
(c) Sadly, my mum will be working and can't be **present**.
- (a) fought (b) sure
(c) bored (d) real

A Wartime Hero

Comprehension

- (a) *left this post*—stopped working in that position
(b) *stirring speeches*—speeches which affected people
(c) *with great distinction*—very well
(d) *saw combat*—fought in a war
- Possible answers. He was such a good speaker and knew the right words to use. He set a good example and was brave.
- (b) Churchill was a hero.
- (a) We shall fight
(b) He wanted people to keep fighting.
(c) It worked and people didn't give in.
- Teacher check
- (a) Yes
(b) It tells about a person's life.

Word Reading

- (a) *resourceful*—having good ideas and solving problems
(b) *rebellious*—not doing what you are told
(c) *pro-active*—be active and not wait
(d) *aggressive*—war-like
- (a) Churchill fort/**fought** in more than one war/**war**.
(b) He dyed/**died** when he was ninety years old.
(c) Churchill maid/**made** people feel strong and determined, not weak/**weak** and helpless.
- (a) country (b) lord, war
(c) mourn, resource
- Teacher check
- (a) re-enter
(b) co-operate, semi-operate
(c) re-own, co-own (d) re-elect
(e) semi-invalid (f) co-ordinate
- Answers may include:
exceptional, absolutely, situation, devastating, determination, American, interested, rebellious, particularly, military, academy, correspondent, resourcefulness, conservative, admiralty, opposition