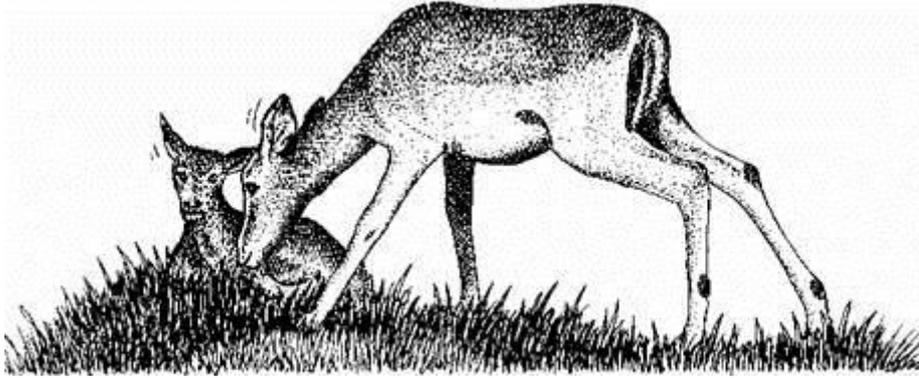


The Flames Come Closer

*A baby impala is born on the African plains.
A thunderstorm starts a fire some miles off.
The smoke and flames are too far off to worry the
impala doe, its mother ... for the moment.*



The new-born baby was struggling to stand, helped by his mother who nudged him with her soft muzzle. The baby rose, fell, rose again.

After ten minutes he was standing and trying to take his first feed. In that time the peace of the morning was going.

To the north there was a widening belt of smoke, in which the crimson of flames flickered. The bone dry grass was burning in a wall of fire which seemed to create its own wind. At more than a walking pace the wind blew the fire southwards.

Out of the grass, insects rose in their thousands and, within minutes, birds were congregating as if called to a free feast. They kept just ahead of the thickening smoke, gulping down the dazed insects as they fled before the fire.

The animals began to move south. The baboons were the first to take the alarm. With the old dog baboons barking furiously and nipping at the hindquarters of the stragglers, the families moved out of harm's way, the babies clinging underneath their mothers, whimpering.

Zebra, impala, wildebeest, a pride of lions and two cheetahs, all headed away from the approaching flames. There was a vague smell of burning covering the whole landscape, even when the fire was still two miles away. Only those unable to run stayed to wait for the terror which would not stop until it came to bare ground, and there was nothing else to burn.

The impala doe was nervous, and when a family of wild dogs ran by without even giving her a second glance, it seemed to make her even more determined to move. She got her baby to feed and, when he had taken all he could and wanted to lie down and rest, she butted him gently to his feet again.

He tottered a dozen yards, then gave an excited little jump, only to topple and lie panting. His mother butted him gently again, encouraging him to stand. She ran a few yards away and her son bleated in terror. She came back and stood close, making coaxing sounds, and he struggled again to his feet. His mother turned and walked away, calling to him.



Bleating feebly, as if trying to tell his mother he was doing his very best, the new-born impala began to run. His spindly legs looked far too thin and shaky to support even a body as delicate as his. Yet he ran at least three yards before slipping into a wart hog hole.

For a moment the impala stared with widening eyes at the spot where her baby had been a moment before, then she bounded back. He was there, staring up with big brown eyes, and it was a minute or more before he tried to get out. He was still too young to be afraid.

The smell of burning was greater now. The impala doe knew the danger. At other times it had been easy enough to escape the approaching flames. She could leap thirty feet at a time ... but her baby could not even walk now.

It took several minutes to get him out of the hole, and then he stood on three legs. He had injured a back leg. It was not serious, but it meant he would have to walk slowly, with a limp.

There were no other animals about now. They were all moving south, just a little more quickly than the fire. They were in no real danger.

The impala mother and son moved at only half the speed of the advancing fire. Very soon she could hear the warning crackle as the flames ate up the dead grass, and even consumed shrubs and small trees.

They found themselves at a dried-up river bed. The baby impala, so tired now that his legs were trembling, rolled down the steep bank and lay too exhausted to get to his feet. Now there was thick smoke billowing overhead, and the crackling roar of the fire was terrifyingly loud.

The impala doe, eyes bulging with fear, leaped across the dry stream bed, and hesitated as if not quite sure whether to leap up the steep bank, and so go on to safety. The fawn watched her, and his anxious cries were drowned by the roar and crackle of the fire.

His mother came back to him in one beautiful bound. Above her, smoke and burning grass swept over the edge of the bank, forming a curtain which shut out the sky. The impala doe suddenly lay down, partly covering her baby.

The fire leaped across the dry river bed. It flared up on the other side. There were a few moments when the air was almost too hot to breathe, then the flames had gone; only smoke and ash remained. A welcome breath of air swept softly down the dried river bed, and the smoke swirled and eddied, then began to lift upwards. For the impala and her baby, the danger had passed.

1. Look at the paragraph beginning 'To the north...'

Tick the correct option to complete the sentence below.

The flames move quickly because of

Tick **one**.

the animals.

the sun.

the wind.

the smoke.

1 mark

2. Look at page 2.

Underline **two** words in the paragraph below which describe the impala doe's feelings:

The impala doe was nervous, and when a family of wild dogs ran by without even giving her a second glance, it seemed to make her even more determined to move. She got her baby to feed and, when he had taken all he could and wanted to lie down and rest, she butted him gently to his feet again.

1 mark

3. Here are some of the main events from the story.

Number them 1 to 5 to show the sequence of events.

The first one has been done for you.

Impala doe lies down covering the baby impala.

Impala doe encourages baby impala to stand.

Baby impala rolls down bank of dried-up river bed.

Animals begin to flee from the approaching fire.

Baby impala falls down wart hog hole.

2 marks

4. Look at page 3.

Circle the correct option to complete the sentence below.

The impala doe is in particular danger because

she is nearest to the fire	the other animals may catch her	she cannot move fast because of the baby	she cannot run because she is injured
----------------------------	---------------------------------	--	---------------------------------------

1 mark

5. *Only those unable to run stayed to wait for **the terror**...*

(a) What is *the terror*?

1 mark

(b) Why do you think the writer used the word *terror*?

1 mark

6. *He was still too young to be afraid* (page 3).

Explain what this means and why it is important to the story.

2 marks

7. The impala doe *hesitated as if not quite sure whether to leap up the steep bank...* (page 4)

Explain fully what this shows about the impala doe's actions and feelings at this point in the story.

3 marks

8. Look at the last paragraph.

Find and **copy** a phrase which tells you that the impala doe and her baby were safe.

1 mark

9. Look at the first three paragraphs starting from

Out of the grass...

How does the sense of fear build up as the fire approaches?

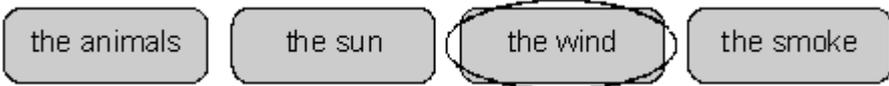
Give **three** points

1. _____

2. _____

3. _____

Mark schemes

1. 
- 1 mark

2. Award **1 mark** for both *(was) nervous and (even more) determined* underlined and no others.
- 1 mark

3. Award **2 marks** for all 4 statements correctly numbered and **1 mark** for 2 or 3 correctly numbered.

Impala doe lies down covering the baby impala. **5**

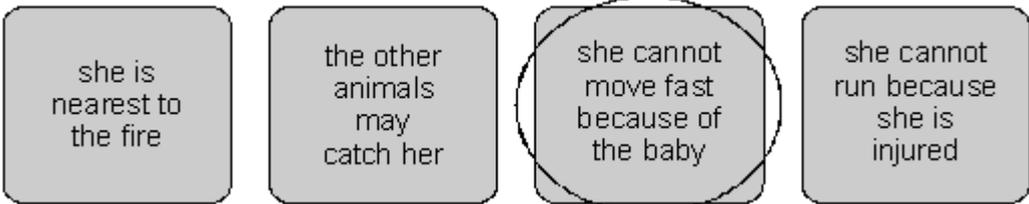
Impala doe encourages baby impala to stand. **1**

Baby impala rolls down bank of dried-up river bed. **4**

Animals begin to flee from the approaching fire. **2**

Baby impala falls down wart hog hole. **3**

up to 2 marks

4. 
- 1 mark

5. (a) Award **1 mark** for reference to fire / flames.
- 1 mark

- (b) Award **1 mark** for responses which recognise the threat implied by the word terror, eg:

- *'the terror' seems more dramatic than 'the fire' or 'the flames',*
- *'terror' makes you think that something really bad is going to happen;*
- *it's making it sound very frightening and it may harm them;*
- *because terror describes horror and means scary.*

Also, award **1 mark** for answers which explain that the writer is suggesting an instinctive reaction on the part of the animals / taking the animals' point of view, eg:

- *because it is a terror to the animals;*
- *it shows that they didn't know what it was but they just ran anyway;*
- *the word terror means worried and frightened and that's what the animals were*

when there was a fire;

- *they don't know what fire is, all they know is that it causes terror.*

Do not accept:

- very general responses, eg: because the fire was a danger / to create suspense and make you read on;
- responses based on the word 'terror', eg: *because fire is terrifying;*
- imprecise explanations, eg: *terror means horrified.*

1 mark

6. Award **1 mark** for answers which explain that the baby impala did not know what was happening / about the danger associated with fire because he was so young.

Award **1 mark** for recognition, which may be implicit, that the baby's lack of fear meant that escape was harder for the impala doe, eg:

- *this means he didn't really understand. (1 mark)*
- *he is a baby and doesn't know about danger. It is important because if he knew what was going to happen he wouldn't just lie there. (2 marks)*
- *it means he doesn't know what fear is and what fire is so if he doesn't know why would he be afraid? It is important because he slows his mother down and that is one of the points of the story. (2 marks)*

up to 2 marks

7. Award **1 mark** for answers which recognise that the hesitation indicates that the doe has a dilemma, eg:

- *she was thinking about what to do;*
- *she wants to live but is scared.*

Award **2 marks** for answers which explain the situation faced by the doe of whether to escape to safety or to return to the fawn, eg:

- *she didn't know whether to rescue her baby or to escape herself.*

Award **3 marks** for answers which explain the situation faced by the doe and also include the sense of the doe's terrible dilemma, eg:

- *she felt very nervous because she didn't know whether to leave the little baby to die or to stay with him;*
- *the impala doe was so scared about the fire she was contemplating leaving her newborn baby and going on to save her own life;*
- *she wasn't sure whether she should go on running, leaving the baby behind and almost securing her own safety or whether she should shield the baby impala from the flames. She must have been very scared because she was staring death in the face.*

up to 3 marks

up to 2 marks

8. Award **1 mark** for any one of:

- (the) *danger had passed*;
- (the) *flames had gone*;
- (a) *welcome breath of air*.

1 mark

9. Award **1 mark** for any of the following points, to a maximum of **3 marks**:

- gradual involvement of more and larger creatures as the fire gets nearer;
- how the animals sense the approaching fire or are unable to move away;
- how the actions of the animals show fear, such as whimpering, nipping, barking;
- suggestion of haste / rush, such as animals fleeing;
- predators ignoring their prey;
- aspects of the fire such as thickening smoke, approaching flames, vague smell of burning;
- use of specific vocabulary such as *fled, alarm, approaching flames, furiously*.

Eg:

- *by saying that the animals are fleeing in their hundreds and thousands; (1 mark)*
- *it says the smoke came out of nowhere from the north; (1 mark)*
- *the way everything is calm then the animals are barking and running, whimpering. It is very noisy and how everything just rushes and the impala doe is left alone nervously with her baby; (2 marks)*
- *all the animals were running away trying to go from the danger. There was also a smell of burning so that meant the fire was coming closer. The fire was two miles away so it was burning a lot of things; (2 marks)*
- *he starts with the insects and small animals and then a whole lot of animals come running out but the impala doe and her baby are just stuck there while the fire comes nearer and nearer; (3 marks)*
- *he builds it up as at first, only the little creatures start to flee. Then the bigger ones. Finally, all the predators and large animals start to flee. He also includes smells, sights and sounds, and adds feelings of terror, such as 'There was a vague smell of burning covering the whole landscape' and 'only those unable to run stayed to wait for the terror'. (3 marks)*

Lesson 2

Using the factfile below, as well as the photo resources and information, fill in the diamond grid on the next worksheet.

Deforestation in the Amazon rainforest



Deforestation: The destruction of trees or forests on a massive scale.

Methods of clearing the rainforest:

- **Slash and burn** - trees are cleared and vegetation is burnt
- **Clear cutting** - complete removal of all trees in an area
- **Selective logging** - targeting specific valuable trees but leaving the rainforest intact

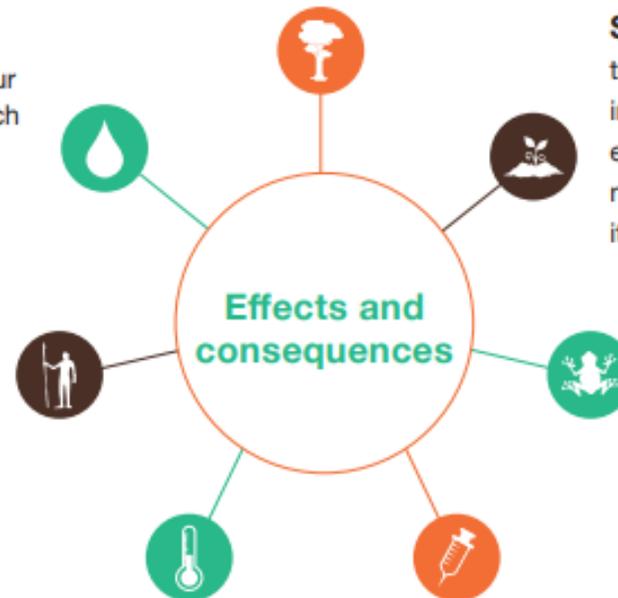


Carbon emissions - trees store carbon in their trunks, branches and roots which is released when they are cut down.

Water cycle - trees help return water vapour to the atmosphere which then falls as rain.

Indigenous people - the rainforest was once home to one million indigenous people. Now only 200,000 remain.

Climate change - deforestation contributes to global warming because trees are releasing carbon instead of storing it.



Soil erosion - without trees to protect it, soil in the rainforest is easily eroded. The soil loses its nutrients especially when it rains heavily.

Loss of habitat for millions of species like insects, birds, snakes, frogs and lizards.

Medicine - scientists have discovered that rainforest plants are sources for medicines to treat diseases like diabetes.

Using the nine statements about the impact of deforestation below, fill out the diamond next page.

Local people's
way of life is
destroyed

There are fewer
species of animals
and plants

The animals'
habitat is
destroyed

The soil becomes
dry and crops
cannot grow

There is more carbon
dioxide released into
the atmosphere

Plants
cannot grow
anymore

People have to move
from the rainforest to
the city

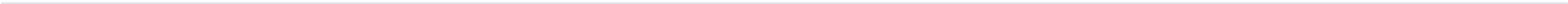
New medicines might
not be discovered
from plants

Trees can't store
carbon in their trunks,
branches and roots

Most important



Least important



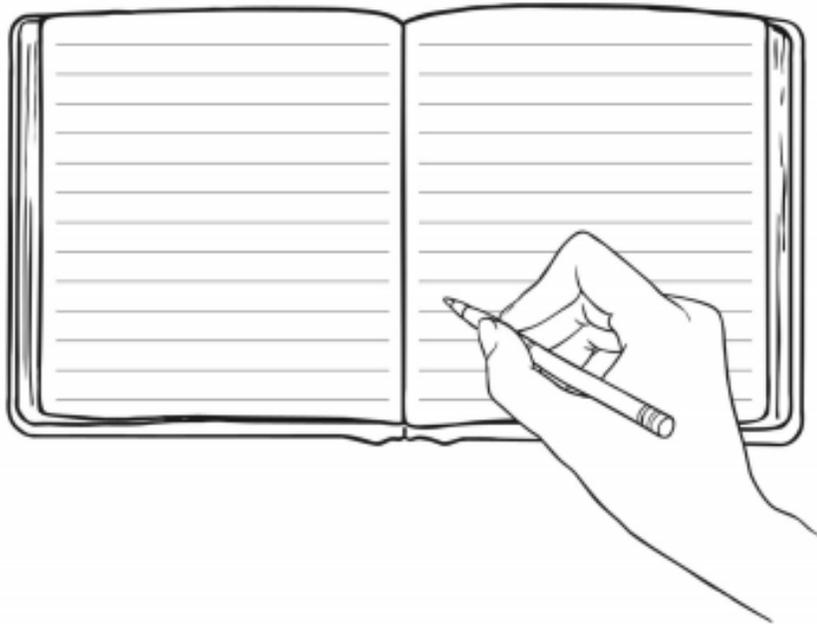
Lesson 3

Create Your Own Dictionary - The Rainforest

Write a definition for each of the words listed.

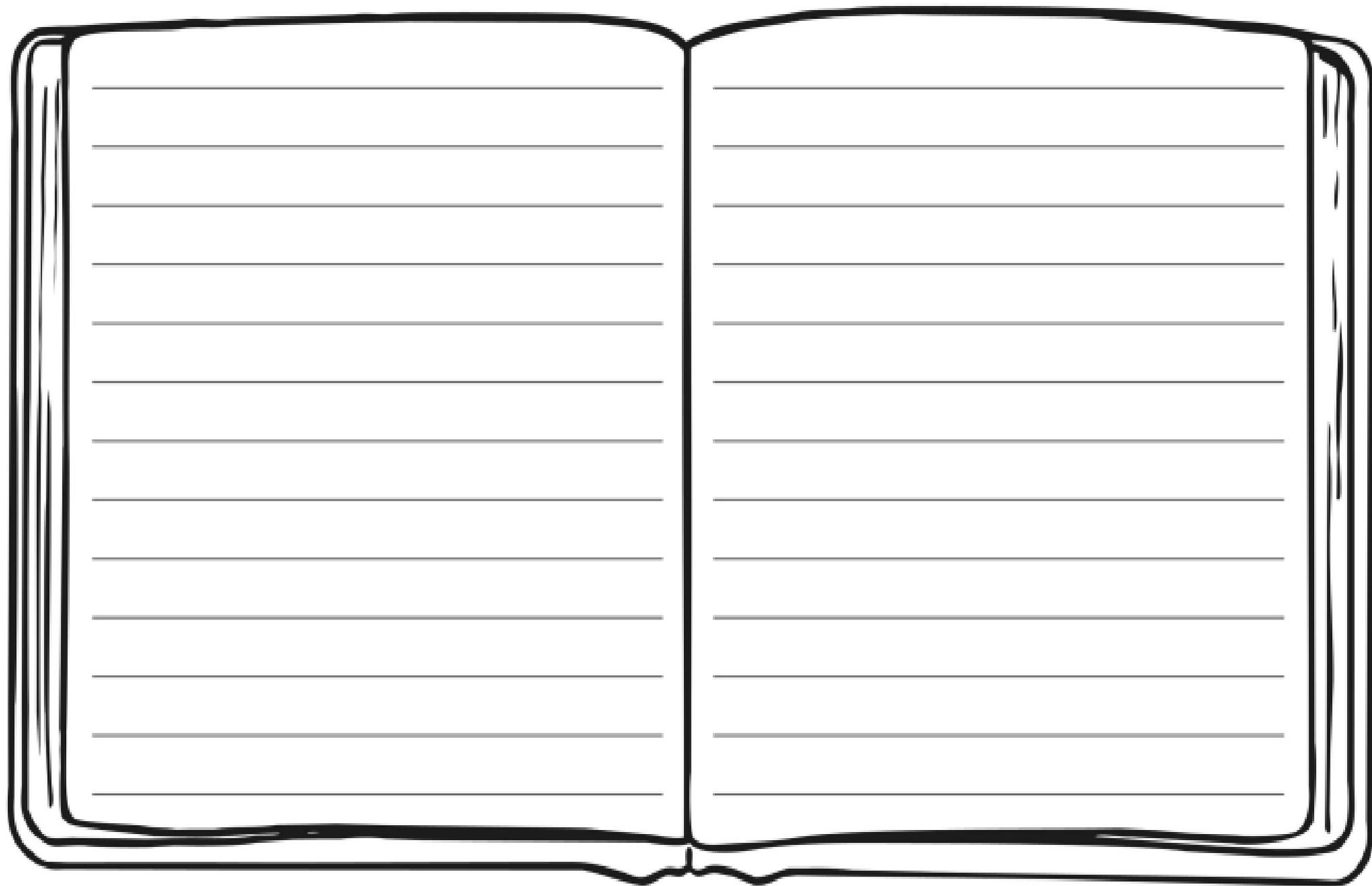
Write the definitions as if they were for a dictionary, but do not copy the definition from the dictionary!

Remember that words in a dictionary are always in alphabetical order.



canopy
rainforest
tropical
climate
habitat
endangered
environment
extinct
forest
deforestation
conservation
ecosystem
temperature
leafy
humid





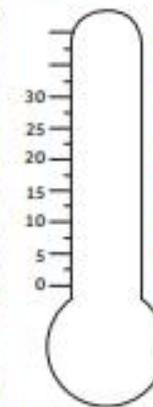
Rainforests

Talk to your partner or within your group about rainforests for two minutes. While you are talking, you will be given points for every word you use accurately. You can only earn the points once for each word! However, points will be deducted for the use of any words from the banned column.

Are you an expert speaker on rainforests?

1 point •	2 points ••	3 points •••	-1 point
climate	canopy	endangered	like
rainfall	emergent	biodiverse	erm
tropical	understory	ecosystem	I think
species	flora	deforestation	well
diverse	fauna	habitat	you know

Colour your total score on the thermometer:



- 26+ A true expert!
- 16-25 A great lecturer on the subject!
- 6-15 Keep practising!
- 0-5 More work required!



Lesson 4

Using everything you have learned about deforestation, create an informative leaflet or poster to educate others and raise awareness about the effects that this is having.

L.O: To create an information text about deforestation	I have presented my information clearly
	I have used technical vocabulary from my 'Rainforest Dictionary'
	I have used persuasive/ emotive language

Here's some tips to help you to persuade your readers:

Persuasive Strategies		
A- Alliteration	Make your words more powerful by choosing words with same initial sounds	Hungry and homeless, sad and scared, great green
F- Facts	Using logic, numbers and facts to support your argument – refer to your research	Use your fact sheet
O- Opinions	Say what people who agree with you think.	Everyone who cares about the rainforest agrees that.....
R- Rhetorical questions	Ask questions to get your reader to think about the issues.	Does your reader want the rainforest destroyed for all future generations? Do they want to see the extinction of some rare and beautiful species?
E- Emotive language	Build a sense of urgency for your case – worry your readers – pressure them Appeal to your readers' emotions – tug on their heart strings – show some photos	Talk about time frames – why does something need to be done NOW? Think about the power of your words Talk about rare and endangered species – talk about diseases that owe their cures to the rainforest
S-Statistics	Use studies and others' research to convince your readers – graphs and tables etc.	Use the internet, books and papers. Say according to... In a study carried out by...
T-The rule of three	Add power to your argument by linking 3 ideas together	Rainforests are full of plants, animals and people... Orangutans are homeless, hungry and scared.

Rang-Tan Wordsearch

Can you find the ten words related to Rang-tan's story in the grid below?

L	E	C	N	P	I	E	H	R	R	N	R	N	T
F	E	N	A	T	N	C	H	A	S	C	N	O	L
R	G	P	G	I	I	M	N	G	A	A	R	I	A
I	N	A	A	N	A	N	M	T	T	A	A	T	G
E	I	R	N	N	O	R	C	U	H	R	I	A	H
N	E	R	I	A	N	A	G	V	R	N	N	T	N
D	N	S	F	R	M	N	O	P	V	A	F	S	D
S	I	E	R	P	A	M	T	A	A	E	O	E	R
I	I	F	A	R	N	O	I	L	N	C	R	R	N
I	G	I	O	I	N	N	N	M	T	N	E	O	U
L	G	E	G	N	A	H	C	O	I	T	S	F	O
N	P	N	M	H	E	L	P	I	N	G	T	E	A
R	A	N	G	T	A	N	F	L	O	R	N	D	A
E	R	E	N	V	I	R	O	N	M	E	N	T	N

RANG-TAN

ORANGUTAN

CAMPAIGN

RAINFOREST

ENVIRONMENT

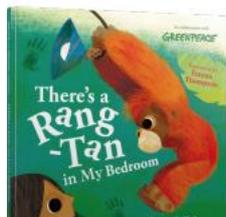
CHANGE

PALM OIL

FRIENDS

DEFORESTATION

HELPING



Lesson 5 - Sentence types

Commands - use imperative verbs and instruct you to do something.
Open the can and pour out the beans.

Questions

How did the cake disappear?

Exclamations

He was kidnapped by aliens!

Statements.

The cat sat on the mat.

Simple sentences or main clauses.

The apple rolled across the ground.

Compound sentences

Two main clauses joined by a FANBOYS word.

The apple rolled across the ground **BUT** it was stopped by Tim's shoe.

(FANBOYS words - for, and, nor, but, or, yet, so - are also called co-ordinating conjunctions)

Complex sentences

A main clause and a subordinate clause.

Subordinate clauses start with words like because, as, while, until, when and are called subordinating conjunctions. Subordinate clauses don't make sense on their own.

The apple rolled across the floor because it fell off the tree.

Because it fell off the tree, the apple rolled across the floor.

Relative clauses start with relative pronouns like which/ who and add information to the sentence.

My uncle, **who lives in France,** sent me a woolly scarf.

For each of these sentences, say whether they are a statement, question, instruction or exclamation.

My friend is going to her caravan at the weekend.

Put two teaspoons of sugar into the mixture.

When I dived into the pool, it was freezing!

Can we go to the park after tea?

The car has started making a horrible, rattling sound.

Underline the subordinating conjunction in this sentence.

When the bell rang, we had to stand still.

Underline the co-ordinating conjunction in this sentence.

It was cold when we got in so we put the fire on.

Turn the following into a compound sentence

The rain was bouncing off the pavement

_____.

Turn the following into a complex sentence.

I read a book that I found on the table

_____.

Add a suitable relative clause to this sentence.

The wizard, _____, turned my best friend into a surprised looking newt.

Grammar Answers:

For each of these sentences, say whether they are a statement, question, instruction or exclamation.

My friend is going to her caravan at the weekend. **statement**

Put two teaspoons of sugar into the mixture. **instruction**

When I dived into the pool, it was freezing! **exclamation**

Can we go to the park after tea? **question**

The car has started making a horrible, rattling sound. **statement**

Underline the subordinating conjunction in this sentence.

When the bell rang, we had to stand still.

Underline the co-ordinating conjunction in this sentence.

It was cold when we got in **so** we put the fire on.

Turn the following into a compound sentence

The rain was bouncing off the pavement **for/ and/ nor/ but/ or/ yet/ so...** (multiple answers)

Turn the following into a complex sentence.

I read a book that I found on the table **when/ before/ after...** (multiple answers)

Add a suitable relative clause to this sentence.

The wizard, **who....** _____ turned my best friend into a surprised looking newt. (multiple answers)