

Oliver Twist

Question Book:
Year 3, pages 26-27

- Cross-curricular links:**
- Art (cartoon strip)
 - History (the Victorians)

Author / Source:
Charles Dickens
Adapted by Chris Mould

Genre:
Classic fiction — novel extract



Introduction

Oliver Twist was Charles Dickens' second novel. Although it was originally written for adults, this version by Chris Mould is one of many adaptations suitable for younger readers. The novel is set in London in the mid-19th century. After the events in this extract, Bill Sikes runs away from the house and abandons Oliver, who is injured, in a nearby ditch. Oliver manages to crawl out of the ditch and knock on the door of the house for help. The family there take him in and nurse him back to health.

Answers

1. E.g. Because they need someone short and thin to climb through a small window.
2. E.g. finally; at last
3. E.g. Because he is scared.
4. E.g. Because there wouldn't be many people around when it was dark.
5. b. an adjective
6. E.g. Two people appear at the top of the stairs and Oliver is injured.
7. Any appropriate answer. E.g. I think Oliver is honest because he says that he doesn't want to steal. He also tries to let the people in the house know that they're being burgled.
8. Any appropriate answer. E.g. I think that they will get away, but that Oliver will become very ill because he's been badly hurt. Bill Sikes might also punish Oliver for disobeying him.



Extra Activities

- The extract uses personification to describe the weather (e.g. "a fierce wind"). Explain what personification is, then ask pupils to write their own descriptions of different types of weather using personification.
- Get pupils to write a newspaper article about the break-in. Remind them to include common features of newspaper articles, such as a headline, columns, a picture and a caption.
- Ask the class to imagine that Oliver is on trial for burglary. Split the class into two groups, making one group the prosecution and the other the defence. Ask the prosecution to come up with reasons why Oliver should be punished and the defence to explain why he shouldn't. Both groups should present their arguments to a 'judge', who should decide on Oliver's verdict.
- Ask children to make a cartoon strip of the events in the extract. Encourage them to focus on communicating Oliver's emotions in their drawings, e.g. feeling threatened and scared.
- Split the class into groups and give each group one topic to research about life in Victorian times, e.g. workhouses, prisons or schools. Get the groups to present their findings to the rest of the class.

Nepal Earthquake Appeal

Question Book:
Year 3, pages 28-29

- Cross-curricular links:**
- Geography (Nepal: earthquakes)
 - Maths (ordering numbers)

Author / Source:
www.savethechildren.org.uk

Genre:
Non-fiction — information text



Introduction

The earthquake that hit Nepal in April 2015 killed thousands of people and left thousands more injured. The international community played an important part in rescue operations after the earthquake, and charities like Save the Children helped to provide disaster relief. This extract from a report by Save the Children explains how donations and resources were used to provide help in the aftermath. Before pupils read the article, show them some pictures of the devastation caused by the earthquake.

Answers

1. E.g. To give them shelter because their houses were flattened.
2. nearly 29,000
3. Any two from: shelter materials and vital household items have been distributed; emergency mobile health units have gone to villages; health clinics have been set up; thousands of hygiene kits have been given out.
4. c. essential
5. E.g. Because it meant a lot to see a new life come into the world amongst so much death and destruction.
6. E.g. To let people who donated money know how they made a difference in Nepal. They might also have written it to persuade other people to donate money to Save the Children.
7. Any appropriate answer. E.g. Yes, because charities like Save the Children make a big difference. In Nepal, they helped thousands of people. Without donations, charities wouldn't be able to help as many people.

Extra Activities

- As a class, discuss what it would be like to live without shelter, running water, electricity etc. Ask pupils to write a diary entry describing how it might feel to live without these things.
- Ask the class if they know where Nepal is or if they can find it on a map. Then split the class into groups and give each group a topic on Nepal to research, e.g. geography, history, culture, work, religion. Ask each group to make a leaflet which summarises the key facts about their topic, using features like subheadings and bullet points to present their findings clearly.
- Introduce pupils to 'tectonic plates' and 'faults'. Explain that earthquakes happen when tectonic plates rub together. Get a world map from the Internet which shows fault lines. With the class, look at recent serious earthquakes and mark them on the map, e.g. India in 2004, Japan in 2011.
- Explain that the strength of an earthquake is measured using a scale that goes from 1-10. Earthquakes that measure 1 on the scale are very small and earthquakes that measure 10 are extreme. Give each pupil a list of earthquakes and their magnitudes. Ask pupils to put them in order of strength, from weakest to strongest.

Italy, 2009 — 6.3	Pakistan, 2005 — 7.6
New Zealand, 2016 — 5.8	Argentina, 2006 — 6.2
Lao, 2007 — 6.3	Chile, 2010 — 8.8
Falkland Islands, 2013 — 7.0	Puerto Rico, 2016 — 2.7