



Extract 3

- Arrange the children in pairs. Hand out copies of Extract 3 and ask them to take turns reading it aloud to their partner.
- Ask: *How did you feel when reading the text?* (Readers should have sensed Alex's desperation and need for air – encourage discussion.) Describe the tone and pace of the text (urgent, serious, life-threatening). *What textual clues are there to help the reader with expression?* (punctuation marks, short sentences, repetition of words, italics, short questions)
- Look at the words 'Pull, kick'. Ask: *What is the effect of the repetition and then the change when the words are separated?* (Initially the repetition of the single words implies a quick, determined pace. When Alex's strength wavers, the author separates the words with 'and' to show a weakening or slowing down of the action.)
- Consider the descriptive images. *What was the cold water to Alex?* ('a hammer blow') *Explain the effect of the metaphor.* (It describes how jarring and possibly painful the cold was for Alex.) *Have you ever experienced cold water to this degree? Explain how 'The freezing cold was sucking the strength out of him.'* ('Sucking' is a figurative image. Alex felt increasingly cold and weak and unable to move.) Discuss the effect of the figurative images 'a black, swirling, freezing version of hell' and 'A silent scream exploded inside him'.
- Ask children to identify the longest sentence in the extract ('And then the rope tilted upwards...') and explain its effect (it expresses Alex's sense of relief and ability to breathe again).

Extract 4

- Hand out copies of the extract and ask the children to skim the text. Ask: *Do you think the extract is fact or fiction? Why?* (factual/information text – contains facts about the topic and uses scientific vocabulary) *What layout devices are used to structure the text?* (main heading, subheadings, labelled diagram, bullet points, text box, bold text, colons) *Is the language formal or informal?* (formal) Ask the children to highlight words that are challenging to read. Discuss pronunciation and meaning.
- Ask two volunteers to take turns reading the extract aloud as the rest of the class follows.
- Discuss the layout. Ask: *What is the purpose of the bullet points?* (to organise the text and introduce information) *What is the purpose of the text box?* (to organise the text, make it easier for the reader, improve the layout, highlight certain information)
- Pose questions to check comprehension. *Where does the common name 'man-o'-war' come from?* (It resembles an old sailing battleship.) *Why is it called a 'floating terror'?* (It is a dangerous, floating sea creature.) *How many organisms does it comprise?* (four) *Why should you be careful of a washed-up tentacle?* (It can still sting.) *What is a carnivore?* (a meat-eater)
- With a partner, invite children to go through the text and highlight the key words. Remind them to focus on important nouns, verbs and adjectives. Let them work in pairs to draw a mind map and add the key words. Re-group and share their ideas with the class.