

Text A - A Day in the Life of Zofia, aged 10
by Dee Reid

Birmingham, United Kingdom, Saturday 10th May, 2070

Today it is 85° F! I don't feel like doing anything in these soaring temperatures. And it's only May!

It's probably the heat that's made me so grouchy. I shouted at Mum and Dad, blaming them for bringing us to live in the city. I know it's not really their fault. We had to move from the coast to get away from rising sea levels, but I really miss our seaside home. So many people are displaced that in our block of flats, two families share one flat. We have our own bedrooms, but we share the living room, the kitchen and the bathroom.



Earlier, I looked at some pictures on my phone of Margate now. I could hardly recognise it. The road where we lived is under a metre of water.

The forecast is predicting torrential rain later tonight. We'll be okay on the 16th floor, but for the families on the ground floor it will probably mean more flooding. This afternoon everyone in the tower block helped them place sandbags around the edge of the building. It probably won't keep the water out. It doesn't usually.

Dad made me laugh at dinner. He said he was pretending he was eating a meat burger. He closed his eyes and said, "This hamburger is delicious!" Of course, he was eating a veggie burger like the rest of us. We haven't had meat for ages. The government banned eating meat and dairy in 2065. Rearing cows, pigs, sheep and chickens was a huge contributor to greenhouse gas emissions and took up so much farmland. I like our vegan diet, but Dad says he misses meat.

At least we haven't started the water rations! Last year, the government rationed water from June to September because of the drought. The water only ran in our taps from 7:00 – 8:00 a.m. in the morning and from 6:00 to 7:00 p.m. in the evening. That's not much time for everyone to shower, cook and wash up. My long, hot showers in Margate are a distant memory. And don't get me started on not flushing the shared loo for 12 hours!

What were people thinking of fifty years ago? They could have halted global warming, but they did nothing. Did they have no idea of what that would mean for us now?



Text A: A Day in the Life of Zofia, aged 10

1. Look at the beginning of the story. [2a]
1 mark
Find and copy one word that means ‘rising very high’.

2. Look at the paragraph beginning: *It’s probably the heat ...* [2a]
1 mark
The word *displaced* means:
Tick (✓) **one**.

- living in our flats
- moved out of their usual home
- unhappy
- crowded

3. Look at the paragraph beginning: *The forecast is predicting ...* [2a]
1 mark
What does the word *torrential* mean in this paragraph?
Tick (✓) **one**.

- light
- patchy
- downpour
- showery

4. Look at the paragraph beginning: *Dad made me laugh at dinner.* [2g]
1 mark
Find and copy one word that tells us what the government did to stop meat-eating.



5. Look at the paragraph beginning: *Dad made me laugh at dinner.*
What does the word *contributor* mean?
Tick (✓) **one**.

[2a]
1 mark

- something which added to
- something which started
- something which reduced
- something which stopped

6. Look at the paragraph beginning: *At least we haven't started ...*
What does *a distant memory* tell us about Zofia's thoughts about taking a shower in Margate?
Tick (✓) **one**.

[2g]
1 mark

- Her showers are better now.
- Her showers were not as good as now.
- She can't remember her showers then.
- They are so different from her showers now.

7. Look at the paragraph beginning: *At least we haven't started ...*
What does Zofia mean when she says *And don't get me started?*
Tick (✓) **one**.

[2g]
1 mark

- I'm not interested in this.
- Please ask me more about this.
- I don't have anything to say about this.
- If I start talking about this, I'll never stop



Session 1: Modelled Responses

Text A: A Day in the Life of Zofia, Aged 10

The questions in this session teach, practise and apply the following reading skills:

2a: Give / explain the meaning of words in context.

2g: Identify / explain how meaning is enhanced through choice of words and phrases.

Before the session:

- Read the 'Prepare, Do, Review' document for this Intervention and follow the guidance.
- Ensure access to the online modelling responses software if required (see *Shine Reading Skills Introduction* for more details).
- Print out and photocopy any paper copies of the texts and questions for the pupils.

Read the text

Activities	Assessment Guidance
Read Text A: A Day in the Life of Zofia, aged 10 with the pupils in its entirety. Use the online modelling responses software or the paper copies. There is also an audio version of the text available on the online modelling responses software.	Can pupils read the text accurately? Ask each pupil to read aloud two sentences. If they cannot read accurately, see guidance on the 'Prepare, Do Review' document.
Discuss the story briefly with the pupils. What kind of text is this? When do the events take place? What does it make you think about the future?	Can pupils understand and discuss what Zofia describes in the diary? Can pupils say which part they found most interesting?



Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

	Steps	Check pupils can	Answer and marks
1 (2a)	Look at the beginning of the story. Find and copy one word that means 'rising very high'.		
Model	Together, look at the beginning of the story. Scan for a word that might mean 'rising very high'. Remind pupils that to understand the meaning of a word, you need to understand the context in which it is used. Ask pupils to underline the word and then copy it carefully.	Carefully re-read the opening sentence to find the correct word.	soaring (1 mark)
2 (2a)	Look at the paragraph beginning: <i>It's probably the heat ...</i> The word <i>displaced</i> means: Tick (✓) one . <input type="checkbox"/> living in our flats <input type="checkbox"/> moved out of their usual home <input type="checkbox"/> unhappy <input type="checkbox"/> crowded		
Support	Discuss what the words <i>displaced</i> might mean. Link to pupils' own experiences. Have they ever heard of anyone being <i>displaced</i> ? Ask pupils where in the text they will find the answer and to re-read that section. Support pupils to read the question and the options given. Discuss which option best tells you what has happened to Zofia.	Use existing knowledge and own experience to help answer the question. Scan the text for information. Carefully read the question and consider options.	✓ moved out of their usual home. (1 mark)
3 (2a)	Look at the paragraph beginning: <i>The forecast is predicting ...</i> What does the word <i>torrential</i> mean in this paragraph? Tick (✓) one . <input type="checkbox"/> light <input type="checkbox"/> patchy <input type="checkbox"/> downpour <input type="checkbox"/> showery		
Support	Support pupils to find the correct paragraph and the word <i>torrential</i> . Together, re-read the sentence containing the word <i>generosity</i> . Discuss in pairs: <i>What did Zofia think would happen to the flats later on that night?</i>	Scan the text to find the focus paragraph and word. Carefully re-read the relevant section to find the answer.	✓ downpour (1 mark)



	Remind pupils that the meaning of a word may be worked out from different parts of the text. Ask pupils to read the options given.	Find evidence in the text to help answer the question.	
4 (2g)	Look at the paragraph beginning: <i>Dad made me laugh at dinner ...</i> Find and copy one word that tells us what the government did to stop meat-eating.		
Support	Support pupils to find the correct paragraph. Pairs should read the focus paragraph aloud until they read a word that explains what the government did. Ask pupils to underline the word in the text and then copy it accurately.	Scan the text to find the right sentence. Underline a focus word before copying it.	banned (1 mark)
5 (2a)	Look at the paragraph beginning: <i>Dad made me laugh at dinner ...</i> What does the word <i>contributor</i> mean? Tick (✓) one . <input type="checkbox"/> something which added to <input type="checkbox"/> something which started <input type="checkbox"/> something which reduced <input type="checkbox"/> something which stopped		
Practise	Ask pupils to find the correct paragraph and scan for the word <i>contributor</i> . Ask pupils to discuss what Zofia was writing about greenhouse gas emissions. Pairs should consider which question option word fits with what Zofia writes. Ask: <i>Which option makes sense in the context of the diary?</i>	Scan a sentence for the focus word. Check that their choice make sense in the context.	✓ something which added to. (1 mark)
6 (2g)	Look at the paragraph beginning: <i>At least we haven't started ...</i> What does <i>a distant memory</i> tell us about Zofia's thoughts about taking a shower in Margate? Tick (✓) one . <input type="checkbox"/> Her showers are better now. <input type="checkbox"/> Her showers were not as good as now. <input type="checkbox"/> She can't remember her showers then. <input type="checkbox"/> They are so different from her showers now.		
Practise	Ask pupils to think about the meaning of the words <i>a distant memory</i> . Ask pupils to think about how Zofia feels about her life now. Ask: <i>Which option fits best with what happens next in the story?</i>	Interpret the language of the text. Check that their choice make sense in the context.	✓ They are so different from her showers now (1 mark)



7 (2g)	Look at the paragraph beginning: <i>At least we haven't started ...</i> What does Zofia mean when she says <i>And don't get me started?</i> Tick (✓) one . <input type="checkbox"/> I'm not interested in this. <input type="checkbox"/> Please ask me more about this. <input type="checkbox"/> I don't have anything to say about this. <input type="checkbox"/> If I start talking about this, I'll never stop.		
Practise	Ask pupils to think about what <i>don't get me started</i> might mean. Ask: <i>Have they ever heard anyone say this? How might they say it?</i> Ask pupils to think about whether Zofia thinks life is better for her now.	Use personal experience to understand a question. Use knowledge of the whole text to help with an answer.	✓ If I start talking about this, I'll never stop. <i>(1 mark)</i>

Text B - A Day in the Life of Arjun, aged 10 by Dee Reid

Sydney, Australia, Saturday, 10th May, 2070

I read somewhere that people thought 2020 was the hottest, driest year on record, but little did they know, that was just the beginning of it. Today it was 85° F and it's the middle of winter!

Dad insisted that none of us left the bunker. He had been alerted by the government that the air quality was so poor after the bushfire which raged two miles away last night. If I wear a mask I can usually manage outside for a bit, although my eyes get very itchy, but my little sister starts coughing and can't stop.

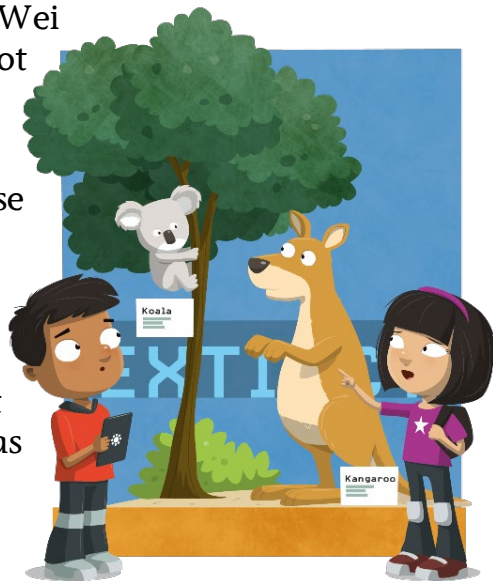
Mum fitted an air purifier to our air conditioning system, but the dust particles can still get through, so we only have the air con on for one hour in the morning and one hour in the evening. So, most of the time it's sweltering in our bunker.

Dad says in the old days, people only went into their bunkers when a fire was close by, but now the fires are everywhere and we must live in the bunker all the time. We have the internet for school and games, but it does get quite lonely with just my annoying little sister to play with!

Yesterday was a really good day. The air quality meant it was safe to leave the bunker and my friend, Li Wei and I, went to the museum in the town. There's not much else to do as all the cafés and shops closed long ago.

My favourite thing in the museum is the glass case showing animals that used to live in Australia before the Great Bushfires began 50 years ago. There's a stuffed animal called a koala. It looks very cute. It had a large, round head; big, furry ears; and a big, black nose. Koalas became extinct about 20 years ago. My mum recalls seeing koalas near the family farm when she was a girl. Li Wei likes the stuffed kangaroo. It's big with large, powerful back legs and a long tail which it used to help it balance. Dad says they used to see them hopping around the bush. I wish I could have seen them.

I wonder what people were doing 50 years ago. Could they not have changed their lifestyles so that these amazing creatures are still alive now?





Text B: A Day in the Life of Arjun, aged 10

1. Look at the beginning of the story.

What do the words *but little did they know* mean?

Tick (✓) **one**.

[2g]
1 mark

that temperatures could not get any higher

how wrong they were

that it would get hotter

it was the driest year on record

2. Look at the second paragraph.

Find and copy one word that means 'demanded'.

[2a]
1 mark

3. Look at the second paragraph.

The word *alerted* means:

Tick (✓) **one**.

[2a]
1 mark

deceived

told off

warned

criticised

4. Look at the paragraph beginning: *Mum fitted a purifier ...*

What does the word *particles* mean in this sentence?

Tick (✓) **one**.

[2a]
1 mark

air con

air quality

cloud purifier

tiny fragments



5. Look at the paragraph beginning: *Dad says in the old days...*
When were the *old* days?
Tick (✓) **one**.

[2g]
1 mark

- hundreds of years before
- a few weeks before
- about 50 years before
- when Arjun was five

6. Look at the paragraph beginning *Mum fitted an air purifier ...*
Find and copy one word that tells us how hot and sweaty it is in the bunker.

[2a]
1 mark

7. Look at the paragraph beginning: *My favourite thing in the museum ...*
What do the words *became extinct* mean?
Tick (✓) **one**.

[2a]
1 mark

- died out
- lived
- moved away
- put out



Session 2: Supported Independent Practice

Text B: A Day in the Life of Arjun, aged 10

The questions in this session teach, practise and apply the following reading skills:

2a: Give / explain the meaning of words in context.

2g: Identify / explain how meaning is enhanced through choice of words and phrases.

Before the session:

- Read the 'Prepare, Do, Review' document for this Intervention and follow the guidance.
- Print out and photocopy any paper copies of the texts and questions for the pupils.

Read the text

Activities	Assessment Guidance
Read Text B: A Day in the Life of Arjun, aged 10. Ask pupils to paired-read the text with a partner.	Sample pupils reading aloud. If pupils cannot read aloud accurately, see the guidance on the 'Prepare Do Review' document.
Discuss the text briefly with the pupils. Ask pupils what sort of things Arjun put in his diary.	Can pupils discuss the problems faced by Arjun?



Answer the questions

Support pupils in answering the questions as independently as possible. Review answers together and discuss the strategies used.

	Steps	Check pupils can	Answer and marks
1 (2g)	Look at the beginning of the story. What do the words <i>but little did they know</i> mean? Tick (✓) one . <input type="checkbox"/> that temperatures could not get any higher <input type="checkbox"/> how wrong they were <input type="checkbox"/> that it would get hotter <input type="checkbox"/> it was the driest year on record		
Support	Discuss with pupils what <i>little did they know</i> means. Ask them if they have heard that expression used. Ask pupils to think about the meaning of the words in the context of the diary. Ask: <i>Are temperatures higher in 2070 than in 2020?</i> Ask pupils to read the question options with a partner and decide which is closest in meaning.	Understand the text well enough to say which option best fits the context.	✓ how wrong they were (1 mark)
2 (2a)	Look at the second paragraph. Find and copy one word that means 'demanded'.		
Practise	Ask pupils where in the text they should look for the word 'demanded' according to the question. Ask pupils what they should do when they come to a word that means 'demanded'.	Scan the text to find the focus word. Underline the focus word. Copy the focus word accurately.	insisted (1 mark)
3 (2a)	Look at the second paragraph. The word <i>alerted</i> means: Tick (✓) one . <input type="checkbox"/> deceived <input type="checkbox"/> told off <input type="checkbox"/> warned <input type="checkbox"/> criticised		
Practise	Ask pupils where in the text they should look for the answer. Ask pupils to read the options in the question and put each one in the place of <i>alerted</i> . Ask: <i>Which one makes sense in the context?</i>	Scan the text to find the correct paragraph. Choose the option that makes sense in the context.	✓ warned (1 mark)



<p>4 (2a)</p>	<p>Look at the paragraph beginning: <i>Mum fitted a purifier ...</i> What does the word <i>particles</i> mean in this sentence? Tick (✓) one. <input type="checkbox"/> air con <input type="checkbox"/> air quality <input type="checkbox"/> cloud purifier <input type="checkbox"/> tiny fragments</p>		
<p>Practise</p>	<p>Find the correct paragraph. Read the options in the question. Think about why the air con is not perfect to help to determine the correct option in the question.</p>	<p>Scan the text to find the correct word. Read the question carefully. Use the context of the word to work out its meaning.</p>	<p>✓ tiny fragments (1 mark)</p>
<p>5 (2g)</p>	<p>Look at the paragraph beginning: <i>Dad says in the old days ...</i> When were the <i>old</i> days? Tick (✓) one. <input type="checkbox"/> hundreds of years before <input type="checkbox"/> a few weeks before <input type="checkbox"/> about 50 years before <input type="checkbox"/> when Arjun was five</p>		
<p>Practise</p>	<p>Remind pupils that the answer to a question might come from different parts of the text. Read question options carefully and decide which most appropriately fits the context of the text.</p>	<p>Skim the text to find information.</p>	<p>✓ about 50 years before. (1 mark)</p>
<p>6 (2a)</p>	<p>Look at the paragraph beginning: <i>Mum fitted an air purifier ...</i> Find and copy one word that tells us how hot and sweaty it is in the bunker.</p>		
<p>Practise</p>	<p>Ask pupils about the strategy they might use to answer this question. Ask pupils what they should do when they find the correct word.</p>	<p>Re-read a section of the text to find information. Underline a focus word. Copy the word accurately.</p>	<p>sweltering (1 mark)</p>
<p>7 (2a)</p>	<p>Look at the paragraph beginning: <i>My favourite thing in the museum ...</i> What do the words <i>became extinct</i> mean? Tick (✓) one. <input type="checkbox"/> died out <input type="checkbox"/> lived <input type="checkbox"/> moved away <input type="checkbox"/> put out</p>		
<p>Practise</p>	<p>Re-read the relevant paragraph and think about what has happened to the animals. Read the options in the question and choose the most appropriate one.</p>	<p>Use the context of the word to work out its meaning.</p>	<p>✓ died out (1 mark)</p>

soaring

displaced

torrential

banned

contributor

distant memory

don't get
me started

little did
they know

insisted

alerted

particles

in the old
days

sweltering

extinct