

Teacher slide

Recap what has happened so far: Axel and his uncle (the professor) decoded the secret message about going to Iceland to go down a volcano to the centre of the earth. They went down the volcano, came to a tunnel, came to a sea and built a raft, visited an island and left again.

Go through slides.

Chn complete questions (based on the class read bit and an extra bit this week) in back of green books.

You may wish to leave the Vocabulary slide up as a scaffold.

L.I. To discuss a text

Starter discussion

What genre is Journey to the Centre of the Earth?

Which other texts/stories do you know from this genre?

What are the features of this genre?

How can we tell this text is set in the past? How can we tell it was also written in the past?



Starter discussion

What genre is Journey to the Centre of the Earth? **Science-fiction novel**

Which other texts/stories do you know from this genre? **The first men in the moon by HG Wells** (We studied this in Year 5). Stars Wars is a sci-fi film.

What are the features of this genre?

Adventure to do with science but where the science is partly made up.

How can we tell this text is set in the past? **Wooden ship, no modern technology, they do not know about the core, mantle etc as we do now.**

How can we tell it was also written in the past?
language



As a class...

Monday, August 24. – Will there be an end to it? Is the atmospheric condition, having once reached this density, to become final?

We are **prostrated** and worn out with **fatigue**. But Hans is as usual. The raft bears on still to the south-east. We have made two hundred leagues since we left Axel Island.

At noon the violence of the storm **redoubles**. We are **obliged** to secure as fast as possible every article that belongs to our cargo. Each of us is lashed to some part of the raft. The waves rise above our heads.

For three days we have never been able to make each other hear a word. Our mouths open, our lips move, but not a word can be heard. We cannot even make ourselves heard by approaching our mouth close to the ear.

My uncle has drawn nearer to me. He has uttered a few words. They seem to be ‘We are lost!'; but I am not sure.

At last I write down the words: ‘Let us lower the sail.'

He nods his **consent**.

**Why did Axel write words down instead of speak out loud?
Why can't they hear each other?
Use your skills to decipher the meaning of the words in bold.**

Vocabulary

- League – an old unit of nautical (to do with the sea) measurement
- Fatigue – tiredness
- Redouble – double again
- Prostrated – thrown flat down
- Consent – permission or agreement
- Velocity – speed and direction
- Obliged – something you feel you have to do
- Prodigious – impressive or big
- Resemble – looks like

Individually/ in pairs – In BACK OF GREEN BOOKS

Scarcely has he lifted his head again before a ball of fire has bounded over the waves and lighted on board our raft. Mast and sail flew up in an instant together, and I saw them carried up to prodigious height, resembling in appearance a pterodactyle, one of those strong birds of the infant world.

We lay there, our blood running cold with unspeakable terror. The fireball, half of it white, half azure blue, and the size of a ten-inch shell, moved slowly about the raft, but revolving on its own axis with astonishing velocity, as if whipped round by the force of the whirlwind. Here it comes, there it glides, now it is up the ragged stump of the mast, thence it lightly leaps on the provision bag, descends with a light bound, and just skims the powder magazine. Horrible! We shall be blown up.

R –

1. What colour and size was the fireball?
2. Who is feeling as they usually do?
3. Who has the idea to lower the sail?

V – Copy the word that means young.

S – What title would you give to this extract?

P- How will each character deal with the threat of the fireball?

I –Why might they be worn out at the start of the extract?

E – Explain how the author develops an atmosphere of danger in the extract (Don't forget to PEE. Make your point, give evidence from the text and then explain what the evidence shows. Make more than one point).

Extension: Re-write the extract in the first person from the professor's point of view. Think about how it might be different and why. Think about the professor's differences in how he sees things compared to Axel.

Individually/ in pairs – In BACK OF GREEN BOOKS - ANSWERS

R –

1. What colour and size was the fireball? **White and blue, ten inches long**
2. Who is feeling as they usually do? **Hans**
3. Who has the idea to lower the sail? **Axel**

V – Copy the word that means young. **infant**

S – What title would you give to this extract? Various: peer check. E.GThe fireball

P- How will each character deal with the threat of the fireball?

Axel – panic because he is always cautious but he might think of how to deal with it

The professor – excited because he loves adventure and doesn't usually worry about danger

Hans – calm – he is experienced and strong so may be able to get the fireball off the boat

I – Why might they be worn out at the start of the extract? They have been travelling the rough sea for a long time now (We know they went down the volcano at the end of June and it is now August)

E – Explain how the author develops an atmosphere of danger in the extract (Don't forget to PEE. Make your point, give evidence from the text and then explain what the evidence shows. Make more than one point). Points:
First person intensifies the feelings for the reader. Evidence: 'We lay there, our blood running cold with unspeakable terror' Explain: This lets us know how Axel was feeling building the emotional response in the reader.
Point: The author gives a detailed, scientific description of the danger (the fireball) Evidence: 'revolving on its own axis with astonishing velocity as if whipped round by the force of the whirlwind' Explain: This gives the reader a clear picture of the danger using a simile and powerful vocabulary.

Extension: Re-write the extract in the first person from the professor's point of view. Think about how it might be different and why. Think about the professor's differences in how he sees things compared to Axel. Teacher check – the professor may use words like thrilling, adventure etc and be more excited than scared