

Curriculum links

This module, 'The origins of English' engages directly with the following Strands and Sub-strands:

Content description	Examples
Language	
✓ Language variation and change	• how the English language has evolved over time
✓ Expressing and developing ideas	• understanding word origins
Literature	
✓ Literature and context	• perspectives on historical characters (including <i>Beowulf</i> and William McGonagall)
✓ Creating literature	• including the <i>Beowulf</i> captions task and the children's book
Literacy	
✓ Interacting with others	• using skills performing • delivering presentations, including the <i>Beowulf</i> performance
✓ Interpreting, analysing and evaluating	• in Breakaway tasks (<i>Beowulf</i> ; 'Guinea Pig') and the Auslan extra task
✓ Creating texts	• imaginative and informative texts, including the 'interesting words' story, children's book, McGonagall review and the diorama task

Text types and skills

Throughout this module, students will engage with the following text types:

- map
- photographs
- narrative (graphic novel/poem)
- reports
- painting
- illustration
- table
- websites.

By engaging with these text types, students will develop their skills in the following areas:

- reading
- viewing

The origins of English

English is the most widely spoken language in the world. It's not the language spoken by the most people—that is Mandarin Chinese—but English is spoken in more places around the world than any other language. Some experts estimate that one person in five speaks English to some degree. It is the second language of many, many people and so it helps people to communicate around the world.

The English language began in Britain. As Britain grew in power, sending explorers and merchants around the world, the language went with them. The reach of English grew with the expansion of the British Empire, especially from the eighteenth century onwards. The British Empire—and the use of English—eventually extended across the globe, to North and South America, through Africa, to India and, of course, to Australia and New Zealand.

If you look at a map of the world and note the countries in which English is the main language, you'll see that they are roughly the same as the countries that were once part of the British Empire.

English is like a huge stew with lots of different ingredients that come from all over the place—and it continues to grow, develop and change. Look at this sentence, for example, and the languages from which English has borrowed the words:

The abusive (French) bully (Dutch) ran amok, (Malay) shouting slogans (Scottish Gaelic) and throwing away his yo-yo (Tagalog) because his comrade (Spanish) said he looked like a zombie (West African).

Countries of the world where English is an official or de facto official language, or national language, are in dark blue; countries where it is an official but not a primary language are in light blue. Countries in yellow do not count English as a primary language.



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- listening
- speaking
- performing
- writing (including reviewing)
- interpreting
- evaluating
- creating.

FACT FILE

The **British Empire** was the largest empire in history, covering almost a quarter of the world's land mass and population. At its peak in the early twentieth century, it was said that 'the sun never set on the British Empire' because the sun was always shining on one of its many territories.

English is now considered the world's *lingua franca*, or common language. Ironically, the term comes from French and was coined at a time when French was the common language of Europe.

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For more information on word origins, refer to Unit 27 of the Year 7 activity book.

? DID YOU KNOW...

Eighty per cent of the information stored in the world's computers is in English.

DID YOU KNOW...



Web Destination

Go to the web destinations for a website that will show you how English is spoken in different places. Simple words such as 'cow' and 'brother' are spoken in accents as varied as Nigerian English, New York English and Liverpool English.

DID YOU KNOW...

According to the University of Reading in the United Kingdom, 'I', 'we', 'who' and the numbers 'one', 'two' and 'three' are the oldest words in English.

Old English

Most experts agree that what we call English really started in around about the fifth century. That's when Britain began to suffer a series of invasions from north-western Europe. Tribes such as the Angles, the Saxons and the Jutes brought their languages when they crossed the North Sea. English arose from the interaction of these languages with the Celtic languages already spoken in Britain and the remains of Latin, spoken by the Romans who ruled Britain until about 410.

The English language in this period (approximately 450–1100) is known as Old English. It included a number of letters quite different from the twenty-six we know today, as well as many words that have since disappeared.

Originally, Old English was written as runes—straight lines that were easy to carve into rock.

Later, as Christianity spread and with it knowledge of Latin, a 'latinised' script eventually took over.

Old English runes

feoh (cattle, wreath) f	ur (aurochs) u	þorn (thorn) þ	ōs (god) o	rād (journey/riding) r	cen (torch) c
giefu (gift) g[i]	wyn (joy) p	hægl (hail) h	nīed (necessity/trouble) n	is (ice) i	gear (year) j
eoh (yew) 3	peor (?) p	eolh (sedge?) x	sigel (sun) s	tiw/tir (Tiw—god) t	beroc (birch) b
eoh (horse) e	man (man) m	lagu (water/sea) l	ing (a god) ng	eþel (land estate) e	dæg (day) d

Beowulf (Bay-oh-wolf)

One of the most important surviving works in Old English is the long poem called *Beowulf*. It was probably first written down in about 800. It is the story of the hero Beowulf as he battles monsters and dragons. As well as being an exciting tale of warriors, magic and adventure, the details of everyday life contained in the poem give us insights into the way people lived in those times.

Gareth Hinds is an American illustrator and writer. His version of *Beowulf* follows the original story closely, but uses the graphic novel form to bring us a visual depiction of the story. He said he wanted to bring one of the original superheroes to a new generation.

In this first extract, Beowulf has travelled over the sea from the land of the Geats to Heorot, the great hall of King Hrothgar. The great hall has been terrorised by the monster Grendel, and none of King Hrothgar's warriors have been able to stop him—but Beowulf thinks that he can. When reading, look at how the text and the graphics work together.



An early copy of Beowulf

Words and more 131

FACT FILE

The **Angles**, like the **Saxons**, was a tribe from Northern Germany who settled in Britain after the fall of the Roman Empire. The word 'English' is derived from one of the invading tribes, the Angles, who students will have read about in the 'Old English' section of the student book. The modern English word 'England' originates from the words 'Engla land' or 'the land of the Angles'.

QUICK 5

Ask students to write a message using the runes script. Swap with a partner and decode the message. What difficulties did they encounter? What does this say about the differences between Old English and Modern English?

EAL/D SUPPORT

Starter activity

In addition to reading about the origins of English, ask EAL/D students to think about the history of their first language. What do they know about its history? Does it have any similarities to English?

QUICK 5

- 1 Ask students to make a list of countries in which English is the primary language.
- 2 Conduct a class survey of languages spoken at home. After English, what are the most common languages spoken by students in the class?

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For more information on Latin word roots, refer to Unit 26 of the Year 7 activity book.

VOCABULARY BUILDER

kinsman a male relative or someone you share a very close bond with
The captain considered his teammates to be his kinsmen.

valorous great bravery and courage
The firefighter earned his bravery award for his valorous actions in saving a child from a burning house.

dire extremely bad, hopeless or dangerous
The situation was so dire that Melissa thought she would never recover.

wrath great anger
Ms Matheson's wrath knew no limits as she handed out detention after detention to those who had not done their homework.

HELPFUL HINTS

Before reading the text, ask students to make predictions about the story.

EAL/D SUPPORT

Reading strategy

EAL/D students may need assistance in understanding the difficult language of *Beowulf* by Gareth Hinds. It would be helpful to summarise the story prior to reading it aloud. Here is a sample of what you could say.

Beowulf is a brave warrior and when he hears about a monster called Grendel in King Hrothgar's kingdom, he decides to help the villagers conquer it. Beowulf's friends tell him that he would be perfect for the job because he is so courageous. He knows that the monster is stronger than any weapon he has, so he decides to fight it without any weapons and accepts that God will decide who wins. The only request that Beowulf makes is that if he loses, his armour is to be sent back to his own king, King Hygelac.

BEOWULF

By Gareth Hinds

GRAPHIC NOVEL



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Source: Gareth Hinds, *Beowulf* Candlewick Press, 1999

Words and more 133

VOCABULARY BUILDER

thou you

'Hast thou eaten enough?' asks the waiter.

wilt will

'Wilt thou please get out of my sight!' demanded the angry teacher.

moors a type of wetland similar to a marsh

The fog covered the moors, adding to the mysterious nature of the place.

smith someone who shapes metal objects

The smith decided that the sword he had just made was his finest piece of work yet.

wrought made or shaped

The finely wrought crown impressed all who saw it.

QUESTIONING

- What adjectives can you use to describe Beowulf?
- Which of these adjectives are based on the graphics and which are based on the text?

EAL/D SUPPORT

Grammar practice

Beowulf by Gareth Hinds is a difficult text for EAL/D students due to some of the changes in the word order of the subjects, verbs and objects. In English our sentence order is usually subject – verb – object (SVO):

- The teacher (subject) asked (verb) a question (object).

However, in *Beowulf*, some of the sentences use an OSV word order:

- Many deeds of note (object) have I (subject) done (verb) in my life.
- More (object) have I (subject) heard (verb).

Write some basic sentences on the whiteboard and ask students to practise changing the word order from SVO to OSV and vice versa.

Learning strategies

Illustrator's art

MI: visual-spatial, verbal-linguistic

- As a class, brainstorm the similarities between a director using a camera to create a frame and the artist's use of framing in a cartoon.
- Identify in each frame, the kind of 'shot' the artist created: extreme close-up, close-up, mid-shot, two-shot, establishing shot, wide-angle shot. Have students explain why each particular shot might have been chosen by the artist. What was the artist attempting to emphasise in each one?
- Ask students to insert either thought bubbles or speech for the wordless frames.
- Students consider what name they would give the monster if this were a modern tale.

QUESTIONING


- In what order should the panels in the wordless extract be read? Justify your choices.
- The artist switches between views from inside and outside the building. What effect does this have?

EAL/D SUPPORT

Oral rehearsal

In pairs, get students to discuss what is happening in each of the frames of the cartoons on these pages. Structure this task for EAL/D students by giving them the following transition signals to use in their explanation: to begin... firstly... secondly... thirdly... then... finally. This will also assist them in structuring their answer for **Breakaway task 8** on page 136.

WEB DESTINATIONS

Visit the web destination at  **Pearson Reader** to access more about Gareth Hinds and to view the sketches that he used to develop *Beowulf*.

The site includes interesting information about the creative process behind making a graphic novel.

This next extract is a wordless section that works totally through the illustrations. (Remember—we don't just read words, we read images too.) Grendel the monster comes to Heorot, to find Beowulf waiting for him.

QUESTION DID YOU KNOW...

The story of Beowulf has been adapted many times. It has been turned into a novel, a movie, an animated feature, an opera, a graphic novel and a computer game.

BEOWULF

By Gareth Hinds



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Source: Gareth Hinds, *Beowulf* Candlewick Press, 1999

Words and more 135

HELPFUL HINTS

The constellations shown here are from the Northern Hemisphere. The Vikings used the stars to navigate when sailing at sea. By showing these stars, the author is making a link to the story's Viking roots.

QUICK 5

Students can convert the panels on pages 134 and 135 into a text-based story. Using exciting adjectives and adverbs, they should try to recreate the sense of suspense and horror of the original. Students can make a list of sound effects that could be used to complement the action in the graphics. They should choose objects that can be found in the classroom.

EAL/D SUPPORT

Oral rehearsal

Ask students to use their imagination to tell a partner what they think will happen in the next cartoon frame of *Beowulf*. The other person must listen closely and then draw the scene that they hear. Repeat this activity by asking students to swap roles.

BREAKAWAY TASKS: ANSWERS

Go to page 279.

FACT FILE

Beowulf is a part of an 'oral tradition'. In this tradition, stories are memorised and retold over many generations, before finally being written down at a later stage. This often required remarkable feats of memory.

The **Normans** came from Normandy in northern France. They were descendants of Vikings who had conquered the area in the ninth century. It was from these Vikings, or 'Northmen', that the word 'Norman' is derived. The most famous Norman is William the Conqueror who succeeded in invading England in 1066.

VOCABULARY BUILDER

literal corresponding exactly to the original
She claims that her story was the literal truth (accurate/exact).

EAL/D SUPPORT

Starter activity

After reading Middle English, ask students to explain in their own words how Middle English was formed.

Breakaway tasks

Remembering

- 1 Read the first part of the *Beowulf* extract and answer the following questions.
 - a One of Beowulf's relations is a king. What is his name?
 - b Who made Beowulf's shield?
 - c Where does Grendel live?

Understanding

- 2 Read the first part of the *Beowulf* extract and answer the following questions.
 - a Why is Beowulf not wearing armour to go into battle with Grendel?
 - b Why does Beowulf say that King Hrothgar will not have to bury him after the battle with Grendel?
- 3 After looking at the second part of the *Beowulf* extract, answer the following questions.
 - a Why is Grendel shown as a silhouette (all black, no details) until the second last panel?
 - b Why do the stars have names?

Applying

- 4 What do you think happens next in the first part of the *Beowulf* extract? Remember, Beowulf has no weapons.
- 5 In the second part of the *Beowulf* extract, what do you think Beowulf is thinking while he is sitting and waiting for Grendel?

Evaluating

- 6 Which part of the extract do you like better, the first or the second? Why?
- 7 What is shown in the top left-hand corner panel of the second part of the extract? Why?

Creating

- 8 Write a caption for each of the panels in the second extract.
- 9 The original long poem of *Beowulf* was meant to be said aloud, often in front of a group of people. Recreate the setting of the first extract—the great hall of Heorot with King Hrothgar on his throne, frightened people and warriors gathered around. Then take turns as the great warrior Beowulf. Stride in and read his lines aloud from the first part of the extract.

Middle English

The English language in the period 1100–1500 is known as Middle English. English in this time changed dramatically because of the Norman invasion in 1066. The invaders came from what is now France, and their Norman language brought many new words to Britain. For some time after this invasion, the upper classes spoke Norman, while the lower classes kept their English. Gradually, the languages blended and Middle English was born. If you look at anything written in Middle English, it still looks strange—but not as strange as Old English. Many of the words are recognisable, even if they are spelt differently. But the pronunciation

? DID YOU KNOW...
You can listen to what Middle English sounds like. Go to the web destinations for spoken extracts from Geoffrey Chaucer's *The Canterbury Tales*, the most famous work written in Middle English.



is very different from modern English. If you went back in a time machine to the fourteenth century, you might be able to read some of the writing, but you would find it very difficult to understand what people were saying to you.

Early Modern English

The next major step in the development of English was the beginning of what's called Early Modern English, which developed in the period 1500–1800. Early Modern English was the language that Shakespeare used. Paper and printed books became more common and, as a result, English began to become standardised in spelling and grammar. Early Modern English was a step closer to the language we use today.

Shakespeare

William Shakespeare lived and worked towards the end of the sixteenth century and into the seventeenth. He was an actor and a writer of thirty-eight plays that were popular in his own time and continue to be performed today. A number of his

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Refer to Unit 27 of the Year 7 activity book for an extract from Chaucer's *Canterbury Tales*, including word origin exercises.

Irony

MI: verbal-linguistic

Explain to the class the difference between sarcasm and irony. Identify any sentences or phrases in *The Worst Macbeth* that might be considered ironic or sarcastic. If there is any debate about which one is which, this might lead to a discussion about the difference (one is more subtle than the other, but both rely on the audience knowing the truth to spot either). Students are unlikely to understand why his first line 'So foul and fair a day I have not seen' received a 'deafening ovation'. What does that suggest about his acting?

FACT FILE

Macbeth, first performed in 1611, tells the story of an evil Scottish prince's rise to power. Some in the world of theatre believe that the play is cursed and will only refer to it as 'the Scottish play'. As a result, saying 'Macbeth' in a theatre is believed to bring bad luck.

QUICK 5

Ask students to research words and phrases that were invented by Shakespeare. Examples include hurry, road, suspicious, and 'for goodness sake'.

EAL/D SUPPORT

Reading strategy

Get students to show their understanding of *The Worst Macbeth* by Stephen Pile by drawing a series of cartoons to represent the storyline. The final cartoon has already been completed for them and is pictured on this page. (Explain to students that *encore* and *bravo* are French words yelled out from the audience at the end of a performance to show how much the audience enjoyed it. *Bravo* expresses the audience's approval and *encore* is a call for the actors to come back out and keep performing.)

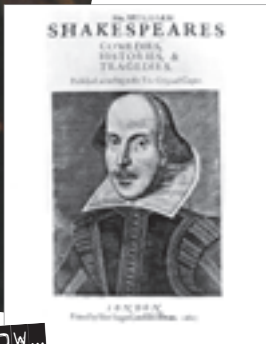
plays have been turned into films and TV series. Some of his characters, such as Romeo and Juliet, are so famous that they are known by people who have never been in a theatre. Thousands of people have acted in Shakespearean plays, some with greater success than others.

William Topaz McGonagall (1825–1902) was an eccentric Scot who is renowned as one of the worst poets of all time. In 1880, he decided to try his hand at acting. He chose to attempt the role of Macbeth, the main character in one of Shakespeare's finest plays.



William Shakespeare

The First Folio, an early edition of Shakespeare



DID YOU KNOW...

Shakespeare used many words we now consider common, such as 'eyeball', 'blanket', 'champion' and 'rant', for the first time. He may even have simply made up some of them!

THE WORST MACBETH

By Stephen Pile

William McGonagall's first stage appearance was as Macbeth at Mr Giles's Theatre in Dundee. Realising what a talent McGonagall had, Mr Giles said that he could only appear if a large sum of money was paid to the theatre in cash before the performance.

McGonagall said he considered this 'rather hard', but his fellow workers at the Seaford Handloom Works in Dundee had a whip round. They had heard him reciting Shakespeare at

work, in his own unique way, and were keen to see him turned loose amidst professional actors.

'When the great night arrived,' McGonagall wrote in his diary, 'my shopmates were in high glee with the hope of getting a Shakespearean treat from me. And I can assure you, without boasting, they were not disappointed.'

When he appeared on stage, he was received with a perfect storm of applause. When he uttered his first line—'So foul and fair a day I have not seen'—there was a deafening ovation.

The high spot came in the final scene, when Macduff is supposed to kill Macbeth in a sword fight. Unwisely, the actor playing Macduff told McGonagall to 'cut it short'.

Suspecting that the actor was jealous of the acclaim he was receiving, McGonagall refused to die. A new ending to 'Macbeth' seemed imminent.

'I continued the combat until he was fairly exhausted, and there was one old gentleman in the audience cried out: "Well done, McGonagall! Walk into him!" And so I did until he (Macduff) was in great rage, and stamped his foot, and cried out "Fool! Why don't you fall?" And when I did fall, the cry was "McGonagall! McGonagall! Bring him out! Bring him out!" until I had to come out and receive an ovation from the audience.'

Source: Stephen Pile, *The Book of Heroic Failures: The Official Handbook of the Not Terribly Good Club of Great Britain*, (London, 1980)



QUESTIONING

Have you seen a Shakespearean film or performance?

The following list might provide some surprising answers.

- *10 Things I Hate About You*—*Taming of the Shrew*
- *The Lion King*—*Hamlet*
- *West Side Story* and *Twilight*—*Romeo and Juliet* (loosely!)

FACT FILE

Rhyming slang is derived from English tradition and is often difficult for speakers of other languages to understand. It involves taking a word, rhyming it with a phrase of a few words, and then dropping the word that actually rhymes with the original. Complicated? Try these examples:

- Boat = face (rhymes with boat race)
- Bread = money (rhymes with bread and honey)

QUICK 5

- 1 Ask students to develop their own rhyming slang terms.
- 2 Language is always changing and there are words that we use today that our great grandparents would never have known. Ask students to make a list of words that have come into use in their lifetime. Many of these will be related to technology. Challenge students to think of other words that are not linked to technology.

BREAKAWAY TASKS: ANSWERS

Go to page 279.

Breakaway tasks

Remembering

- 1 Where did William McGonagall work?
- 2 What was William McGonagall's first line as Macbeth?
- 3 Who was the owner of Mr Giles's theatre in Dundee?

Understanding

- 4 Why was the actor playing Macduff angry with McGonagall?
- 5 Why did Mr Giles ask McGonagall to pay a large sum of money to the theatre before he agreed to put on the play?

Applying

- 6 List ten words you would use to describe McGonagall's performance.
- 7 You conduct an interview with McGonagall immediately after he finishes his performance. Write it up for your local newspaper.

Analysing

- 8 What does the old man in the audience mean when he cries out 'Walk into him!'?
- 9 How is *Macbeth* meant to end?

Evaluating

- 10 Put yourself in the shoes of the actor playing Macduff. Write a note to McGonagall rating his performance, with some suggestions for the future.

Creating

- 11 Write a review of the performance of *Macbeth* starring William McGonagall.
- 12 Imagine you are William McGonagall. Make a poster advertising your performance of *Macbeth*. Include the following details:
 - name of the play
 - name of the star (in big letters)
 - date
 - venue.



Go to the web destinations to find out more about William Topaz McGonagall.



Late Modern English

The language described as Late Modern English developed about 1800. The main difference from Early Modern English was the huge increase in vocabulary, mostly because of the dramatic changes in science and technology. Late Modern English is the English we use today.

Folk etymology

Etymology is the study of words, their origins and their development over time. Folk etymology or popular etymology, is the name given to common but false explanations of the origins of words and phrases. For instance, the slang word 'Pom' (meaning someone from England) has often been said to come from convicts in the early days of British colonisation of Australia. According to the story, these convicts would be labelled 'Prisoner of Mother England' (POME) or 'Prisoner of Her Majesty' (POHM) and these initials eventually led to the word 'Pom'. The trouble is, there is no evidence to support this story! The truth is that the word 'Pom' isn't very old at all. The first example in print was in 1912, and the origin is in rhyming 'immigrant' with 'pomegranate', believe it or not!

Origins of words and phrases

Michael Quinion is an adviser to the *Oxford English Dictionary* project, the world's most extensive English language dictionary, and has been an English language researcher for more than forty years. He runs a popular website that explores the meanings and origins of words and phrases. The extract opposite provides an example of how a language detective goes about finding where words and phrases come from—and how difficult that can be.



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For more information on word origins, refer to Unit 27 of the Year 7 activity book.

For more information on phrases, refer to Unit 15 of the Year 8 activity book.



PIG

By Michael Quinion

There are several puzzles about this inoffensive little animal, not least that it isn't a pig and it doesn't come from Guinea. It's actually a rodent from central South America, though the variety that children have as pets doesn't occur in the wild.

Why it should have that name is a mystery; the *Oxford English Dictionary* guesses that it might have been confused with the Guinea hog, a hardy species of pig from the Guinea coast of Africa, which was taken to the USA as part of the slave trade and was at one time a common homestead animal in rural America. The problem with this, as the OED's editors surely knew, is that *guinea pig* is actually about a century older as a term in English than *guinea hog*, being known from 1664. The guinea pig was early on also called the Spanish coney (coney being the old name for a rabbit, which was applied by sailors and explorers to several small, furry, vaguely rabbit-like animals that they encountered; Spanish because it came from the Spanish colonies in South America); it has been suggested that coney became corrupted to guinea, which seems only marginally probable.

Yet a third story suggests that it was first brought to Britain in Guineamen, vessels that made the triangular voyage to Guinea and the New World as part of the slave trade, but similar problems about dating crop up here. A story, widely held, says that the first sailors who brought them to Britain sold them for an

English guinea (£1.05), though this seems a large sum, even for an exotic rarity, at a time when a household servant earned £5 a year, and I've found no evidence that they ever actually did so.

Whatever the origin, it may have ended up being called a pig because it does squeal a bit like one. The animal was domesticated three centuries ago and became widely distributed in Europe and America.

In the nineteenth century the phrase was also a dismissive term applied to midshipmen in the ships of the East India Company, possibly because they paid their dues to the captain in guineas. It was also a deeply sarcastic expression for men ('of more rank than means' as one writer put it) who took on notional duties as directors of companies, lending out their names for a good dinner and a guinea fee.

Guinea pig was first used by George Bernard Shaw in 1913 to refer to a human who was being experimented upon and this sense has if anything become more common than the literal one. Quite where he got it from is a mystery. The guinea pig was used for medical experimentation in the nineteenth century—there are many examples mentioned in the literature going back at least as far as the 1850s. But it has proved impossible to connect these experiments to the expression or to say why they should have so caught the imagination that the term was taken up as a metaphor.

My suspicion—I can hardly rate it better than that—is that it was the famous experiments of Louis Pasteur in Paris on infectious diseases, rabies in particular, in the 1880s and 1890s that brought the guinea pig to wide general attention in this context. I've been able to establish that he did in fact test vaccines on them and that this became widely known at the time. But, as so often, key links in the chain of evidence are missing.

Sources: Michael Quinion, *Port Out, Starboard Home and Other Language Myths*, Penguin, 2005

VOCABULARY BUILDER

rodent from a small group of mammals with continuously growing front teeth. This group includes mice, rats and squirrels
The house had become infested with all manner of rodents, making the place unlivable.

domesticated when wild animals have been tamed for use by humans
The dog is a domesticated relative of the wolf.

notional is the adjectival form of the noun 'notion', which is a general feeling or idea
Katy has a notional understanding of the novel's plot.

FACT FILE

The **triangular slave trade** began with the shipment of slaves from Africa to North America. These slaves worked to produce cotton, sugar and tobacco, which were shipped to Europe. The final step in the cycle involved turning these raw materials into rum and textiles, which were then shipped back to Africa in return for more slaves.

EAL/D SUPPORT

Reading strategy

After reading *Guinea Pig* by Michael Quinion, check students' understanding by asking them to explain the three stories that try to explain how the words 'Guinea Pig' were formed. Using the photograph and the text, get students to make up their own name for this type of animal and justify their answer.