# Journey to the Centre of the Earth

***Journey to the Centre of the Earth*** **follows the adventures of Professor Otto Lidenbrock and his nephew Axel, who narrates the story. After deciphering a cryptic message that leads them to Iceland, they meet a guide named Hans, and the three start a dangerous underground journey.**

Our real journey had finally begun. Until now, our courage and determination had been enough to overcome all the difficulties we faced. We were sometimes tired, but that was about the worst of it. Now we were going to face unknown and terrifying dangers.

I had not yet dared to peer into the horrible abyss that I was about to enter. However, the point of no return had finally arrived and I had to make a decision. This was my last chance to turn my back on the whole foolish adventure.

Gingerly, I approached the edge of the gaping hole.

It stretched out in front of me, at least a hundred feet wide. I leaned warily on a rock which jutted out from the edge, and looked down. My hair stood on end, my teeth chattered, I shook uncontrollably. I felt completely off balance, and my head was in a sort of whirl. I felt a pull from my core towards the endless darkness that lay below. I was about to fall head first into the black void when I was drawn back by the firm and powerful hand of our guide, Hans.

I had only looked into this astonishing shaft for a few short moments, but it had been enough to give me a good idea of its physical structure. Its sides, despite being almost completely vertical, offered numerous nooks and ledges which would help us make our way down into the depths. In fact, it was a sort of wild and savage staircase, without bannister or fence.

We fastened a rope to a sturdy boulder at the surface and began our descent. Hans went first, my uncle followed, and I went last. Our progress was made in absolute silence — a silence broken only by the fall of pieces of rock, which broke from the jagged sides and fell with a roar into the depths below.

At first, I allowed myself to slide downwards, holding the rope frantically with one hand and using the other to keep myself off the rocks. However, with every passing moment I was gripped by a growing fear that the rope would fail us, for it seemed far too fragile to support three grown men. Increasingly, therefore, I did my best not to put my full weight on the rope, and instead clutched at the craggy rock face with desperate hands and feet.

After three hours of grim concentration, we seemed as far from the bottom of the well as when we set out. When I looked up, however, I could see that the hole through which we had entered was becoming ever smaller, letting in less and less light. We were entering the regions of eternal night.

And still we continued to descend!

An adapted extract from *Journey to the Centre of the Earth* by Jules Verne.





**1** In your own words, summarise lines 8-12.

.....

..... 2 marks

**2** **Read line 16. Do you find this description of the shaft effective? Explain your answer.**

.....

..... 2 marks

**3** **What does the narrator mean when he says "We were entering the regions of eternal night" (lines 28-29)?**

.....

..... 2 marks

**4** **Do you think the narrator is brave? Explain your answer.**

.....

..... 2 marks

**5** **Did this extract make you want to read more of *Journey to the Centre of the Earth*? Explain your answer.**

..... 2 marks

.....

..... **Total** out of 10

**Extra Activities**

- Imagine Professor Lidenbrock and Axel meeting Hans and telling him about their plans for the journey. Write a script for the conversation. How do you think Hans might react when the Professor and Axel explain that they want to travel to the centre of the Earth?
- What might be waiting for the group at the bottom of the shaft? Write a list of five ideas, then discuss them with a partner. Together, pick one idea and write a description of it.
- The extract says that the trio have already faced some difficulties on their journey. What do you think these difficulties might have been? Write a story about one of the problems they encountered and how they overcame it.

# Equivalent fractions

To achieve 100 you need to:
- recognise and use **equivalent fractions**
- find equivalent fractions with lower denominators
- rewrite a pair of fractions so they share the same denominator.

1 Draw lines to join the equivalent fractions.

| | |
|---|---|
| $\frac{2}{3}$ | $\frac{75}{100}$ |
| $\frac{3}{4}$ | $\frac{3}{18}$ |
| $\frac{2}{5}$ | $\frac{8}{12}$ |
| $\frac{1}{6}$ | $\frac{40}{100}$ |

*(1 mark)*

2 $\frac{3}{5} = \frac{15}{\square}$

*(1 mark)*

3 Simplify the fractions $\frac{5}{20}$ and $\frac{9}{12}$ so they have the **same** denominator.

*(1 mark)*

4 Circle the fractions of a metre that are **not** equivalent to 40 cm.

$\frac{4}{10}$ m  $\frac{4}{100}$ m  $\frac{2}{5}$ m  $\frac{40}{100}$ m  $\frac{1}{4}$ m

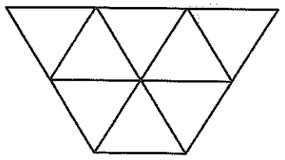
*(1 mark)*

5 Rewrite each of these fractions so that they all have the **same** denominator.

$\frac{1}{2}$ $\frac{\square}{\square}$  $\frac{2}{5}$ $\frac{\square}{\square}$  $\frac{3}{4}$ $\frac{\square}{\square}$

*(1 mark)*

6 Shade the diagram to show a fraction that is equivalent to $\frac{15}{24}$



*(1 mark)*

**Top tip**
- Use your multiplication facts to help find equivalent fractions.

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*Total for this page*





# Adding and subtracting fractions

To achieve 100 you need to:
- add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context
- add and subtract fractions with denominators that are **multiples** of the same number, and become more confident with more complex calculations.

1 $1\frac{4}{5} - \frac{2}{5} =$

*(1 mark)*

2 $1\frac{3}{5} - \frac{4}{5} =$

*(1 mark)*

3 $\square = \frac{2}{3} + \frac{5}{6}$

*(1 mark)*

4 $\frac{3}{4} + \square + \frac{1}{2} = 2$

*(1 mark)*

5 Draw lines to match these calculations with their answers.

| | |
|---|---|
| $1\frac{5}{8} - \frac{3}{4}$ | $3\frac{1}{2}$ |
| $1\frac{3}{4} - 1\frac{1}{12}$ | 3 |
| $1\frac{3}{5} + \frac{7}{10} + \frac{7}{10}$ | $\frac{7}{8}$ |
| $2\frac{5}{6} + \frac{2}{3}$ | $\frac{2}{3}$ |

*(2 marks)*

6 There is $\frac{3}{4}$ litre of water in a jug.

Jack pours in a further $\frac{3}{8}$ litre of water.

How much water is in the jug altogether?

Write your answer as a mixed number.

litres

*(1 mark)*

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*Total for this page*