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**SECTION 1:**

**ABOUT**

**THIS WORKBOOK**

# GUIDE TO USING THIS WORKBOOK

This workbook comprises a fiction text and a non-fiction text followed by questions about both pieces of writing.

The fiction text is a story called *Conspiracy on Mars*.

The non-fiction text gives facts about the planet Mars and space exploration so that you can begin to identify the differences between fact and fiction.

You should read both pieces carefully and then answer the questions that follow, thinking about what you have read and checking the text before writing each answer.

If you are not sure about the meaning of any of the words used in the texts, you can look them up in the word list on pages 82–110. The word list provides a dictionary definition of each word as it is used in the text, the type of word (part of speech) that it is, and synonyms and antonyms where relevant.

The word list also includes some space for you to add any additional words of your own that you wish to remember.

The purpose of this workbook is to encourage you to think about the writers' intentions and your own reaction to the texts, and to examine the use of language as well as the themes and issues raised.

You should answer the questions in full sentences unless told otherwise.

The definitions on the following page might help you to answer some of the questions.

## Some useful definitions

**Adjectives** are used before a noun to make the meaning more specific.

*He was lying under an **ancient** tree.*

**Adverbs** can be used with a verb, an adjective or another adverb. They can describe when, where, why, how or to what extent something happens.

***Slowly** he opened his eyes.*

*(**Slowly** describes *how* he carried out the action of opening his eyes.)*

**PEE (point, evidence, explanation)** is a method for answering questions and a useful way of showing that you have understood the text.

Some questions will require you to simply **retrieve** (find or extract) the relevant information from the text. Others will require you to **infer** or **deduce** something from what you have read. To answer these questions, you will have to come to a conclusion using information and evidence from the text. For example, you can often infer what a character is thinking or how they are feeling from their words and actions.

Stories often have **themes** – ideas or messages – that the writer explores through the characters.

## Useful tip

Be sure to read both texts before you start to look at the questions. The information about Mars in the story and the non-fiction text will help you to understand the situation the colony is in and why it is important for the characters to save the canister from the thieves. Take your time when answering the questions. You can work on them paragraph by paragraph at your own pace.

## Note to parents, teachers and tutors

The aim of this workbook is to provide children with an engaging and accessible story, which they can explore after reading. Talk about the story with them. Do they think people could live on Mars in the future? What would life on Mars be like? What challenges would the humans living there face? Would they like to live on Mars?

The questions in the fiction section will allow children to demonstrate their understanding of the story and the characters, and show in their answers that they can extract relevant information from the text to support their ideas and develop their responses more fully.

The non-fiction text contains facts about Mars and the possibilities of humans living on the planet in future. It will help children, as readers, to understand that stories can be based on real information and highlights the importance of being able to differentiate between fact and fiction when reading.

"She is supposed to be checking if anyone goes to the house, remember?" responded Etsuka. He was checking his tracker and suddenly gasped. "It's moving! The canister is moving!"

They dashed out of the park and bumped in Shardha who was walking quickly down the road.

"Two men arrived just after you left and they have the canister," she blurted out. "Come on, we've got to see where they go!"

- 23 They followed the tracker's signal keeping well back so they would not be spotted. The men they were following walked to a rover and drove off. The signal showed that they had driven to the business part of the Colony complex and had stopped outside a large block of offices. By the time the triplets got there, the men had gone into the building and the signal showed them to be on the third floor. What to do next? The triplets contacted Sofia as she usually had good ideas. Now, as she was a trainee, she could gain access to information more easily than they could as scholars. Sofia suggested they note the name of the building and the offices that were on the third floor. They looked at the plaque outside the building. It said 'Red Planet House' and the only business on the third floor was called 'The Good Food Company'. Sofia had heard of them; they were new to the Colony.

"Maybe they are trying to take over the Colony's food production so we all have to buy from them. If they have the canister, it means that they stand a good chance of controlling future food prices and they could make life very hard for us all. They are not true Martians!" She was very angry at the thought of Mars Colony being treated in this way.

- 24 Food prices were controlled by the Mars Council. The Council had also developed values over the years that they wanted the Colony to try to follow. They were:

1. To be fair to all Colony members.
2. To work in cooperation.
3. To behave responsibly and with respect for each other.

Martians tried to live by these values. They had worked well so far, but some incomers were greedy, and like this new company, wanted to control others by controlling their food supply and what they paid for it. This made them dangerous. The four children agreed to meet at the triplets' shell to discuss what to do next. The canister was in a place they could find easily and the men they had followed had left the building. The boys had followed them back to the terminal where they

## DID YOU KNOW?

- 1 Mars is the fourth planet from the Sun in our solar system. It is called the 'Red Planet' because it appears red-orange in colour. This is because there is a lot of the chemical iron oxide in the rocks and soils on its surface. The planet was named Mars after the Roman god of war. Chinese astronomers called Mars the 'fire star' and ancient Egyptian priests called it the 'red one'. Undoubtedly, the celestial body that is Mars has been of great interest to mankind for a long time.
- 2 Mars is not an especially large planet; in fact it is next in size to Mercury, the smallest planet in our solar system. Mars has a diameter about 6791 kilometres, which makes it about one-sixth of the size of Earth by volume.
- 3 Mars is not a warm planet as it is further away from the Sun than Earth. Temperatures can reach 20 degrees Celsius at its equator during the daytime and drop to -140 degrees Celsius on some parts of the planet at night. The average surface temperature on Mars is very low: just -60 degrees Celsius. This is a temperature we do not experience on the surface of Earth, except on rare occasions in some parts of Siberia and Antarctica.
- 4 Mars has the highest mountain in the solar system, which is an extinct volcano called Olympus Mons. Mount Everest, the highest mountain on Earth, is a dwarf compared to Olympus Mons, which is about three times its height. Three craters at the summit of Mons Olympus are over two kilometres deep! Mars has a valley called Kasei Valles, which is three kilometres deep. It is thought that the valley was caused by flooding on the planet in the distant past.
- 5 Mars has two moons while Earth has only one. The moons that orbit Mars are called Deimos and Phobos, whereas the moon that orbits Earth is just known as the Moon. A day on Earth is 23 hours and 56 minutes long, and a year is 365 days; on Mars, a day is 24 hours and 37 minutes long, but a year lasts for 687 Earth days! This is because it takes Mars a lot longer to orbit the Sun as it is further away from the Sun than Earth; in fact, Mars is 228 million kilometres from the Sun. Gravity on Mars is less than 0.38 of gravity on Earth – you could jump much higher on Mars than you can on Earth!
- 6 Scientists have been investigating Mars for many years. In 1659, Christian Huygens, a Dutch astronomer, drew Mars after observing the planet through a telescope he had designed. He named the strange

- b)** Which pieces of information in Paragraph 2 are real-life facts?  
[2 marks]

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### Paragraph 4

- 11.** List the different types of bay in the space terminal.  
[4 marks]

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- 12. a)** What does the writer say that you should have to enter a cargo bay?  
[1 mark]

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- b)** Explain in your own words what it is.  
[1 mark]

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### Paragraph 5

- 13.** In your own words, give **three** pieces of information from Paragraph 5 about the maintenance of the terminal.  
[3 marks]

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**39.** What is in the soil on Mars that could be used for hygiene, drinking and farming?

[1 mark]

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**40.** What is electrolysis?

[2 marks]

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**41.** What could the Sun provide for future settlers?

[2 marks]

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**42.** Describe the material that could be produced based on the ideas of Lyn Rothschild and Christopher Maurer.

Remember to read the paragraph carefully and underline the facts you want to include in your answer.

[4 marks]

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rover (4)	noun	a vehicle for driving over rough terrain		
chit (4)	noun	an official note; a voucher; a receipt	note	
maintained (5)	verb	kept in good condition by checking and/or repairing it regularly	preserved, serviced	neglected
robotic (5)	adjective	refers to machines / equipment that can perform certain tasks automatically (so that they do not have to be carried out by humans)	automatic, computerised	manual
maintenance (5)	noun	the process of keeping something in good order	repair	destruction
access (5)	noun	a means of approach or entry	admittance	exit, egress
discontinued (5)	verb	brought to an end	abandoned	continued
automatic (5)	adjective	able to work by itself	robotic, mechanised, computerised, unmanned	manual, by hand
installed (5)	verb	to place or fix in position ready for use	established, put in place	disconnected, uninstalled, removed
concealed (6)	adjective	kept hidden	covered, screened	exposed, uncovered

The man 'wrenched' the door open, which is a violent action and suggests that he was angry or anxious. [1]; He gave a 'sharp retort', which shows he felt impatient. [1]; He told the boys to get lost and slammed the door shut, which are not the actions of a calm man [1]; and he appeared anxious to the boys. [1]

## Paragraph 22

49. The words 'suddenly' (adverb) [1]; 'dashed' (verb) [1]; and 'blurted' (verb) all describe fast actions. [1]

## Paragraph 23

50. They took the canister to The Good Food Company in Red Planet House. [1]
51. Sofia was angry because she thought that the thieves might be trying to take control of the Colony's food production. [1]; She thought that they were being treacherous / despicable [1]; because she said 'they could make life very hard for us all. They are not true Martians!' [1]

*You do not need to use the word 'treacherous' or 'despicable' to earn the second mark, but you should have inferred that Sofia saw their behaviour as a betrayal / an attack on all Martians.*

## Paragraphs 24–25

52. The question mentions the Martian values, so you should refer to these in your answer. Your answer should cover the following key ideas:
- The company seemed to want to control the production of food and the prices charged for it. [1]
  - This would make them lots of money and give them power over the Martians. [1]
  - Their behaviour went against the Martian values of treating all members of the Colony fairly [1]; working in cooperation [1]; and behaving responsibly and with respect for others. [1]