

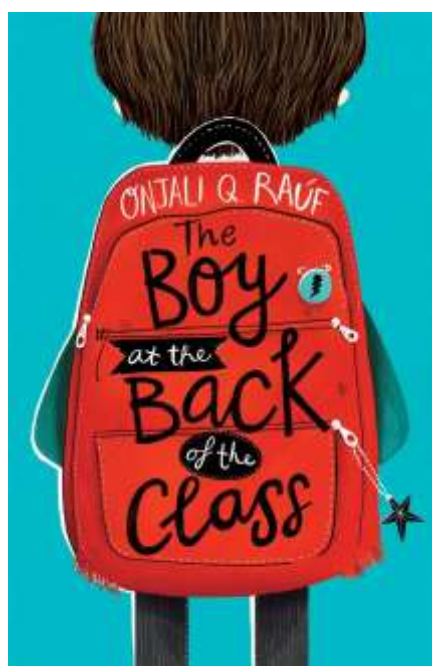


Year 6 Transition

Pleckgate

English Department

WORK BOOK



Note to Parents and Carers

The English department have put together this pack for your child to enjoy over the summer holidays.

At Pleckgate, reading is at the centre of everything we do, and we would like your child to read this novel before they start school with us in September. The novel has been carefully picked, and we hope that they enjoy reading it as much as we did.

The workbook that goes alongside this has many different activities matching the different chapters. These have been devised to allow students to perform to the best of their ability and to practise a range of reading and writing skills. All students should try and complete all "MAIN" tasks. They should then progress through the "MASTER" tasks and "GENIUS" tasks if they feel confident with them. If your child is struggling to complete the activities, then they should not feel under pressure to complete them all. The most important thing is they read the novel, and have a go at the "MAIN" tasks for the chapters they read. This can be done independently, or if they are finding it difficult, can be done with older brothers and sisters or yourselves.

We have also put together an answer booklet for you to use with your child that can be found on the Pleckgate school website. Where possible, answers have been provided so that you can provide guidance and feedback when required, and help your child assess their own work.

Please support them in the reading of the novel, and encourage them to look after the book and to produce their best work in the exercise book provided. In September, we will be collecting the novel back in, and also the work that they have managed to complete.

Thank you for your support in advance, and I hope your child finds this enjoyable and worthwhile.

Ms S Haworth

Head of English

Note to Pupils

Welcome to our new Year 7!

We are very excited for you to start your secondary school life with us in September and can't wait to start teaching you. We are aware that many of you will not have been to school for a number of months, and so we have picked a novel that we think you will enjoy reading over the holidays. We have also put together a learning pack for you to use to help you practise your reading and writing skills.

When you have read a few chapters, you should go to the workbook and complete the activities we have set for you. You will find a range of tasks, from the "main" task, moving on to the "master" task, and then finally, the "genius" task. You should try to complete all of the main tasks, but if you are finding the work tricky, do not put yourself under pressure to complete everything. As long as you have tried your best, we cannot ask you to do more than that. If you find the "main" tasks manageable, make sure you push yourself to move onto the "master" tasks, and "genius" tasks to really challenge yourself!

Please take pride in the work you do, write the date, and use the chapter titles as your titles too, to organise your work. All work can be completed in the exercise book provided, and we would like the exercise book brought into school in September, then we can see all of the excellent work you have been doing at home.

Please take care of the novel, and return it to school when you start in September.

Thank you for your hard work in advance- enjoy the novel, and we cannot wait to meet you in September.

Best wishes and have a lovely summer break.

Ms Haworth
Head of English

To answer the following questions, please read chapters 1,2,3 Pages 1-22

Chapter 1: The Empty Chair

MAIN TASK: For each of the following statements, decide whether they are true or false.

1. The narrator (the person telling the story) hasn't got any friends.
2. The narrator loves stationary.
3. The narrator does not like her teacher, Mrs Khan.
4. Mrs Sandon, the headteacher, is strict.
5. Everyone missed Dena because she was a lovely, friendly girl.
6. The new boy, Ahmet, seemed very worried about his new class.

MASTER TASK: For any of the statements that are false, change them, so they become true.

GENIUS TASK: Find evidence from the text that proves what you say- how do you know the statement is true? What can you pick out of the text that proves it?

FACT FINDING MISSION: What stationary can you take to Pleckgate school? Make a list! Is there any stationary that you are not allowed to take? Look at the school website to find out!

2: The Boy with the Lion Eyes.

MAIN TASK:

Empathising

When we "empathise" with somebody, it means we can put ourselves in their position, and imagine what it would be like to be in their situation. It is really important when we are reading novels to put ourselves in the position of the characters in the books and try and work out how they are feeling and why they behave in the way they do.

1. Ahmet is the only new person in his class. How do you think he will be feeling?
2. Who do you think Ahmet could go to, to help him feel better about his new class?
3. How are YOU feeling about starting a new school? Pick 3 separate words that describe YOUR emotions.

MASTER TASK:

Re-read pages 20 and 21.

1. How does Ahmet react to the narrator?
2. What ideas do you have about Ahmet's past?
3. The narrator finishes the chapter by saying she was going to wink at Ahmet whenever she got the chance. Why does she plan to do this, and do you think it is a good idea?

GENIUS TASK:

1. The chapter is called, "The boy with the lion eyes" What impression does this give you of Ahmet?
2. Imagine you are Ahmet. You have just finished your first day at your new school. Write down what Ahmet would say about his day to the "woman in the red scarf" who met him at the school gates. Include as much detail as you can about what he did on the day, and his thoughts and feelings.

CHAPTER 3: Forty Winks

QUICK VOCABULARY CHECK!

Pick the correct word from the list below, and put it in each of the empty spaces here, matching them with their meaning. If you are unsure, ask an adult to help or use a dictionary.

<u>WORD</u>	<u>MEANING</u>
	Being kept on your own, away from other people
	A way of plants using light to make their own food
	A group of singers
	A story that is being passed around that is usually untrue.
	Something, usually a disease, that can be passed from one person to another.

Photosynthesis

choir

rumours

infectious

seclusion

MAIN TASK:

Finding information

We find out a lot of information about Brendan-the-Bully-Brooker in this chapter. Make a list of bullet points of information that you find out-see how many you can get! These do NOT have to be in full sentences. They can be in your own words, or taken straight from the text, for example:

1. His cheeks are always pink.
2. He chases younger pupils

MASTER TASK:

1. What rumours have been spread about Ahmet?

There are three different ones- can you summarise all three?

GENIUS TASK

1. Which of the rumours do you think could be true? Explain why.
2. Why do you think the pupils were spreading rumours?
3. How do rumours affect the people they are about?
4. What could you do if you heard rumours that could be hurtful?

To answer the following questions please read chapters 4, 5 & 6.

Chapter 4: What Mr Brown and Mrs Grimsby Said.

MAIN TASK: Full stops and capital letters.

When we write it is really important to use the correct punctuation because it helps the reader to make sense of it. The paragraph below is taken from chapter 4 but the full stops and capital letters have been removed. It makes it quite difficult to read.

Can you add the full stops and capital letters in the correct places to help us understand it? **Tip:** we use capital letters at the beginning of sentences and for proper nouns (people's names, place names etc.)

i looked to the right over at mrs grimsby, her face all sour and pink and angry, and decided i didn't like her very much she's the grandmother of a girl called nelly who's in the year below us nelly's one of the most popular girls in school, mainly because she's won every burping competition the school's ever had she can even burp-sing famous songs and is always challenging everyone to try and beat her

MASTER TASK:

What is an exclamatory sentence? Write down the definition.

What type of punctuation would you use at the end of an exclamatory sentence?

Find 3 examples of exclamatory sentences in chapter 4 and write them down.

What is an interrogative sentence? Write down the definition.

What type of punctuation would you use at the end of an interrogative sentence?

Find 2 examples of interrogative sentences in chapter 4 and write them down.

What is a declarative sentence? Write down the definition.

What type of punctuation would you use at the end of a declarative sentence?

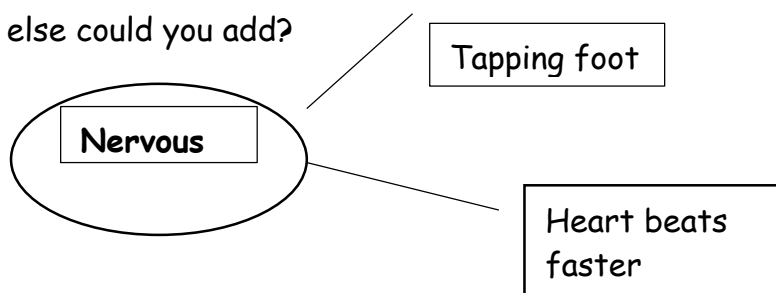
GENIUS TASK: We use capital letters for the beginning of sentences and for proper nouns. Make a list of the other rules for using capital letters and give an example for each. Are there any exceptions to these rules?

Chapter 5: The Refugee Kid

Show Not Tell. In chapter 5 and in the rest of the novel the narrator uses show not tell to show us how a character is feeling. Using show not tell makes our writing more interesting.

MAIN TASK: Create spider diagrams for the emotions below adding what a person might do or how they look when they feel these emotions.

What else could you add?



Can you do the same for these emotions?

- Frightened
- Excited
- Embarrassed
- Angry
- Shy

MASTER TASK:

We can also use techniques like similes and metaphors when we use show not tell. What emotions do you think these sentences are showing?

His eyes were as wide as saucers.

Her heart fluttered like a butterfly.

He was stuck to the spot.

He roared like a lion.

Think of your own similes or metaphors for these emotions: nervous, frightened, excited, embarrassed, angry, shy.

GENIUS TASK:

Sometimes the similes or metaphors we use in our writing are a bit cliched (over used). For example: 'his heart was beating as loud as a drum', 'she was shaking like a leaf', 'he was as red as a tomato'. Our writing becomes more interesting if we can be more original and add more detail:

Nervous: 'His heart was beating as loud as a drum.' - 'His heart was as loud as a platoon of soldiers marching on parade.'

Frightened: 'She was shaking like a leaf.' - 'She was shaking like a lost kitten left out in the rain.'

Embarrassed: 'He was as red as a tomato.' - 'His face glowed as red as the sunset on the horizon.'

Try to think of your own original similes or metaphors for these emotions: nervous, frightened, excited, embarrassed, angry and shy.

Chapter 6: The Woman in the Silver Scarf

In chapter 6 we are introduced to the character, Ms Hensi. Ms Hensi works as a teaching assistant with Ahmet and helps him with his lessons and learning English. It must have been really strange and scary for Ahmet joining a new school and not being able to understand English. How do you think Ahmet feels now?

MAIN TASK: Imagine you are Ahmet and you have just got home from school. Write a diary entry about your day (use the events in chapter 6). You need to include your thoughts and feelings about having Ms Hensi there to help you. What you think about Ms Hensi (kind, patient etc.) What you think and feel about the other characters. You need to write in first person (**I**) and use past tense (all the children **stared** at Ms Hensi). Use full stops and capital letters correctly. Try to include some show not tell. You could begin like this:

Dear diary,

Today, was the best day of school so far...

MASTER TASK:

As above but also try to use similes and metaphors for description. Try to use ambitious vocabulary (wow words). Try to include some exclamatory and interrogative sentences.

GENIUS TASK:

As above but also try to include a range of sentence openers such as fronted adverbials to add interest to your writing. Try to use a range of punctuation accurately.

To answer the following questions please read chapters 7, 8 and 9.

Chapter 7: Mr Irons' Nose

In this chapter, the narrator describes how children and teachers can be bullies.

MAIN TASK:

1. Read the description of Mr Irons on page 64-65. Pick out 3-4 lines that describe this character. You can focus on both his appearance and his personality.
2. Can you circle the **adjectives** in the lines you have selected?
3. Draw a picture of what you think Mr Irons looks like.

MASTER TASK:

'Brendan - the - Bully.'

1. How does Brendan behave towards others that makes him a bully?
2. Write a poem on 'Bullying.' You can write an acrostic poem if you wish to. You may also include some of the characters/ideas in the story in your poem.

GENIUS TASK:

Skim through pages 66-67

1. Is Mr Irons right to punish the children? Give your opinion and support your ideas with examples from pages 66-67.
2. Can you think of any 'strict teachers' from any other stories you have read?
3. Do teachers like this really exist?

Chapter 8: The Unexpected Adventure

MAIN TASK: Fact Finding Mission

1. Research some interesting facts about Syria and write them in your book.
2. How is England different to Syria? Write a list of the differences in your book.
3. What does the narrator learn about Syria when she looks through her Atlas?

MASTER TASK:

The narrator goes on an adventure in search of a special fruit called a pomegranate. Read through the description of the pomegranate and think about the author's choice of vocabulary.

I looked down at the pomegranates. They were the size of grapefruits and had peachy-pink and brown skin that was as smooth and as shiny as polished glass. And both of them had a tiny flower on the top made up of exactly seven stiff brown petals. They were the best, most interesting things I had ever seen.

1. Circle the words that make you imagine this fruit as being super special.
2. How does the narrator feel when she sees the pomegranates for the first time?

GENIUS TASK:

Think back to the title of this chapter, 'The Unexpected Adventure.'
 What was 'Unexpected' about the narrator's trip? Clue: pages 88-89

Something to think about.....

Have you ever been on an 'Unexpected adventure?'

Chapter 9: The Big Fight**MAIN TASK: Knowledge test**

Answer the following questions on chapter 9.

1. Who started the fight? 1 mark
2. When did the fight take place? 1 mark
3. How does the narrator describe Ahmet's actions on page 96? 3 marks
4. Which teachers stopped the fight? 2 marks
5. What does the narrator compare Ahmet to in this chapter? Give two examples. 3 marks

MASTER TASK:

Read the following lines from chapter 9 and explain what they make you think, feel or imagine.

Lines from chapter 9	What do you think/feel/imagine?
'Ahmet ran straight at Brendan - the - Bully, and like an angry lion, crashed into him with his head.'	
'It's like finding a million sparkling red rubies all squashed together in a round suitcase.'	
'His face was redder than mine and his lion eyes were so big and wet it looked as if they were drowning.'	

GENIUS TASK:

'There's a law that says cool kids can only ever hang out with other cool kids, and that they mustn't ever talk to us - except for when they're put into a group with us by a teacher.'

1. Do you agree with what the Narrator thinks?
2. Is there really a rule in school about friendship groups?
3. What does it mean to be a 'cool kid' in school?

To answer the following questions please read chapters 10 and 11 Pages 100 - 132.

Chapter 10: War and Missing Pieces

MAIN TASK: In this chapter, Ahmet tells a story about how his family fled from war in Syria.

- What would it be like to be leave your home because of war? Write about how you would feel.
- What would you take with you if you had to leave home and would never come back?

Tip - use some of the pictures on pages 108 to 112 to help you get started.

MASTER TASK: Commas - a punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.

Use commas to punctuate these sentences for the chapter.

This time Ms Hemsî held up a picture showing a family crossing mountains and rivers and in the sky birds that were crying. In the picture Ahmet had drawn himself carrying a red rucksack with a black stripe on it just like the one he had now.

GENIUS TASK: Use commas to create a sentence that describes the boat that Ahmet travelled to Greece in.

Chapter 11: The Game of Scrabble

Do you like words and numbers?

How many words can you make from title of the novel: "The Boy at The Back of the Class"? For example: Lack or They.

You can't play the words "The", "boy", "at", "the", "back", "of", "the" or "class".

- What's the longest word you can make from the novel's title? For example, "cloys" (5 letters).

MAIN TASK:

Playing games with your family is a great way to share time and connect with parents, brothers, sisters and other family members.

Write about some of the games you have enjoyed playing with your family. Try to include three examples of family games. What are your memories of those games?

Use this table to plan your answer. Use your own examples.

Family Game	Who I played with	Memories/thoughts/feelings
1. Catch	My brother	
2.	My dad	It was great fun and we laughed all the time.
3.		I wish we could play it every day.

GENIUS TASK:

Extend your writing about games by including commas to show how you have organised complex sentences.

Here is an example to imitate.

Even though I loved to play outdoor games, my favourite was chess. I played chess with my father, my brother and my arch-enemy of chess, Uncle Bilal. He was a tricky opponent because he would look like he was making deliberate mistakes, play wrong moves and then go in for the kill.

To answer the following questions please read chapters 12 and 13.

Chapter 12: Syrah and the sea

In this chapter the children return to school after the holidays, only to discover that Ahmet is now the famous 'Refugee Boy.'

MAIN TASK:

The children in the story are very curious to learn about where Ahmet has come from.

1. SKIM and SCAN through pages 133-135 and find three of the strangest questions asked by the children. List these in your book.
2. Can you think of up to three questions you would like to ask Ahmet?

TIP: Think about what you already know and what you have learnt about Syria so far.

MASTER TASK:

1. Look at pages 138 -139 again. Write down at least five things that you have learnt about Ahmet's family.
2. The narrator feels **sympathy** for Ahmet and his family.

Look up the definition of the word '**sympathy**' and find out what it means.

3. Why does the narrator feel sympathy for Ahmet?

TIP: Page 138, '*Oh*' I said, *feeling sad for him*.

GENIUS TASK:

Imagine you are Ahmet. Write a letter to a friend in Syria telling them all about your life in England. You could include the following details:

- Your school life and the friends you have made.
- What you like/dislike about London.
- Your hopes for the future.
- What you miss the most about Syria.

OR

Write an article for the school newspaper on 'The Refugee Boy.'

You could include the following details:

- Where Ahmet has come from.
- Interesting facts about his journey to England.
- What his classmates say about him.
- His new found fame in school.

Chapter 13: The something that changed everything.

MAIN TASK:

1. Look at pages 143-144. The man and the woman on the bus have a conversation on what they have read about the refugees coming to England. Can you write their thoughts in the table below?

The man thinks that.....	The woman thinks that.....

MASTER TASK: Word scramble!

1. Unscramble the words from chapter 13.

Vogretemn Geremenyc Mentrliapa nissiom fergeesu

2. Using the words you have unscrambled, write a few sentences explaining what happens in this chapter. You must include all five words in your answer.

GENIUS TASK:
TOP SECRET MISSION

The children have decided that they must do everything they can to help Ahmet and this means they will need to go on a 'top secret mission.'

Use your imagination and think of the different ways the children can help Ahmet and his family. List these ideas in your book.

To answer the following questions please read chapters 14 15 and 16 on pages 153- 178.

Chapter 14: The Three Plans

MAIN TASK: In this chapter Ahmet's friends devise a number of plans to try and help Ahmet's family get to England.

Josie suggests that they should contact the newspaper and ask them to print an 'Appeal' in the newspaper.

Do you think it is a good idea?

Try to think of reasons for both sides.

Pros- Good idea	Cons- Not a good idea

MASTER TASK: Apostrophes can be used for two reasons:

Omission- When letters have been missed out to shorten a word. For example;

Is not= isn't he is= he's

Possession- To show belonging. For example;

Betty's sandwich Hasan's football

Re-write the following sentences so apostrophes have been used accurately.

1. Tommys cat is so naughty; its always up to something mischievous.
2. Refugees shouldnt be treated any differently to everyone else.
3. Ahmets friends are very kind to him because they want him to feel welcome.
4. Can you think of three sentences of your own in which apostrophes have been used accurately?

GENIUS TASK:

Tom suggests that they should write a letter to the Prime Minister. Have a look at Tom's letter on pages 154 & 155. Can you re-write the letter so that:

- a) It is formal
- b) There are no spelling mistakes and punctuation- including full stops capital letters and apostrophes- have been used accurately.
- c) Paragraphs have been used accurately

Chapter 15: The Greatest Idea in the World

MAIN TASK:

In this chapter the narrator hatches a plan to try and help Ahmet and his family.

- 1. Why does Mum call sunset the 'Magic Hour'?
- 2. Our narrator describes a nightmare in this chapter. Have you ever had a nightmare? How did it make you feel?
- 3. Look at the plan for The Greatest Idea in the World on page 167. Using the images- what do you think the plan might be?

MASTER TASK:

Using a dictionary look up what the following words mean:

Word	Definition
Penthouse	
Exotic	
Opera	
Nightmare	
Damp	
Doubt	

GENIUS TASK:

If you had to hatch a plan to try and help Ahmet and his family what would your plan be? Draw your plan out just like our narrator did on page 167. Underneath your drawing write a paragraph explaining why you think YOUR idea is 'The Greatest Idea in the World'.

Chapter 16:

MAIN TASK:

In this chapter Ahmet's friends decide that 'The Greatest Idea in the World' is 'brilliant' and 'genius'.

Do you agree?

Can you think of the pros and cons for sending a letter to the Queen asking for her help? Try to think of reasons for both sides.

Pros (Good idea because...)	Cons (Bad idea because...)

MASTER TASK:

Answer the following questions:

1. What does Josie think they might receive for helping Ahmet and his family?
2. According to Uncle Lenny how do headaches occur?
3. Have you ever written a special letter or email or message for someone? How did you feel before you sent it and why?
4. What do you think a postmark is? Look it up and find out if you are right!
5. Why do you think the narrator adds the information about Ahmets sister?

GENIUS TASK:

Do you think the queen opens all of her letters? Research how letters sent to the Queen are opened. Who opens the letters? Who replies to the letters?

If you were waiting for a reply from the Queen how would you feel and why? Write a few sentences describing your feelings using as many wow words as you can!

To answer the following questions, please read chapters 17,18,19 Pages 179-199

Chapter 17: The Emergency Plan

MAIN TASK: Using a dictionary or the internet, find the definitions of these words from chapters 17-20

- 1) reassuringly
- 2) anxiously
- 3) frantically

Using the words from this list, create sentences of your own to show your understanding of the definitions.

MASTER TASK:

1. Why did the afternoon feel like the longest afternoon any of the characters had ever had?
2. Do you think they have devised a good plan? List the positives and negatives in a table like this

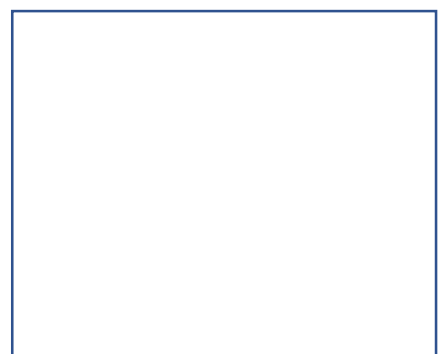
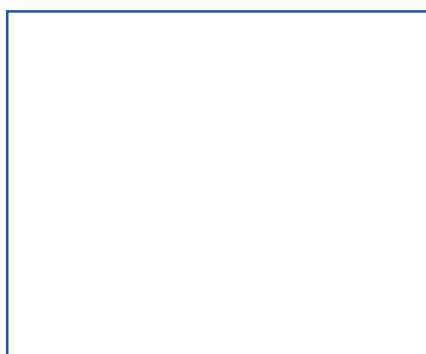
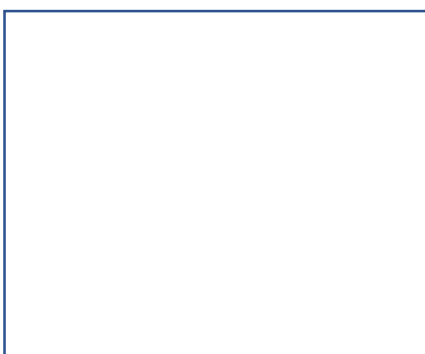
Pros - the good things	Cons - the bad things
1. 2. 3. 4.	

4. How does the author describe the narrator's excitement at the beginning of Chapter 17?
5. Has your opinion of the narrator changed? Describe them in five words.

GENIUS TASK: Can you research three famous landmarks that are in London?

Clue - The Queen lives inside one of them! What could it be?

Practise drawing your landmarks in the box below, and once you are happy, complete them in your book and label the images with the facts that you have found.



Chapter 18 : Stan the Taxi Man

MAIN TASK: Pick a word from the list below, and draw a line matching them with their meaning. If you are unsure, ask an adult to help or use a dictionary.

<u>WORD</u>	<u>MEANING</u>
Swerved	Shout loudly and insistently.
Prodding	move suddenly and powerfully forward or upward.
Surged	Change or cause to change direction abruptly
Clamouring	poke with a finger, foot, or pointed object.

Master task

1. What is the emergency plan?
2. Why do the others believe the plan will not work?

Challenge - Create a tourist brochure for London using the information that you have gathered for the earlier task.

Try to include **as part of the MASTER TASK:** Headings, subheadings, images, information about the tourist attractions in London, bullet points, a range of adjectives to describe the sights.

Chapter 19: The Queen's Palace

MAIN TASK:

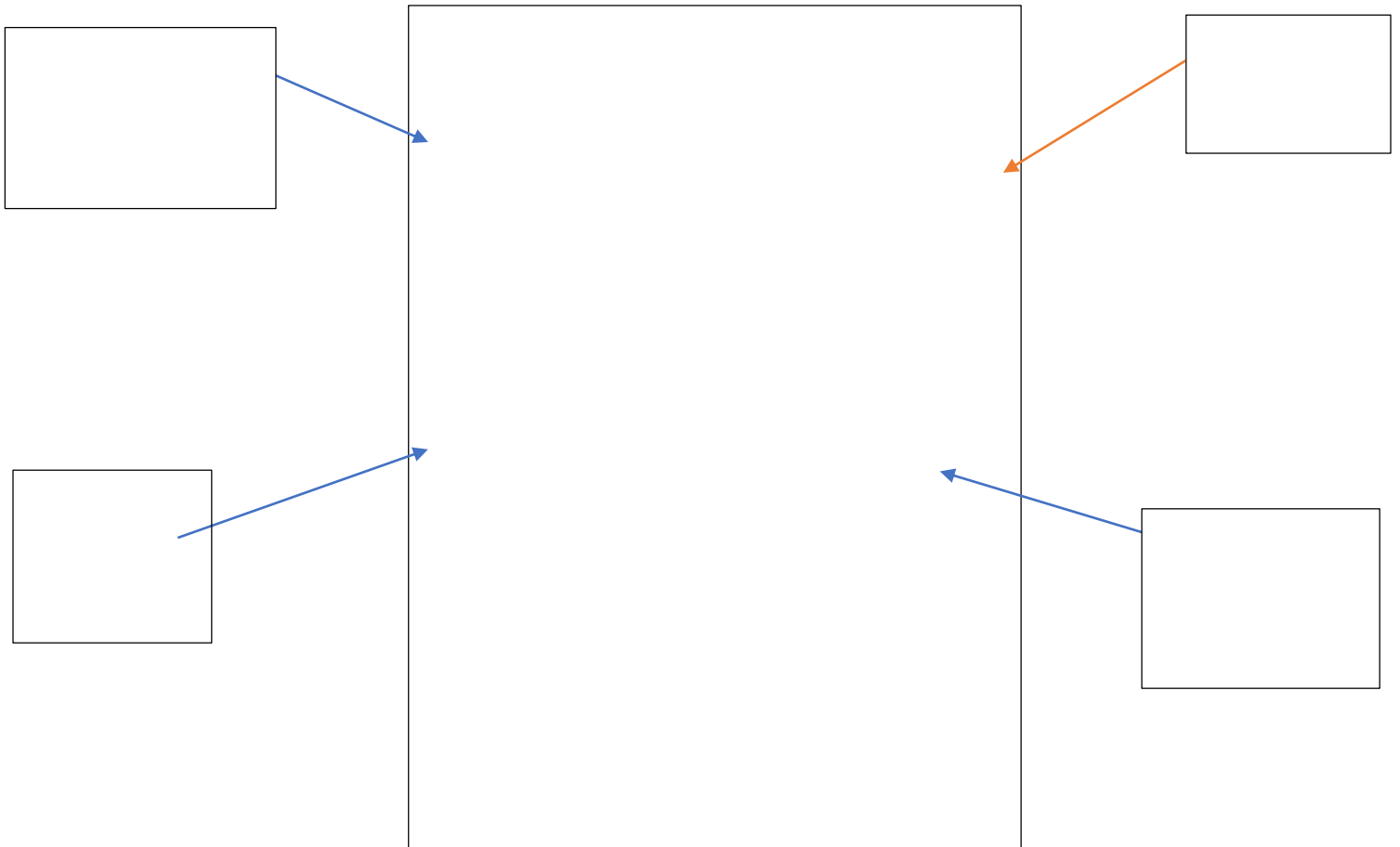
1. Using the author's description at the end of Chapter 19, describe what has happened to the narrator as they try to enter the palace.
2. How must they have been feeling at this moment in time?

MASTER TASK:

Using the internet, research and write down five facts about the Royal Palace guards. The first one has been done for you.

1. They will not smile for a picture
- 2.
- 3.
- 4.
- 5.
- 6.

GENIUS TASK: Using the description of the palace guards on pages 203-204, draw and label the guards using the details from these pages.



To complete the following writing tasks, please read chapters 20, 21 and 22. (Pages 211-254).

Chapter 20: The Cold Stream Guards

"When my brain woke up again and I opened my eyes, I was lying on something soft and I could see a blur of flashing blue lights and lots of police cars everywhere.

"Right, let's get her in the ambulance," said a voice.

Tom was standing next to where my feet were. He was crying and saying 'friend' a lot to a London police officer. But standing behind him were two of the Queen's Special Guards!

Forgetting that I had been frightened, I sat up and cried out, 'Please!'.
(Page 211)

The narrator recounts the story, after the event. The **past tense** is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago). The **present tense** can be used to describe things that are happening right now, or things that are continuous.

e.g. Ahmet lived in Syria. (Past) Ahmet lives in England. (Present)

MAIN TASK: Circle all of the **past tense verbs** in the extract, (action words e.g. 'woke'). Rewrite the paragraph, turning each **verb** into the **present tense**. (e.g. "When my brain wakes up again...")

MASTER TASK: Imagine you are the character lying on the ground after rushing towards the Coldstream Guards. In the **first person** (from the character's point of view), explain your thoughts and feelings about what is happening, in the **present tense**, as it is happening. Include exciting **vocabulary** choices, including **actions**.

GENIUS TASK: Try out a range of the **five senses** and descriptive **similes** and **metaphors**.

Chapter 21: The Neighbours and the News

The narrator makes an interesting point about diversity and differences. "It would be too boring if everyone was exactly the same as each other." (Page 231)
What do you think?

MAIN TASK: Think carefully about the following statements and your opinions on the matters. Try to give a reason why you feel the way you do.

Statement	Agree/Disagree	Reason
Friends have to like the same things and have the same interests.		
Friends can look very different from each other.		
People from different countries can be friends.		
People who speak different languages cannot be friends.		

Answer the following questions in sentences, with examples.

How are you and your friends the same?

How are you and your friends different?

Why is it good to have some similarities and some differences?

MASTER TASK: Choose one **viewpoint** you feel strongly about with and write your **argument** in a convincing way. Use your best **vocabulary** and at least one **persuasive** technique.

GENIUS TASK: Include a selection of points and a range of the following **persuasive** techniques: **facts** and **opinions**, **emotive** language, **questions**, **commands** and **lists**

Chapter 22: World Wide Whispers

The children wrote important letters to the Queen. After the 'Greatest Idea in the World', the children are worried about that they might have upset their teacher, Mrs Khan. Josie suggests that they should make her a card. (Page 240)

MAIN TASK: Design and create your own version of the card, containing a message to Mrs Khan about your behaviour and the issues that motivated you.

MASTER TASK: Think about **symbols, colours and images** which link to the story's **themes**.

GENIUS TASK: Show you can use language which suits your **audience**, a range of **sentence types** and **lengths** for effect, and careful proofreading for **spelling, punctuation and grammar**.

Back at school, Mrs Sanders, the Headteacher, told the children, "Ahmet is very, very lucky to have friends who are so passionate about helping him find his family." (Page 248)

MAIN TASK: Write your own **poem** on the theme of the importance of 'Friends' or 'Family'.

MASTER TASK: Use your best **vocabulary**, including interesting **adjectives, verbs and adverbs**.

GENIUS TASK: Include a selection of the following **poetic devices: onomatopoeia, personification, similes, metaphors, rhyme**.

The events at Buckingham Palace were widely reported on. (Page 252)



MAIN TASK: Taking on the role of a reporter, plan and write your own **newspaper article** about what took place.

- Write in the **third person** (about other people) and use the **past tense**.

- **Structure** your news story clearly, including:

A **headline** designed to attract the attention of the readers. Try to use dramatic words, alliteration or puns.

An **opening** paragraph to introduce the details.

What happened?

Who did it happen to?

Where did the events happen?

When did the events happen?

Why did the events happen?

How did the events happen?

A **conclusion** to summarise.

To answer the following questions and complete the tasks, please read chapters 23 and 24, pages 255 - 278.

Chapter 23: Brendan-The-Bully and the Breaking News

MAIN TASK: After everything that's happened to Ahmet and his new friends, Brendan-the-Bully still wants to be mean to them. He calls Ahmet a 'Smelly Refugee Bag!' when they are leaving the assembly and punched his fists into his hands, suggesting he was going to beat the friends up.

1. What does the narrator think they should do right away?
2. What does Ahmet say about bullies and their talk?
3. What does the narrator remember her Dad always used to say about words?
4. What does the narrator say about the 'meanest words'?
5. What did the friends decide to do about the Brendan-the Bully?

MASTER TASK: Brendan-the-Bully makes up a song:

*Ahmet the refugee smells like poo!
So we're gonna stuff him in a bag,
And flush him down the loo!*

1. The narrator is very angry about this song. Why do you think so?
2. Mr Irons does nothing about Brendan-the-Bully's song. How do you think the narrator feels about this?
3. How would you feel about this situation, if the teacher did nothing about a bully?

GENIUS TASK: After the fight in the playground between Brendan-the-Bully and the narrator's group of friends, the newspapers print stories with the following article headlines:



'Video of Bully Attaching Refugee Boy Spark Outrage'

'Teacher Stands Aside as School Bully Threatens Refugee Boy'

'School Bully Trash-Talks Refugee Child'

1. If you were reading these newspaper articles, how would you feel?
2. What would you expect to learn from these newspaper articles?
3. Choose one of the headlines and explain what you think would be included in the article, based on the words chosen in the headline. You can write out your thoughts in full sentences, as if you had written the article; you can write it out in a summary, identifying the main points of the article; or you can create a list of bullet points to show what would be discussed in the article with one of the above titles.

VOCABULARY TASK: Find out the meanings of the following words. How can you use these words to explain what is/has happened in the story? Write a sentence for each word, showing your understanding about the events in the book.

- Injustice
- Rights
- Responsibilities
- Outrage
- Prejudice

1. How do these newspaper headlines use language in a positive way to influence the public now? Explain your opinions and use evidence to support what you think.
2. How do you think the narrator feels now after these headlines and articles have been printed in the newspapers?
3. What message is the author trying to make sure her reader understands from all these newspaper headlines?
4. After reading most of the book now, what would your headlines be about Ahmet, refugees and refugee families? What would you like the public to know? Write three headlines with no more than ten words for each to show how you feel.

To answer the following questions please read chapters 25 and 26 and beyond. Pages 279 - 297 plus the notes at the end.

Chapter 25: The Queen's Message.

MAIN TASK: In this chapter, our narrator, Ahmet and their friends are living with their new found fame.

- What would it be like to be famous?
- Can you think of four things for each side?

Tip - use some of the narrator's thoughts on page 279 to help you get started.

Pros - the good things	Cons - the bad things

MASTER TASK: Synonyms - words with similar meanings.

Oh dear, Your Majesty!

In her letter to the children on page 283, the Queen uses the word '*dangerous*' twice!

It is useful in English to use a variety of words in your writing so that it is interesting and precise. Let's face it - there are lots of words to choose from!

Can you figure out what these synonyms for '*dangerous*' are?

r _ _ _ _ _ s p _ _ c _ _ _ _ _ s r _ _ _ y p _ _ _ l _ _ s

All these words would have fit into Her Majesty's letter.

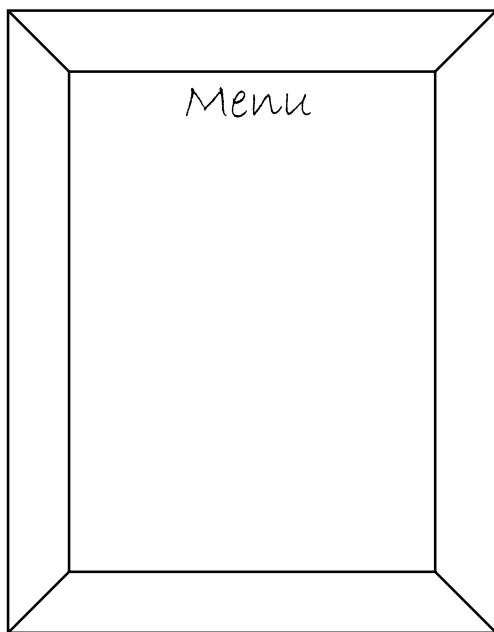
GENIUS TASK: Find at least one synonym for each of these words lifted from chapter 25:

hating exciting wondered smiling looked
knocked punching squealed

Chapter 26: The Present.

SOMETHING TO THINK ABOUT...

- What do you think they will have for afternoon tea with the Queen?
- What would you wear if you were going with them?



- What is the narrator's name? (Tip- it's mentioned on page 293)

The ending to this book creates a range of feelings. We find out what happened to Ahmet's family and we are left knowing that they will soon be able to join him in the UK. The notes that follow the last chapter allow us to think about all the other children in Ahmet's position. Some will have positive endings like Ahmet, but many will not.

MAIN TASK: Continue to read beyond chapter 26 until you get to the end of 'Author's Note'. This will help you to do this task...

Create a leaflet raising awareness for refugee children and asking for donations to support those living in refugee camps.

Try to include **as part of the MAIN TASK:** Headings, subheadings, images, information about refugees and who they are and why they need help, bullet points, details on how to donate, a range of word choice (synonyms).

MASTER TASK: All of the above plus a clear layout that guides the reader through the text, details about what people's donations will go towards, anecdotes (short, personal stories) from children who are refugees to show your reader that this is happening to real people.

GENIUS TASK: All of the above plus a range of tone. Some of your leaflet should leave the reader feeling sad whereas other parts of it should sound hopeful and positive, accurate spelling and punctuation.