

# Parent Answer Booklet

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. **FALSE** 2. The narrator loves stationary. **TRUE** 3. The narrator does not like her teacher, Mrs Khan. **FALSE** 4. Mrs Sandon, the headteacher, is strict. **TRUE** 5. Everyone missed Dena because she was a lovely, friendly girl. **FALSE** 6. The new boy, Ahmet, seemed very worried about his new class. **TRUE**

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

1. The narrator has three friends, Tom, Josie and Michael. 2. The narrator really likes Mrs Khan 3. Not many people missed Dena because she was quite mean and a show

off.

**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? (Other evidence could be used- the following are suggestions only) 1. "I'm lucky because Tom, Josie and Michael always help me." 2. "Sometimes I get so excited that my feet feel jumpy inside." 3. "School has become a whole lot more fun...because of our new

teacher." 4. "Everyone is scared of her..." 5. "No-one really missed her except her best friend." 6. "...a boy who looked as scared and as sad as the one now sitting at the back of our class"

**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.**

**WORD MEANING** **seclusion** Being kept on your own, away from other people **photosynthesis** A way of plants using light to make their own food **choir** A group of singers

**rumours** A story that is being passed around that is usually untrue. **infectious** 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: (Some examples of a range of points that could have been made are below)

**1. His cheeks are always pink. 2. He chases younger pupils 3. He's not very clever 4. He hates clever people 5. He tries to beat up people who get top marks at home time 6. He trips people up a lot 7. He likes to make people spill their food. 8. He doesn't get caught being bad very much 9. He doesn't get detentions 10. Most teachers like him 11. He has two friends called Liam and Chris 12. Mrs Khan keeps a close eye on Brendan**

**MASTER TASK:** 1.What rumours have been spread about Ahmet?  
There are three different ones- can you summarise all three?

**He is dangerous He has a contagious disease He was from a rich family and was hiding from kidnappers.**

### **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.)

**Answer:** *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:** An exclamatory sentence conveys a strong emotion such as excitement or anger. You use an exclamation mark (!) at the end of an exclamatory sentence. Examples from chapter 4: 'Everyone likes sweets!' 'Poor little blighter!' 'They're only coming to take our jobs!' 'A bother, the whole lot of 'em!' 'Charlie my ol' boy!' 'Look!'

**An interrogative sentence asks a direct question. You use a question mark (?) at the end of an interrogative sentence.**

Examples from chapter 4: 'Have you heard about the new refugee kid that's joined the school?' 'What have you been up to today?'

**A declarative sentence is a sentence that makes a statement, provides a fact, offers an exclamation or gives information. You end a declarative sentence with a full stop.**

**GENIUS TASK:** Rules for using capital letters:

**To Start a Sentence** There are no

exceptions to this rule.

## **Titles**

In titles, capitalise only the important words, not minor words such as 'and' and 'but'. For Proper Nouns

Proper nouns name something specific, for example, Fatima, Ibrahim, Oxford University, Blackburn, Mcdonald's, Microsoft, Everest, Sahara.

There are exceptions to this rule. Some companies decide to use lower case letters purposefully. Example include: iPhone and eBay.

## **For Acronyms**

British Broadcasting Corporation BBC  
Department for Education DfE Manchester  
United Football Club MUFC United Arab  
Emirates UAE

## **For Contractions**

For contractions, capitalise the initial letters of words, but not subsequent letters within the same word. For example: HiFi, SciFi, Ok.

**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.

Suggestions:

- **Frightened** - widen their eyes, breathe quickly, eyes dart from side to side, bite their lip
- **Nervous** – bite their fingernails, hug their arms, chew the inside of their cheek

- **Excited** – punch the air, hop, talk in a high pitched voice, talk quickly
- **Embarrassed** – go red in the face, run out of a room, put head down, cover face
- **Angry** – slam a door, clench their fists, go red in the face, stomp around, nostrils flare
- **Shy** – try to make themselves disappear, speak quietly, fiddle with their hands, avoid eye contact

**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 Hemsî. Ms Hemsî 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 Hemsî there to help you. What you think about Ms Hemsî (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 Hemsî). 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 **Chapters 7, 8 and 9 Chapter 7: Mr Irons' nose** MAIN TASK

1. Read the description of Mr Irons on pages 64-65. Pick out 3-4 lines that describe this character. You can focus on both his appearance and his personality.

Examples from pages 64-65

- **'One of the strictest teachers in school.'**
- **'He had a long face, a long nose, long lips.'**
- **'A large brown bristly moustache.'**
- **'He's also the very worst teacher.'**
- **'Combs his moustache with in in short, straight lines.'**

2. Can you circle the **adjectives** in the lines you have selected?

Possible answers:

- **Strictest**
- **Long**
- **Large**
- **Angry**
- **Worst**
- **Brown, bristly**

**Chapter 8: The Unexpected Adventure**

MASTER TASK



1. **Circle** the words that make you imagine this fruit as being super special.

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.

### **Chapter 9: The Big Fight**

MAIN TASK: Answers

**1. Brendan-the-Bully 2. At break time 3. 'Punching, roaring and shouting.' 4. Mr Irons and Mrs Sanders 5. The narrator compares Ahmet to a lion.**

Any three of the following examples:

**'An angry lion,' 'roaring,' 'huge roar,' 'lion eyes,' 'roar like a lion.'** Mark out of 10.

**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.'**

**This makes me imagine that Ahmet was wild with rage. He was furious with Brendan and could not control his anger.**

**'It's like finding a million sparkling red rubies all squashed together in a round suitcase.'**

**This makes me think that the pomegranate is something special as it is compared to precious jewels. I also imagine that there are many seeds in the pomegranate because the narrator says they are 'squashed.'**

**'His face was redder than mine and his lion eyes were so big and wet it looked as if they were drowning.'**

**I feel sympathy for Ahmet because now he has stopped fighting he appears to be very upset. I imagine his face being red because he was enraged but also because he may be hot and flustered or even embarrassed.**

**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.

An example of a short answer. **I was very unhappy to leave my family home but we couldn't risk getting caught up in the war. What should I take with me? I couldn't take much and it would have to fit into a bag, my rucksack. It would have to stay with me wherever we went over mountains and rivers. My family and my cat.**

**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. Here is the extract with commas added. **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. An example: The boat was yellow, smelled strangely and was big enough for eighteen people, including, Dad, at the front with Mum and me at the back.

### **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 It was a great game that  
was endless and happy.**

**2. Monopoly My dad It was great fun and we  
laughed all the time.**

**3. Football My brothers and  
sisters  
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.

Uncle Bilal taught me all the tricks of chess and I became quite good at this game. He taught me how the King was strong, though not as powerful as the Queen, who could move in lots of ways.

### **Chapters 12 and 13**

#### **Chapter 12: Syrah and the sea**

##### **MAIN TASK:**

1. SKIM and SCAN through pages **133-135** and find three of the strangest questions asked by the children. List these in your book.

### **Possible answers**

- **‘Did you have cheese sandwiches in Syria?’**
- **‘What was the weather like in Greece?’**
- **‘Did you ever eat snails and frogs in France?’**
- **‘Where did you get your shoes from?’**
- **‘Are you scared of fireworks?’**
- **‘Can you make a tent from a shirt?’**
- **‘Are you really nine or are you secretly older?’**

### **MASTER TASK:**

1. Write down at least five things that you have learnt about Ahmet’s family.

### **Possible answers:**

- **Ahmet’s Dad is not in London**
- **Ahmet’s Dad may be in France**
- **Ahmet’s mum was sick the last time he saw her.**
- **Ahmet’s cat is dead in the mountains.**
- **Ahmet’s has a sister called Syrah**
- **Syrah may be lost at sea**

2. The narrator feels **sympathy** for Ahmet and his family. Look up the definition of the word ‘sympathy’ and find out what it means.

**Answer: To feel sorry or pity for someone**

3. Why does the narrator feel sympathy for Ahmet?

Example Answer: **The narrator feels sympathy for Ahmet because he does**

not know whether his Dad is dead or alive and whether his mum, sister and cat are safe. The narrator says she feels like crying because she feels so sad for Ahmet and the situation he is in.

**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..... **What the newspaper reports says about refugees is horrible.**

**The refugees are living a nightmare and is worried about them starving.**

**The racists will be happy if the refugees are not allowed to cross the border.**

**It is confusing how the refugees are being rescued one minute and then being told they can't be helped. The UK won't allow any more refugees no matter how young they may be**

**Some of refugees may have family in the UK**

**MASTER TASK: Word scramble!**

1. Unscramble the words from chapter 13.

Vogretemn Geremenyc Mentriapa nissiom fergeesu

- **Government**
- **Emergency**
- **Parliament**
- **Mission**
- **Refugees**

**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 Lots of people will see it (people who may be able to help)**

**Only people in England will see it**

**It might make those who feel negatively about refugees- think again**

**Invasion of Ahmet's privacy- make him feel like he 'stands out' even more so It would make the children feel like they are actively doing something to help**

**It may remind Ahmet of painful memories- including the ones of his parents**

**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. Tommy's cat is so naughty; it's always up to something mischievous. 2. Refugees shouldn't be treated any differently to everyone else. 3. Ahmet's 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

Correct format (including use of addresses and dates) Use of salutation/ greeting Use of Yours sincerely/ faithfully at the end Spellings- government- refugee- because- famous- Sentences could be ambitious with more detail

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 **Luxurious flat or set of rooms at**

**the top of a tall building Exotic Interesting usually because it comes**

**from a distant country Opera A play in which all of the words are sung Nightmare A frightening dream Damp Moisture that can be found on wall or something that is slightly wet Doubt Feeling uncertain about something/ not knowing if something is true**

**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'.

- Allow pupils to be as creative as possible!

**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...) **The Queen is in a position of power to help**

**The Queen might not open her letters**

**The Queen could speak to other leaders who could help**

**The countries are so big- it might be difficult to locate them If it saves Ahmet's parents- it's definitely a good idea**

**It might give Ahmet a false sense of hope**

MASTER TASK: Answer the following questions:

1. What does Josie think they might receive for helping Ahmet and his family? **A medal** 2. According to Uncle Lenny how do headaches occur?

**When you've tried to think too many thoughts or a big thought that is too big to fit.** 3. Have you ever written a special letter or email or message for someone?

How did you feel before you sent it and why? Responses may make reference to:

**Excitement/ enjoyment/ delight/ eager for a reply** 4. What do you think a postmark is? Look it up and find out if you are right!

**A mark that is printed on letters and packages that shows the time and place at which something was posted.** 5. Why do you think the narrator adds the information about Ahmet's

sister? **To evoke empathy**

**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!

**Excitement/ suspense**

**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) In a way that removes someone's doubts and fears.**

**2) In a manner resulting from or revealing anxiety.**

**3) In a hurried, excited, or disorganised manner**

**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? **Because they were waiting for the letter to arrive at the Queen's Palace.** 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

near

**They are trying to help Ahmet**

**They would get expelled**

**They would be going on an adventure**

**The special Police would never let hem in to see her**

**They would be wearing their best clothes**

**They would get detentions for a**

**They wou  
for the tuk**

4. How does the author describe the narrator's excitement at the beginning of Chapter 17?

**'I felt as if a thousand worms and butterflies and frogs had all jumped into my tummy, and were wriggling and squirming and hopping around together'.**

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?

Buckingham Palace



Tower of London  
London Eye Tower  
Bridge Big Ben Hyde  
Park

Draw your landmarks in the box below, and label the image 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.

**WORD MEANING** 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?

**The emergency plan is to go to the Palace and have tea with the queen.**

2. Why do the others believe the plan will not work?

**The others believe that they will get into trouble Not  
be able to afford the trip The guards won't let them in**

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. **They were stopped from moving any closer by the policemen. 'and before I knew what was happening, a looming tower of policemen with extra shiny stars on their helmets surrounded me, blocking out the sky'**
2. How must they have been feeling at this moment in time?

**Scared Nervous Anxious Worried Embarrassed**

### 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. They Protect all the Royal Palaces**
- 3. No Toilet Break for the Dedicated Soldiers**
- 4. They can Break their Silence in some Circumstances**
- 5. They Have to Faint According to Code**
- 6. You Need a Strong Neck to be a Royal Guard**

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

Huge hairy hats

Bright red that cover their

coats with eyes

extra shiny buttons

statues inside

special tiny black

laces

Carry extra pointy  
guns and stand as still

Coins on their  
chest

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..." Present tense answers: **"When my brain wakes up again and I open my eyes, I am lying on something soft and I can see a blur of flashing blue lights and lots of police cars everywhere.**

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

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

**Forgetting that I had been frightened, I sit up and cry out, 'Please!'. (Page 211)**

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.

Possible answers: Disagree

Friends don't have to like all of the same things, because I get on really well with my best friend even though we are different. We sit together and help each other at school and have the same sense of humour. I am really interested in art and am good at drawing, but my best friend prefers music and plays the guitar beautifully. Friends can look very different from each other.

Agree

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 behavior 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**.  
e.g. Friends Fight

for you R espect  
you I nclude you E  
ncourage you N  
eed you D eserve  
you S upport you

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.

**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?

**A. Tell Mrs Khan and Mrs Sanders right away.** 2. What does Ahmet say about bullies and their talk?

**A. Bullies that just talk are better than bullies that actually punch**

**because words don't hurt as much.** 3. What does the narrator remember her Dad always used to say about

words? **A. 'Words can hurt more than punches'. Bruises and bumps disappear**

**after being punched and you can forget about them but you can remember words because they stay around for a long time.** 4. What does the narrator

say about the 'meanest words'?

**A. 'Meanest words stick around the longest'** 5. What did the friends decide to do about the Brendan-the Bully?

**A. They all agreed to just ignore him.**

**MAIN TASK:** Answer the following questions.

1. What has changed for the friends at the beginning of this chapter?

**A. Brendan-the-Bully wasn't bullying anymore and Mr Irons was no**

**longer at the school; he was gone.** 2. What was the hardest thing to make Ahmet understand?

**A. The Queen hadn't been able to help.** 3. What is Ahmet's reply when he is asked about his talent for jumping high

and climbing fast? **A. Fences** 4. What question does Michael ask about the reporters?

**A. If the gates are shut already and no one's helping us to find**

**Ahmet's family, why do you think the reporters are still here?** 5. Whose views do the reporters ask the children about? What is his name?

**A. Mr Fry**

**All other answers are interpretations, there are no set answers for them.**

**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 **Some possible answers: From page**

**279: Being recognised and acknowledged: 'waved at, smiled at, patted on the head'. People being friendlier and being given things for free – 'chocolate egg'.**

**Ideas that are the opposite of those on page 279: never being left alone, fake friends, being given gifts that you don't want or need.**

**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? **reckless precarious risky perilous**

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:

**Given word Synonyms such as...**

hating **detesting/loathing/despising** exciting **thrilling/exhilarating/electrifying**

wondered **pondered/speculated/marvelled**

smiling **grinning/beaming**

looked **gazed/glanced/peeked** knocked **rapped/hammered/struck** punching

**thumping/socking/thwacking** squealed

**screeched/shrieked/squawked**



**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?

Design your outfit **Menu**

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

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.