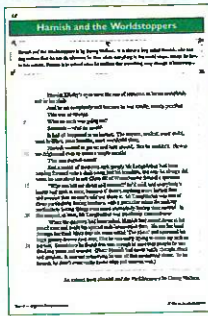


Hamish and the Worldstoppers



Question Book:

Year 4, pages 12-13

Author / Source:

Danny Wallace

Genre:

Fiction — novel extract

Cross-curricular links:

- Drama (performance)
- Science (time zones)

Introduction

Hamish and the Worldstoppers is by Danny Wallace, an author, presenter, actor, comedian and filmmaker. The book is about a boy called Hamish who decides to have some fun when one day, the world and everything in it suddenly stops, except for him. However, he soon discovers that the world has stopped because of some monsters who want to take over the world, and it's up to Hamish to stop them. Ensure pupils have read the introduction before they answer question 6 in the Question Book.

Answers

1. E.g. They are opened wide because he's surprised and shocked by what's happening.
2. E.g. It emphasises the narrator's confusion and the fact that he wants to know what is going on.
3. E.g. "scariest" and "coolest"
4. 'Incredibly' and 'weird'. E.g. It means that something is extraordinarily strange.
5. E.g. 'Blather' means to talk for a long time without saying anything meaningful, and 'Long' emphasises this. The author wants to show that the teacher is boring and talks endlessly.
6. E.g. Everything in the world, except for Hamish, has stopped.
7. Any appropriate answer. E.g. Yes, because you know that something strange has happened, but the last paragraph doesn't explain it, so it makes me want to keep reading to find out what has happened.

Extra Activities

- Discuss the inventive and humorous language used by Wallace in the extract, e.g. combining two words to make the word 'incredibly-weird' and making up names which reflect characters such as Mr Longblather. Ask pupils to make up their own words to describe how they'd feel if time froze, and to come up with names to describe people such as a nosy neighbour, a snobby uncle and a clumsy friend.
- Ask the class to imagine that they are sat in a classroom when the world suddenly stops. Ask volunteers to tell the rest of the class what they would do, and encourage other pupils to ask them questions about their choice. Drawing on the class discussion, pupils could then write a diary entry describing what was happening when time froze and how they reacted.
- Split the class into groups and get them to act out different scenarios of time freezing, e.g. at a supermarket checkout or during a swimming lesson. One pupil in each group should be the main character, another the narrator and the rest extras. Ask pupils to swap roles and scenarios so that each gets a turn at being the main character or the narrator.
- Explain to the class the different time zones around the world. Challenge pupils to find out what time it is in different cities across the globe. → New York, Paris, Moscow, Dubai, Sydney

BBC Women's Footballer of the Year



Question Book:

Year 4, pages 14-15

Author / Source:

www.prolificnorth.co.uk

Genre:

Non-fiction — news article

Cross-curricular links:

- PSHE (gender inequality)
- Geography (international football)
- Maths (statistics)
- PE (football tournament)

Introduction

In 2015, the BBC World Service introduced the Women's Footballer of the Year award. Five players were short-listed for the award and it was voted for by football fans from all over the world. The winner was 20-year-old Asisat Oshoala who plays for Nigeria and Liverpool Ladies, and her victory was announced at the end of May, just before the start of the 2015 Women's World Cup in early June.

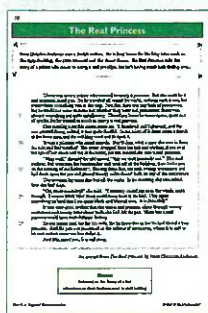
Answers

1. E.g. Because people have voted for her to become BBC Women's Footballer of the Year.
2. E.g. It's a confidence boost, so she'll probably want to continue to do well.
3. E.g. Because she was very successful in 2014 — she played in the under-20s Women's World Cup and won two other awards.
4. E.g. A very impressive and skilled player who should be respected.
5. "proud" and "thrilled"
6. E.g. She was the tournament's "leading scorer", and she was "voted best player". Her impressive performance helped Nigeria to get to the final.
7. Any appropriate answer. E.g. Yes, because it's good to have an award that recognises women's football skills. The award shows an effort is being made to give more support to women's football.

Extra Activities

- Get pupils to write a letter from Asisat to a friend, describing her feelings about receiving the award.
- Ask pupils to produce an advert to publicise the award. They should focus on presenting women's football in a positive light and using language to persuade people to vote for the award.
- As a class, discuss gender inequality and the differences between women's and men's football, e.g. female football players are paid less and women's football has less media coverage. Discuss whether pupils think this is fair, and ask them to write a news article, presenting their views about it.
- Asisat Oshoala is from Nigeria and the other short-listed players are from Spain, Germany, Scotland and Brazil. Ask volunteers to show the rest of the class where these countries are on a map, and then assign each pupil a country and ask them to find out five facts about it. Collate the facts in a class display.
- Browse the Internet for statistics from the 2015 Women's World Cup in Canada. Get the class to compare how Nigeria, Spain, Germany and Brazil performed, e.g. games won, games lost, goals scored.
- Hold a class football tournament. At the end, get pupils to vote for 'Player of the Tournament' — they should write a short paragraph justifying their choice.

The Real Princess



Question Book:

Year 4, pages 16-17

Author / Source:

Hans Christian Andersen

Genre:

Classic fiction — fairy tale

Cross-curricular links:

- Art (storyboards)
- Drama (role-play)

Introduction

Hans Christian Andersen was born in Denmark in 1805. He was a prolific writer, and his works include plays, poems, novels and travel writing. However, he is best known around the world for his fairy tales, which have been translated into more than 125 languages. *The Real Princess*, also known as *The Princess and the Pea*, was first published in 1835. Some pupils may be familiar with the story, or with other fairy tales by Andersen. As pupils read, encourage them to think about the features which show that *The Real Princess* is a fairy tale.

Answers

1. E.g. It means to feel sad. The prince feels like this because he's been trying to find a real princess to marry but hasn't been able to find one.
2. E.g. To get shelter from the bad weather.
3. E.g. She wants to find out if the princess is a real princess, and only a real princess would feel the pea under so much bedding. She didn't want the princess to find out and pretend to have slept badly.
4. E.g. She has bruises all over her.
5. Any appropriate answer. E.g. I think he feels happy and relieved that he's finally found a real princess. He had wanted to marry a real princess, but until now, his search had been very unsuccessful.
6. Any appropriate answer. E.g. The family may have kept it as a reminder of how the prince and princess came to be married, and as evidence that the princess was a real princess.

Extra Activities

- As a class, discuss the fairy tale genre. Get pupils to identify and make a list of the fairy tale features in *The Real Princess*. Ask pupils to summarise some other fairy tales that they are familiar with and to identify the fairy tale features they contain.
- Ask pupils to write their own short fairy tale. Encourage them to include as many of the fairy tale features identified in the class discussion as they can.
- Ask pupils to create a storyboard for *The Real Princess*, putting the story into their own words and drawing pictures for each stage of the story.
- Get pupils to research the life of Hans Christian Andersen. They should write down as many facts about him as they can in a bullet-point list. Then, come back together as a class and create a class display from the information that everyone has found.
- Ask volunteers to play the main roles in the tale. They should sit at the front of the class and the other pupils have to ask them questions about their characters. Swap the volunteers around to encourage more interpretations of the characters' emotions, and so that everyone has a go.