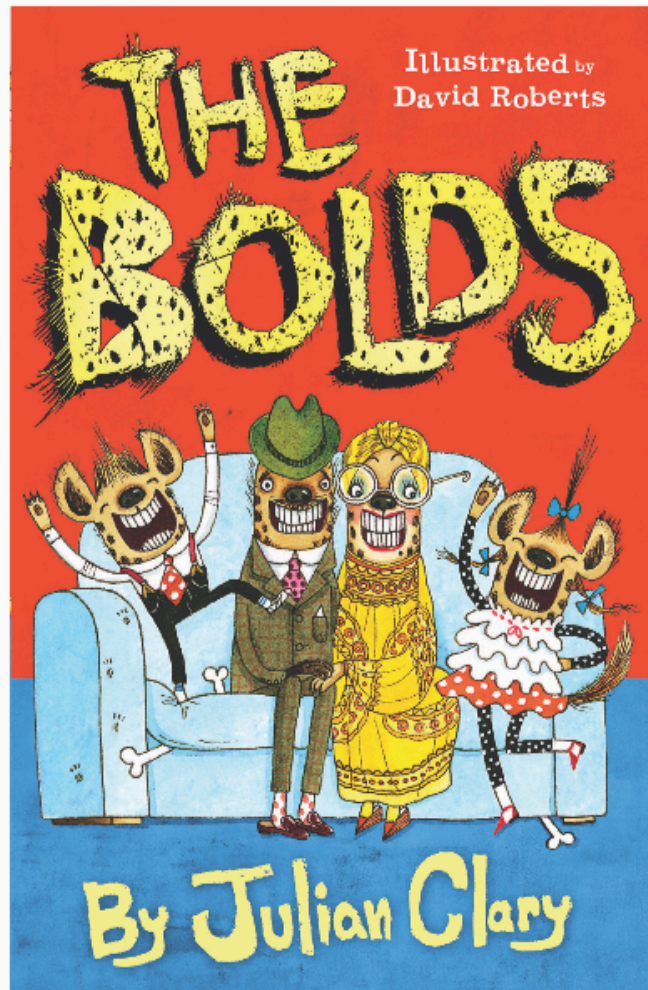


THE BOLDS

PERFECT FOR: Years 3–4; a laugh-out-loud class reader; creative writing; comedy performance; learning about predators and prey; understanding the food chain; and exploring what it means to belong in a community.



KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

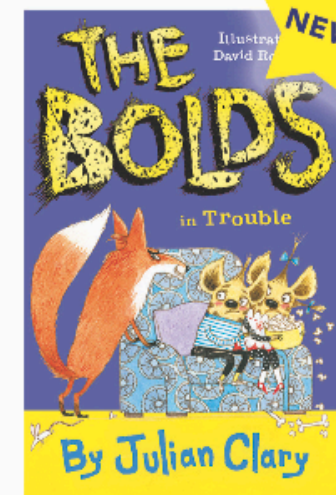
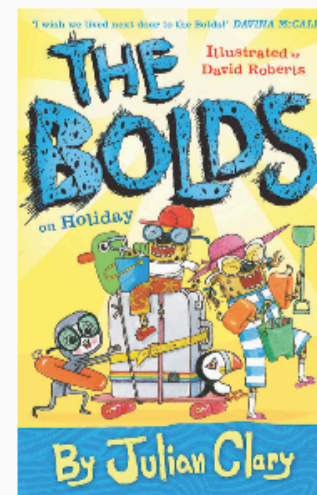
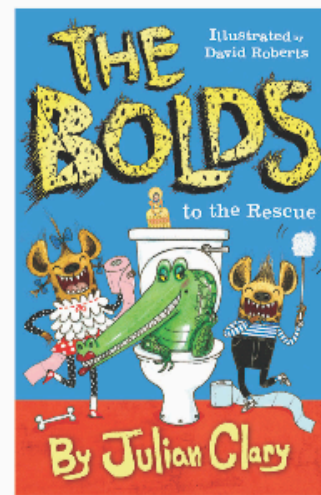
Writing in Role, Writing to Instruct and Inform

Drama, Speaking and Listening

Geography

PSHE & Citizenship

Science: Animals including Humans





THE BOLDS

WEEK 1 (CHAPTERS 1-2) CUCUMBER SANDWICH, ANYONE?



SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve details from the text in order to extract information about a particular place, character or theme.

Geography

- Locate the continent of Africa on a world map.
- Describe the climate, habitat and wild animals of Africa.

Drama, Speaking and Listening

- Create comedy in a freeze-frame by using facial expressions, body language, body position and props.

Writing to Instruct/Inform

- Create a fact-file to convey simple information.
- Write in an instructional style.

COMPREHENSION QUESTIONS

1. Why is the opening sentence of Chapter 1 effective? How does it make the reader want to read on? (page 1)
2. What is the effect of changing the size and style of the text throughout Chapter 1? (pages 1–16)
3. Who do you think the narrator might be? What can you tell about their personality? How? (pages 1–16)
4. What examples does the narrator give for how animals are 'just as clever people'? List three on pages 3–4.
5. What positive and negative traits do hyenas possess according to the narrator? (page 6)
6. How does the author create humour in Chapter 1? How is this effective? Give three different examples (pages 1–16).
7. Why does Sue speak to Spot 'excitedly' on pages 14–16? What is her plan? How does Spot react to it? Pick out key words and phrases to support your ideas.
8. How do the hyenas adapt to their new life in Teddington? What three things do they have to change about themselves in order to not be noticed by other humans? (pages 17–19)
9. What do the hyenas find strange about the human world? List three things from pages 22–26.
10. Why is there 'a bit of silence' between Amelia and Fred on page 28? How does this create comedy or humour? What effect does it have on the reader?

EXTRA ACTIVITIES

Where is Africa? What do you know about the continent? Can you locate it on the world map? Read the description of Africa on page 5 and create a fact-file on Africa, describing its climate, habitats and a list of wild animals that live there. Include images of what you think it looks like and the different things you would find there.

The idea of comedy is very important in the story. What things do you find funny in your own life? Create a freeze-frame in which you perform a funny moment that you have recently experienced. How can you convey the humour using facial expressions, body language, body position, and props?

Use pages 22–26 to create 'A Guide to Human Life': a pamphlet for animals describing how humans live. Include the different habits humans have and instructions for how to join in with these habits. As an extension task, try to create some comedy in your pamphlet.





THE BOLDS

WEEK 2 (CHAPTERS 3-5) T-A-I-L-S



SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve details from the text to draw a character.
- Make inferences about a character's emotions and personality from description in the text.

Design Technology & Art

- Interpret a description of a character by drawing them.

Writing in Role

- Empathise with a character by writing in-role as that character.
- Emulate a character's voice and style.

Drama, Speaking and Listening

- Create a TV interview in which a character's feelings are clearly conveyed.

COMPREHENSION QUESTIONS

1. What details can you find about Betty and Bobby's personalities and appearance? (pages 32–34)
2. What can the twins tell from their father's 'unusually stern tone of voice'? Why is this unusual? (page 40)
3. What secret has Mrs Bold discovered during her time in Teddington? What impact do you predict this secret might have on the story? (page 40)
4. Why does the narrator state that 'Children are very adaptable, aren't they?' (page 44). What does 'adaptable' mean?
5. How do the Bold twins get into trouble at school? List three examples. How do their personalities get them into trouble? (pages 45–49)
6. What is the effect of the narrator's question to the reader on page 51?
7. What do you learn about Mr McNumpty? Why do you think he might be important in the story? (pages 52–53)
8. Why do you think there was a 'loud clattering' and a splash from the direction of Mr McNumpty's Garden? (page 59)
9. How does Fred try to persuade Mr McNumpty that he didn't see Betty's tail? Does it work? (pages 71–76)
10. How does Fred calm Mr McNumpty? What information makes Mr McNumpty 'look slightly less cross'? Why is this? (pages 76–77)

EXTRA ACTIVITIES

In pairs, consider how effective the illustrations by David Roberts are throughout the story. What impact do they have for the reader? Using his style as inspiration, become an illustrator: use the descriptions of Betty and Bobby on page 34 to draw them.

Look at all the ways the twins get into trouble at school on pages 45–49. Using the details on these pages to help you, create a 'Naughty Diary': write a diary entry written from the point of view of Bobby or Betty, explaining all the ways they get into trouble and how they feel about it.

Create a TV interview with Mr McNumpty, filming his reaction after seeing Betty's tail. Speak in Mr McNumpty's voice using details from Chapter 4. How can you show Mr McNumpty's emotions as well as his personality by using facial expressions, tone of voice, body language and word choice?





THE BOLDS

WEEK 3 (CHAPTERS 6-7) PREDATOR AND PREY



SUGGESTED OBJECTIVES

PSHE & Citizenship

- Explore the effects of being displaced or far from home.
- Understand the challenges of 'fitting in' to a new community.
- Show empathy for people or characters in a situation where they feel as though they don't 'fit in'.

Science

- Define the terms 'scavenger', 'food chain', 'predator' and 'prey'.
- Understand and draw an example of a food chain.
- Describe the relationship between predator and prey in the wild, giving examples.
- Create a profile for a wild animal, including its habitat, food, appearance and different strengths and weaknesses.

COMPREHENSION QUESTIONS

1. What does Mr McNumpty mean when he uses the word 'furthermore' on page 83?
2. Why is it funny or ironic when Mr McNumpty says: 'You live like animals!' (page 84)
3. Why is Mr Bold upset on pages 88–89? What does he wish for his children?
4. What is Mr Bold's plan? What is Mrs Bold's reaction to it? What are the pros and cons of both sides of the argument? (pages 91–94)
5. How do the different characters feel when they arrive at Kenton Safari Park? How can you tell? (pages 97–98)
6. Why does Mr Bold give Mrs Bold 'a wink' when they listen to the list of rules of Kenton Safari Park? What does this suggest about their relationship? (page 99)
7. What are Mr and Mrs Bold doing when they start to 'make loud noises of their own'? (pages 107–108)
8. Why do the zebras '[gallop] away quickly in the opposite direction' to the Bolds? Why are Mr and Mrs Bold nervous when they explain the behaviour of the zebras to the children? (pages 112–115)
9. What is the effect of the double-page illustration on pages 116–117?
10. Why do the twins look at each other 'in astonishment' on page 123? What do they learn about their parents in Chapter 7?

EXTRA ACTIVITIES

What is a scavenger? Write a list of things you think a scavenger does in the wild.

How might a hyena be considered a scavenger? In pairs, carry out some research into hyenas in the wild. Use your research to create a 'Hyena Profile' – including information about where they live, what food they eat, how they look and their different strengths and weaknesses.

In Chapter 7, Mr and Mrs Bold explain to the twins the relationship between hyenas and zebras, and hyenas and lions. Draw and label these characters as either predator or prey. When you've done that, create a circular map showing the natural food chain between these animals.

The process of 'fitting in' is important in the story. What does it mean to 'fit in'? Why is Mr Bold upset that he can't act like a hyena on pages 88–89? What real-life situations can you compare this to?





THE BOLDS

WEEK 4 (CHAPTERS 8-10) ANIMAL LANGUAGE



SUGGESTED OBJECTIVES

Science

- Understand the different ways that animals communicate (visually, aurally and physically).
- Understand the reasons why animals need to communicate.

Drama, Speaking and Listening

- Clearly present and share ideas on a topic with the class.

Reading: Comprehension

- Use inference skills to predict what might happen next in the story.
 - Create a storyboard to show predictions for future events.
 - Retrieve information from the text to summarise a particular idea.
- Divide ideas in the story into storyboard sections.

COMPREHENSION QUESTIONS

1. Why do Bobby and Betty understand 'the general gist of everything that was said' in the hyena enclosure? (page 127)
2. How many hyenas are in the enclosure? What are their names and how are they related? (page 127)
3. What do you learn about Tony on pages 129–131? What sort of personality does he have? How does he feel about his current situation?
4. What does the keeper mean when he says: 'He's had a good run' when talking about Tony? (page 132)
5. After reading Chapter 8, what do you predict will happen? How do you think the Bolds will have an impact when they meet the other hyenas? (pages 125–134)
6. What does the term 'at fever pitch' mean? How do the Bolds feel as they enter the hyena area? (page 135)
7. What does Fred tell the other hyenas he'll try to do? How do the other hyenas react when he says he'll try to help them? (pages 145–146)
8. How has the mood changed amongst the Bold family when they get home from the safari park? (page 147)
9. What is Mr Bold's plan? Write down at least three stages and the characters that will be involved (pages 148–153)
10. Why do the pages turn black in Chapter 10? What is the effect of this? (pages 154–163)

EXTRA ACTIVITIES

Carry out some research into how animals communicate with each other. Consider how they might use visual cues, how they use sound, or how they communicate physically. For what reasons might animals communicate? E.G. to show that they want to mate with another animal. What other reasons can you think of? Share your ideas with the class.

After reading Chapter 8, create a storyboard showing what you think will happen when the Bolds meet the other hyenas. How will they react to the news about Tony? How might they try to help? Use a storyboard template to show your ideas.

After reading Chapters 9 and 10, compare Mr Bold's plan with your storyboard predictions from the previous task. How accurate were your predictions? Complete a new storyboard template to show the different stages of Mr Bold's plan to help Tony.





THE BOLDS

WEEK 5 (CHAPTERS 11-12) A NARROW SQUEAK!



SUGGESTED OBJECTIVES

Creative Writing: Poetry

- Write a poem inspired by the refugee experience, written from the point of view of a refugee.

PSHE & Citizenship

- Explore the theme of empathy in the story.
- Empathise with the experiences of evacuees and refugees and understand their similarities and differences.

Reading: Comprehension

- Retrieve information from the text in order to summarise a particular theme.

Drama, Speaking and Listening

- Interpret the theme of empathy in the story by performing a freeze-frame of a chosen scene.

COMPREHENSION QUESTIONS

1. What is 'difficult to understand' for 'us as humans'? (page 164)
2. What is the 'only worry' for the Bolds? What does Fred decide to do about it? Do you think this is a good idea? (page 165)
3. How do you get the sense in Chapter 11 that the plan might not go very smoothly for the Bolds? What clues does the author leave? (pages 164–178)
4. Why is Mr McNumpty 'glowering' at the Bolds from his bedroom window? What do you think this word means? What does it tell us about how Mr McNumpty feels? (page 177)
5. How does the author create tension as the hyenas travel through the tunnel? Pick out key words and phrases and important dialogue (pages 178–191).
6. Who is Miranda? How do the different characters feel about her? (pages 194–196)
7. How does Tony feel about the lessons that the Bolds are giving him? (pages 202–203)
8. Can you guess Bobby's idea on page 206? Do you think it will work?
9. How do Tony's feelings change in Chapter 12? Why? (pages 198–213)
10. How do the different characters feel about having Tony in the house? (pages 212–213)

EXTRA ACTIVITIES

Mr Bold's Joke Book: collect your favourite jokes from throughout the story and put them together into a joke book. Pick your favourite joke and read it out to the class. Why do you think it is funny? Can you invent some of your own?

Lessons for Tony: in groups of five, use pages 198–201 to write a script for a scene in which the Bolds teach Tony a lesson about how to live like a human. Consider how you will show the different personalities of the characters involved. Include dialogue, stage directions and props. Perform your lessons to the class.

Make a list of all of the ways the Bolds help Tony in Chapter 12. Why do they help him? Why is it important to help elderly people in our own society? Create a leaflet showing people how they can support the elderly to make them feel happier and more confident in the local community. Use pictures to make sure your leaflet is clear and informative.





THE BOLDS

WEEK 6 (CHAPTERS 13-15) A FUNNY, PECULIAR STORY



SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify key themes, events and characters in the story relating to a particular theme or idea.

- Interpret a scene from the story by recreating it in the form of a comic strip.

- Use understanding and knowledge of the book to formulate questions for the author.

Creative Writing

- Use the conventions of a comic strip to recreate a humorous scene in the story.

Drama, Speaking and Listening

- Read aloud a section of the story using voice, tone and volume to create emphasis for comic effect.

COMPREHENSION QUESTIONS

1. What is the effect of the opening question in Chapter 13? (page 214)
2. Why are Mr McNumpty's assumptions on pages 214–215 funny? What does the reader know that he doesn't?
3. What do you learn about Mr McNumpty on pages 216–217? How does this make you think differently about him?
4. How does the author make you empathise with Mr McNumpty? (pages 217–222)
5. Tony shows two sides of himself on pages 222–224. How does this create humour for the reader?
6. What do you predict Esther's 'idea' about removing the badges will be? (page 233)
7. Why do you think Mr McNumpty's eyes 'filled with tears and he began to sob'? (pages 225–226)
8. Why is Mrs Bold 'standing nervously on the doorstep' of Mr McNumpty's house? (pages 234–236)
9. What does Nigel mean when he says: 'we all have our secrets. And I was terrified you'd discover mine. That is why I was so nasty. I wanted to make sure you stayed away'? What do you learn about his motivations here? (page 249)
10. Why is the ending a happy one? What do you think is the message of the story? (pages 241–263)

EXTRA ACTIVITIES

Using the scene where Mr McNumpty starts laughing on page 230, discuss the importance of laughter. In pairs, write a list of reasons why it is important to share laughter together. Create a classroom display showing all of your ideas.

Consider the different possible situations for creating comedy, e.g. embarrassment, surprise, conflict, risk, absurdity, or failure. Can pupils find examples of these things in the story to read aloud?

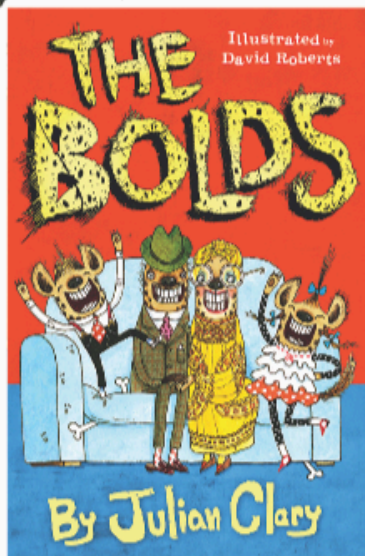
Choose your favourite funny scene from the story and recreate it as a comic strip. Show the comedy in the scene by using speech bubbles, sound effects and the actions of the characters.

Julian Clary is a comedian, which is why he wanted to write a funny book. Try writing your own comedy story, thinking in particular about events or funny incidents that might make your classmates laugh.

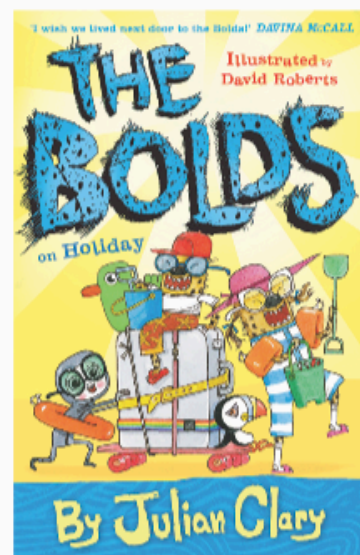


THE BOLDS

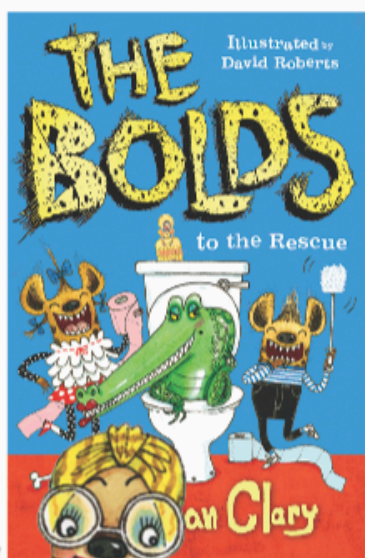
IF YOU LOVED 'THE BOLDS', WHY NOT READ THE WHOLE SERIES...



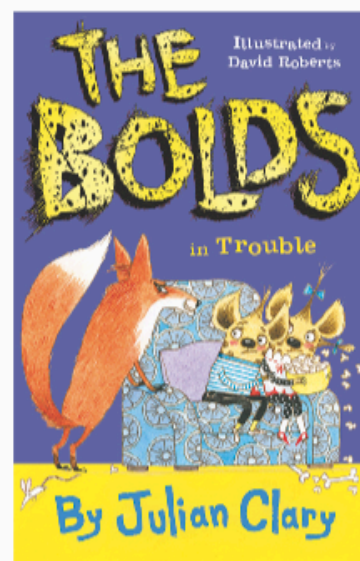
Mr and Mrs Bold are just like you and me: they live in a nice house (in Teddington), they have jobs (like writing Christmas cracker jokes) and they love to have a bit of a giggle. One slight difference: they're hyenas. Yes, that's right - they're covered in fur, have tails tucked into their trousers, and they really, really like to laugh.



It's the summer holidays, and the hairiest family in Teddington decide to take a well-earned holiday by the seaside. With their extended hyena family in tow, they head on down to Cornwall for a spot of camping. But it's never long before trouble sniffs these hyenas out, and Bobby is mistaken for a pup and snatched by a wicked dognapper.



The Bolds' kindness to stray animals has become legendary. Roger the sheep flecks to their house, and Fifi the poodle turns up to learn some new tricks, whilst Sheila the crocodile decides to stay for a while. But when the Bolds take in a couple of race horses who are on the run, they worry their animal magnetism is getting to be too much. Have these hyenas bitten off more than they can chew?



Teddington's wildest family have decided to stay at home and keep their heads down - it isn't always easy hiding tails and fur under clothes, and it's important not to raise suspicion amongst their human neighbours. But trouble soon comes skulking when a very sly fox starts making a big nuisance of himself. It's up to the Bolds to try and stop him - but the solution has them foxed...

