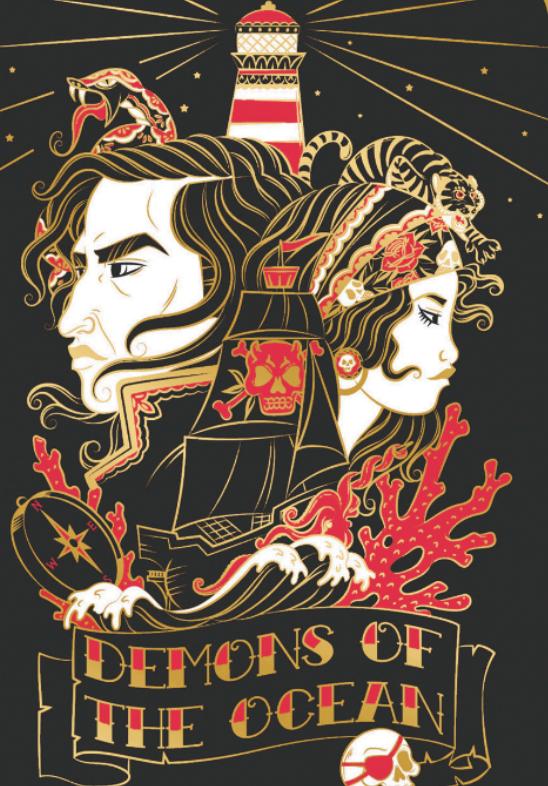


JUSTIN SOMPER

# VAMPIRATES



*"A swaggering tale of excitement and adventure that thrills from the very first sentence..."*

CRESSIDA COWELL

## SCHEME OF WORK

### PERFECT FOR:

Students aged 10+; a rollicking adventure full of pirates, danger, mysterious happenings and thrills; diary writing; newspaper articles; composing stormy seascapes; exploring starry artwork; comparing and contrasting texts; exciting dual narratives; learning about rising sea levels; enjoying a perilous journey with a set of brave, curious, quick-thinking twins.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;  
Creative Writing; Writing to Entertain and Inform  
Drama, Speaking and Listening  
Design Technology & Art  
Maths  
Music  
Physical Education

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse an author's style of writing and identify different techniques and vocabulary used.</li> <li>- Make comparisons within and across books.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Consider how authors have developed settings and use these as a model for descriptive writing.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments with control and expression to create a stormy, menacing soundscape.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write in character by selecting the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Before beginning, spend some time looking at the front cover. What can you see? What sort of story might this be?</li> <li>2. Look at the title. What might a 'Vampirate' be? Does the word sound like any other words you know?</li> <li>3. Draw and label a picture inspired by the shanty sung by the twins' dad in the prologue. Which words and phrases stay in your mind?</li> <li>4. Lachlan Busby says he is impressed with the twins' 'stoicism'. What does this mean? How is the word 'stoic' similar to the word 'strong'? How is it different? (page 19)</li> <li>5. What are your first impressions of Lachlan Busby? Do you trust him? Why? Why not? (page 20)</li> <li>6. Imagine you are Grace and Connor at the harbour. What can you see, hear, taste, touch and smell? (page 27)</li> <li>7. What could the sudden change of weather suggest about what might happen next? How does it add to the atmosphere of tension and excitement? (page 28)</li> <li>8. What do you notice about the description of the boat on page 34? Have any words or phrases been repeated? Why?</li> <li>9. Act out the exchange on page 39 between Connor and Cheng Li. How can you show their character through your expression?</li> <li>10. What are your first impressions of the twins? Do you like them? How are they similar and different? Using evidence from the story so far, use a Venn Diagram to compare and contrast Grace and Connor.</li> </ol>	<p>Work in groups to create a soundscape to represent the storm described on page one. How can you show the 'strange, rough music' and 'drumrolls and clashing cymbals' heard? How will you use your voices, body percussion and instruments to create your stormy composition?</p> <p>Compare the way the author describes the setting with the opening chapter of The BFG by Roald Dahl. Do you notice any similarities? Which author do you think is more successful at creating a spooky, nighttime setting? Why? Now, write a paragraph to describe a mysterious setting at night.</p> <p>Look at Busby's letter on page 25. How might Grace and Connor both be feeling as they read it? Imagine you are the twins and write two replies: one from Grace and one from Connor. How might the tone and structure of the letters differ between Grace and Connor? Think carefully about how each twin will reply and what sort of language and grammar they would use.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information to sequence events.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Write a diary in role, thinking carefully about the conventions of a diary and the layout and features needed for this type of writing.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the style and techniques employed by artists to capture the power of the ocean and use these to paint a stormy piece of artwork.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Use formal language and imperative verbs to write a set of rules.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 7: <i>numbing, brute, exhalation, capable</i>. Can you now use these words in sentences of your own?</li> <li>2. Lorcan says that he found Grace floating 'like a fish'. What does this mean? What image does it create in your mind? (page 44)</li> <li>3. How might Cheng Li's tongue be 'sharp and lethal'? (page 48)</li> <li>4. Use the information on page 49 to draw and label a picture of Molucco Wrathe.</li> <li>5. Read up to page 58. Make predictions about what the Feast and the Midnight Bell are. Are there any other clues in Chapter 9 that hint at what's going on?</li> <li>6. Bart says that Cheng Li is a thorn in the Captain's side. What does this mean and imply about their relationship? Is there any evidence to support Bart's statement? (page 65)</li> <li>7. How many questions can you think of that have 'Wu Chang Ko' as the answer? (page 67)</li> <li>8. Can you think of any explanations for Connor's 'feverish mind' and why he is seeing these strange images? (page 68)</li> <li>9. Read up to page 77. How has the author made you want to read on? Is it effective? What questions do you have?</li> <li>10. How does the character of Cheng Li develop during Chapter 12? Have any of your opinions about her changed?</li> </ol>	<p>Write in role as either Grace or Connor, describing your life so far on board the ships. Who have you met? How does it feel living on a boat? What is the food like? Make sure you use informal, chatty language and write in the first person. Think about how to show your character's thought and feelings in your diary.</p> <p>Look at how different artists have portrayed the sea. You could start with Claude-Joseph Vernet's 'Tempest' or Hokusai's 'Great Wave of Kanagawa'. Think about the colours and techniques used by these artists. Plan and then paint your own piece of stormy artwork inspired by the book and these pieces of art.</p> <p>Cheng Li often refers to the rules and regulations that should be followed by pirates. Write a set of rules for the Pirate Academy. Remember to use imperative verbs, bullet points, numbered steps and brackets to add extra detail.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li> <li>- Use an Emotions Graph to explore a character's thoughts.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</li> </ul>	<ol style="list-style-type: none"> <li>Grace is close to tears from a mixture of 'exhaustion, frustration and fear'. Explain why she might be feeling each of these emotions, with evidence from the story. (page 86)</li> <li>Look at, "But what kind of ship <i>is</i> it?" Why is 'is' written in italics? Rehearse saying Grace's words out loud – how can you show her feelings through your expression? (page 86)</li> <li>What does the simile 'like a wasp in a jar' suggest about Lorcan? Think especially about the author's choice of the word 'wasp'. (page 98)</li> <li>How is the relationship between Bart and Connor changing and developing? (page 102)</li> <li>Which words and phrases in Chapter 15 help create a picture of opulence and luxury in Captain Wrathe's chamber?</li> <li>Describe how Captain Wrathe is feeling at the end of page 114 in three words and explain your word choices.</li> <li>Why does the author use two ellipses on page 115? What effect might they have on the reader? What do they suggest about Grace's feelings?</li> <li>Look at page 115. Would you like to be the same age forever? What might the advantages and disadvantages of always being the same age be?</li> <li>Read to the bottom of page 122. Do you think the boys deserve to be punished? Why? Why not? What do you predict will happen to them?</li> <li>Look at pages 124 and 125. Which character has more power and authority: Captain Wrathe or Cheng Li? Why?</li> </ol>	<p>Create an Emotions Graph to plot Graces's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>using the Captain's mirror</i>, <i>believing she has died</i>, <i>finding Lorcan in her cabin in the morning</i>, <i>learning that Lorcan is 709 years old</i>.</p> <p>What might Grace and Lorcan be thinking and feeling in Chapter 14, "The Dawning"? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>In a group of three, re-create the events from Chapter 15. One of you should play Connor, one should play Bart, and one of you should play Captain Wrathe. Perform the scene three times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.</p>



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<b>Reading: Comprehension</b> <ul style="list-style-type: none"> <li>- Retrieve information from a text.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the information on pages 131 and 132 to draw and label a picture of the Captain. Which words and phrases help you visualise his appearance?</li> <li>2. The Captain describes Grace as 'naturally curious'. What does this mean? Is it a good or bad trait to have? Can you find examples of where Grace has been curious? (page 137)</li> <li>3. Read page 139. Do you think the Captain knows Grace's father? Why? Why not? Use clues from the story to support your ideas.</li> <li>4. Use the description on page 142 to draw and label a diagram of the sword, remembering to include reference to the pommel and quillons.</li> <li>5. Why does Cheng Li have a 'trace of a tear' in her eyes? What does this reveal about her character? (page 148)</li> <li>6. How is Grace able to creep around without being noticed? Can you think of two reasons? (page 150)</li> <li>7. What does the cook give Grace to eat on page 154? What do you think it might be? Why?</li> <li>8. How does Captain Wrathe humiliate Cheng Li? Why does he behave like this? (page 160)</li> <li>9. According to Cheng Li, the world of piracy is changing. How? (page 164)</li> <li>10. How are Cheng Li and Captain Wrathe similar? How are they different? Who is the better leader? Use a Venn Diagram to compare them.</li> </ol>	<p>Look at page 130 - what should Grace do? As a class, create a Conscience Alley. One side of the class should be voices persuading Grace to flee the strange ship. The other side of the class should persuade Grace to stay and speak to the Captain. Take it in turns to play Grace walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p>
<b>Drama, Speaking and Listening</b> <ul style="list-style-type: none"> <li>- Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</li> </ul>		<p>Look at the poem <i>Pirate Pete</i> by James Carter. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p>
<b>Drama, Speaking and Listening</b> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li> </ul>		<p>In the story, the Captain of the Vampirates gives Grace a mirror. Find words and phrases that describe this mysterious mirror. Now, explore the ornate, delicate, geometric style of 'Art Deco' and design a magical mirror for Grace to use. What will she see in the glass?</p>
<b>Design Technology &amp; Art</b> <ul style="list-style-type: none"> <li>- Explore the style and techniques employed by art deco artists and use these to design a mirror for a character.</li> </ul>		



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Explore vocabulary and carry out role-play to understand the relationship between characters.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Create an ocean-themed menu, describing the types of food you might cook and eat on board one of the ships.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write a newspaper report, thinking carefully about the layout for this type of writing.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Perform a dance using a range of movement patterns.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the style and techniques employed by Vija Celmin and then use these to create a starry piece of artwork.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role-play the conversation between Grace and the cook on page 166, thinking about their body language.</li> <li>2. Write definitions for the following words from Chapter 24: <i>elusive, donor, nauseous</i>. Do they sound like any other words you know?</li> <li>3. What does the simile 'like a shark closing in on a dolphin' suggest about the ships? Can you think of another simile to describe the sight of the vessels clashing? (page 174)</li> <li>4. Find and copy a word on page 180 that is similar in meaning to 'immaculate' and 'perfect'.</li> <li>5. Draw a picture of what you think the 'bonfire of riches' looks like on page 180. Do you think this is a successful simile for describing the riches?</li> <li>6. How is the word 'deserted' similar to the word 'similar'? How is it different? Why is the deck deserted? (page 185)</li> <li>7. Read up to page 187. What are your first impressions of Miss Flotsam? Do you like her? Why? Why not? Can you describe her in one word?</li> <li>8. Why do you think Lorcan is ignoring Grace and being so dismissive of her? (page 189)</li> <li>9. What is a 'prodigy'? Why does Captain Wrathe describe Connor as a prodigy? Do you think he is correct? (page 194)</li> <li>10. What do you think will happen in Chapter 30? Write the first paragraph in the style of the author or create a comic strip to show your predictions.</li> </ol>	<p>There are many descriptions of the food onboard each ship. Create a fun ocean-themed menu of things you might find to eat on the ships. For example, your menu might include a delicious 'Ocean Pie' or 'Succulent Steamed Seaweed'. Use alliteration and illustrations to bring your menu to life.</p> <p>Write a newspaper article about the sinking of the Titania and the discovery of the strange figurehead (Miss Flotsam) on page 185. Remember to include a headline, a photograph and witness statements.</p> <p>Work in groups to create a menacing dance to represent the 'slow parade' of the Vampirates in Chapter 27. Use a range of twisting movements at different levels of height and perform expressively, developing ways of travelling and moving.</p> <p>The stars play an important part in the story, as seen on page 199. Explore Vija Celmin's photo-realistic pictures of stars and the night sky. Using white chalk and black sugar paper, create a piece of artwork inspired by her work.</p>

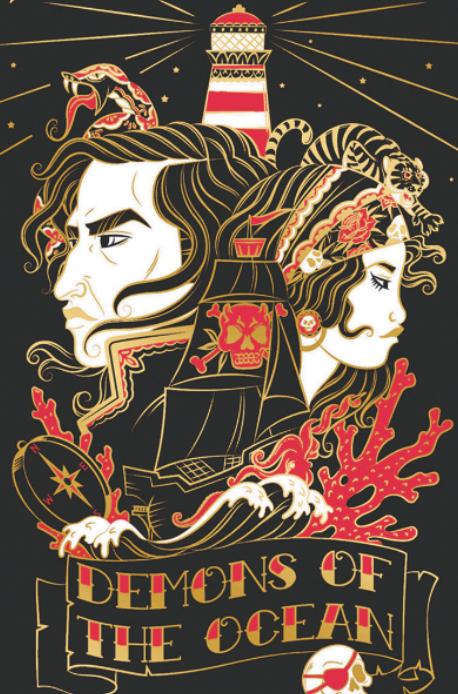


SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Retrieve and summarise information.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write and perform a poem, using expression, actions and musical instruments to convey meaning.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Interpret data and use a graph to predict rising sea levels.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a sequel based on the story, using the style and language features employed by the author.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 30 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. The Captain of the Vampirates is a fair and just leader. Do you agree? Why? Why not? Use evidence from the story to support your opinion.</li> <li>3. How do the other pirates feel about Captain Wrathe? How do you know? Are they right to feel like this? (page 223)</li> <li>4. Does anything funny happen on page 226? Did it make you laugh? Why? Why not?</li> <li>5. Read page 248. Summarise Connor's plan in one sentence. What advice would you give him?</li> <li>6. In Chapter 35 the paragraphs shift quickly between the events on each ship. Why? What effect does this have?</li> <li>7. What are the differences between both ships and how they are run? Which ship would you prefer to sail on and why?</li> <li>8. Based on what you have read, what do you think the future might hold for Grace and Connor? Pick out parts of the text that have helped you reach your opinion.</li> <li>9. Which of these do you think are the most important themes in the story? Why? <i>Being different, bravery, family, danger, secrecy, revenge, adventure.</i> Are there any other important themes?</li> <li>10. Describe each of these characters using one word only and explain your word choice: <i>Grace, Connor, Cheng Li, Lorcan, Molucco, the Vampire Captain.</i></li> </ol>	<p>There are lots of descriptions of the moon and sky during the story. Create a poem, using similes and figurative language, to describe and personify the moon. You could read 'The Moon Speaks!' by James Carter or 'The Moon Was But A Chin Of Gold' by Emily Dickinson for inspiration. You could start like this: <i>When the moon is full at night, it looks like...</i></p> <p>'Vampirates' is set 500 years in the future when sea levels have risen. Explore the factors that contribute to rising sea levels. Next, create a line graph to show how sea levels have changed in the last 100 years. Use your graph to plot and predict what will happen to the world's sea levels over the next 500 years. How might a map look if your predictions come true? Can anything be done to stop or slow this trend?</p> <p>In small groups, discuss and predict what might happen next in a sequel to <i>Vampirates: Demons of the Ocean</i>. Will Sidorio return? What sea-faring adventure will the twins go on next? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author's writing style.</p>

ALSO IN THE 'VAMPIRATES' SERIES...

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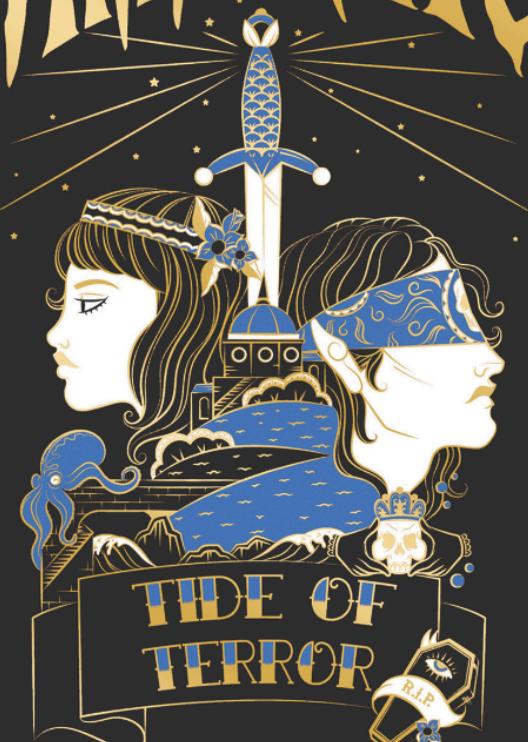
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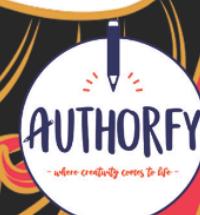
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