

SCHEME OF WORK

PERFECT FOR:

Students aged 10+; a thrilling adventure with a brave, young spy; designing and advertising gadgets; exploring settings and maps; non-chronological reports; discussing how authors create tension and atmosphere; drama and roleplay; diary writing; and tons of action, excitement and adrenaline!

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

Geography

Science

PSHE and Citizenship

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SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.

Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

Music

- Use your voice and instruments with control and expression to create an exciting, action-packed soundscape.

Writing to Inform

- Write a biography, thinking carefully about the layout and features needed for this type of writing.

COMPREHENSION QUESTIONS

1. Before beginning, spend some time looking at and comparing the different front covers for Stormbreaker. Do you have a favourite? What sort of story might this be? Why do you think that?
2. Read the opening sentence from Chapter 1. Why do you think the doorbell is ringing? How does this sentence hook the reader? Do you want to read on? Why?
3. Use the description on page 17 and 18 to draw and label a picture of Alex.
4. Alex feels 'like an insect under a microscope'. What does this mean? What might he be thinking and feeling? (page 25)
5. Which words and phrases are particularly effective at making J.B Strykers sound unwelcoming? (page 32)
6. How does the author use dialogue on page 35 to create a sense of tension? Is it effective?
7. What evidence is there in Chapter 2 that Alex will make an excellent spy? Why has his uncle had him trained in karate?
8. The author changes the perspective of the narration on page 45 - we overhear a conversation between the chairman and a mysterious speaker. What effect does this have?
9. What are your first impressions of Crawley and Blunt? Do you trust them? Is there anything puzzling about them?
10. In the introduction to the book, the author describes Alex as a 'reluctant hero'. What does this mean? How does Alex embody the role of a reluctant hero? What evidence can you find to support this statement?

EXTRA ACTIVITIES

Complete a Role on the Wall activity. Draw an outline of Alex. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. Next, imagine you are Alex and write his replies to your questions in a different colour.

Work in small groups to create an exciting soundscape to accompany the events in 'Heaven for Cars'. Use your voices, body percussion and instruments to create the 'crumpling' and 'screaming' of the car, and the wheel axels snapping 'like thunderbolts'. You could also use symbols to create a graphic score to represent your composition.

Research and write a biography of a famous person linked to spying and espionage. You could find out about the lives of Julius and Ethel Rosenberg, Mata Hari, Edith Cavell, Mary Bowser or Ian Fleming. Remember to include an introduction, paragraphs, write in the past tense and in chronological order, and to list their achievements and legacy. You could even illustrate your work.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information to sequence events. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design a new gadget, thinking about its special features, appearance and the materials you could use. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Plan and write an explanation text, considering the layout and language features needed. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a playscript or persuasive advert, thinking carefully about how to engage your audience. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of the following words in Chapter 4: <i>ornate, groggy, waif, gratitude</i>. 2. Blunt cuts a '<u>neat</u> slice of meat' on page 58. What does this suggest about him? Does this support your earlier thoughts about Blunt? 3. Use the information on pages 60 and 61 to create a timeline showing the important events and achievements in Sayle's life. 4. Blunt says that Alex is 'extraordinarily brave and resourceful'. What evidence is there so far that Alex is both brave AND resourceful? 5. Use the information on page 73 to draw and label a picture of Alex as he trains. 6. Why do the men call Alex 'Double O Nothing'? How do they feel about him? How do you know? (page 77) 7. Which word on page 78 means 'aggressive' and 'confrontational'? 8. Why doesn't Alex tell the sergeant what really happened on the training exercise? What would you do in his position? (page 82) 9. Role-play the conversation between Blunt and Mrs Jones on pages 88 and 89. Use your expression and body language to show their thoughts and feelings. 10. Which of Alex's 'toys' is your favourite and why? Can you predict how Alex might use them throughout the story? 	<p>Design and create a technical drawing of a blueprint for a new gadget for Alex. Think of its special features, what it might look like and what it might be made of. Spend some time exploring the book 'Alex Rider: The Gadgets' to help you.</p> <p>Now, write your own explanation text to explain how your gadget works. Think about using sub-titles, diagrams and including clear steps to show how your invention works. You may wish to explore 'How Dogs Really Work' by Alan Snow or 'Wallace & Gromit: Cracking Contraptions Manual' by Derek Smith and Graham Bleathman and use these as a basis for your explanation text.</p> <p>Write a persuasive advert for your new gadget – this could be an advert for the radio or television. Who is your advert aimed at? Think about using powerful adjectives, repetition, questions to engage and alliteration. You could even perform your advert, film it and then review it, thinking carefully about your expression, volume and pace.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Science</p> <ul style="list-style-type: none"> - Research and write a report about an animal's adaptations and habitat. - Create a food chain. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Poetry</p> <ul style="list-style-type: none"> - Use a poem to help inspire and structure your own poem about a jellyfish. 	<ol style="list-style-type: none"> 1. How is the description of Sayle Enterprises similar to the description of J.B Strykers? How is it different? (pages 104 and 105) 2. What does the phrase 'nowhere for the eye to rest' suggest about the art and setting? Do you think Sayle is an art-lover or merely showing off? (page 105) 3. Read page 108. What are your first impressions of Sayle? Choose three words to describe him and explain your word choices to a partner. 4. Vole walks 'like a soldier'. What does this suggest? Choose some of her speech on pages 188 and 199 to read aloud. How can you show her personality through your expression? 5. Alex is reckless and thoughtless and should have stayed in the computer room. Do you agree? Why? Why not? 6. Vole has eyes 'like daggers'. Why? What might she be thinking and feeling here? (page 126) 7. How and why does Sayle's mood change during the game of snooker? How did you feel when he lost? (page 131) 8. Read page 134. Do you think Sayle knows who Alex is? What clues and evidence has helped you formulate your opinion? 9. Read up to page 143. Do you have any theories about what might be going on? Share them with a partner. 10. Use a table to record the advantages and disadvantages of using technology and computers in the classroom. A class debate might help, too. 	<p>Create an Emotions Graph to plot Alex's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>entering Sayle Enterprises, meeting Sayle, testing Stormbreaker, searching the facilities, playing snooker, seeing the man being shot, discovering the submarine.</i></p> <p>What interesting facts do you learn about the <i>Physalia physalis</i> on page 108? Conduct research into this specimen and then write a non-chronological report about it, including information about its appearance, diet, adaptations and habitat. You could include a diagram of a food chain, too.</p> <p>Explore the poem 'Mermaid's Lament' by Rachel Rooney. What do you like and dislike about it? Is there anything confusing? What does it remind you of? Use the structure of the poem to write your own, entitled 'Jellyfish's Lament' – how can you bring Sayle's strange pet to life?</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Geography</p> <ul style="list-style-type: none"> - Create a map with a key and symbols to show the main places and landmarks mentioned in the story. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. <p>Science</p> <ul style="list-style-type: none"> - Create a secret message using lemon juice and understand how heat can cause oxidization. 	<ol style="list-style-type: none"> 1. Look at these words from the beginning of Chapter 10 and use them to make a prediction about what might happen next: <i>afternoon, leisure, walk, footpath</i>. Now continue the story! 2. How does the author create a sense of tension and fear on page 148? Which words and phrases are successful? How did you feel reading this page? 3. What is the effect of the ellipsis on page 150? Why has it been used here? How should this be read? 4. Why is Alex angry with himself? What advice would you give him? (page 156) 5. What 'act of sabotage' is Sayle planning? (page 159) 6. Imagine you are Alex in the mine. What can you see, hear, taste, touch and smell? Make a list. (page 167) 7. Why are some sentences written in italics on page 169? Why might the author have included these? 8. Why has the author repeated 'Pull, kick'? What effect does it have? How should this be read? (page 174) 9. Read to the end of page 174 and predict what Alex will find. You might want to draw a picture to show your prediction. 10. What is the most important piece of information that Alex discovers in Chapter 12? Were you surprised by this? What do you predict will happen next? 	<p>Use the information on page 147 to create a map of the setting of Port Tallon. Include the location of the English Channel and cliffs, Sayle's house, the killing field, the Fisherman's Arms pub, the library and the Dozmary mines. Think about how you can show each location and landmark on your map with a key.</p> <p>Look at page 178 - what should Alex do? As a class, create a Conscience Alley. One side should be voices persuading Alex to lower himself into the room. The other side of the class should persuade Alex to leave and contact Mrs Jones. Take it in turns to play Alex walking through the alley of voices. Write a paragraph exploring your feelings and decision.</p> <p>Create your own invisible ink, using lemon juice and water. Send a coded message to Mrs Jones, explaining what you've found. Heat the paper (using a lamp) to reveal your hidden message - ask an adult to help! What happens when you heat the lemon juice? Why?</p>

SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.

Writing to Entertain

- Write a diary in role, thinking about the conventions of a diary and features needed for this type of writing.

PSHE and Citizenship

- Explore what bullying is and its impact and create an Anti-Bullying Class Code to describe how you will tackle this issue.

Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does.

COMPREHENSION QUESTIONS

1. Role-play the scene between Alex and Sayles on pages 192 and 193, thinking about their body language.
2. The author compares the jellyfish to a 'poisonous cloud'. Why? What image does this create in your mind? Can you think of a simile of your own to describe the creature? (page 193)
3. Read up to page 197. Do you feel sorry for Sayle? Are his actions justified?
4. Why is 'have' written in italics? What is Sayle thinking and feeling here? How should this sentence be read? (page 199)
5. Read to the end of page 200. What sort of 'slow' and 'painful' death do you think Sayle has in mind for Alex?
6. How is the word 'suspicious' similar to the word 'confused'? How is it different? (page 203)
7. Find and copy a word on page 207 that is similar in meaning to 'wearing away' and 'depleting'.
8. What is the effect of the questions and short sentences on page 212? Try reading this passage out loud and time yourself. Now, ask a partner to do the same. Who was the fastest? Rehearse and agree on the perfect pace and rhythm when reading aloud this passage.
9. Which words and phrases tell us that Alex is acting automatically and naturally now? (page 216)
10. Read to the end of page 221. How has the relationship between Alex and Mr Grin changed and developed? Who do you think holds more power now?

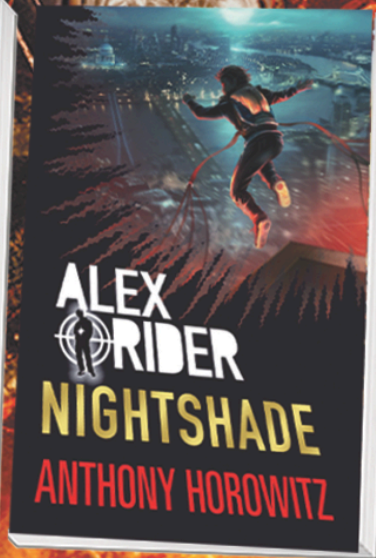
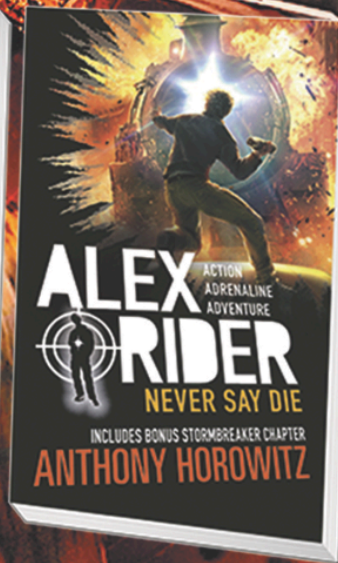
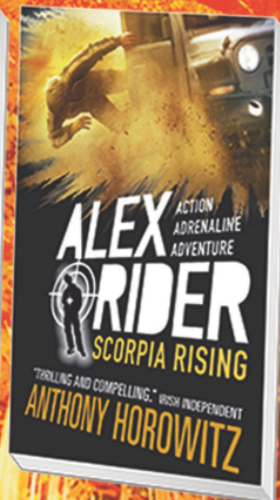
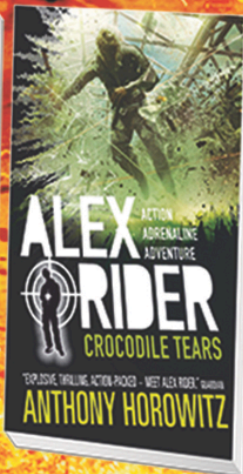
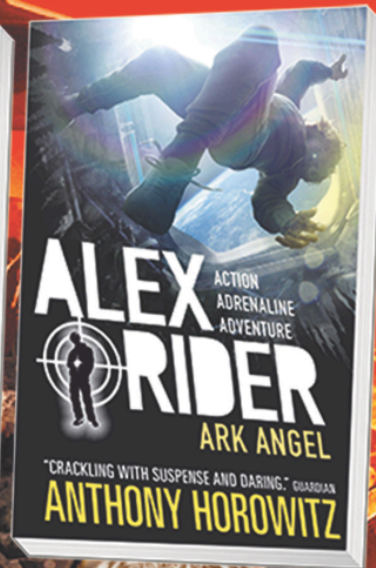
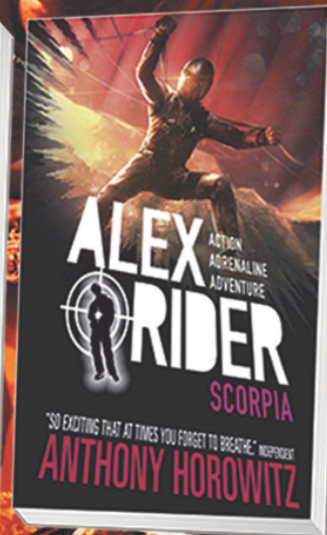
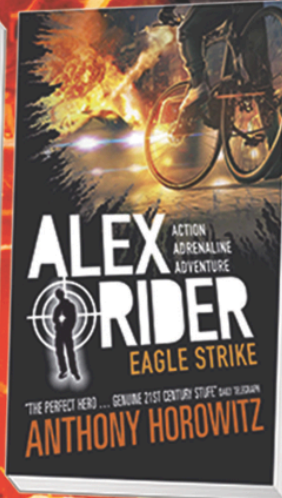
EXTRA ACTIVITIES

Write a diary entry about Sayle's experiences at school. Describe the name calling, your relationship with the Prime Minister and when you began to plot your revenge. Use informal, chatty language and write in the first person. Think about how to show a young Sayle's thoughts and feelings in your diary.

Have a discussion about bullying. What is it? Why do people bully other people? What examples of bullying have there been in the story? Is a bystander who does nothing just as much to blame? Create an Anti-Bullying Class Code, describing how to tackle this issue.

What might Vole and Alex be thinking on page 210 as Alex tries to escape? Choose one of the characters and write an inner monologue to show their feelings. You could even try and make your reader feel sorry for Vole. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information. <p>Music</p> <ul style="list-style-type: none"> - Listen to and appreciate an exciting film soundtrack and use the composition to create a piece of artwork. <p>Maths</p> <ul style="list-style-type: none"> - Use a Venn Diagram to compare and contrast the film and story. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features employed by the author. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 16 in six sentences. Now summarise them in three sentences, then one. 2. Why does the author describe the Millennium Wheel as a 'fabulous silver coin'? What other similes can you think of? 3. Summarise in one word how Alex feels as he parachutes from the plane on page 225. 4. Look at page 225. Does Mr Grin remind you of any other characters and villains in children's books, films or poems? 5. What do you think Sayle means when he says it is 'the Prime minister alone who is responsible for what is about to happen'? Can this have more than one meaning? Do you agree – is he responsible? (page 228) 6. What does the verb 'shrugged' suggest about Yassen? Have your feelings about him changed? (page 245) 7. Who do you think is more dangerous? Sayle or Yassen? 8. Summarise all the ways in which Alex has grown and developed as a character as the story has progressed. Use evidence from the text to support your ideas. 9. Which of these do you think is the most important theme? Think of examples in the story where each of these themes is pivotal: <i>adventure, bullying, family, danger, greed, secrecy, technology.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Alex, Sayles, Vole, Mr Grin, Blunt, Mrs Jones, Yassen.</i> 	<p>Close your eyes and listen to the 'Theme from Mission: Impossible', composed by Larry Mullen and Adam Clayton. Share with a partner what it made you think of.</p> <p>Use a Venn Diagram to compare and contrast the book with the 2006 film, directed by Geoffrey Sax. How are the book and film similar? Can you spot any differences? Why might these adaptations have been made? Are the characters how you imagined them? Perhaps you could write a book and film review, too – which do you prefer and why?</p> <p>After reading the exclusive extract of <i>Nightshade</i>, discuss and predict what might happen next in Alex's latest adventure. What kind of terrorist attack might <i>Nightshade</i> be planning? How will Alex stop them? What new gadgets might he use? 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>



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