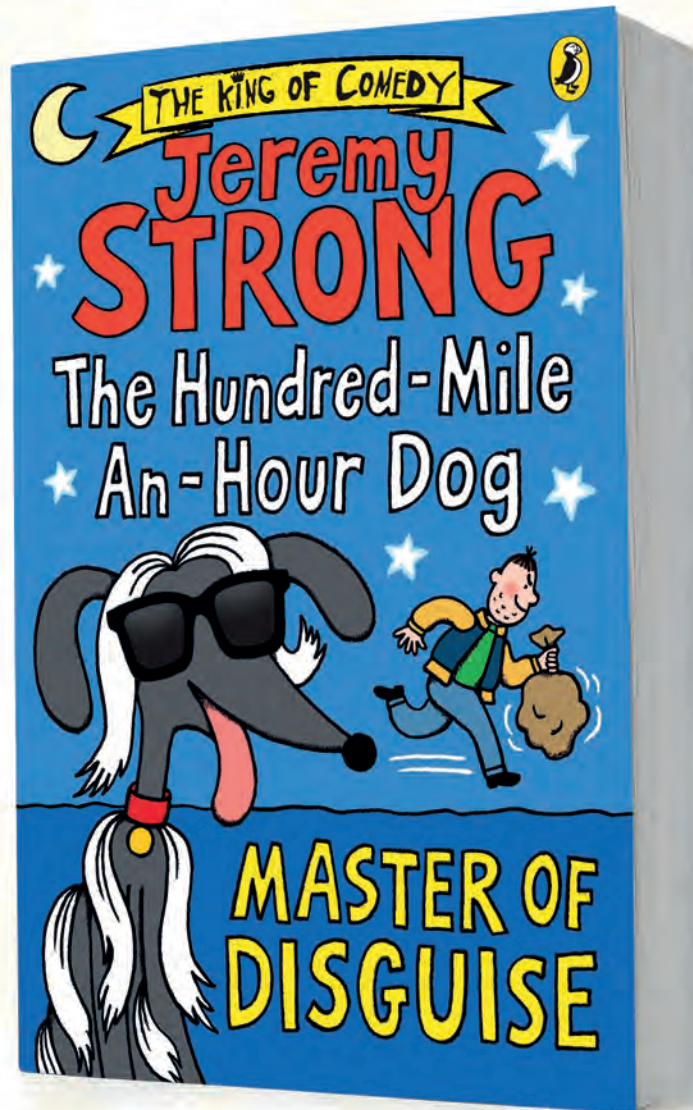




THE KING OF COMEDY

Jeremy STRONG



Resource Pack



MASTER OF DISGUISE



RESOURCE PACK

Lesson 2 Developing Thinking skills

Key words linked to *Master of Disguise*

Student task: Working in small groups, pupils are to choose two cards and tell other group members how they are connected.

a bad idea

day dreaming

relationships

speed

facing a
challenge

sporting
events

role play

mysterious
happening

family
dispute

dragged
into trouble

mayhem

secrets

loss

Trev's Mum

dog squad





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Lesson 3

Grammar in context: reinforcing grasp of nouns, adjectives, verbs in activities for small groups (P118-119)

‘two hundred cyclists came racing across from the other end of the golf course, like a mad herd of migrating buffalo, puffing and panting and pedalling like crazy. Before anyone could say ‘Oops!’ they were all over the place, crashing into police cars, knocking people over and all the while trying to avoid the goat and all the dogs. One cyclist even managed to end up on the roof of a police car. He simply stood astride his bike, scratching his head.’

Direct pupils stage by stage as follows:

- Read the above extract taken from *Master of Disguise* out loud.
- This describes a scene **full of action**. Do you think there would be a higher count of **nouns** or of **adjectives** or verbs in this passage? Why? Tell your teacher what your group thinks.
- Try testing out your theory by underlining any words you recognise as a noun or an adjective or a verb, using the key for underlining:
 1. **green** = nouns
 2. **blue** = adjectives
 3. **red** = verbs
- Now, using a die, each of you in turn throw the die and continue throwing until you get a 1, 2 or 3. Use the key to select a word in the extract that matches your roll of the die and tell your

team members another suitable word that you think works well as a substitute. For example **herd** – horde / **racing** – **whizzing**

- Finally, create a trail that will lead you to the stolen pets. Using twelve squares of cards, draw out a footprint on each. Then write boldly a word from a list of five verbs, four adjectives and three nouns that you create. The verbs should reveal five red steps of action (see example below), the blue adjectives should describe how the owners feel about their missing pets (see example below) and for everyone the three green nouns will be cats, dogs and goat. When complete, lay your trail out on the floor like stepping stones for your teacher to see. If your chosen words are pleasing, you can step across them, demonstrating a successful rescue and surely this will mean a small team reward!





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Open the trail with verbs to show this is a hunt for the missing animals

hunting

following

trailing

tracking

searching

Follow on with adjectives that describe how the owners feel about their missing pets!

precious

loved

special

beloved

Conclude with nouns that name the found animals.

CATS

DOGS

GOAT





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Lesson 4 Individual Writing task

I trailed home with no dog and no hope. Tina and I had probably scared Streaker into the most awful state. What on earth was I to do now? And where was Streaker?

There was a dog-napper on the loose and Streaker was out there on her own.

I squeezed my eyes tight. I couldn't bear to think of what might happen . . .

Suggest to pupils that at this point in the story Trevor is obviously worried and anxious. Explain that sometimes stress can cause people to have strange, muddled dreams. Pupils may want to offer examples of this experience.

In no more than 300 words, ask pupils to describe a dream for Trevor that begins with SuperTrev, an 'eleven-year-old superhero', finding himself in a giant sand bunker with mammoth dunes 100 metres high and where he encounters a misfit animal, Streaker with a goat's head, for example. Other characters from the novel might appear in the dream you create for him. Try to convey the fact that dreams often move from image to image without any connection.

Begin by giving ten minutes to allow pupils to add words they think might be helpful to the vocabulary cloud below.

Recommend they write as Trevor and therefore in first-person narrative voice. Offer a possible first sentence for those unsure how to begin:

I felt a hand on my shoulder but no one was there in this giant pit of sand . . .

I heard distant church bells ringing as I lay back and slid down a great sand slide . . .

vivid shadows BURNING HEAT
BURNING HEAT OASIS CAVERNOUS PIT crazy
trap pursued caves WIDE-EYED KICKING STEPS
SAND SLIDES excited glee **TORMENT**