

KIT AND THE EXPEDITION

CHAPTER TWO THE SEARCH FOR ATLANTIS BEGINS...

TEACHING SUGGESTIONS

Pack your bags!

Students enter the room to find an empty rucksack in the middle of the room (or you can place one on each table if in groups).

Challenge them to pack Kit's bag with just five things they would take with them to find Atlantis.

Differentiate for students by altering the task:

You can provide them with choices and real objects they might pick (flask, lunchbox, flashlight) and for some groups give them more options than others.

Or, have pieces of cards with options on, as well as blank cards. In some groups, leave less options.

Challenge learners by giving them tricky restrictions, such as: only items that don't require batteries, only items that you can find in your home, only items that you can fit in the palm of your hand.

In pairs, justify to your partner why you have chosen the things you have. Now tell the students they must take one thing out. What do they choose? Continue until they only take one item. Pick a few students to stand and explain what item they have left, and why.

Looking into the future...

Encourage the students to make predictions about what will happen next, encourage them to write it on the board- giving them free range of the pens and allowing them to add on notes to other suggestions. After reading, return to the predictions and see if anyone was close.

INTERACT: Email photographs of your prediction board to Jump! Mag and you may see it appear on our pinterest boards! info@jumpmag.co.uk

Language Techniques

As I looked at the photographs, each one seemed even more fantastic than the last. The pillars were huge. A man was stood next to one to indicate scale, looking dwarf-like in its shadow. They lay like long limbs of a tired giant in the dusty pit of the archeology dig hole, glistening in the bright sunlight. Some of the photos were close ups of the hieroglyphics, faded and rubbed away by the destructive hands of time. Small chunks were missing in parts, and whole sections had been obliterated by some accident or explosion...but what was left was still stunning in its majesty.

Text analysis.

Explore the language of this text by giving students a partner and label themselves finder and commenter.

There are five areas of potential analysis. They have five minutes to identify where there focus has been used, and think of a thoughtful comment on how it impacts upon the writing.

Modeled example:

Vocabulary has been used to describe the images impact, "obliterated" describes the way the pillars have been damaged over time and suggests that the damage that has been done is irreparable, and has been done by something large and strong.

Give out the following as a different focus: sentence type, simile, metaphor, ellipses, vocabulary choices (glistening, obliterated, stunning, majesty).

Cross-curricular: Maths

In Egypt, the currency is called The Egyptian pound or gineih.

It is divided into 100 qirsh, or 1000 malleem.

Find out the current exchange rate between the British pound and the Egyptian pound.

Explore the prices of bottled water/sandwich/bus fare.

Fizzy Drink: 3 gineih

Bus Fare: 1.25 gineih

Lunch (hot sandwich, chips and drink) 35 gineih

Water: 2 gineih

Cinema ticket: 30 gineih

Writing to inform

As Kit prepares for the expedition, she reads about the history of Atlantis and many theories as to what happened to make it vanish. Imagine that you are a history professor and you write a theory as to why Atlantis has vanished. You can choose: earthquake, volcanic eruption, sea monster or make up your own reason.

Formal address, third person, dates and facts, detailed description.

Differentiate:

Sentence stems: The City of Atlantis was an impressive example of a happy society...Sadly, Atlantis' happy time came to an end, and Atlantis met its fate one night when...

Vocabulary: evidently, substantial, furthermore, subsequently, unfortunately

Form

Writing a formal report

Opening with 'subject' and ending with 'conclusion'
Including a date
Using subheadings
Writing specifically and in detail
Past tense

Purpose

To educate people

Describe the City of Atlantis before it was destroyed, and how it was destroyed, then the reactions of people at the time to the destruction. Use scientific descriptions, don't use reported speech. Facts and statistics

Audience

Other academics

Use sophisticated language
Formal tone
Scientific

Use all three types of sentences at the right times

Use the correct words and punctuation

Write in an ordered and logical way that is easy to read and understand.

Write in paragraphs that link together

Write in a way that is creative and interesting

Write in the correct form, appeals to the right group of people and fits the purpose of what it should do

Select interesting and impressive words that match the style of writing

Group Work

In groups of three, create a brand new animal that lived in Atlantis, and prepare a presentation on the animal for the class. They first must design the animal and give it a name.

One person should produce a creative piece of writing (poem, song or description) on what the animal looks like. It must contain similes, metaphors, alliteration and onomatopoeia.

Person two should produce a persuasive piece, convincing the class to sponsor this animal in a zoo. They need to give reasons why this animal is special and needs protecting, what makes it different from other animals. It must contain (made up) statistics, use of three's, direct address, emotive language and rhetorical questions.

Person three should produce a description of the animal for the enclosure at the zoo/safari park. It should be informative and clear and include interesting facts about the animal. It must contain third person, formal tone, facts and data.

Character Development

What extra information have we learnt about Kit? Draw a gingerbread man in exercise books and inside write things we know about Kit already (using quotations where possible) and on the outside things we can imagine Kit doing or liking.

Create a funny sentence using this rule and these rule breaking words:

i before e

Except...

beige feisty heist weird foreign neighbour

...when your feisty neighbour goes to a foreign heist in a weird beige suit

Writing Task: Email from Kit's Godfather

Imagine that you are a history professor and you write a theory to how Atlantis has vanished. You can choose: earthquake, volcanic eruption, sea monster or make up your own reason.

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TORCH

MATCHES

SLEEPING BAG

FLASK

RAINCOAT

INSECT
REPELLENT

PEN KNIFE

NET

FISH HOOK

FIREWOOD

PLASTERS

BANDAGES

1. From paragraph ONE, find TWO things the pilot tells the passengers:

- 1.
- 2.

2. In this chapter, Kit and Aunt Beth fly to Cairo. What do these quotations suggest about the characters feelings?

Fill in the table below, explaining what the quotation suggests about the characters thoughts and feelings.

Character	Quotation	Suggestion
Kit	"I tapped my foot impatiently"	
Aunt Beth	"Aunt Beth smiled in a dreamlike way"	

3. Paragraph nine describes a suspicious couple on the plane.

Explain the different ways the writer makes the couple sound suspicious.

Support your ideas with quotations from paragraph 9

4. When they arrive at the hotel, Aunt Beth searches the room and goes to reception to use the telephone there.

Tick TWO of the statements below that best explain why she does this:

Kit told Aunt Beth that there were suspicious people on the plane and that she thought they were following them.

Aunt Beth had seen that they were being followed by a suspicious couple, but did not tell Kit her fears.

1. From paragraph ONE, find TWO things the pilot tells the passengers:

1. The temperature in Cairo is thirty eight degrees centigrade/north westerly winds/landing at fourteen hundred hours/take care with the overhead lockers/refrain from using mobile phones/don't unfasten your seat belts.

2. In this chapter, Kit and Aunt Beth fly to Cairo. What do these quotations suggest about the characters feelings?

Fill in the table below, explaining what the quotation suggests about the characters thoughts and feelings.

Character	Quotation	Suggestion
Kit	"I tapped my foot impatiently"	Kit wants to get to Cairo and start looking for the city/Kit doesn't enjoy flying/Kit is bored by the flight
Aunt Beth	"Aunt Beth smiled in a dreamlike way"	Aunt Beth is happy about the find/Beth can't quite believe she's found out about Atlantis/Beth thinks the pillars are amazing, and is taken by the idea that they once were real working pillars

3. Paragraph nine describes a suspicious couple on the plane.

Explain the different ways the writer makes the couple sound suspicious.

Support your ideas with quotations from paragraph 9

Both blush because they know Kit is looking at them. The man seems to be making himself look older than he is/fake tan/trousers are the wrong size, so not wearing his own clothes. Woman is trying too hard to look normal and blend in. NO marks for anything outside paragraph 9,

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Aunt Beth had seen that they were being followed by a suspicious couple, but did not tell Kit her fears.

