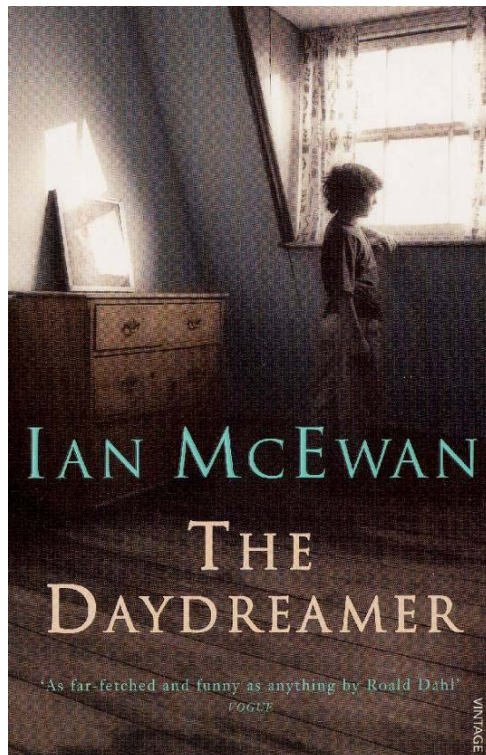


**TEACHING SUPPORT KIT:
Student Activity Booklet**

The Daydreamer

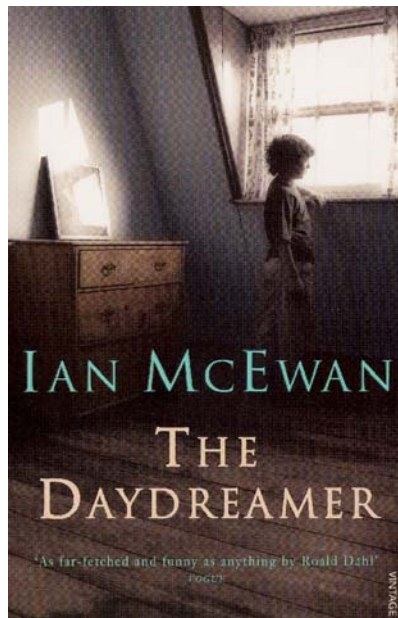
by Oriana Weston



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Synopsis and recommendation for teachers

This is a lyrical, uncomplicated yet textually rich novel which will engage a students' imagination. The novel invites the students to enter the highly imaginative world of the main character Peter Fortune. It will help them hone their creative writing and analytical skills, whilst engendering a love of reading and writing.

Each chapter provides a window into Peter's fantasy experiences. Each time, the writer has used a motif, object, symbol, experience or emotion as the catalyst for Peter's daydreaming. For example, in one chapter entitled 'The Dolls' Peter is transported into a physical and psychological battle of wits with his sister's crazed 'Bad Doll'.

Once again, the chant was taken up. "What's fair is fair! What's fair is fair!" And it was bellowed out; the dolls began to swarm up on the bed, standing on each others' shoulders to make ladders of their bodies.

Within a minute, the whole crew stood panting before Peter, and the Bad Doll, who had retreated to the far end of the bed, waved its crutch from the back of the crowd and shouted, "Now!"

Sixty pairs of chubby hands took hold of Peter's left leg . . . and then a strange thing happened. Peter's leg came right off! (Page 35)

The narrative plot is chronological to a point then jumps forward to Peter as a teenager and his first experience of a kiss. The text deals subtly and sometimes humorously with relevant issues such as bullying, sibling and family relationships, growing up and personal identity. It also explores and celebrates the power of the childhood imagination to conjure alternative realities from everyday situations and common experiences.

The overall style is fluid, lyrical, humorous and full of rich language and stylistic devices which English teachers can discuss with students in the classroom. It is immediately engaging in its content and in its ability to engage the audience through the genuine, naïve, sensitive, mischievous and reflective voice of the child protagonist. It is a novel which would work equally well for girls' schools – as the character of Peter Fortune's sister, provides a strong, realistic and equally vibrant counterpoint to Peter's character.

This novel would suit year 7 or a lower ability year 8 and works brilliantly with units on Personal Identity, the Power of the Imagination, Bullying, Growing Up, Sibling Rivalry and Relationships, Family and Friends. It is a rich source of material to inspire students to evaluate the writing of others and to refine and hone their own creative and analytical writing skills.

To this end, I have created an accompanying **Student Activity Booklet** which covers a range of skills and tasks – language, comprehension, analytical and creative writing, and visual literacy. This novel could also be used as a supplementary text for Imaginative Journeys in the current Stage 6 NSW Syllabus.

Oriana Weston
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English Teacher Knox Grammar School

Introducing Peter

1. Name THREE things which Peter says naughty kids get up to.

2. What were two problems which Peter realizes made his family think he was a little odd?

3. Peter proposes a suggestion to make the world a better place – what is his suggestion?

4. When did Peter's daydreaming first get him into big trouble?

5. In this line from page 14:

*Then Thomas Fortune reappeared, head first again, looking **ready to chop Peter into tiny bits.***

The words in bold are an example of: (circle the correct answer)

- a) personification
- b) metaphor
- c) hyperbole
- d) simile

6. List the FIVE rules which Peter's mother tells him to follow when he first catches the bus to school.

7. On pages 15–16, Peter describes a very interesting daydream. The author has used some fantastic words to bring this daydream to life for the reader. From the daydream passage, find really good examples of the following language techniques:

Language technique	Write the example	Explain the effect of the technique on the reader
onomatopoeia		
verbs		
adverbs		
alliteration		
emotive language		

8. On page 17 and 18 there are some interesting **punctuation and stylistic devices** used by the author to increase the pace of the action, to show a character's feelings and to engage the audience directly in the story! Sound intriguing? Well let's learn about them!

An **ellipsis** is a punctuation device of three or more full stops in succession. It can be used for different reasons, such as:

- To indicate the passing of time or to indicate shifts between the present and the past or future
- To show that something significant has happened
- To show continuing thoughts or actions
- To link two actions or ideas together
- To indicate someone's wandering thought patterns

A **rhetorical question** is a question which the character or author asks the reader throughout the narrative. This device can be used:-

- To involve the reader so that he/she thinks about the problem or idea just presented
- To persuade you to agree with the thoughts or attitudes of the speaker

An **exclamation mark** is used at the end of a word or phrase to:

- indicate a sudden change of heart
- indicate a strong emotional response towards someone or something
- indicate an expletive (or swear word!) has just been uttered
- show characters speaking to each other enthusiastically
- tell someone what to do (used after an imperative verb/command)



9. What pact did Kate and Peter make after the bus incident?

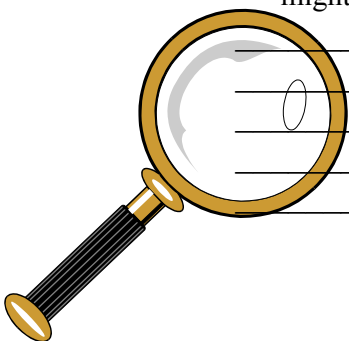
10. What evidence can you provide from pages 19–21 which indicates that Peter IS an intelligent boy?

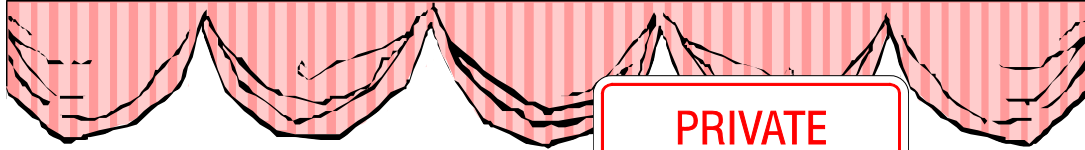
11. Give evidence which suggests that Peter's teachers think the opposite.

12. Do all the teachers think this?

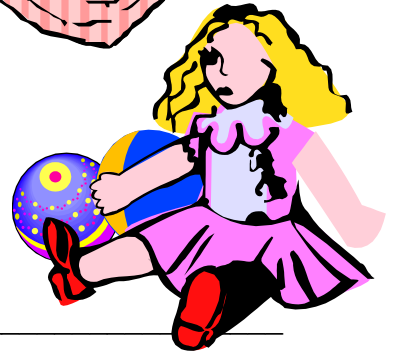
13. What did Peter learn as he got older?

14. What evidence can you find which suggests that Peter and the author Ian McEwan might be the same person?





PRIVATE
PROPERTY
NO TRESPASSING



The Dolls

1. What antics does Kate use to get back at her brother when they have a row?

2. What items are on Peter's side of the room?

3. What items are on Kate's side of the room?

4. List THREE pieces of information we are given about the dolls.

5. Why do Peter and Kate dislike the bad doll?

6. *She clocked Peter on the nose with the bad doll.* (Page 26). In this line, the word *clocked* means:

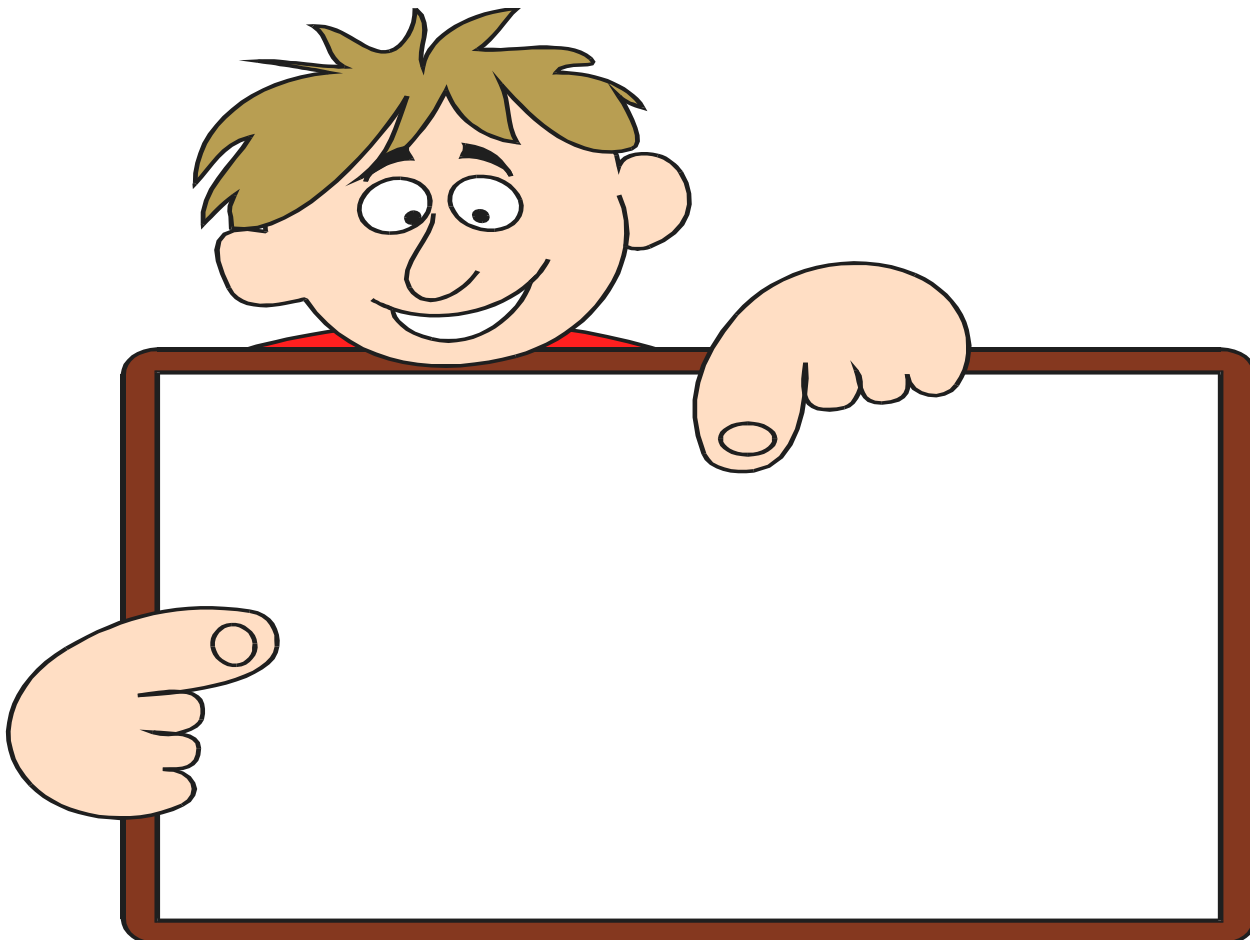
- a) threw
- b) struck
- c) bleed
- d) spill

7. Which event led to separate bedrooms for Peter and Kate?

8. On page 28–29 the author has given a wonderful description using **sensory imagery**, of Peter eating a chocolate egg. This is where the experience is described using words which convey the taste, smell, feel and sound of something. Now, you write sentences which describe each of the five senses. Use your imagination!

Sensory imagery	Write your own descriptive sentence/experience
Taste	
Smell	
Feel/touch	
Sound	
Sight	

9. Find **5 words** and **5 phrases** from pages 30–32 which show the dolls in a sinister light. Write them below!



10. What are the dolls rebelling against?

11. What are some of the ways Peter has been mutilated/handicapped by the dolls?

12. Give two pieces of evidence from pages 34–38 which suggest that Peter has been imagining the events.



13. Why do you think Peter is embarrassed on page 37?

14. What do you think about the made-up swearing Peter uses? *'Oh damnation take the grit!'* and *'You filthy mustard!'*

15. Sometimes, we want to express an unpleasant word or phrase in a more socially acceptable way. This device is called **a euphemism** – for example, instead of saying *he died*, we might say *he passed away*. Therefore, we could say that Peter’s curses above are euphemisms! With the help of your teacher and all your classmates, make a list of commonly used euphemisms from everyday life. Pool your results below!

word or expression

euphemism

The Cat



1. Read carefully, page 39 and to the end of page 40. From this information we can deduce that Peter is:
 - a) worried about getting old
 - b) is concerned about global warming
 - c) likes the weeks to pass quickly
 - d) dislike the repetitive nature of daily life

2. Previously, you learned about **sensory imagery**. Find an example of this from page 41 and write it below.

3. Which **verbs** from pages 41 and 42 suggest the family's busy start to the day?

4. What evidence from page 42 suggests that William Cat's day is quite different to that of the Fortune family?

5. List the things that William has done with the family since he was a kitten.

6. In what ways has he changed and why?

7. Read pages 44 and 45 carefully. The author has used **emotive language** to make us feel sorry for William. Which words or phrases has the author used?

8. **Personification** is a clever device used by authors to make something come alive in our minds. It is when a writer uses life-like qualities to describe something inanimate or non-living or non-human. See if you can find the example of personification used on page 45.

9. On page 46 the author has made a comparison between the cat's skin and a zipper using a **simile**. See if you can find the example of simile used on page 46.

10. What is *the faint pink glow which grew brighter* on page 47?

11. On pages 48 and 49 there are several **similes** used. Write them down and explain why each one is so effective.

12. Beginning at the bottom of page 49 and continuing over the next page, Peter describes some of the activities and sensations of cat night life! The author has used highly **descriptive** and **sensory language** to create the pictures in our mind. Choose one description or experience which you would like to 'live' and tell us why!

13. Who does Peter encounter on the wall? What's he like?

14. Read pages 50–53. The intruder's **tone** can best be described as: (choose 2 pairs)

- a) brash and mocking
- b) nervous and excited
- c) unwavering and reserved
- d) unwelcoming and hostile

15. **Alliteration** is an aural device used to create sound. It is often used in poetry or song lyrics. Alliteration is the repetition of similar consonant sounds – as in ‘She sells sea shells by the see shore’. The alliteration of the ‘s’ and ‘sh’ sounds echo the sound of the waves and the sea. The author has used alliteration on pages 51 and 52. Find it and explain why it is effective.

16. On page 52 the cats say ‘**Old Bill has flipped.**’ Explain what they mean.

17. ‘*Old Bill has flipped.*’ This is an example of:

- a) personification
- b) alliteration
- c) colloquialism
- d) technical jargon

18. You are probably familiar with some of the lively insults which Shakespeare wrote for his characters in some of his plays. If not, then you can look them up on the web with your teacher's permission. Likewise, some of the insults between Peter Cat and the intruder are quite awesome! Now it's your turn to continue the insults between them in an extension of the script! Make sure you use colourful and vivid expressions but DO NOT use obscene or inappropriate language! We all know the difference here, so don't be silly – be imaginative and inventive!

Peter Cat: _____

The Intruder: _____

Peter Cat: _____

The Intruder: _____

Peter Cat: _____

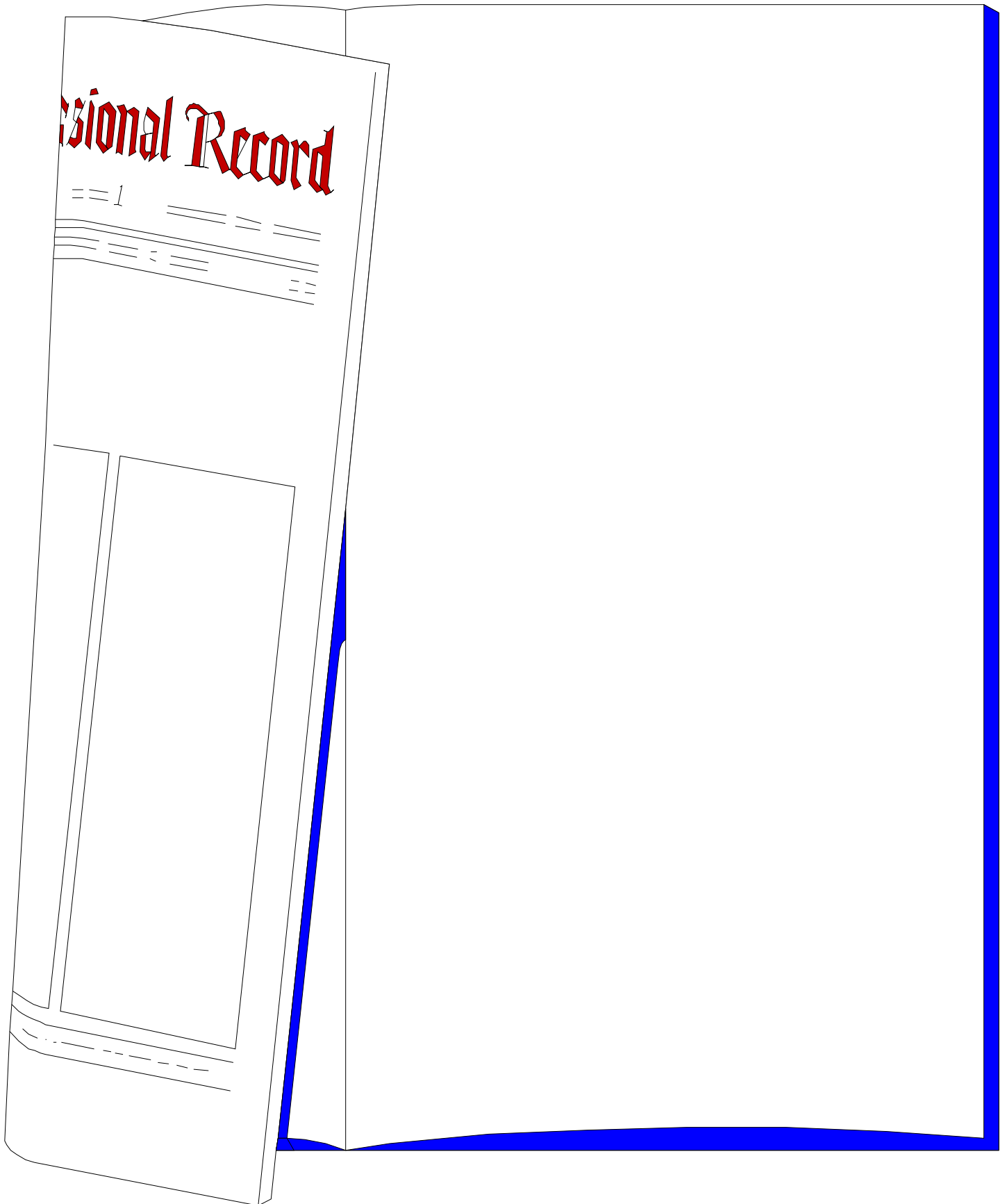
The Intruder: _____

Peter Cat: _____

The Intruder: _____



19. Read page 53. *Then there was silence. The hushed crowd of cats peered down from their wall.* Use this line as an inspiration for writing a newspaper article for the local cats, reporting on this incident. See the pages which follow for hints and a scaffold/model about how to write news or feature articles.



FEATURE ARTICLE SCAFFOLD

This is an easy to use scaffold. Use the boxes as a guideline to what you need to include in each area. Then erase the box. Form the document to read as a 'feature article', i.e. columns and changes to fonts etc.

EYE CATCHING HEADLINE

BY-LINE

This is a short 'blurb' covering the article's main focus as a lead-in to the article. This includes the writer's name.

IMAGE

Including a caption

BODY #1

- A thesis statement providing background to the body
- Support argument – some background information
- Statement of opinion
- Evidence to back up opinion – specific incidents or examples
- Synthesis statement – reaches some conclusion about the issue

BODY #2

- A thesis statement providing background to the body
- Support argument – some background information
- Statement of opinion
- Evidence to back up opinion – specific incidents or examples
- Synthesis statement – reaches some conclusion about the issue

BODY #3

- A thesis statement providing background to the body
- Support argument – some background information
- Statement of opinion
- Evidence to back up opinion – specific incidents or examples
- Synthesis statement – reaches some conclusion about the issue

BODY #4

- A thesis statement providing background to the body
- Support argument – some background information
- Statement of opinion
- Evidence to back up opinion – specific incidents or examples
- Synthesis statement – reaches some conclusion about the issue

BODY #5

- A thesis statement providing background to the body
- Support argument – some background information
- Statement of opinion
- Evidence to back up opinion – specific incidents or examples
- Synthesis statement – reaches some conclusion about the issue

CONCLUSION

- Links to the By-Line
- Reflects on the argument
- Final conclusion/s regarding the argument

When you have filled in the boxes, delete the boxes by:

1. Highlighting the paragraph
2. Going to Format
3. Borders and Shading
4. Borders tab – Settings done
5. Then hit ‘Okay’

HERE IS A LIST OF LANGUAGE FEATURES YOU SHOULD USE

Vocabulary

1. uses interesting and engaging language
2. many emotive (non-neutral) words
3. extensive vocabulary, but not necessarily formal

Grammar

1. in feature articles, there is much third-person narrative, mixed with first-person comment (in feature columns, first-person comment may be the main type)
2. heavy use of present tense, mixed with past tense
3. varied sentence length, ranging from short and simple to long and complex – helps avoid monotony

Cohesive ties

1. words or phrases used near the end of one paragraph are picked up and repeated or echoed at the start of the next paragraph
2. key names, or key terms related to the issue are repeated throughout the article as a linking device
3. sometimes, sub-headings may be used to link one section of the article with the next (but this is not common)

Paragraphing and Punctuation

1. generally short paragraphs – longer ones used only occasionally
2. direct speech is often, and is in inverted commas
3. mostly basic punctuation
4. also uses hyphen at ends of lines to break words into syllables
5. dashes also used; occasionally ellipses (i.e. ...) and colons
6. in the quotes, exclamation and question marks may appear

Layout

1. big eye-catching headline
2. several styles and sizes of fonts
3. narrow column format
4. first paragraph may start with a dropped capital
5. sections of text may be highlighted to attract attention

20. On pages 54–55, the author has described how each character feels about the time they've experienced as the other person. Using your own words, and with the help of the dictionary, make a list of adjectives to describe this:

<i>Peter Cat</i>			<i>William Boy</i>	
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21. From page 58 give two pieces of evidence which suggest that not much time had passed in the 'real world' for Peter the Cat.

22. Which words or phrases has the author used on pages 58–59 to convey sadness at the death of William?

23. This technique is called E O I E L N U G

24. If you could be an animal for a day, what would you be? Write about the adventures of being that animal for a day. You should also write about what you see, hear, smell and taste and about your feelings in a new body. Make your piece interesting by using many different language and stylistic devices – you know, all those things we've been learning about in this unit – *metaphors, similes, personification, hyperbole, adjectives, verbs ...*

A spiral-bound notebook with a dark green cover and a blank white page. The spiral binding is on the left side, with 12 silver rings. The page is completely blank and ready for writing.

Vanishing Cream



1. Why does Peter often look in the drawer?

2. **Hyperbole** is a device used by authors when they wish to exaggerate an idea or an image, as in the expressions: *I have a mountain of homework to do!* OR *It was a storm in a teacup!* OR *She cried a river of tears.* On page 62 find an example of hyperbole and explain it.

3. There is another **hyperbole** used on page 63. Write it down and explain why it is effective.

4. What does Peter want to do and what is his family doing on this Sunday afternoon?

5. *The drawer seemed to stand for everything that was wrong with his family.* (Page 63)

In this case *the drawer* is:

- a) a simile
- b) a metaphor
- c) hyperbole
- d) euphemism

6. On page 64 the author has used **sensory imagery** brilliantly to convey the feeling and texture of the cream on Peter's fingers. Using sensory imagery describe the following:

- i) Dipping your hand in a bowl of jelly

ii) Slipping your whole body into a mud bath

iii) Lying on a cloud

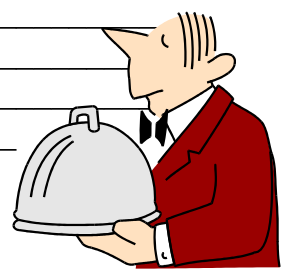
iv) Caressing a mermaid's tail

7. In what ways does Peter feel his family resembles the drawer?

8. Is Peter just a mischief-maker or does he hate his family? Justify your response.

9. Write character profiles for Peter's parents using the information given on pages 66–67.

10. What's the first thing Peter does once he's got rid of his family?



11. What do you think about Peter's dinner? What does it show about him?

The Bully



1. Why did Barry Tamerlane not look like a bully?

2. What effect did Barry Tamerlane have on most people?

3. In what way was Barry a mystery? (Page 76–77)

4. Philosophy is an ancient practice and it means to think about or ponder life's big questions – *Who am I? Where am I? Where am I going? Who made the universe? What is time? Is there an afterlife?* In this chapter Peter starts to philosophise over quite a number of things. Explain the first thing he philosophises about? (Page 78)

5. How does he test reality?

6. To hypothesise or ponder or philosophise means to ask oneself a lot of questions. List all the questions Peter asks himself about the nature of reality.

7. What hypothesis does he come up with regarding life? (Pages 80–81)

8. How does Peter's philosophising actually help him solve a real problem of bullying? (Pages 84–85)

9. What does he say to the bully and what effect does it have on the children watching and on the bully?

10. What taunts do the children throw at Barry?

11. How does Peter feel about having defeated the bully and what does he decide to do?

The Burglar



For this task you will need to read the whole chapter carefully.
You are a policeman and must fill in a Police Report of all the facts you know about the burglar, what items have been stolen, what facts are relayed by witnesses. Fill in the report below. Remember to be precise and to write in formal register.

POLICE REPORT

NAME OF CONSTABLE

.....

DATE OF REPORT

.....

LIST OF STOLEN PROPERTY AND RESIDENCES

.....
.....
.....
.....
.....
.....
.....
.....

LIST ANY KNOWN FACTS ABOUT THE PERPETRATOR OF THE CRIMES

.....
.....
.....
.....

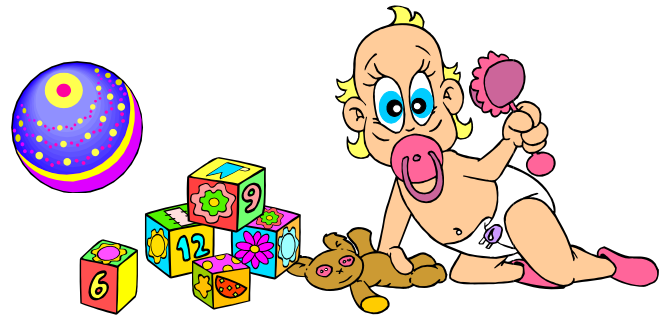
NAMES AND OBSERVATIONS OF ANY EYE WITNESSES

.....
.....
.....
.....

SIGNATURE OF REPORTING OFFICER

.....

The Baby



1. How do Kate and Peter's attitudes toward having baby Kenneth stay differ? Provide textual evidence for your deductions.

2. From what we are told about Laura on page 110, what do you think is wrong with her?

3. From the information given on pages 110–112, make a list of all the ways baby Kenneth irritates Peter.

4. On page 114 Kate states: *'I think you're jealous of Kenneth.'* Is she right? Explain your response with textual evidence.

5. On pages 116–117, which clues tell us that Peter and Kenneth have reversed roles?

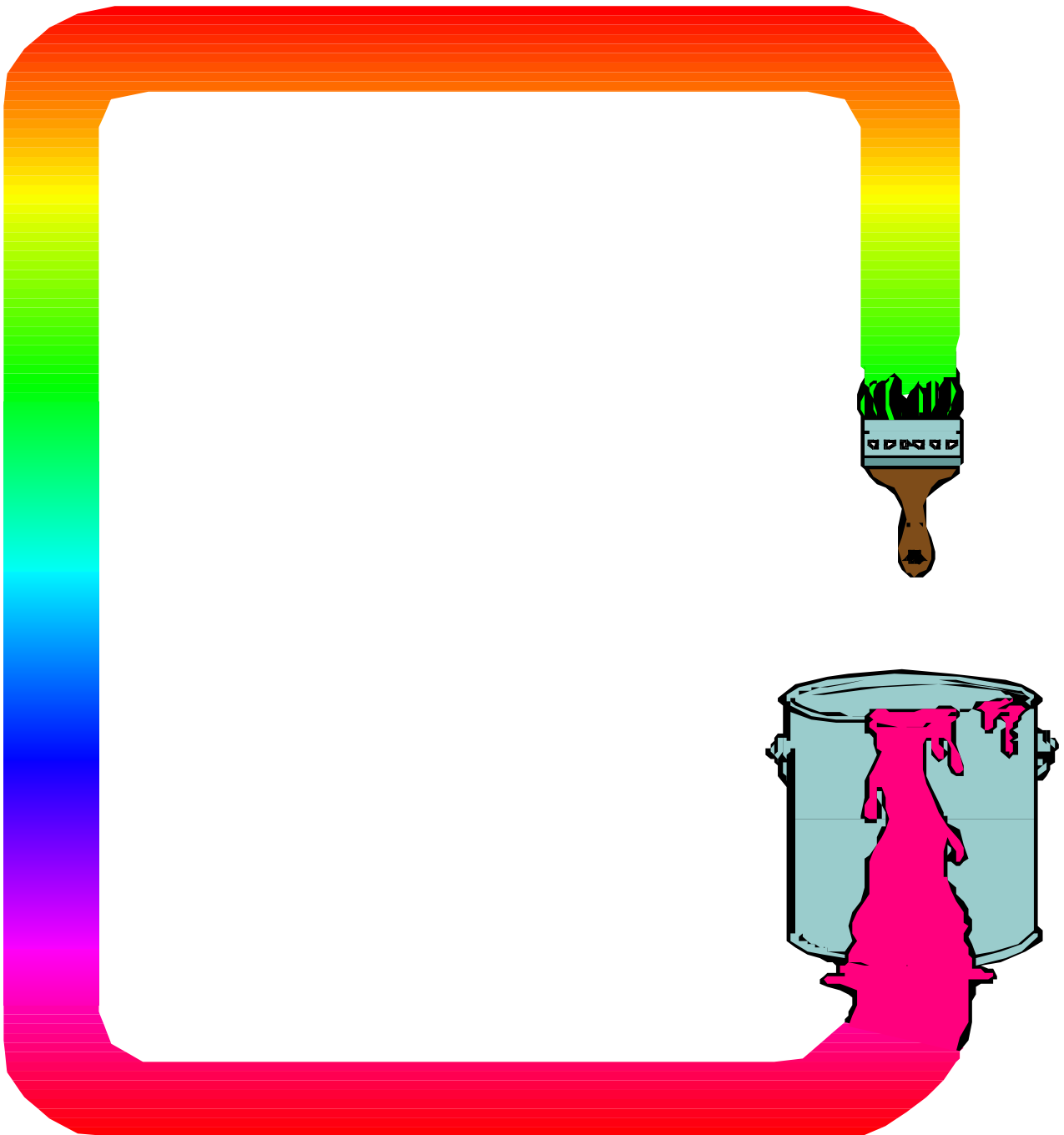
6. On page 117 there are two similes and an example of **hyperbole**. These devices are very effective in conveying how a baby might view the world. Identify them and write them below:

Simile:

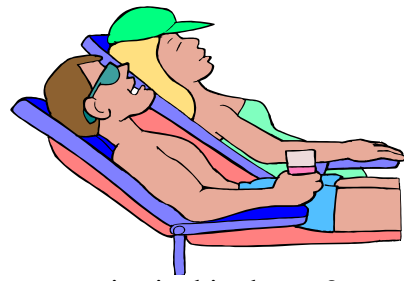
Simile:

Hyperbole:

7. On pages 118–120 **sensory imagery** has been used to reflect the sensations and emotions associated with experiencing the world. Write these down and explain why they are so vivid. What devices/techniques has the author used each time?



The Grown-up



1. What differences between adults and children does Peter perceive in this chapter? You will need to refer to the whole chapter to answer this question well.

2. Who is Gwendoline? Provide a character profile on her based on the information presented in this chapter. Remember to use textual evidence to support your observations.

3. What are some of the sensations and changes Peter feels when he wakes up as an adult? (Pages 135–136)

4. What effect does Gwendoline have on the grown-up Peter? Provide evidence for this. (Pages 139–141)

5. What idyllic adventures does the couple **speculate*** about? (Use the dictionary to find the meaning of this word before your answer the questions!)

6. The chapter ends with a **rhetorical question**. It's your turn to speculate as to why the author has done this. Write your suggestions below.

7. **Evaluation task:** Did you enjoy this book? Which was your favorite chapter? Why?

A drawing of a spiral-bound notebook. The notebook has a red cover with a gold-colored spine. The page is white and has a vertical red margin line on the left side and a horizontal blue margin line near the top. The spiral binding is on the left side, and there are four small circles along the margin line. The page is blank, ready for writing.

8. The opening of this chapter describes a perfect holiday setting. Using your skills with language, imagery and other stylistic devices learned in this unit, **design a pamphlet or brochure advertising your idyllic/special holiday place** – it can be real or imagined! You need to have at least 300 words of text in your brochure, include pictures and consider the layout of your pamphlet. You will need to provide a little informative text on prices, departures, accommodation, sports/recreational facilities, travel arrangements and so on BUT the largest part of the text should be descriptive and persuasive! Enjoy! Use your own paper for this task – or use the laptop!

