

# Stop that Sorcerer!

## Teacher Resources, Week 3

### This PDF contains:

- **Text Questions:** In this section, you will find questions about the chapter. These can be used orally in guided or shared reading discussions, as an independent comprehension exercise, or as part of a written homework or reading club activity.
- **Making the Choice and Voting:** Before choosing how to vote, students could discuss, as a group or a class, the wider context of the story and the consequences for the characters of each voting option at the end of the chapter. Students should be encouraged to use a variety of resources in their research, including books and the Internet.
- **Writing Activities:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **Templates:** This section provides printable templates for one, or some, of the exercises suggested in the 'Writing Activities' section.
- **Worksheets:** This section provides printable worksheets for student use. Answers are also provided.
- **Picture Resources:** This section provides images to inspire student discussion. These images can be displayed on a whiteboard or printed.
- **Resources:** Here you will find a list of relevant websites and books that students might find useful.

## Text Questions

### Chapter 3: Flight Across the Sands

1. Does Pezar enjoy the ride on the magic carpet? Does Jahra enjoy the ride? Why do you think they feel very differently about the same journey?
2. What causes Pezar to shriek with fear at the beginning of the chapter?
3. Why does Jahra have a huge grin on her face? Go back to the text to find out.
4. Why do you think the author uses ellipses (three full points) in the following sentence? *As they drew close, Pezar could see that Alamazad's guards all looked fierce... and big... and armed with bows and arrows.*
5. How does Latima dodge away from Alamazad's guards? Go back to the text to find out.
6. Why does Pezar suffer from motion sickness when he is flying on the carpet? Go back to the text to find out.
7. Why does Pezar force himself to look *at the carpet's frayed green floral patterns*?
8. What are Latima's *ghostly magical carpets*? Go back to the text to find out.
9. Find the simile that describes the way the ghostly carpets speed out of the cloud.
10. What causes the guards to end up on the soft desert sand? Go back to the text to find out.

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11. Who reached Patima's house before Latima, Jahra, Gia and Pezar?
12. In what ways is Patima different from her two sisters? Look for evidence in the text to support your answer.
13. What does Pezar see in the corner of Patima's room that makes him shudder? Go back to the text to find out. Was the skeleton a real one?
14. What name do Patima and Latimer give Pezar's jewel?
15. What do you remember about the history of the jewel? Why is the jewel so important to the king and queen of Nearsia? Look for evidence in the text to support your answer.
16. Where are Pezar's parents?
17. How do Fatima and Latima try to persuade their sister to help them? Look for evidence in the text to support your answer. Who else tries to persuade Patima to help?
18. Patima says, "*You've twisted my arm.*" What does she mean by this?
19. Are there any ways in which Fatima and Latima are different? Look for evidence in the text to support your answer.
20. *Patima looked firm and unbending.* What do you think the phrase 'firm and unbending' means here? Does it mean that Patima stands up straight?
21. *Pezar felt his legs turning to jelly and bitter tears stinging his eyes.* Explain what the words 'jelly' and 'bitter' mean in this sentence.
22. Who has been forgotten? What is the genie's name?

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23. Why does Pezar rub the lamp with his sleeve? Do you think he knows the story of Aladdin? Do you know this story?
24. *"We know, we know," sighed all the sisters together.* Why do you think the sisters sigh when they see the genie?
25. What does the author tell us about the genie's eyes? Go back to the text to find out. Do you think this description gives us a clue as to what the genie is going to be like?

## **Making the Choice and Voting**

### **What happens next?**

In traditional stories, genies are often tricksters. It is hard to predict what might happen in the story now that a genie has arrived.

#### **Option 1: The genie seizes the heartstone.**

Can you think of any reasons why this genie might want the heartstone? What could he do with it? Who might he give it to? Do you think he is capable of using the power inside the jewel himself? Is he a good genie or a bad genie? Can you imagine what might happen in chapter 4 if you choose this option?

#### **Option 2: The genie seizes Pezar.**

Why do you think the genie would seize Pezar? Do you think he might just be pleased to see the prince, or do you think he has other ideas? Can you imagine in what ways Pezar would be useful to the genie? Think about what might happen in chapter 4 if you choose this option.

#### **Option 3: There is a loud knocking at the door.**

Who do you think this could be? Is this the genie's work or could it be Almazad's guards? Lots of things could happen if the guards did turn up at the door. Imagine how each of the characters would react and what they would do. Can you imagine what the genie would do? Will Aftar be pleased to see the sorcerer's guards? Try to predict what will happen in chapter 4 if you choose this option.

## Writing Activities

Write a character profile for each of the sisters. How are they the same? How are they different? Describe their personalities, appearance, jobs and anything else you have learnt about them over the last 3 chapters.

Write a fact file on the heartstone of Nearsia with an illustration of the precious jewel. You could include facts about its history, appearance and powers. Some facts can be found in chapter 3 but you could also make up your own to add to the fact file.

Have you ever been sick or ill on a journey? Do you know what made you feel ill? Write your account of this experience. Use some interesting adjectives and emotion words to explain exactly what happened and how you felt.

Do you think the scene on the magic carpet would look good on film? Describe how you think a film-maker would 'shoot' this scene.

Imagine you are Nanny Fatima. Describe the scene and the conversation that took place when you arrived at Patima's house. Remember to use speech marks every time you or your sister speak.

Write some extra descriptive text about Aftar, the genie. You might want to describe his clothes. Is he wearing a hat? What patterns are printed on his costume? What expression does he have on his face when he first appears?

Look at the key words and phrases. Write new and interesting sentences using at least five of these words. Try to include other interesting or exciting words in your sentences.

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Write a short conversation that the man with the camel might have with his wife when he returns home. How would he have felt standing by the oasis letting his camel drink when suddenly a magic carpet drops from the sky and then loops the loop? Do you think he knew what it was? Will his wife believe him or will she think he has been out in the sun a little too long?

## Other Extension Activities

### Art Activities

Draw a picture of Patima. Make sure you include things in the picture that proves she is the village doctor. Write a caption to go with your picture.

Draw a picture of Aftar the genie. Make it as colourful and as interesting as you can. Write an extended caption to go with your picture explaining how this genie escaped from his lamp.

Turn a scene from chapter 3 into a comic strip. Use captions and speech and thought bubbles to show what is happening in each section of your cartoon strip.

**TEACHER NOTE: Template provided.**

### Research Activities

Patima says that she has taken an oath to devote herself to medicine. Using the Internet, find out about the Hippocratic oath that some doctors still take before they practice medicine. Write a factual account based on what you find out.

Do you know the story of Aladdin and his magic lamp? Have you ever seen this story performed on stage? Using the Internet, find out about this traditional story. Write a brief account of the story based on what you find out.

Using the Internet, Find out about other genie stories you might like to read. Write down the titles and the authors' names and brief descriptions of the stories.



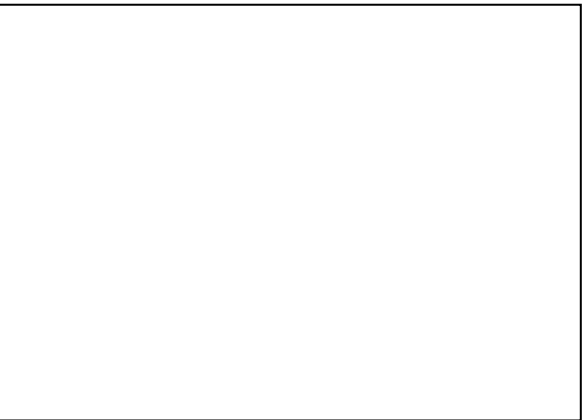
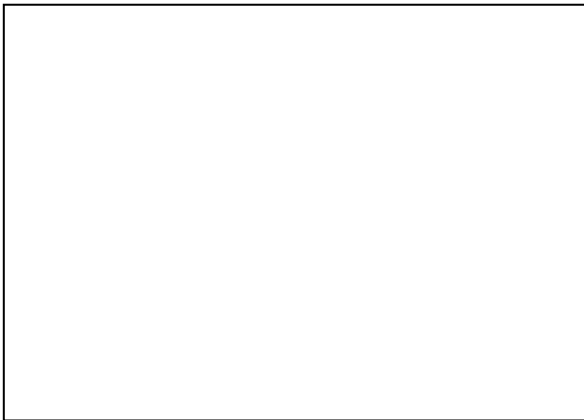
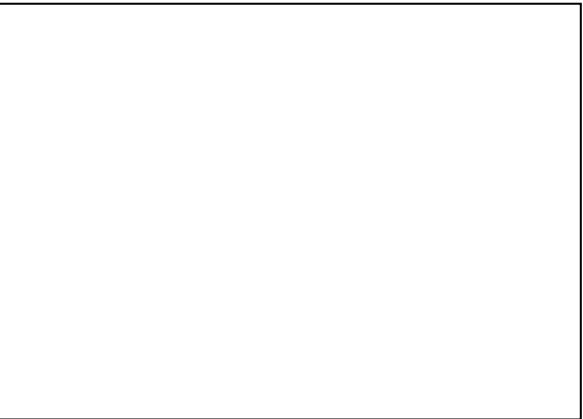
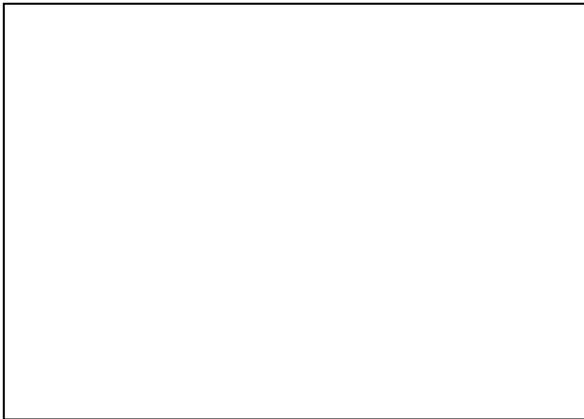
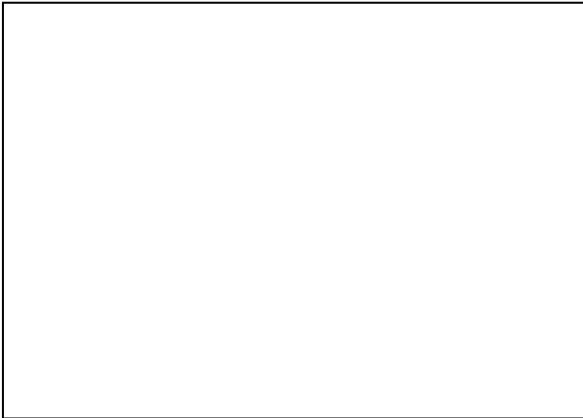
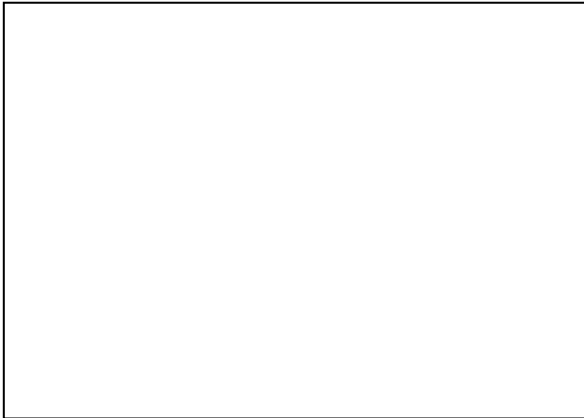
## **Drama Activities**

Write out a play script showing two scenes back in the palace. Scene 1 is when the king and queen are imprisoned. Scene 2 is when Almazad and his guards interrogate them about the heartstone. Remember to put in stage directions and props. Invent some names for the guards and any other characters.

Think about the genie in the lamp. How did he end up in there? Did someone put him in there as a trick or punishment? What would life be like squashed into a magic lamp? When was he last let out? What adventures did he have then? Act out a series of short scenes showing the genie's story.

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## Template: Comic Strip



### Things you might like to add:



Thought bubbles



Speech bubbles



Sound effects

**Key Words and Phrases**

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 3 of *Stop that Sorcerer*: **manoeuvre, swooped, rapidly moving, fuzzy heat haze, shrill voice, sped, bitter tears stinging his eyes, huge cloud of coloured smoke.**

You may wish to explore this vocabulary with your pupils, to aid their understanding of the chapter and enhance, or 'up level', the quality of their own writing.

You might like to use the boxed versions of the words below on your 'working wall' or literacy display!

manoeuvre

swooped

rapidly  
moving

fuzzy heat  
haze

shrill voice

sped

bitter tears  
stinging his  
eyes

huge cloud  
of coloured  
smoke

**Worksheet**

Find the words in the chapter that will answer these questions;

1. Which word describes how Jahra says, *"It's a loop the loop!"*?  
\_\_\_\_\_
  
2. Latima says, "I need to \_\_\_\_\_ all my powers".
  
3. The carpet swoops down to land on a \_\_\_\_\_ building.
  
4. Patima's eyes are \_\_\_\_\_.
  
5. Nanny Fatima has tears \_\_\_\_\_ down her cheeks.
  
6. Patima says she has a, "position of \_\_\_\_\_ now."
  
7. A shrill voice suddenly \_\_\_\_\_ .
  
8. They all looked round for the \_\_\_\_\_ of the interruption.

**Worksheet ANSWERS**

1. Which word describes how Jahra says, *“It’s a loop the loop!”*?  
**gleefully**
  
2. Latima says, “I need to \_\_\_\_\_ all my powers”.  
**summon**
  
3. The carpet \_\_\_\_\_ down to land on a three-storey building.  
**swoops**
  
4. Patima’s eyes are \_\_\_\_\_.  
**harder**
  
5. Nanny Fatima has tears \_\_\_\_\_ down her cheeks.  
**spilling**
  
6. Patima says she has a, “position of \_\_\_\_\_ now.”  
**responsibility**
  
7. A shrill voice suddenly \_\_\_\_\_ .  
**pipled up**
  
8. They all looked round for the \_\_\_\_\_ of the interruption.  
**source**

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### Picture Resources

This picture shows a man on a flying carpet.



Do you think this man looks rich or poor? Explain your answer.

Is this what you thought the magic carpet in the story might look like?

What are the three birds flying underneath the magic carpet?

How has the artist made this painting look mysterious and dreamlike?

**Picture Resources**

This picture shows a village in modern-day Yemen.



Is this what you thought Patima's village might look like from the air?

What can you see in this picture that you wouldn't have seen in Patima's day?

Why do houses in hot, desert places often have flat roofs?\*

**Picture Resources**

This stamp shows the story of Aladdin's lamp and the genie.



Is this what you thought the genie in *Stop that Sorcerer!* might look like? How is he the same or different?

Where do you think the story of Aladdin is set? Explain your answer.

Where is this stamp from? Look on the Internet to find out what 'Magyar' means.



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### **Resources**

#### **Websites**

Stories from Persia (Iran) retold, including Aladdin's Lamp:

<http://www.storynory.com/category/fairy-tales/1001-nights/>

Hello Kids, Aladdin and the wonderful lamp:

[http://www.hellokids.com/c\\_27876/reading-and-learning/stories-for-children/classic-stories-for-children/aladdin-and-the-wonderful-lamp](http://www.hellokids.com/c_27876/reading-and-learning/stories-for-children/classic-stories-for-children/aladdin-and-the-wonderful-lamp)

Tales with Gigi, video of Aladdin story with text on screen:

<http://taleswithgigi.com/tale/60/>

Note to teachers: Every effort has been made by the Publishers to ensure that these websites are suitable for children, that they are of the highest educational value, and that they contain no inappropriate or offensive material. However, because of the nature of the Internet, it is impossible to guarantee that the content of these sites will not be altered. We strongly advise that Internet access is supervised by a responsible adult.

#### **Books**

*The Stone of Destiny: Tales from Turkey* by Elspeth Tavaci, Frances Lincoln Children's Books, 2012

*Seasons of the Sandstorm* by Mary Pope Osborne, Random House Inc, 2007

*Arash the Archer: A Story from Ancient Persia* by Shahriar Bourbour, Shahriar Bourbour, 2011

*Aladdin and his Wonderful Lamp (Arabian Nights Adventures)* by Kelley Townley, Harpendore, 2015