

# Stop that Sorcerer!

## Teacher Resources, Week 4

### 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.
- **Key Words and Phrases:** This section provides a selection of key words and phrases from the chapter for use in a classroom literacy display or 'working wall'.
- **Puzzles:** This section provides printable puzzles 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 4: A Quick Exit

1. What causes everyone to *freeze* at the beginning of the chapter? Go back to the text to find out.
2. What do we call a phrase such as ‘silently slipped’?  
**TEACHER NOTE:** alliteration
3. What two words does Patima use to describe Aftar? Go back to the text to find out.  
**TEACHER NOTE:** *drama queen*
4. Do you think Aftar is popular with the sisters? Explain your answer. Do you think that if Aftar behaved and spoke differently whenever he was released from the lamp things might be different for him?
5. Find an example of sarcasm as used by Aftar.
6. How does Aftar manage to delay the guards getting through Patima’s front door? Describe this scene.
7. Why would the genie’s lamp be smelly inside?
8. Why does the author end a word halfway through when the genie says, “...all by my–”? What do you *infer* that the genie wanted to say?
9. Why does Aftar’s voice become high-pitched? Go back to the text to find out.
10. Describe how the battering ram would break down Patima’s front door.
11. Why do you think Jahra grabbed the lamp before jumping on board the carpet?
12. Why doesn’t the magic carpet go straight back to the palace? Explain.

13. Explain why there are a lot of parents in tears in the market square.
14. What does the word 'treason' mean? Why do you think the guards tell the villagers that Prince Pezar is wanted for 'treason'?
15. What two arguments does the mayor use to persuade the guards to release the village boys that have been herded together in the square? Go back to the text to find the evidence to answer this question.  
**TEACHER NOTE:** The mayor says he has known all the boys from birth and that none of them is the prince. He also says that Rahjah is a long way from the palace and that no members of the royal family have ever been there.
16. Do the guards respect the villagers? Go back to the text to find the evidence to answer this question.
17. What causes the scruffy boy to come out from his hiding place? Why do you think the villagers shout, "It's him. It's Prince Pezar, seize him"?
18. How does the scruffy boy try to prove that he is a travelling player? How does the soldier respond?  
**TEACHER NOTE:** The boy pulls out a tin whistle. The guard responds *scornfully*.
19. Why does Pezar 'blush crimson'? Go back to the text to find out.
20. What happens to Pezar that shows he's no longer a 'pampered prince'? Is Pezar able to demonstrate his new-found courage in this chapter? Why or why not?
21. Why do the guards believe Jahra, when she says she is Prince Pezar? Were you surprised by this?
22. Why do you think Jahra pretends to be Pezar?

## **Making the Choice and Voting**

### **What happens next?**

#### **Option 1: Pezar steps forward and says he is the prince.**

Do you think Pezar would stand by and let Jahra be taken? Is he now brave enough to admit that he really is the prince? Would the sisters allow him to step forward, or would they try to stop him? What do you think the guards will do if Pezar steps forward claiming to be the prince? What would you like to see the guards do at the beginning of the final chapter if you choose this option?

#### **Option 2: They let the guards take Jahra.**

Can you think of any reason why Pezar would let this happen? Can you think of any reason why the sisters might let this happen? Perhaps they know that Jahra is clever enough to outwit the guards. Perhaps they think that Gia will save her. Can you predict what will happen in the last chapter if you choose this option?

## Writing Activities

Write a sentence or two about what Aftar the genie might be muttering to himself when he goes back into the lamp.

Aftar causes Patima's front door to become blocked with the branches and tendrils of an ivy-like plant. In your own words, rewrite this part of the story, making Aftar's magic do something else extraordinary to prevent the guards from getting in!

Write the opening sentence of chapter five for both the options listed at the end of the chapter. Make your opening sentences exciting, intriguing or surprising, so that you draw your reader into the chapter.

Imagine you are one of the parents whose son has been rounded up by the guards. Describe what happens in the market square and how you feel as you go through this terrible ordeal.

Imagine you are the mayor of the village. Tell your story of what happened the day Almazad's guards came into the village. Tell the story as if you were recalling it to your grandchildren, making it as exciting as you can. You can add some dramatic events to make the story more interesting.

Write some colourful descriptive text about the scruffy boy that could be inserted into the text. What colour was his hair, for example? What were his clothes like? Was he clean or grubby?

Go back to chapter 4 and make a list of words and phrases the author uses instead of 'said' after someone has spoken.

Imagine you are the scruffy boy – the travelling player with a tin whistle. When you are released by the guards you dash back to your camp and the other

## **Stop that Sorcerer!** by Paula Niclomhair

travelling players. Write the conversation you would have with one of your friends. Don't forget to use the correct punctuation when you are speaking.

Look at the unfinished sentences below. Write out the sentences completing them in interesting way. Use colourful adjectives, exciting verbs and emotion words to make your sentences really entertaining. You might want to discuss your ideas with a partner first.

What a drama queen my little brother is! Only yesterday .....

I peered up at the domed ceiling inside this ancient building and gasped .....

The chorus of voices that rang out from our local .....

## **Other Extension Activities**

### **Art Activities**

Illustrate your favourite scene in chapter 4. Write an extended caption to go with your picture.

Draw some of the colourful boxes of fruit that the soldiers knocked over. What fruits do you think would be on sale in a hot, desert country? Include exotic, tropical fruits in your picture.

### **Discussion Activity**

With a friend or partner, discuss what you would do if you saw someone unjustly accused of something?

### **Drama Activities**

Turn one scene in chapter 4 into a play script. Set out your script in the correct way, with characters' names and stage directions etc. When your script is finished, make a copy for each of the actors and then get some willing classmates to act out your script.

Write a short script for a character that behaves as a drama queen. Act out your script.

### Key Words and Phrases

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 4 of *Stop that Sorcerer*: **curiously, peeked, whirled and swirled, splintering crash, huddle, clambered, crammed, quaked**. 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!

curiously

peeked

whirled and  
swirled

splintering  
crash

huddle

clambered

crammed

quaked



**Puzzle: Word Search**

Complete the word search below containing words from chapters 1-4 of *Stop that Sorcerer!*

Q	H	E	A	R	T	S	T	O	N	E	L	A	E	A
A	M	E	R	T	Y	U	I	A	O	P	K	M	V	L
C	A	J	H	P	E	Z	A	R	G	S	F	I	I	M
I	G	N	B	V	C	Z	A	H	S	D	D	T	T	A
G	I	L	M	Q	X	S	W	A	E	R	R	A	I	Z
A	C	O	A	I	U	I	A	J	Y	A	T	P	G	A
M	C	P	N	M	A	S	M	S	D	U	F	G	U	D
K	A	M	E	V	P	T	I	X	C	G	V	B	F	H
R	R	W	A	S	F	E	T	S	G	J	E	S	D	J
A	P	B	R	C	X	R	A	R	P	O	N	N	H	K
D	E	V	S	Q	W	S	L	R	T	E	Y	U	I	L
X	T	Z	I	A	S	D	G	G	H	J	L	K	L	E
A	F	T	A	R	J	K	I	G	D	S	W	L	W	Q
C	V	B	N	M	L	A	K	F	A	M	I	T	A	F

AFTAR  
ALMAZAD  
DARK MAGIC  
FATIMA  
FUGITIVE  
GUARDS  
GENIE  
GIA  
HEARTSTONE

JAHRA  
LAMP  
LATIMA  
MAGIC CARPET  
NEARSIA  
PATIMA  
PEZAR  
SISTERS  
SPELL

**Puzzle: Word Search ANSWERS**

9→	H	E	A	R	T	S	T	O	N	E	A	E	2↓	A
	↓ <sup>13</sup>							A			M	V	L	
C	A			16→	E	Z	A	R	S	I	I	M		
				P										
I	G						H	D	T	T	A			
G	I	↘ <sup>11</sup>	L			↓ <sup>17</sup>	S	A	R	A	I	Z		
A	C		A		I	A	↑ <sup>10</sup>	A		↑ <sup>15</sup>	G	A		
M	C		↓ <sup>14</sup>	N	M	S	M	U			U	D		
K	A		E		P	T	I			↑ <sup>6</sup>			↑ <sup>5</sup>	F
										↓ <sup>7</sup>	G			
R	R		A		E	T	↘ <sup>18</sup>	S			E			
A	P		R		R	A		P			N			
D	↑ <sup>3</sup>	E	S		S	L	↑ <sup>12</sup>		E		I			
		T	I				G	↙ <sup>8</sup>		L		E		
1→	A	F	T	A	R		I				L			
						A		A	M	I	T	A	F	← <sup>4</sup>

- |              |                 |
|--------------|-----------------|
| 1→AFTAR      | 10↑JAHRA        |
| 2↓ALMAZAD    | 11↘LAMP         |
| 3↑DARK MAGIC | 12↑LATIMA       |
| 4←FATIMA     | 13↓MAGIC CARPET |
| 5↑FUGITIVE   | 14↓NEARSIA      |
| 6↑GUARDS     | 15↑PATIMA       |
| 7↘GENIE      | 16→PEZAR        |
| 8↙GIA        | 17↓SISTERS      |
| 9→HEARTSTONE | 18↘SPELL        |

**Picture Resources**

This picture shows a market stall in Morocco.



Is this what you thought the market stalls in the story might look like?

What is the man on the left selling?

What is the woman in grey selling? Who do you think made her goods?

Where is Morocco? Look for this country in an atlas or on the Internet.

Picture Resources

These pictures show four different jobs that the villagers of Rahjah might do.



Write the correct jobs in the boxes underneath each of the pictures:

- Olive picking
- Weaving
- Spinning
- Carpentry



## Resources

### Websites

Middle Eastern village life:

Baking bread: <https://www.youtube.com/watch?v=QfIUj0UbqGs>

An old Pathé news video of village life in the 1960s:

<https://www.youtube.com/watch?v=Y3wkrVPueq4>

Egyptian family life:

[http://news.bbc.co.uk/1/shared/spl/hi/picture\\_gallery/07/middle\\_east\\_egyptian\\_family/html/10.stm](http://news.bbc.co.uk/1/shared/spl/hi/picture_gallery/07/middle_east_egyptian_family/html/10.stm)

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

### Fiction

*The Adventures of Prince Camar and Princess Badoura (Arabian Nights Adventures)* by Kelly Townley. Harpendore, 2016.

*The Earth Shook: A Persian Tale* by Donna Jo Napoli. Hyperion Books, 2009.

*Pea Boy: and other stories from Iran* by Elizabeth Laird. Frances Lincoln Children's Books, 2009.

### Non Fiction

*1001 Inventions and Awesome Facts from Muslim Civilization* by National Geographic. National Geographic Kids, 2013.