

## Who thinks what?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Fill the gaps in what the Tree Spirit is thinking.  
Use the words in the box.

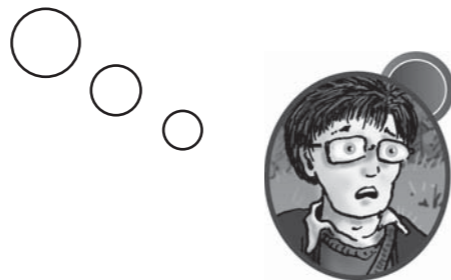
I think those \_\_\_\_\_ need to be taught a  
\_\_\_\_\_. They \_\_\_\_\_ me when  
they \_\_\_\_\_ that \_\_\_\_\_.

**stone hurt lesson boys threw**



2. In the bubble below, write what Hal thinks about what happened in the woods.

I think



## What happens next?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. With your partner, decide what will happen next to Hal and Naz. You can use the ideas in the box below, or your own ideas.

### Ideas

- Hal and Naz come back to the woods and meet the Boggart again. They have an adventure with the Boggart.
- Hal and Naz come back to the woods but they haven't learnt their lesson. The Boggart tries to make them change their ways.
- Hal and Naz tell everyone at school what happened. No one believes them.
- Something else happens – you decide!



2. Make some notes below about what you think will happen next.

The boys will

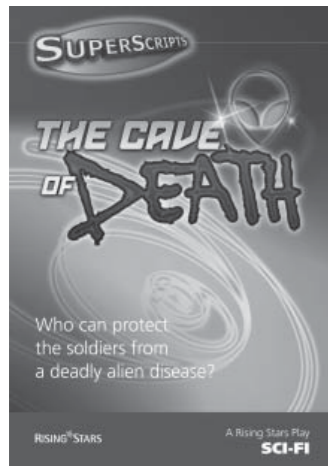
Naz will

Hal will

In the end

3. Now use your notes to help you act out the scene.

## THE CAVE OF DEATH



### Simon Cheshire

#### Literacy/English framework links

Renewed Primary literacy framework strand 8: Engaging with and responding to texts

- Year 4: interrogate texts to deepen and clarify understanding and response;
- Year 5: compare the usefulness of different techniques such as visualisation, prediction, empathy in exploring the meaning of texts;
- Year 6: sustain engagement with longer texts, using different techniques to make the text come alive.

Secondary National Strategy English Framework: text level – reading

- Year 7: 6) adopt active reading approaches to engage with and make sense of texts, e.g. visualizing, prediction, empathizing and relating to own experience;
- Year 8: 4) review their developing skills as active, critical readers who search for meaning using a range of reading strategies.

#### Setting up the group

In this play, Jon has the longest part and the others are all of a very similar length.

If you have fewer than six pupils, you could take the Narrator's part or Jon's part. Alternatively, ask half the group to read the parts of Jon, Laz and Reth, and half to read the parts of Pool, Elza and the Narrator.

#### Warm-up

Tell pupils that this play takes place during a war between Earth and a planet called Pellison. Jon is a commander in the Earth army, and he and his troops are sheltering in a cave on Pellison, with Pool – an alien from Pellison whom they have taken prisoner. Ask pupils how they might be feeling if they were in this situation.

Choose pupils to read the different parts, and give each reader the appropriate character card (page 32). See page 4 for ideas for getting into role.

#### The reading sessions

Each scene should take about 15–20 minutes to read as a group, so you can split the reading into four sessions. All characters appear in each scene.

#### Teaching and learning focus

Use drama techniques such as hot seating and freeze frame (see page 4) to focus on the characters and their thoughts as the play progresses. For example, after scene 1, freeze-frame to find out what each of the characters is thinking now that they are trapped in the cave.

After scene 2, hot-seat Reth to find out what he thinks will happen next, who he blames for what is happening and how he will react.

Talk about the themes of the play with pupils (e.g. courage, helping others). Why do they think Pool decided to help the humans even though they had taken him prisoner? Why didn't Jon believe Pool? Which of the characters behave well, and which behave badly?

As pupils read, focus on their word recognition skills and help them to use their phonic skills to read the words as necessary.

#### Performing this play

This play takes place in one main location: the cave. You could use simple scenery, e.g. dark, shadowy rocks, to indicate this. Pupils can wear simple plain clothes (e.g. track suits) or you could experiment with more futuristic costumes. This play would also work well as a radio play, with sound effects.

#### Extension ideas

- Ask the group what they think will happen to Elza, Laz and Reth after the end of the play. What difficulties will they face now that they are part-human, part-Pellisar?
- Give pupils copies of Photocopy Masters 15 and 16 for follow-up.

## True or false?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the sentences below. If they are true, draw a ring around the T. If they are false, draw a ring around the F.

Pool is a type of alien called a Pellison. T F

Elza is the radio officer. T F

Reth is a brave character. T F

Elza gets bloodfreeze first. T F

Reth causes the bloodfreeze by opening the box. T F

Pool has a plan that can save the humans' lives. T F

At the end of the play, three of the characters are dead. T F

Jon kills Pool. T F

Laz is Jon's second-in-command. T F

