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Ignite English has been written by people who love teaching English. It was a pre-requisite for us when developing this resource that you have people who are confident teaching English and who would find it patronizing to tell you how to teach English. Therefore we have provided a flexibility, both digitally and on the page, so that you can decide how you are going to customize it for your students.

In Ignite English, we also take English and show how it relates to the real world. Outside school there are lots of people doing lots of different jobs who will be using speaking, listening, reading and writing, and we might not even think about how they are doing it. Well let’s! In Ignite English, we take a look at what they do and we talk to them about how they are doing it, so that you and your students can explore the way they are using language and connect what we are doing in the classroom with the world out there.

Informed by research and recent Ofsted reports, Ignite English aims to help reinvigorate KS3 English teaching and learning by:
- Improving learning through relevance and creativity
- Ensuring teaching is distinctive
- Enabling effective transition between Year 6 and Year 7
- Accessing up-to-date and relevant professional development
- Delivering the new KS3 National Curriculum

That is essentially what we are trying to do with Ignite English.

Geoff Barton
Series Consultant, Head Teacher, Teacher of English and highly experienced English author

Ignite English authors
Ignite English was created with Geoff Barton and authored by experienced teachers and educationalists who are passionate about teaching English. As well as being tested in schools and reviewed by teachers, the resources were also reviewed by Peter Ellison, a cross-phase Local Authority Adviser and Phil Jarrett, former Ofsted National Adviser for English.
Relevance

English as a subject covers all sorts of reading, writing and spoken English skills, texts and contexts. Our intention is to help students see the connections between what they are learning in English lessons in school and the world beyond the school gate.

So, in *Ignite English*, students will meet a range of people, from writers and actors through to business people and the military, whose jobs are linked thematically to the unit they are exploring. Many of the reading, writing and spoken English skills that students need every day are the skills they need to develop through their English lessons. *Ignite English* also aims to help students understand how they can apply the key English skills they are developing in real-world contexts.

Creativity

Being able to respond in a creative and personal way is a vital part of English lessons. *Ignite English* offers students a wide range of reading, writing and spoken English tasks that ask students to respond in lots of different and creative ways. From tweeting and texting to selecting winning texts for a competition to essays and reports, *Ignite English* aims to provide students with variety and opportunities for creativity.

Distinctiveness

Learning what students are good at and learning what they need to improve on are an essential part of English.

Each unit in *Ignite English* opens with a ‘big question’, which sits underneath all the learning that will happen throughout that unit. At appropriate points in each unit, students have opportunities to evaluate their progress and at the end of the unit they will have an assessment, often in a real-world context, which gives them the opportunity to show what they have learned.

All of these features aim to allow students to understand more about the texts and skills offered in English lessons, to discover what interests them and to express themselves clearly in relevant, creative and distinctive ways.
Overview of Ignite English

Transition support

Teacher Companion 1 includes English lesson suggestions and guidance on effective transition from Primary to Secondary school. It also includes a range of teaching ideas for the first week of English lessons in Secondary schools, with an opening lesson included in Student Book 1. In addition, there is a professional development unit specifically on transition in Kerboodle: Lessons, Resources and Assessment.

Also on Kerboodle LRA 1 and on the Oxford University Press Ignite English webpage, you will find a unit of work, with transition tips, for Primary school teachers to use in the final term of Year 6. This unit, ‘Making a Difference’, has Ignite English principles at its heart and we hope that by passing this unit on to local Primary schools it will foster enhanced relationships between Secondary school English departments and colleagues in local Primary schools.

Student Books

The Student Books have been designed to develop a range of reading, writing and spoken English skills in real life contexts. Each Student Book offers thematically-focused units, covering prose fiction, poetry, drama and non-fiction forms, as well as a focus on language and one unique immersive unit based around a real-world scenario. They also feature an explicit focus on spelling, punctuation and grammar (SPAG). There is a wide range of source texts and activities with Stretch and Support as well as regular Progress Checks and Extra Time features, which can be used either for extension or homework.

Teacher Companions

Each Teacher Companion shares the thinking and philosophy behind the resources with a focus on the ‘why’, ‘what’ and ‘how’ of each unit, lesson and assessment. Additionally, the Teacher Companions feature unit-by-unit teaching support materials with comprehensive teaching tips, links and further reading suggestions. Each lesson features a Lesson Companion that includes a range of teaching ideas, guidance and tips to enable you to customize your lessons. The Teacher Companion also includes guidance and suggestions on setting up and marking the end-of-unit assessments.
Overview of Ignite English

Kerboodle: Lessons, Resources and Assessment

Kerboodle is packed full of guided support and ideas for creating and running effective lessons. It’s intuitive to use, customizable, and can be accessed online anytime and anywhere. Ignite English Kerboodle LRA includes:

- 18 exclusive interviews providing over 40 unique and compelling films, connecting the learning in KS3 English lessons to skills used in thematically-linked jobs
- Six specially-commissioned filmed units providing CPD for English departments on key areas of Key Stage 3 teaching and learning, including genuine lesson footage, interviews with Primary and Secondary school teachers and students, and comments and observations from Geoff Barton and Phil Jarrett
- Materials to support the transition for students from Key Stage 2 to Key Stage 3
- Grammar support for teachers and students through extensive spelling, punctuation and grammar interactives and a grammar reference guide
- A wealth of additional resources including: interactive activities, an editable alternative end-of-unit assessment for every Student Book unit, marking scales to help monitor progress, photos, editable presentations, editable worksheets (general, differentiation and peer/self-assessment) and weblinks
- Lesson Player, enabling teachers to deliver ready-made lessons or the freedom to customize plans to suit your classes’ needs

Kerboodle Online Student Books

All three student books are also available as Online Student Books. These can be accessed on a range of devices, such as tablets, and offer a bank of tools to enable students to personalize their book and view notes left by the teacher.
Unit overview

The chapters in this Teacher Companion link directly to the corresponding Student Book theme, but also aim to provide you with holistic thematic and practical support, both for planning and lesson delivery purposes. This starts with looking at the ‘why’, ‘what’ and ‘how’ for the unit as a whole, and then providing a snapshot medium-term outline. All of the subsequent ideas and guidance reflect the underpinning philosophy of Ignite English, allowing you the flexibility to adapt all the materials to suit the needs of your students, your department and your teaching style.

Preparing to teach

The preparing to teach sections in each chapter aim to equip you with useful background to the theme, saving you time but also enabling you to feel more confident when delivering the unit. Weblinks and wider reading, both for you and your students, is also included. Comprehensive practical teaching tips, in the context of the specific unit, conclude the preparing to teach section.

Unit 1: In Search of Adventure

Lesson response

- The Baker's Lament
- The Baker's Dynasty
- The Baker's Journey
- The Baker's Unanswerable Questions
- The Baker's Great Challenges
- The Baker's Unknown
- The Baker's Success
- The Baker's Discovery
- The Baker's New Adventures
- The Baker's Future

- The Baker's Dreaming
- The Baker's Thinking
- The Baker's Planning
- The Baker's Acting
- The Baker's Reflecting
- The Baker's Evaluating
- The Baker's Learning
- The Baker's Improving
- The Baker's Developing
- The Baker's Sharing
- The Baker's Helping

- The Baker's Celebrating
- The Baker's Recording
- The Baker's Publishing
- The Baker's Presenting
- The Baker's Performing
- The Baker's Exhibiting
- The Baker's Presenting
- The Baker's Performing
- The Baker's Exhibiting
- The Baker's Presenting
- The Baker's Performing

- The Baker's Reflecting
- The Baker's Evaluating
- The Baker's Learning
- The Baker's Improving
- The Baker's Developing
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- The Baker's Performing
- The Baker's Exhibiting
- The Baker's Presenting
- The Baker's Performing
Lesson Companions

Each ‘lesson’ in the Student Book has a corresponding Lesson Companion in this Teacher Companion. The Lesson Companions open with sharing the ‘why’, ‘what’ and ‘how’ for each specific lesson. The main aim of each Lesson Companion is to provide you with a number of teaching ideas and tips, some of which relate to resources provided on the Kerboodle LRA, others are standalone. Guidance is also provided on Student Book activities. The intention is that from these lesson ideas you can create your own lessons, putting a selection of the ideas into a sequence or using some in parallel with different groups of students or individual students in your class. The Ignition, Exploration and Consolidation headings are a guide only – individual lesson ideas can be used in the way that suits your needs best. If you would like to follow a suggested route through the lesson ideas, these are indicated with the symbol, and relate to the lesson sequence as it appears in the Kerboodle LRA Lesson Player.

The Lesson Companions also include guidance on the Extra Time Student Book features, which can be used either in class or as homework tasks. Additional Extra Time activities have been added to the Lesson Companions.

Assessment guidance and answers

Suggestions on how to set up and run the end-of-unit assessments is provided at the end of each chapter, together with guidance on marking. Answers to Student Book activities, where appropriate, are provided on the final page of each Teacher Companion chapter.
Ignite English features 18 specially-commissioned interviews, comprising over 40 films on Kerboodle: Lessons, Resources and Assessment. Introductions and quotations from the interviewees also appear throughout the Student Books.

These interviews, which are thematically linked to each Student Book unit, provide a direct connection for students with the relevant reading, writing or spoken English skills that they are developing in Ignite English and in English lessons generally.

The first film in every unit, and the introduction to every unit in the Student Books, provides an introduction to the interviewee, background to what they do in relation to the theme of the unit and initial comments on the skills they use. Subsequent films provide more specific skills comments and wider information about the interviewee and the work that they do.

Here’s who we have interviewed in Ignite English:

**Ignite English Student Book 1 and Kerboodle LRA 1**

- **In Search of Adventure**
  - Mick Conefrey, Adventure writer and documentary maker

- **The Identity Kit**
  - Dreadlock Alien, Performance poet

- **Out of This World**
  - Jaine Fenn, Science-fiction author

- **Travellers’ Tales**
  - Hugh Thomson, Travel writer

- **Making the News**
  - Will Gompertz, BBC Arts Correspondent

- **Your Language**
  - Maeve Diamond, Accent and dialect coach

Kerboodle provides full support for teaching, learning and assessment but is also flexible and editable to suit your needs. You can use the lessons provided, or create your own.

**Lessons**
- Customizable lesson presentations and plans with resources launched directly from the presentation
- Teacher notes accompany every lesson
- Editable planning documents

**Resources**
- 18 specially-commissioned Ignite Interviews
- A wealth of photos, worksheets, presentations and interactive activities
- 6 specially-commissioned film-based CPD units
- Year 6 to Year 7 transition materials
- A comprehensive grammar guide

**Assessment**
- Alternative end-of-unit editable assessments
- A bank of assignable spelling, punctuation and grammar interactive activities
- Optional marking scales to help monitor progress
- Online markbook
The Ignite Interviews

**Ignite English Student Book 2 and Kerboodle LRA 2**

- **It’s a Mystery**
  - Christopher Edge, Mystery writer

- **Words of War**
  - Ed Beacons, Infantry officer

- **Appearance and Reality**
  - Debbie Korley, Actress

- **Technology Matters**
  - Tom Worsley, Engineer

- **Campaign for a Cause**
  - Kate Geary and Matthew Grainger, Media and Communications at Oxfam

- **Power of Communication**
  - Dominic Gettins, Advertising agency: Head of writing

**Ignite English Student Book 3 and Kerboodle LRA 3**

- **Dare to Scare**
  - Sarah Pinborough, Horror writer

- **Relationships**
  - Nick Cope, Song-writer and musician

- **Exploring Difference**
  - Nikki Emerson, Wheelchair track athlete

- **My Life, My Choices**
  - Lisa Sowards, Feature writer

- **Young Entrepreneurs**
  - Renée Watson, Business owner

- **From Talking Drums to Tweets**
  - Fiona McPherson, Oxford English Dictionary editor
Lesson focus

Why are we teaching this?
Travelling for most young people is going on holiday, either in this country or abroad. Generally speaking, they expect holiday hotels to offer all the comforts of home at the very least. Many also expect a swimming pool and leisure facilities. In this lesson, which builds on previous learning by broadening students’ understanding of tone and descriptive language, students encounter a very different approach to hotel design. They explore how the writer of a hotel advert makes the most unlikely qualities sound appealing.

What are students learning?
Students will be able to:
- explore how noun phrases and other techniques are used to add descriptive detail.

How you could teach this
A variety of activities and approaches are provided on the right for you to select from and adapt to meet the needs of your students. The Kerboodle lesson player sequence is derived from these suggestions, to act as a starting point for your lesson.

Teaching suggestions

Ignition

Appealing language
Show the class a variety of holiday hotel brochures and online adverts. Remind students that specific language is often used to make a hotel or destination sound appealing. The weblink below would be a good starting point.
Resources

Exploration

Sweden’s most primitive hotel
Before they read the text in the Student Book, give students the headline ‘Sweden’s most primitive hotel’ and ask them to comment on it. Why is this headline surprising? What connotations are usually drawn from the word ‘primitive’? Why do students think this hotel might appeal to visitors?

Personal response
After they have read the online brochure extract on page 94 of the Student Book, ask students to respond to Activity 1. You could divide the class into small groups and ask each group to come up with three positives and three negatives to feed back.
Resources
Student Book 1: Activity 1, page 95

Not what I was expecting
To stretch higher-achieving students, ask them to write an uncomplimentary online review of the STF Kolarbyn hostel. No one would stay there expecting luxury, but what if things weren’t quite as advertised? Show students some examples of online reviews (e.g. on TripAdvisor) before they begin their writing.

Noun phrases
Using the ‘Noun phrases’ interactive activity on Kerboodle, ask students to divide the noun phrases into those that are suitable descriptions of the photo and those that are not.
Resources
Kerboodle: 4.3 Noun phrases

Answers
Answers to Student Book activities, where relevant, can be found on page 105.
Unit 4: Lesson companion 3

and guidance

**Consolidation**

**Expanded noun phrases**

Expanded noun phrases are the most important technique for an advert writer and, as such, they are used extensively in the Student Book extract. Use the 'Expanded noun phrases' presentation on Kerboodle to discuss their use in an annotated version of the Student Book extract. You could also use the Grammar Reference Guide and/or specific SPAG interactives on Kerboodle to strengthen students’ understanding of noun phrases.

*Resources*

Student Book: Activity 2, page 95
Kerboodle: 4.3 Expanded noun phrases
Kerboodle: Grammar Reference Guide (noun phrases)

**Drama**

Ask students to write a short scene from a TV soap opera in which a husband and wife are deciding where to go on a long weekend break. One of them is keen to do something completely different and has just found the STF Kolarbyn website. The other partner prefers luxury and would rather go on something like a spa weekend.

**The rule of three**

Remind students about the use of the rule of three in the Student Book extract, e.g. ‘Silence, wilderness and exciting outdoor experiences’. Ask them to create rule-of-three descriptions for the following holidays: snowboarding in the Alps; pony trekking in the Welsh hills; a weekend in New York; a pamper yourself weekend in a spa hotel.

**Progress Check**

After they have completed Activity 3 in the Student Book, ask students to pair up and assess each other’s online brochures for persuasiveness. Encourage them to highlight the most effective noun phrases included in their partner’s work.

**An unconventional hotel**

When writing their own online brochure in response to Activity 3 in the Student Book, encourage students to create the most extreme hotels they can think of – for instance, a series of caves high on a cliff-face or tree-houses right up in the rainforest canopy – and challenge them to make it sound appealing. Go back to the Student Book extract and remind them of the sentence: ‘All the huts have a wood-heated stove and use wood chopped by the guests themselves.’ How does the writer make chopping wood sound appealing?

*Resources*

Student Book: Activity 3, page 95
Kerboodle: 4.3 Expanded noun phrases
Kerboodle: Grammar Reference Guide (noun phrases)

**My holiday diary**

Ask students to write the weekend diary of a holidaymaker who loves STF Kolarbyn. If you used the ‘Drama’ Exploration activity, you could suggest that students write the diary from the perspective of the reluctant partner – he or she wasn’t keen on the idea at first, but has loved every minute of the weekend.

**Extra Time**

Ask students to find the online brochure of their ideal hotel and explain why they find it so appealing.

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**Compare the texts**

You could ask students to compare the use of expanded noun phrases in the Student Book extract with those used in an online brochure for a more conventional hotel (such as the one in the weblink below). In what ways are they similar and different?

*Resources*


**Ignite English interview**

You might like to play Ignite Interview Film 2 to the class. In this film, Hugh Thomson discusses planning and structuring travel writing.

*Resources*

Kerboodle: 4 Ignite Interview Hugh Thomson Film 2
Lesson focus

Why are we teaching this?
This lesson uses an extract from a travel blog as a springboard to allow students to explore how to present information appropriately, and then develops the same skills in a speaking exercise. In the extract, the writer employs an interesting tone – addressing the reader in quite a subtle way. On the one hand, he portrays the insects as being revolting (describing them in a variety of unpleasant or sarcastic ways) but, at the same time, the reader is also being dared to eat them – as if eating insects in Bangkok is a badge of honour for any self-respecting traveller.

What are students learning?
Students will be able to:
- explore how a writer presents information appropriately for audience and purpose
- present information persuasively for listeners in a speech.

How you could teach this
A variety of activities and approaches are provided on the right for you to select from and adapt to meet the needs of your students. The Kerboodle lesson player sequence is derived from these suggestions, to act as a starting point for your lesson.

Exploration

Describing food
Ask the class to think about the ways in which we describe food. Use the weblink below to show students a range of attractive photos of food and ask them to come up with as many descriptive words and phrases as they can. List them on the board. Then show the image from Kerboodle of a person in South-east Asia eating insects. How do students react? Why? Ask for words or phrases to describe this new photo and list those as well. Then follow up Activity 1 in the Student Book by asking students how they think Western tourists might react to seeing cooked insects being offered as food in Asian street markets.

Resources
Weblink: http://www.mikiduisterhof.com/Portfolios/Food/1/thumbs/Kerboodle: 4.4 Eating insects in Asia
Student Book 1: Activity 1, page 96

Describing insects
Ask students to read through the Student Book extract and complete Activity 3. With higher-achieving students, you could suggest that some of the ‘positive’ terms (e.g. ‘scrumptious critters’) are, in fact, being used sarcastically and are, therefore, not positive at all. Also point out the use of quotation marks around ‘lucky’. You could use the ‘Describing insects’ presentation on Kerboodle, after students have fed back their own ideas, to make sure that all of the relevant examples have been identified.

Resources
Kerboodle: 4.4 Describing insects

Why travel?
Using the ‘Why travel?’ interactive activity on Kerboodle, ask students to discuss and rank the most appealing aspects of travelling.

Resources
Kerboodle: 4.4 Why travel?

Informal language
You could use the ‘Informal and formal language’ worksheet on Kerboodle to support Activity 2 in the Student Book. Encourage students to consider the author’s purpose when he decided to write the Student Book guide in an informal style.

Resources
Student Book 1: Activity 2, page 96
Kerboodle: 4.4 Informal and formal language

Answers
Answers to Student Book activities, where relevant, can be found on page 105.
Viewpoint
Discuss what the author’s viewpoint is in the Student Book extract. If you used the first Ignition activity, revisit the list of words and phrases generated by the photo of the spider-eating girl. These are the views that the extract author expects his readers to hold. So, he must build a bridge between his readers’ prejudices and the reality of the experience. He does this through humour and sarcasm – daring his readers to experiment, while at the same time acknowledging their disgust. Discuss the sentence: ‘Technically, they’re not insects, but they’re just as disgusting, if not more so, for the insect-eating impaired’. Ask the class: Is he saying that the worms are disgusting? No, he isn’t. The second part of the sentence modifies the viewpoint. To emphasize the point, start by showing the sentence up to the second comma and then add the rest.

Bug Bites
Ask students to devise an advertisement (for print or TV) with the aim of persuading British consumers to buy ‘Bug Bites’ – an insect-based snack. You could also ask them to design the packaging.

Insects are good for you
Use the weblink below to show the class an online article about a UN report on eating insects. After students have finished reading the article, discuss the ideas raised with the class. Ask students to identify the benefits of eating insects. Now they know how good and useful they are, would they do it?

Resources

Planning your speech
When completing Activity 4 in the Student Book, lower-attaining students may benefit from using the suggestions provided on the ‘Planning your speech’ worksheet on Kerboodle to help them structure and plan their speeches.

Resources
Student Book 1: Activity 4, page 96
Kerboodle: 4.4 Planning your speech

Extra Time
The British tend to be very conservative in their diet. Ask students to conduct some research into foods eaten around the world (or to use their research from the third Consolidation activity, if you used it). Then ask them to create an advert with the purpose of persuading students in their school to be more adventurous in their choice of food.

Progress Check
Ask students to peer-assess the speeches they have just heard in response to Activity 4. Encourage them to evaluate the effective use of humour and persuasive language, and to suggest ways in which each speech could have been improved.

Consolidation
Strange foods of the world
Ask students to research and present information about strange foods eaten around the world. Use the weblink below to provide a number of ideas to start them off.

Resources

School food
Recently, there has been a great deal of controversy about school meals – both from activists like Jamie Oliver and also from students themselves (see the weblink below). Ask students to write a similar blog entry, using informal language, about their own eating habits and their views about school food. Encourage them to make their writing lively and amusing.

Resources
Weblink: http://neverseconds.blogspot.co.uk/
Lesson companion 5: A Remote Meeting

Lesson focus

Why are we teaching this?
In this lesson, students are encouraged to see the experience of travel from both perspectives – the visitor and the visited. What might it feel like to be a member of a remote society coming into contact with Westerners for the first time? How should we in the West regard remote peoples who are technologically less advanced than us? These are some of the questions explored, while developing the skills of storytelling.

What are students learning?
Students will be able to:
• retell a story from a different perspective using voice and action to add impact.

How you could teach this
A variety of activities and approaches are provided on the right for you to select from and adapt to meet the needs of your students. The Kerboodle lesson player sequence is derived from these suggestions, to act as a starting point for your lesson.

Teaching suggestions

Ignition

The Maasai
Before they read the extract in the Student Book, ensure that students know something about the Maasai people and their culture. The Maasai Association website below would be a good place to visit.

Resources
Weblink: www.maasai-association.org/maasai.html

Storytelling: descriptive power
Divide the class into threes and ask each student to think of a memorable event in their childhood. Explain that the first student should tell their story to the second – whilst trying to make it as interesting and vivid as possible. The third student should listen to the story and note down any particularly striking words, phrases or descriptive techniques. Each group should then swap roles, so that everyone has a turn as storyteller. Ask each group to feed back any interesting phrases and techniques used in their three stories to the class.

Exploration

Welcome visitors?
Before reading the Maasai extract in the Student Book, ask students whether they think more-developed societies should seek out and contact isolated tribes (for instance, those believed to be living in isolation in the Amazon rainforest or New Guinea). Use ‘The most isolated man on the planet’ worksheet on Kerboodle to introduce the class to Brazil’s policy of no contact with isolated tribes. Ask students to consider whether they think Brazil’s policy is correct or not – and to be prepared to explain their reasoning.

Resources
Kerboodle: 4.5 The most isolated man on the planet

New technology
To help students answer Activity 1 in the Student Book, and consider why the Maasai villagers are so fascinated by the nylon tent, you could model how an intelligent and curious alien might regard a seemingly ordinary object to us (such as a book or a watch).

Resources
Student Book 1: Activity 1, page 98

Answers
Answers to Student Book activities, where relevant, can be found on page 105.
and guidance

**Learning from experience**

In response to Activity 2 in the Student Book, ask students to discuss, in pairs or small groups, how the writer feels about the villagers – and whether those feelings change throughout the passage. The passage starts in a light-hearted mood, but the ending is more serious. What has changed and why?

**Resources**
Student Book 1: Activity 2, page 98

**Creative writing**

You could ask students to use the Student Book extract as the stimulus for a poem describing the events of the meeting and the thoughts that it provokes. They could either write from the visitors’ point of view, or that of the Maasai (or both).

**First meeting**

Ask students to imagine the first meeting of members of an isolated tribe with a western explorer. Use this meeting as the stimulus for a short piece of drama. You could show the following YouTube video as part of the preparation for this activity. However, if you do, please be aware that there is some debate about whether this video is a fake or not. The ‘First meeting’ worksheet on Kerboodle will help students to plan their drama and also encourage them to consider the meeting from both sides – not just the explorer’s.

**Resources**
Student Book 1: Activity 3, page 98
Kerboodle: 4.5 First meeting

**Telling the story**

In response to Activity 3 in the Student Book, ask students to imagine that they are Maasai villagers and to tell the story of the ‘instant hut’ in that role. The weblink below describes the expressiveness that a traditional Maasai storyteller employs.

**Resources**
Student Book 1: Activity 3, page 98
Weblink: www.youtube.co.uk (search using ‘tribe white man’)

**Two sides**

Ask students to write a short piece of fiction about a first meeting. They could write about:

- aliens landing on earth and meeting a human
- meeting an isolated tribe
- a tribesman or woman’s first visit to a city
- a village child describing the first visit of an outsider

**Peer assessment**

Ask students to peer assess the telling of the story of the ‘instant hut’. They should focus on the expressiveness of the performance and the vividness of the language.

**Extra Time**

Some people think that remote societies should be left alone, because contact with the outside world is likely to harm them. Having read the Student Book extract and completed the work in this lesson, ask students to decide whether they agree or disagree with this point of view and to offer evidence to support their opinion.