

Roald Dahl

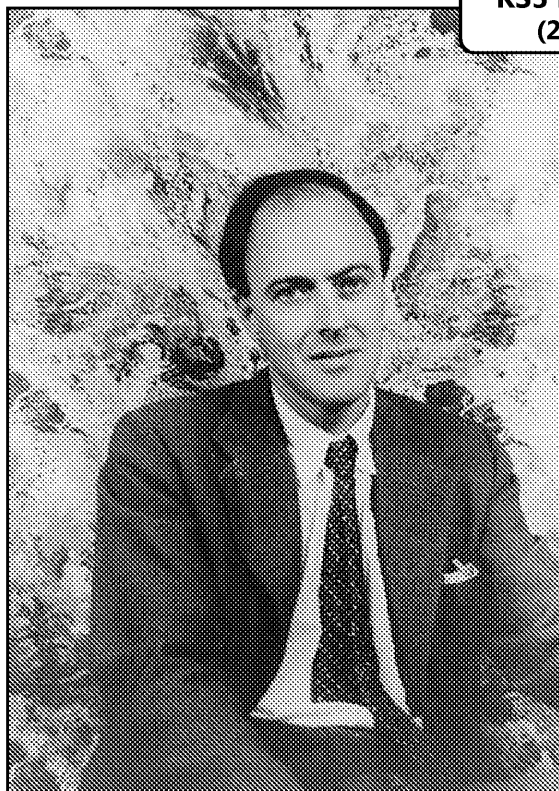
Short Story Scheme of Work

Update v1.1, 09 January 2015



Suitable for the New National Curriculum

KS3 English
(2014)



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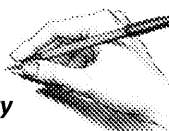
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Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use	iv
Teacher's Introduction.....	1
Using pre-September 2014 National Curriculum AFs with this Resource.....	2
The Ratcatcher Lesson Plans	3
<i>Lesson One: Literature Essay</i>	<i>3</i>
<i>Lesson Two: Literature Essay</i>	<i>4</i>
<i>Lesson Three: Literature Essay</i>	<i>5</i>
<i>Lesson Four: Literature Essay.....</i>	<i>6</i>
<i>Lesson Five: Inform / Explain / Describe</i>	<i>7</i>
<i>Lessons Six and Seven: Inform / Explain / Describe.....</i>	<i>8</i>
<i>Lesson Eight: Analyse / Review / Comment</i>	<i>9</i>
<i>Lesson Nine: Analyse / Review / Comment</i>	<i>10</i>
<i>Lesson Ten: Persuade / Argue / Advise</i>	<i>11</i>
<i>Lesson Eleven: Persuade / Argue / Advise.....</i>	<i>12</i>
The Ratcatcher Worksheets	13
<i>Worksheet One</i>	<i>13</i>
<i>Worksheet Two.....</i>	<i>14</i>
<i>Worksheet Two – [Exemplar].....</i>	<i>15</i>
<i>Essay Extracts – [Exemplar].....</i>	<i>16</i>
<i>Worksheet Three.....</i>	<i>17</i>
<i>Worksheet Four</i>	<i>18</i>
<i>Worksheet Five</i>	<i>20</i>
<i>Worksheet Five – [Exemplar].....</i>	<i>21</i>
<i>Worksheet Six.....</i>	<i>22</i>
<i>Worksheet Six – [Exemplar]</i>	<i>23</i>
The Landlady Lesson Plans.....	24
<i>Lesson One: Persuade / Imagine / Analyse / Inform.....</i>	<i>24</i>
<i>Lesson Two: Persuade / Imagine / Analyse / Inform</i>	<i>25</i>
<i>Lessons Three and Four: Persuade / Imagine / Analyse / Inform</i>	<i>26</i>
<i>Lessons Five and Six: Persuade / Imagine / Analyse / Inform.....</i>	<i>27</i>
<i>Lessons Seven and Eight: Persuade / Imagine / Analyse / Inform.....</i>	<i>28</i>
The Landlady Worksheets.....	29
<i>Worksheet Seven</i>	<i>29</i>
<i>Worksheet Eight.....</i>	<i>30</i>
<i>Worksheet Nine.....</i>	<i>31</i>
<i>Worksheet Ten.....</i>	<i>32</i>
<i>Worksheet Eleven.....</i>	<i>33</i>

Teacher's Introduction

I hope you and your students have as much fun and success in these writing, speaking and listening tasks as I have had teaching this unit. Don't be frightened by the classroom management required when your students are all working as a large team and / or on different writing tasks – you should find the detective genre and personal choices available to them drive the unit forward and give motivation to the most lacklustre of students!

The scheme of work suggests the number of sessions required for each stage of the unit (approximately 50 minutes per session), but you should feel free to adjust these according to how well your class is responding. You can also narrow down the number of options available to students as you please to suit individual pupils / classes.

I hope you find that the scheme provides all you need to run these units successfully – Session 5 of *The Ratcatcher* unit is the only session where you might choose to add some supplementary resources of your own. You may also wish to enlarge some of the worksheets to A3 to provide more space for students' responses.

January 2009

Update Version 1.1 January 2015

Minor updates made throughout to ensure compliance with September 2014 KS3 English National Curriculum. This included removing the references to old curriculum content throughout and inserting an Assessment Foci cross-reference table at the beginning for guidance only.

Free updates

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Using pre-September 2014 National Curriculum Resource

I recognise that many English teachers will continue to value the Assessment Objectives of the pre-September 2014 KS3 English National Curriculum. As such, the table below links the activities/lessons/worksheets in this resource to these elements. This means that you can use them as guidance for your assessment and to help you choose appropriate activities for your class.

Each AF is explained after the table.

Activity/Lesson/Worksheet	Reading AF	Writing AF
Lesson 1	1,2,3,6	
Lesson 2	1,2,3,6	1,2,3
Lesson 3	1,2,3,6	2,3,5
Lesson 4	1,2,3,6	1,2,3
Lesson 5	1,2,3,6	2,3,6
Lessons 6 and 7	6	1,2,3
Lesson 8		2,3,5
Lesson 9		1,2,3
Lesson 10	1,2,4,5,6	2,5,6
Lesson 11	1,2,4,5,6	2,5,6

Reading AFs:

AF2 - Understand, describe, select or retrieve information, events or ideas from texts and media | AF3 - Deduce, infer or interpret information, events or ideas from the text | AF4 - Identify the organisation of texts, including grammatical and presentation features at text level | AF5 - Analyse language, including grammatical and literary features at word and sentence level | AF6 - Evaluate purposes and viewpoints and the overall effect of the text on the reader | AF7 - Relate texts to historical traditions

Writing AFs:

AF1 - Write interesting, imaginative and thoughtful texts | AF2 - Produce texts appropriate to text type | AF3 - Organise ideas and whole texts effectively | AF4 - Construct paragraphs effectively | AF5 - Use a variety of sentence structures for clarity, purpose and effect | AF6 - Use punctuation | AF7 - Use appropriate and effective vocabulary | AF8 - Use correct spelling

Speaking and Listening AFs:

AF1 - Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and responding according to purpose, listeners, and content | AF2 - Listen and respond to others, including meanings through suggestions, comments and questions | AF3 - Create and sustain different techniques in a range of dramatic activities to explore texts, ideas and issues | AF4 - Understand language, commenting on meaning and impact and draw on this when talking to others

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The Ratcatcher Lesson Plans

Lesson One: Literature Essay

Character Analysis of the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan: Main: Read the story either to or with the pupils. You may like to: <ol style="list-style-type: none"> Ask pupils to prepare a passage to read aloud. Divide the text into sections to read to some students before the lesson to prepare, or Share out the narrative and dialogue to competent readers. Group reading according to ability or in mixed ability pairs. Divide the class into 4-6 groups. Explain that they are now to analyse the character of the ratcatcher. Explain that next lesson they will present their findings to the class. Each group will choose one of the study areas below, researching one of the study areas below. Groups will prepare a presentation of six points, with quotations, on sugar paper or as a PowerPoint presentation to bring back to the class on: <ol style="list-style-type: none"> His personality His actions – a. first visit b. second visit – rat and ferret in the car incident. (This study area may be taken between three and four visits) His attitude to his job The way he speaks 	
Resources: Text Draft books Sugar paper and marker pens / PowerPoint	Assessment: Essay Either: <i>The Ratcatcher</i> "with relish" the ratcatcher? Or: <i>Why does the ratcatcher like the rat with relish?</i>
Differentiation: <ul style="list-style-type: none"> By stimulus / resources By objective By task By teaching strategy By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> PSHE Drama

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Lesson Two: Literature Essay

Character Analysis of the Ratcatcher

Year: 8

Expected Levels: 5-7

Lesson Plan:

Main: Remind the class of the 4-6 groups chosen last lesson and the task for the lesson (writing an essay. Ask each group to focus on one of the following suggestions (to be taken between three groups). Groups should prepare five quotations, on sugar paper or as a PowerPoint presentation. Groups should study the Ratcatcher's:

- i. Personality
- ii. Actions – a. first visit b. second visit – rat and ferret incident c. car incident
- iii. Attitude to his job
- iv. The way he speaks

You may like to set specific tasks per student, as they work through their individual learning – as group leader, recorder, contributor, minimum, ICT skilled worker, PowerPoint producer, etc.

As the groups are working, circulate around the class to help and work through the text.

Resources:

Text
Draft books
Sugar paper and marker pens / PowerPoint

Assessment: Essay

Either: *The Ratcatcher*
"with relish"
Ratcatcher?
Or: *Why does the ratcatcher
treat the rat with kindness?*

Differentiation:

- By stimulus / resources
- By objective
- By task
- By teaching strategy
- By outcome

C-C and ICT Opportunities

- PSHE
- Drama

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Lesson Three: Literature Essay

Character Analysis of the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan:	
Main: Ask each group to feed back their ideas to the class, as other Worksheet 1. (Students may need more than one copy of this worksheet on the photocopier.) Encourage weaker students to pass on this feedback – either delivering an idea to the class or answering questions to clarify and reiterate points. You should confirm and extend the groups' ideas during the discussion. There is a need to repeat and clarify points as pupils take notes.	
Resources: Text Draft books Sugar paper and marker pens / PowerPoint Worksheet 1	Assessment: Essay Either <i>The Ratcatcher</i> "with relish" <i>Ratcatcher?</i> Or <i>Why does the rat catch the rat with its tail?</i>
Differentiation: <ul style="list-style-type: none">• By stimulus / resources• By objective• By task• By teaching strategy• By outcome	C-C and ICT Opportunities <ul style="list-style-type: none">• PSHE• Drama

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Lesson Four: Literature Essay

Character Analysis of the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan: Starter: Essay planning – Make a brief presentation on how to structure an essay. Main body and Conclusion – including one or two exemplar paragraphs perhaps suggested by members of the class and modelled by the teacher. Main: Give students time in the lesson to plan their written response. Students may choose to do this as individuals or in pairs. With support from the teacher and with stronger partners to help them, here. Homework: Ask pupils to write up their final essay for homework. They should be given the title most appropriate to their working towards.	
Resources: Text Draft books Worksheet 2	Assessment: Essay Either, higher level: Or, lower level:
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> • PSHE • Drama

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Lesson Five: Inform / Explain / Describe

Recipe for <i>Lickerish</i> or Instructions for Rat-catching	
Year: 8	Expected Levels: 5-7
Lesson Plan: Starter: Set the spoof test "Can you follow instructions?" – Worksheet 3 Hold a brief question and answer session about why errors occur. Main: As a class, analyse the tone and style of the Recipe for Giant. You should discuss style, language use (directives, statements, format, audience and purpose). You may also like to supply a range of additional instructions for self-assembly furniture / toys, manuals, etc. and feed back briefly to the whole class. As an alternative to this you may be asked to write a set of instructions for "How to make toast" only! Plenary: Ask pupils what they learned from the test "Can you follow instructions?" Ask pupils to recount the main features of texts which give instructions. Listen to one or two instructions for "How to make toast".	
Resources: Worksheet 3 Resource 4 (double sided) Supplementary recipes and instructions – supplied by you Draft books Paper	Assessment: <i>Pupils produce analysis of the text</i>
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> • ICT – word-processing programs

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Lessons Six and Seven: Inform / Explain / Describe

Recipe for <i>Lickerish</i> or Instructions for Rat-catching	
Year: 8	Expected Levels: 5-7
Lesson Plan: Main: Ask students to choose to invent and write a Recipe for <i>Lickerish</i> instructions for a Rat-catching Machine. Ask students to start a draft for their piece. Remind them the learned last lesson about style, language use, layout / format. Emphasise that clarity is the overriding factor for their piece. Students are bound to ask if they can illustrate their work. If they illustrate their work, but the weight of marks lies with their writing, illustrations aid the task of informing, explaining and describing. Circulate, helping students and offering liquorish allsorts to (how many won't eat them in case they contain rats' blood!) Plenary: Ask students to read out draft suggestions demonstrating the language use (instructions, statements, descriptions), layout and purpose. Homework: Set completion of the draft or the final piece – as you see fit. Use next lesson to write and complete the final piece 'in best'	
Resources: Worksheet 3 Resource 4 (double sided) Draft books Paper	Assessment: <i>Pupils' produce own recipe</i>
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Oppor <ul style="list-style-type: none"> • ICT – word-processing programs

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Lesson Eight: Analyse / Review / Comment

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Interview with the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan:	
Starter:	Ask students to name examples of chat shows from the television. You may like to play a short television extract from a recent chat show. Introduce the following key words to students – audience, format, tone. Ask students to give appropriate definitions for each term.
Main:	As a class, discuss the format and conventions of a chat show. Audience =? Tone =? Format =? Using Worksheet 5, <i>Advice for Interviewers</i> , ask students to conduct an interview and complete the worksheet.
Homework:	For homework, instruct students to draft the questions they would ask the Ratcatcher.
Resources: Text Worksheet – <i>Advice for Interviewers</i> Draft books Video excerpts of chat shows	Assessment: <i>Write the transcript of the interview with the Ratcatcher.</i>
Differentiation: <ul style="list-style-type: none">• By stimulus / resources• By objective• By task• By teaching strategy• By outcome	C-C and ICT Opportunities: <ul style="list-style-type: none">• PSHE – Citizenship

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Lesson Nine: Analyse / Review / Comment

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Interview with the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan:	
Main: Put students into pairs – one should take the role of the interviewer and the other the role of the Ratcatcher. Ask the ‘interviewer’ to put their draft questions and the Ratcatcher should note the answers as draft responses are given. The interviewer should note the answers as draft responses are given. Students then swap roles and run through the second set of questions. Remind students how to set out a transcript – as for a drama script. Instruct students to begin to write their chat show interview script. The interviewer should help where appropriate. Remind them that the answers to the questions should be from the character and fit with the evidence of events in Dahl’s story. They should then work towards producing a final piece for the chat show. 6. You may set this for further classwork or for homework.	
Resources: Text Worksheet – <i>Advice for interviewers</i> Draft books Video excerpts of chat shows?	Assessment: <i>Write the transcript of the interview with the Ratcatcher.</i>
Differentiation: <ul style="list-style-type: none">• By stimulus / resources• By objective• By task• By teaching strategy• By outcome	C-C and ICT Opportunities: <ul style="list-style-type: none">• PSHE – Citizenship

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Lesson Ten: Persuade / Argue / Advise

Advertising the Services of the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan: Starter: Introduce the following key words for this assessment – leaflets, synonyms for one page advertisements. Main: Make an analysis on the board or OHT of one example of an advertisement from a magazine. Point out to students headings, sub-headings, captions, pictures (photos, cartoons, drawings), variety of fonts, font sizes. Give out a variety of adverts you have collected from magazines. Students make a similar analysis of their advert in pairs. They should be given a piece of paper and annotate it around the edge using marker pens. Encourage students to consider audience, purpose, use of language, layout.	
Resources: Text Various magazine advertisements and leaflets for analysis (one for you and enough for one between two students) Sugar paper Marker pens	Assessment: Pupils design and produce an advertisement
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> • ICT – word processing

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Lesson Eleven: Persuade / Argue / Advise

Advertising the Services of the Ratcatcher	
Year: 8	Expected Levels: 5-7
Lesson Plan:	
Starter: Give out their sugar paper sheets with the analysis of advertisement. Remind students what they did last lesson.	
Main: Instruct students to design their own leaflet advertising the services of the Ratcatcher.	
Homework: Complete and submit for assessment.	
Resources: Text Various magazine advertisements and leaflets for analysis (one for you and enough for one between two students) Completed sugar paper sheets	Assessment: Pupils design and present their own advertisement.
Differentiation: <ul style="list-style-type: none">• By stimulus / resources• By objective• By task• By teaching strategy• By outcome	C-C and ICT Opportunities: <ul style="list-style-type: none">• ICT – word processing

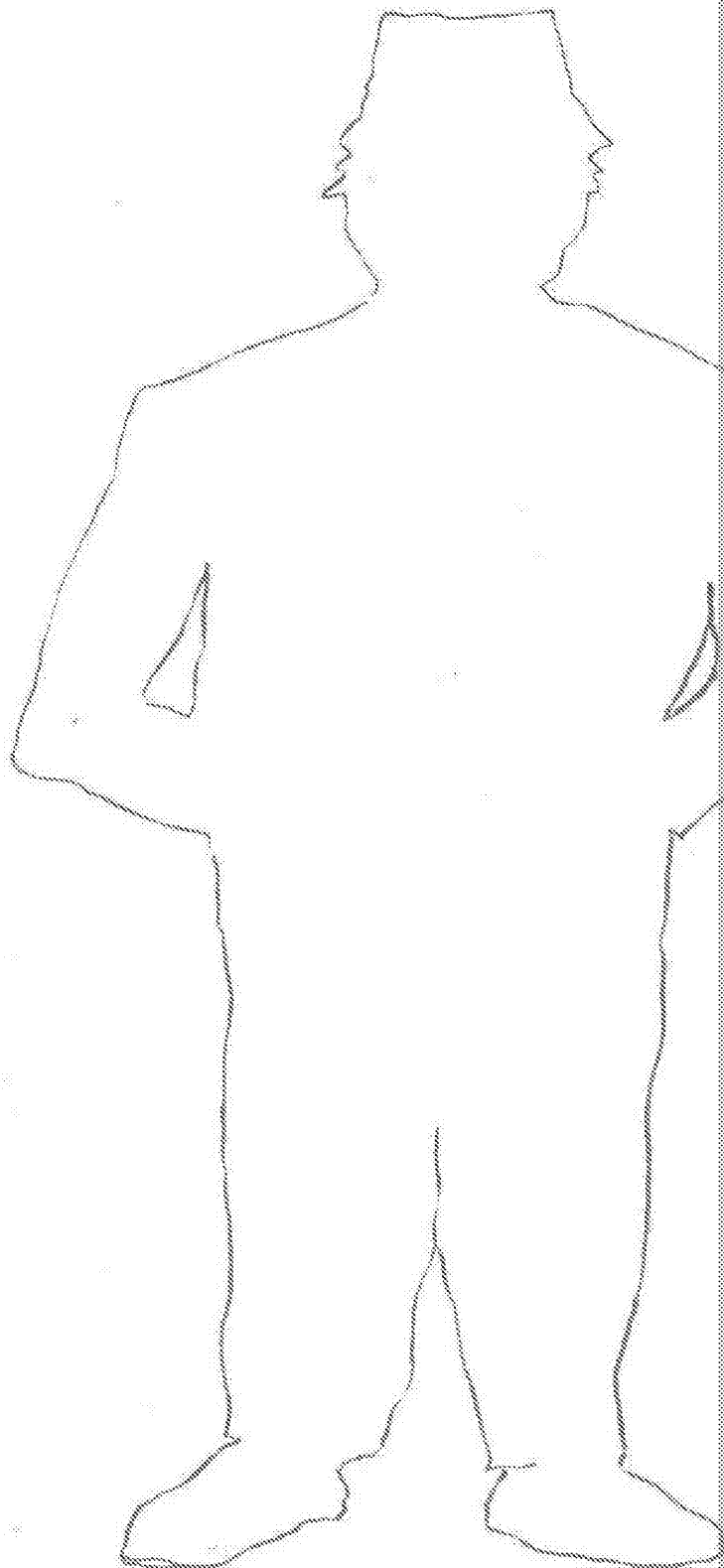
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Worksheet One

Using a different coloured pen for each pair, write the quotation for your pair's Ratcatcher and the descriptive word for his personality, attitude or behaviour.



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Worksheet Two

Essay Planning Title: _____

Introduction

Main Points – in order and linked

Conclusion

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Worksheet Two – [Exemplar]

Essay Planning Title: What is it about the Ratcatcher that revolts us?

Introduction

- There are many ways in which Dahl makes the Ratcatcher revolting
- Character and personality
- Actions and behaviour

Main Points – in Order and Linked

1. His appearance and mannerisms when he arrives at the garage. (+ quotation and explanation)
2. His attitude when he arrives at the garage. (+ quotation and explanation)

Conclusion

- Dahl revolts us in many ways
- However, perhaps the most impressive way is when the Ratcatcher tells us about the blood in the sweets. This is absolutely revolting because:
 1. We don't want to eat it.
 2. It shatters our childhood beliefs about sweets.
 3. We have eaten liquorish as a child and feel tricked into having eaten something so disgusting.

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Essay Extracts – [Exemplar]

Title: *What is it about the Ratcatcher that revolts us?*

Introductory Paragraph

Dahl's short story, *The Ratcatcher*, is a fascinating and disturbing tale. The is unnerving enough for any reader, but they are only heightened by the nature of the Ratcatcher. Dahl employs many effective writing techniques in order to establish this character and the way he behaves to make this piece as revolting as he is.

Exemplar Main Points

When we first see the Ratcatcher, it strikes the reader that he is somewhat creepy and the way he moves,

"He came sidling up the driveway with a stealthy, soft-treading gait..."

Clearly, he walks like a rat, creeping silently along the drive.

A closer look at him soon shows us that he also looks like a rat. He has a *"sulphur-coloured teeth that protruded from the upper jaw..."* The fact that this character shares some of a rat's features is very unnerving and some readers may be repulsed by his appearance, even before they read what he does.

Exemplar Conclusion

To conclude, Dahl uses a wide range of writing techniques very effectively from drawing a visual picture of this man, illustrating his personality and providing more than enough detail for many of us. However, perhaps the most impressive character revolts us is when he allows the Ratcatcher to tell us,

"Rat's blood is what the big factories and the chocolate-people use to make lickerish"

Here, he shatters the very innocence of children and the trust many adults place in liquorish and chocolate. We have just witnessed the Ratcatcher as he bites and is swallowing some of its blood in the process...and now he reveals to us that unwittingly, we have all eaten rat's blood ourselves! This is truly a revolting revelation and Dahl is suggesting that we are too!

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Worksheet Three

Name: _____



You have three minutes to complete the following test, in pencil.

1. Read all the questions below.
2. Draw three dots in each corner of the question sheet.
3. Count the number of words in this question and write the answer on

4. Explain how to play noughts and crosses.

5. Rub out two of the dots you drew in each corner of this paper.
6. Underline the word which makes the following sentence nonsense:
I had to go to see the dentist because I had a sore foot.
7. Draw a box round three of the sets of dots you drew and a circle around the other one.
8. Count how many pupils are in your class today and write the number

9. How many of the pupils are girls?

10. How many are boys?

11. Turn over the page and write down the names of your immediate family.
12. Rub out the dots and boxes in the corners of this paper.
13. Stand up and say, "I have nearly finished!"
14. Now that you have read all the questions above, write your name on
_____ and put your pencil down.

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Worksheet Four

Giant Victoria Sponge

Ingredients – You will need	Equipment
1. 10oz fine caster sugar	1. Two 8 inch, round baking tins with removable base
2. 14oz good quality margarine or butter	2. Greaseproof paper
3. 5 large free range eggs	3. Scissors
4. 10oz self-raising flour	4. Weighing scales
5. A jar of strawberry / apricot / raspberry jam	5. Large mixing bowl
6. One packet of icing sugar	6. A wooden spoon
	7. A flexible spatula
	8. An oven and oven gloves
	9. A wire rack / tray

Instructions to make the cake

First, grease and line the baking tins. Use a small piece of greaseproof paper and a little margarine or butter to coat the inside of the tins. Then cut a round of greaseproof paper for the bases and lengths of greaseproof paper to cover the sides. Lay these in the tins and coat again with a little margarine or butter. Put the tins to one side ready for later. Put the oven on to warm – Gas mark 5 or 150 degrees.

Weigh out 10oz of the margarine / butter and caster sugar. Pour into a large pale and fluffy. In a separate mixing bowl, whisk the eggs and then add to mixture a little at a time, beating thoroughly to avoid curdling. (Do not worry as this will be remedied when you add the flour.)

Weigh out the self-raising flour and beat into your cake mixture a little at a time until it has been added.

Pour half of the mixture into each baking tin. Place in the middle of the oven until both cakes are a golden brown and spring back when you lightly press them.

Allow the cakes to cool a little before taking them out of their tins to finish.

To make the Butter Icing

With the remaining margarine / butter 4oz, mix in approximately 4oz of icing sugar until smooth and holds to the spoon. Keep adding icing sugar until you have the consistency you want.

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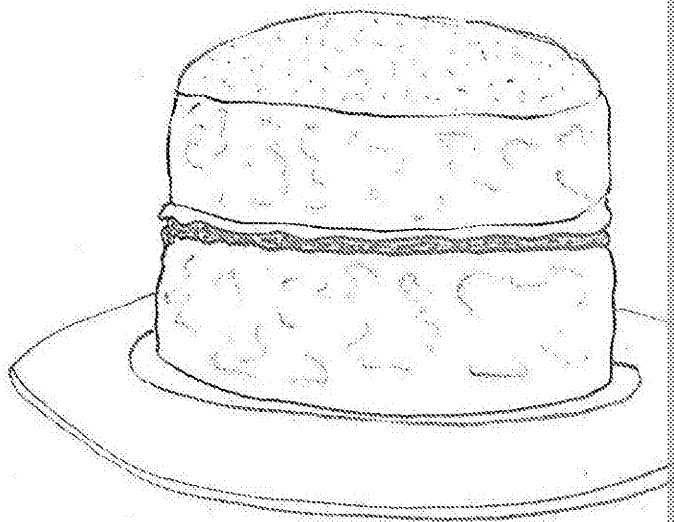
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To build the sponge

Turn one cake upside down and spread with a generous layer of jam. Then spread with a layer of butter icing. It is easiest to dot blobs of the butter-icing around the jam and not to mix the two together as this will spoil the presentation of the cake.

Place the other half of the cake on top – top-side up – and sift a layer of icing over the top to decorate.








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Worksheet Five

Advice for Interviewers

	<ol style="list-style-type: none"> Where is your interview going to take place? _____ How will you address the audience and interviewee? _____
<p><i>What do you think...</i></p> 	<ol style="list-style-type: none"> What should you have with you during the interview? _____ Will you need to make notes during the interview? _____
	<ol style="list-style-type: none"> What kind of questions should you ask? <ul style="list-style-type: none"> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<p><i>Do you always...</i></p> 	<ol style="list-style-type: none"> What listening skills will you need during the interview? _____ _____ _____
	<ol style="list-style-type: none"> What should you do / say at the end of the interview? _____ _____






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Worksheet Five – [Exemplar]

Advice for Interviewers

 <p><i>What do you think...</i></p>	<ol style="list-style-type: none"> Where is your interview going to take place? On a daytime television programme. How will you address the audience and the camera? (Cheers and applause) Welcome and hello everyone. This morning we have an intriguing and, may I say, unusual guest.
	<ol style="list-style-type: none"> What should you have with you during the interview? Pen Question sheet (including additional questions) Clip board Camera?
 <p><i>Do you always...</i></p>	<ol style="list-style-type: none"> What kind of questions should you ask? <ul style="list-style-type: none"> How did you start catching rats? When did you realise you have a special talent for catching creatures? Can anyone catch a rat? You are not always successful at it you say. How do you feel? Why did you kill the rat with your teeth? Don't you think it is too cruel to tell children to eat blood in their sweets?
	<ol style="list-style-type: none"> What listening skills will you need during the interview? Focus on the Ratcatcher's answers. Understand and follow-up on what he says. Be able to change the next question accordingly.
	<ol style="list-style-type: none"> What should you do / say at the end of the interview? Thank you for such a splendid and fascinating interview of an unusual life. Please take your rats with you.

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Worksheet Six

Transcript for Chat show with star guest The Ratcatcher!

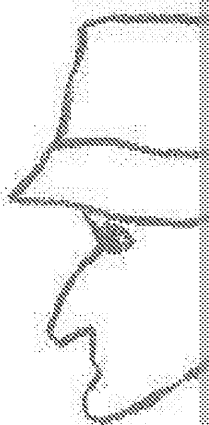
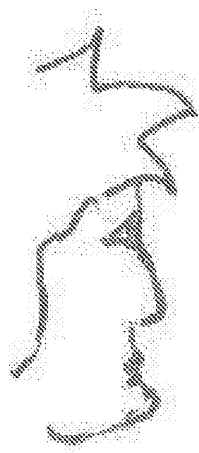
Begin your transcript as set out below and then continue in the same way written on the left each time you change speaker.

Interviewer: _____

Ratcatcher: _____

Interviewer: _____

Ratcatcher: _____



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Worksheet Six – [Exemplar]

Transcript for Chat show with star guest The Ratcatcher!

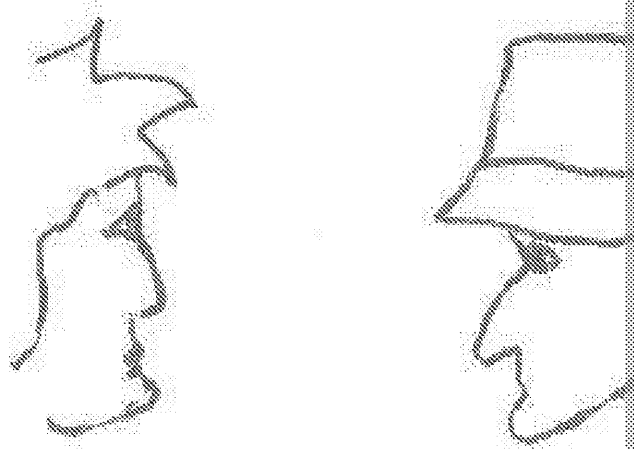
Begin your transcript as set out below and then continue in the same way written on the left each time you change speaker.

Interviewer: (Entering to cheers and applause from audience)
Welcome and hello to you all today. This morning, we have a very special and a little bit disturbing guest with us... They say we are never more well, this uh.. gentleman is usually within touching distance of being a little bit unusual to say the least, so please give a warm welcome to our guest The Ratcatcher... (More cheers and applause as the Ratcatcher enters)

Ratcatcher: Rodent Operative...

Interviewer: I'm sorry...?

Ratcatcher: I'm not a Ratcatcher, I'm a Rodent operative...



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The Landlady Lesson Plans

Lesson One: Persuade / Imagine / Analyse / Inform

CSI Unit 1 – Investigation and Reporting of F	
Year: 8	Expected Levels: 5-7
Lesson Plan: Main: Read <i>The Landlady</i> , to or with the pupils. You may like to: <ol style="list-style-type: none"> Ask pupils to prepare a passage to read aloud. If this is the case, give sections and give to some students before the lesson to prepare. Share out the narrative and dialogue to competent readers. Put the class into groups for shared reading, either in mixed ability, or with reading partners. <p>Ensure students are aware of what she has done!</p> <p>As a class, draw together a list of the ways in which Dahl moves the story through the story line, characters, the supernatural overtones.</p> <p>Ask students to take notes as you construct the list together.</p>	
Resources: Text Draft books	Assessment: <i>By written piece(s) as appropriate</i>
Differentiation: <ul style="list-style-type: none"> By stimulus / resources By objective By task By teaching strategy By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> PSHE – Citizenship ICT – internet, presentation software, PowerPoint

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Lesson Two: Persuade / Imagine / Analyse / Inform

CSI Unit 1 – Investigation and Reporting of F	
Year: 8	Expected Levels: 5-7
Lesson Plan: Starter: Explain to the class that they are going to undertake a full s investigation of this 1960s murder case, providing all the ne documentation and presentation of evidence involved. List the various roles required for such an undertaking: the Inspector to manage the team), Forensic team (including so bed and breakfast), one or two Private Detectives, Patholog Journalists and a star guest – Billy, miraculously raised from his diary, (starting from the day he went for the job interview dribble of drugged tea!) Main: As far as possible, let the students choose which role they w probably be several students playing each part, for example investigating and reporting on the three boys' murders, sev fine as each student produces their own written evidence an evidence may be from individuals or in teams. Give out Worksheet 7. In groups, ask students to cloudburs required documents and necessary actions for the role they Homework: Ask students to research their role on the internet.	
Resources: Text Worksheet 7	Assessment: <i>By written piece(s) as</i>
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Oppor <ul style="list-style-type: none"> • PSHE – Citizensh • ICT – internet, pu PowerPoint

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Lessons Three and Four: Persuade / Imagine / Analyse / Investigate

CSI Unit 1 – Investigation and Reporting of Forensic Evidence

Year: 8

Expected Levels: 5-7

Lesson Plan:

Main: In role, students research the crime using the text and witness statements, gather evidence from the text, police and forensic reports, newspaper reports, etc. This involves a mixture of evidence and imagination, the over-riding question being, 'does the evidence support the theory?' The Chief Inspector will ask the Chief Inspector to draw up a list of key facts required for the case. These facts for all roles to see as the evidence is given to him/her by the police and pathology. Of course, the journalists must scavenge what they can and have licence to be somewhat less accurate and more speculative than the other roles – particularly according to the type of newspaper (don't forget the local rag!).

Plenary: At the end of each lesson, take 10 minutes, as a class, to run through the evidence which has come to light in that session.

Homework: Ask pupils to gather examples of the various types of written reports from the internet, e.g. police reports, coroners' reports, forensic reports, witness statements, etc. There are many examples available on the Web.

Resources:

Text
Draft books

Assessments:

By written piece(s) as appropriate

Differentiation:

- By stimulus / resources
- By objective
- By task
- By teaching strategy
- By outcome

C-C and ICT Opportunities:

- PSHE – Citizenship
- ICT – internet, presentation software, PowerPoint

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Lessons Five and Six: Persuade / Imagine / Analyse / Info

CSI Unit 1 – Investigation and Reporting of F	
Year: 8	Expected Levels: 5-7
Lesson Plan: Main: In an ICT suite, students begin to draft their documentation provide them with the example documents given in Works Students may well need to move quietly around the room a ideas with others of their teams. Finish draft and complete final piece.	
Resources: Text ICT facilities – internet, publishing programs, PowerPoint Students’ work to date	Assessments: <i>By written piece(s) as</i>
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Oppor <ul style="list-style-type: none"> • PSHE – Citizensh • ICT – internet, pu PowerPoint

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Lessons Seven and Eight: Persuade / Imagine / Analyse /

CSI Unit 1 – Presentation of Findings – Role	
Year: 8	Expected Levels: 5-7
Lesson Plan: Main: Students work from own findings on the case, selecting material for presentation of their evidence in role – as policemen, forensic scientists etc. Encourage weaker students to take an important role in the presentation. They may give a formal presentation of findings, re-enact an interview with Billy, read from Billy's diary or from a newspaper report, etc. Rehearse and prepare visuals. Students make their presentations to the class.	
Resources: Text ICT – Internet, publishing programs, PowerPoint Students' work	Assessments: <i>Speaking and Listening</i>
Differentiation: <ul style="list-style-type: none"> • By stimulus / resources • By objective • By task • By teaching strategy • By outcome 	C-C and ICT Opportunities: <ul style="list-style-type: none"> • PSHE – Citizenship • ICT – Internet, publishing programs, PowerPoint

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Worksheet Seven

Planning for my Role as: _____

<p>As _____ , I will need to use the following words / phrases in my work:</p> <p><i>Murder She Wrote...</i></p>	<p>I will need to write / documents as evidence</p>
--	---

<p>As _____ , I would need to</p> <ul style="list-style-type: none">•••••

<p>As _____ , I will need to interview</p>
--

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Worksheet Eight

Pathologist's Report CSI Laboratories –Welsh Division

Patient's First Name: _____

Patient's Last Name: _____

D.O.B: _____ Age: _____

Date of Death: _____

Location: _____

Gender: _____

Est. Height: _____ Est. Weight: _____

Reference Number: _____

Tissue / Sample Acquisition Date: _____

Tissue / Sample Type: _____

Description: _____

Diagnosis:

Full Report:

Conclusions:

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Worksheet Nine

Coroner's Report

Report of Investigation

Office of the Coroners' Medical Examinations, Clerk of

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Classification of death: homicide / suicide / accidental / natural causes			
Decedent:			
	(First name)	(Middle name)	(Surname)
Date reported:			Time reported:
Date of Death:			Time of Death:
D.O.B.:	Age:	Sex: M/F	Est. Height:
Colour of Hair:			Colour of Eyes:
Home Address:			
Identified by:		Relationship to the deceased:	
Address:			
Next of Kin (name):		Relationship to the deceased:	
Address:			
Investigating Agency:			
Address:			
Cause of Death:			
Manner of Death:			
Report on how Death Occurred:			
Location of Death:			
Autopsy performed by:		Death Certificate issued by:	

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Worksheet Ten

Police Report

Location:			Incident / Crime:		
Investigating Officer:			Police Station:		
Signature:			Superior Officer:		
Date:	Time:	Date Reported:		Time Reported:	
Victim's Name:			Permanent Address:		
Suspect's Name:			Permanent Address:		
Evidence:	Weapon N / Y	Alcohol N / Y	Drugs N / Y	Trauma N / Y	
Report of Incident / Crime:					
Witness Statement:					
(Please continue on an additional sheet if necessary)				Signature:	
Witness Statement:					
(Please continue on an additional sheet if necessary)				Signature:	
Other Investigating Bodies (Please Circle)	Forensics	Pathology	Coroner's Office	Society	

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Worksheet Eleven

Witness Statement

[illegible]

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