

Chapter Five

<h3>Vocabulary</h3>	<p>Why do you think the author chose to have the Gentleman's cats move 'slowly' and 'deliberately' across the garden?</p> <p>Why not 'quickly' or 'viciously'?</p> <p>What image does the simile 'like a broken toy' create when referring to Elder Paw?</p> <p>What is the effect of the countdown before Varjak climbs the wall?</p> <p>What does the verb 'exploded' suggest about Varjak?</p> <p>What devices does the author use to create a sense of excitement and tension when Varjak is scrabbling up the wall?</p>
<h3>Infer</h3>	<p>How does the character of Elder Paw develop in this chapter?</p> <p>What might Varjak be thinking and feeling when he is told he must climb the wall?</p> <p>Look at the picture of when Varjak reaches the top of the wall.</p> <p>What might he be thinking and feeling?</p> <p>Can the children complete these sentences, imagining they are Varjak sitting on top of the wall: I can see...I can hear...I can smell...I can taste...Encourage the children to generate some more abstract ideas e.g. I can taste fear and death.</p>
<h3>Predict</h3>	<p>What do you think has happened to Elder Paw?</p>
<h3>Explain</h3>	<p>Varjak should have stayed and helped Elder Paw. Do you agree? Disagree? Explain your ideas to someone at home.</p>
<h3>Retrieve</h3>	<p>What do you think the Gentleman whispers to his cats? Elder Paw tells Varjak to go and find a dog to help them.</p> <p>True or false?</p>
<h3>Summarise</h3>	<p>Can you summarise this chapter in 100 words?</p> <p>What advice would you give to Varjak?</p> <p>What should he do next?</p>