

Two weeks with the Queen

Teacher's booklet

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Tottenham Court Road, London, W1T 4LP

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Introduction

Synopsis

The first part of *Two Weeks with the Queen* is set in Australia. The text is narrated from the point of view of a teenager called Colin, who lives there with his parents and younger brother, Luke.

On Christmas Day Luke is taken suddenly and seriously ill and is diagnosed with cancer. In a well-meaning attempt to spare Colin the pain of his brother's illness, his parents decide to send him to England to stay with relatives Aunty Iris, Uncle Bob and their overprotected son Alistair.

Colin is a determined and optimistic character who decides that he will enlist the help of the Queen of England herself to help find a doctor to cure his brother's cancer. He never manages to meet the Queen but he does meet Ted, an adult unlike all others he has met, and their friendship helps each of them to come to terms with the difficult situation that they both face.

Teaching *Two Weeks with the Queen* at Key Stage 3

This text is an engaging choice of novel for Year 7. It deals with difficult emotional issues such as illness and bereavement with sensitivity and humour. The novel provides opportunities for reading activities that particularly focus on pupils' skills of reading between the lines, and exploring the writer's viewpoint and intended effect on the reader. Themes, plot and character are explored through shared reading, drama activities, and paired and group work. The activities range from close study of the text to considering the purpose and effect of the text as a whole. The two assessment activities provide opportunities to assess reading through a creative written response, and through speaking and listening.

Structure of this resource

This resource provides suggestions for activities which can be easily slotted into a scheme of work around the novel. It consists of two parts: the **overview of teaching and learning** and the **resources**.

The **overview of teaching and learning** aims to secure progression in learning, rather than just progression through the pages. It has been divided into six natural sections. The overview for each section indicates:

- the chapters to be read
- the features of the text to be explored
- the learning aims for the section (including Assessment focuses)
- brief descriptions of the approaches to teaching.

The **resources** comprise:

- Pupil worksheets (which can be photocopied)
- Teacher support sheets/OHTs etc
- Assessment tasks.

Overview of teaching and learning

Section	Features to explore during reading	Learning targets	Activities
<p>Chapters 1–2 <i>Happy Christmas: Luke gets ill</i></p> <p>Resources Resource Sheet 1</p>	<ul style="list-style-type: none"> • Other cultures and traditions: opportunity to address cultural and spiritual aspects of the SMSC (Spiritual, Moral, Social and Cultural) curriculum. • Analysis of how Colin is feeling using information from the text. • Selection of relevant evidence from the text. • Role-play to enhance understanding and empathy for the character of Colin’s mum. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • adopt active reading approaches to engage with and make sense of the text • infer and deduce meaning using evidence from the text. <p>Assessment focuses and Framework objectives Reading AF3: 7R6, 7R8</p>	<p>Activity 1: Discussion</p> <ul style="list-style-type: none"> • Pupils undertake a speaking and listening activity on the different ways that religious festivals are celebrated in different cultures (Resource Sheet 1). <p>Activity 2: Discussion and note-making</p> <ul style="list-style-type: none"> • In pairs, pupils discuss and make notes on key ideas related to Colin’s attitude towards Christmas and his family, selecting evidence from the text (Resource Sheet 1). <p>Extension</p> <ul style="list-style-type: none"> • Engage the pupils in a role-play activity in which they are to imagine themselves to be Colin’s mother. They should finish her sentence ‘Love, about the microscope...’ (Resource Sheet 1).

Section	Features to explore during reading	Learning targets	Activities
<p>Chapters 3–4 <i>Changing roles:</i> <i>Luke in hospital</i></p> <p>Resources Resource Sheet 2 Resource Sheet 3 Resource Sheet 4 Resource Sheet 5</p>	<ul style="list-style-type: none"> • Contrasting attitudes and behaviour of adults and children. • Vocabulary building to describe the reversal of roles. • Finding evidence to support the reversal of roles. • Exploration of the effect of the text on the reader. • Viewpoint and perspectives: exploring the justness of Colin’s parents in deciding to send him away – for and against arguments. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • adopt active reading approaches to engage with and make sense of the text • infer and deduce meaning using evidence from the text. <p>Assessment focuses and Framework objectives Reading AF3: 7R6, 7R8</p>	<p>Activity 1: Textual evidence</p> <ul style="list-style-type: none"> • Using Resource Sheet 2 in pairs, pupils select evidence from the text to support a view of a character in a note-making activity. <p>Activity 2: Vocabulary</p> <ul style="list-style-type: none"> • Resource Sheet 3 provides a vocabulary activity to select and supplement vocabulary. <p>Activity 3: More on textual evidence</p> <ul style="list-style-type: none"> • In pairs, using Resource Sheet 3, one partner should find examples of how Colin behaves like a parent, and the other partner should find examples of how Colin’s mum behaves in a child-like way. Notes can be jotted down on Resource Sheet 4. <p>Activity 4: Conscience alley</p> <ul style="list-style-type: none"> • Using the dramatic technique of a ‘conscience alley’ (see Resource Sheet 5), explore the dilemmas and decisions that Colin’s parents face. <p>Extension</p> <ul style="list-style-type: none"> • The reader knows more than the main character in this novel. Explore with the pupils what the effects of this are.

Section	Features to explore during reading	Learning targets	Activities
<p>Chapter 5-6 <i>Journey to England: Colin arrives in England</i></p> <p>Resources Resource Sheet 6</p>	<ul style="list-style-type: none"> • How the writer's attitude to England and the monarchy may be similar to or different from those of the characters and the readers. • How cultural identity is constructed; issues of stereotyping. • Exploration of pupils' own views of how to represent British identity. There are opportunities to assess speaking and listening and to revisit work done on persuasive language. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • infer and deduce meaning using evidence from the text • distinguish between the views of the writer and those expressed by others in the text. <p>Assessment focuses and Framework objectives Reading AF3: 7R8 Reading AF6: 7R9</p>	<p>Activity 1: Note-making</p> <ul style="list-style-type: none"> • Pupils should read to the end of Chapter 6 and then, using Resource Sheet 6, should make notes on the writer's presentation of England, his attitudes towards the monarchy, and how these may differ from the characters' or readers' perspectives. Headings are provided on the Resource Sheet to get pupils started with their note-making. <p>Activity 2: ICT in English</p> <ul style="list-style-type: none"> • Using the starting points on Resource Sheet 6, pupils should create and design a PowerPoint presentation for a competition run by Heathrow airport to welcome visitors to London. Some pupils may need guidance on getting started using PowerPoint, and how to structure their slides with suitable and timely information.

Section	Features to explore during reading	Learning targets	Activities
<p>Chapters 7–8 <i>An audience with the Queen: Colin tries to see the Queen and find a doctor to cure Luke’s cancer</i></p> <p>Resources Resource Sheet 7</p>	<ul style="list-style-type: none"> • How plot is developed and structured: exploring Colin’s desire to meet the Queen, the problems he encounters and how he attempts to resolve them. • Discussion on what the Queen symbolises in the novel for Colin. This could be compared with the implied attitude of the writer and other characters in the text. • Exploration of character development, and Colin’s changing attitude to the Queen. 	<p>Learning focus To be able to:</p> <ul style="list-style-type: none"> • identify how the main points are sequenced and developed by the writer. <p>Assessment focuses and Framework objectives Reading AF3: 7R7</p>	<p>Activity 1: Plot development</p> <ul style="list-style-type: none"> • Using Resource Sheet 7 and the flow-chart format, work with the pupils on analysing plot. Focus on crisis and resolution in Colin’s quest to see the Queen by recording the problems Colin encounters in his bid to meet her. <p>Activity 2: Discussion</p> <ul style="list-style-type: none"> • Pupils should discuss what the Queen represents for Colin in the text and then follow up with an exploration of Colin’s changing attitude to the Queen.

Section	Features to explore during reading	Learning targets	Activities
<p>Chapters 9–10 <i>The best doctor in the world</i> and <i>Meeting Ted: Colin meets Ted</i></p> <p>Resources Resource Sheet 8 Resource Sheet 9</p>	<ul style="list-style-type: none"> • Shared reading and drama to explore the character of the doctor. • Explore how the character of Ted contrasts with the other adults in the novel. Things to consider: <ul style="list-style-type: none"> – Ted’s openness about acknowledging illness – His non-macho, sensitive nature e.g. he cries – His sympathy for Colin – His positive attitude – His ability to discuss deep feelings e.g. love – Why Colin and Ted strike up a good friendship. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • infer and deduce meaning using evidence from the text • comment on how writers convey character through word choice. <p>Assessment focuses and Framework objectives Reading AF6: 7R8, 7R12</p>	<p>Activity 1: Shared reading</p> <ul style="list-style-type: none"> • Carry out shared reading of pages 66–70 with the class (see Resource Sheet 8). <p>Activity 2: Drama ‘sculpting’</p> <ul style="list-style-type: none"> • Referring to Resource Sheet 8, individual volunteers should take on the roles of the doctor and Colin. Other members of the class should then ‘sculpt’ the characters into a position ready for when the action of the text takes place. • Pupils ‘name the space’ (e.g. ‘anger’) between the sculpted doctor and Colin. • Pupils ‘place the camera’, imagining that they are filming this scene from different viewpoints. <p>Activity 3: Shared reading and note-taking</p> <ul style="list-style-type: none"> • Pupils should read pages 71–76 and then using Resource Sheet 9 should make notes about their first impressions of Ted, backing them up with words or phrases they would use to describe him. <p>Activity 4: Language analysis</p> <ul style="list-style-type: none"> • Using the quotations on Resource Sheet 9, pupils should make notes on what they think each quotation shows about Ted. They can go on to select their own quotations and make notes in the same way.

Section	Features to explore during reading	Learning targets	Activities
<p>Whole text <i>What were you thinking of?</i> and <i>Two weeks with the Queen</i></p> <p>Resources Resource Sheet 10 Resource Sheet 11 Large sheet of paper Marker pens</p>	<ul style="list-style-type: none"> Devising questions to ask the writer in the hot seat – explore intention and purpose. Using three 'Gleitzmans' to extend the range of possible answers. The iceberg activity provides a visual structure to explore connotations and inferred meanings. There is an opportunity here to explore the sensitive issue of Ted being labelled a 'queen'. Extension activities look at character development and the ending. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> infer and deduce meanings using evidence from the text distinguish between the views of the writer and those expressed by others in the text distinguish between the attitudes and assumptions of the characters and those of the writer. <p>Assessment focuses and Framework objectives Reading AF6: 7R8, 7R9, 7R16</p>	<p>Activity 1: Hot-seating</p> <ul style="list-style-type: none"> Resource Sheet 10 outlines an activity in which three writers (i.e. three 'Gleitzmans') are in the hot seat being questioned by the rest of the class. Having asked pupils to draft questions that they would like to ask the writer, they then go on to do the questioning. This aims to encourage a variety of thinking around key questions and ideas in the text. <p>Activity 2: Iceberg activity</p> <ul style="list-style-type: none"> Resource Sheet 11 describes an 'Iceberg activity'. Having drawn a picture of an iceberg on a large piece of paper, explain to pupils that most of an iceberg is underwater; as such it can be used as a visual metaphor to look at hidden meanings: for example, connotations of the word 'queen'. Once pupils have gathered words together, they should categorise them under headings. <p>Activity 3: Categorisation discussion</p> <ul style="list-style-type: none"> Conduct a structured class discussion using the pupils' categorised words and probe their choices. <p>Extension</p> <ul style="list-style-type: none"> Look carefully with the pupils at how the writer shows the change in Luke from the beginning of the novel to how he is portrayed in the last section of the book. Then look at how the writer could have chosen to end the book differently and ask pupils to think of three alternative endings.

Pupil Resource Sheet 1

Task

The setting for the opening chapter of *Two Weeks with the Queen* is Christmas day in Australia.

- 1 Think about how people celebrate Christmas in England and then think about what would be the same, and what might be different, in Australia. Consider:
 - the climate and weather in December in England and Australia
 - how Christmas is celebrated
 - what people might do on Christmas Day
 - what people might eat.

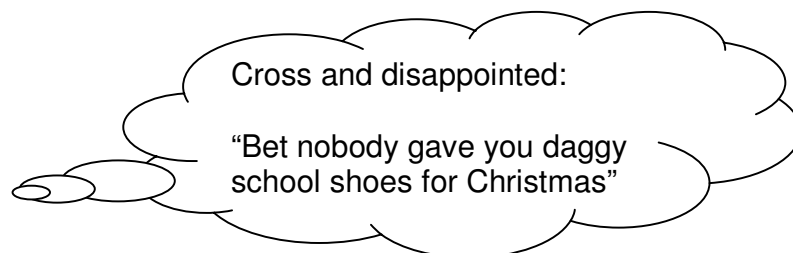
In pairs, discuss and prepare ideas to feed back to the rest of the class.

- 2 Are there any similarities between the way that people celebrate Christmas, and the celebration of other religious festivals in England e.g. Diwali, Eid?

Read Chapter 1. From what Colin says and thinks we are able to deduce what he feels about Christmas. In pairs, discuss these emotions. Note down words to describe his feelings:

- about Christmas day itself
- towards his brother
- towards his parents.

Then, in a speech or thought bubble, write a word or phrase to describe how Colin is feeling. Support this with a quotation from the text that shows what he says or what he is thinking e.g.



Extension

We are given clues in the first two chapters as to why Colin does not get the present that he wants. Read the text and search for these clues.

Imagine you are Colin's mother. Finish what she begins to say to him on page 4: 'Love, about the microscope...'

Pupil Resource Sheet 2

We are not told directly by the writer that Colin might be feeling a bit left out by the adults around him, but in the description of events on pages 6-11 the writer suggests this to the reader. How does the writer make these suggestions, and what clues can you find to infer this from the text?

Task

Re-read Chapter 2 (pages 6-11) and write notes on who makes Colin feel left out, and what they do or say. Record your ideas on the grid below. An example has been given to help you.

Who	What they do or say
<i>The ambulance men</i>	<i>Chose to ignore Colin's comments about Luke's overeating at Christmas as the cause of him collapsing as they have been eating large quantities of pudding back at the station. Instead they try to reassure Colin's mother.</i>

Share your notes and ideas with a partner. Then share your combined notes with the rest of the class. As a class, discuss why the adults might be behaving like this.

Extension

Towards the end of the chapter (pages 11-13) Colin visits the doctor's house. Why do you think that the writer has chosen to include this scene after the previous description of Colin's experiences on pages 6-11?

Pupil Resource Sheet 3

Task

Re-read Chapter 4 (pages 24-27) up to 'They can hurt...fingers'.

In this section of the novel the writer shows us how Colin and his mum have very different reactions and attitudes to the news of Luke's illness. Look at the words below. Circle in one colour all the words that you think apply to Colin's reaction, and in another colour all the words that apply to his mum's reaction. If you can, add further words of your own in the blank boxes.

positive	practical	helpful
anxious	worried	upset
optimistic	pessimistic	unaware
scared	supportive	informed
vulnerable	strong	fragile
hopeful	resigned	accepting

The writer suggests that the roles between Colin (child) and his mum (parent) have been reversed.

- 1 Work in pairs. One partner should find examples of how Colin behaves in a parent-like way. Their partner should find examples of how the writer makes Colin's mother seem vulnerable and child-like. Use the note-making grid (**Resource Sheet 4**) to record your ideas.
- 2 Share your ideas with your partner.
- 3 Discuss why the writer has chosen to reverse the roles of parent and child.
- 4 Who do you think has the more realistic view of Luke's illness?

Extension

Why do you think that the writer has made us more knowing about Luke's illness than Colin? What is the effect on us as the reader?

Pupil Resource Sheet 4

Use this grid to record points about Colin and his mum in order to suggest that their roles as child and parent have been reversed.

How Colin and his mum behave	What they say	Why you think this shows that the roles have been reversed

Pupil Resource Sheet 5

Colin's parents decide to send him away to England to stay with his Aunty Iris and Uncle Bob. The reason that his mum gives is that Luke is going to die, and that they don't want Colin to suffer more than is necessary.

Colin's mum says: 'a terrible thing's happening and we don't want you to have to suffer too'.

Task

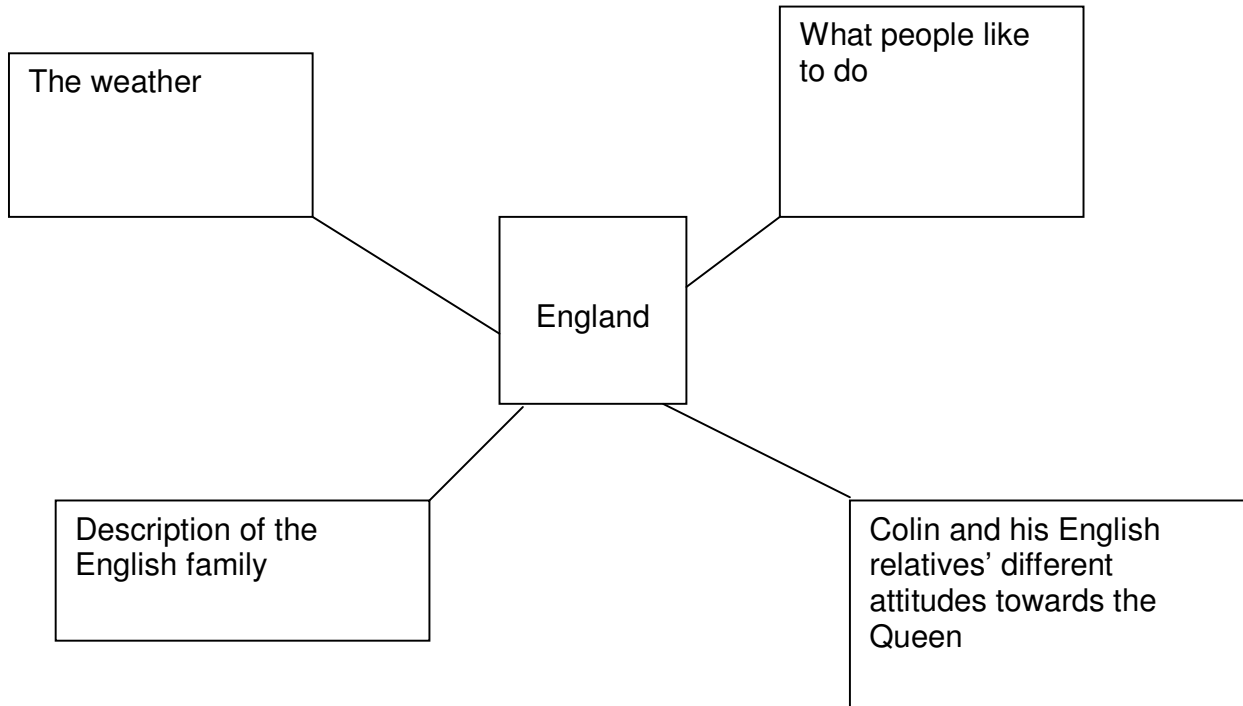
Do you think that Colin's parents have made the right decision to send him away to England?

- 1 Work in a group of four and then split into pairs. One pair should come up with reasons to defend Colin's parents' decision to send him to England. The other pair should come up with good arguments about why Colin should not be sent away.
- 2 Now join with your group again, and present your side of the argument.
- 3 Using everyone in the class, your teacher will create two lines that face each other, keeping a few pupils at one side to walk between these lines. One line will represent the view that Colin's parents are right to send him away; the other line will oppose Colin's parents' decision.
- 4 Think about the work you did in Stages 1 and 2 and the reasons for and against sending Colin to England. Depending on whether you are in the 'for' line or the 'against' line, think of one reason in each case and keep it to yourself.
- 5 Your teacher will then ask the pupils who have been kept aside to walk between the lines. As these pupils walk between the two lines you will become the conscience of Colin's parents, struggling to make the decision to send him away. Depending on which line you are in, you will give reasons one by one for or against sending Colin away.
- 6 Once the pupils have walked between the lines, they will be asked to make a decision on what Colin's parents should have done, based on the strength of the arguments you have offered.

Pupil Resource Sheet 6

Task

Read Chapter 6, which describes Colin's arrival in England. What impression does the writer, who is Australian, give us of England? Discuss in pairs, and make brief notes under the following headings:



Do you agree with the writer's presentation of England? Is it a fair or realistic one?

Imagine that Heathrow airport is running a competition for pupils to design a Powerpoint presentation to welcome tourists to England. Design a Powerpoint document to enter this competition.

Think about:

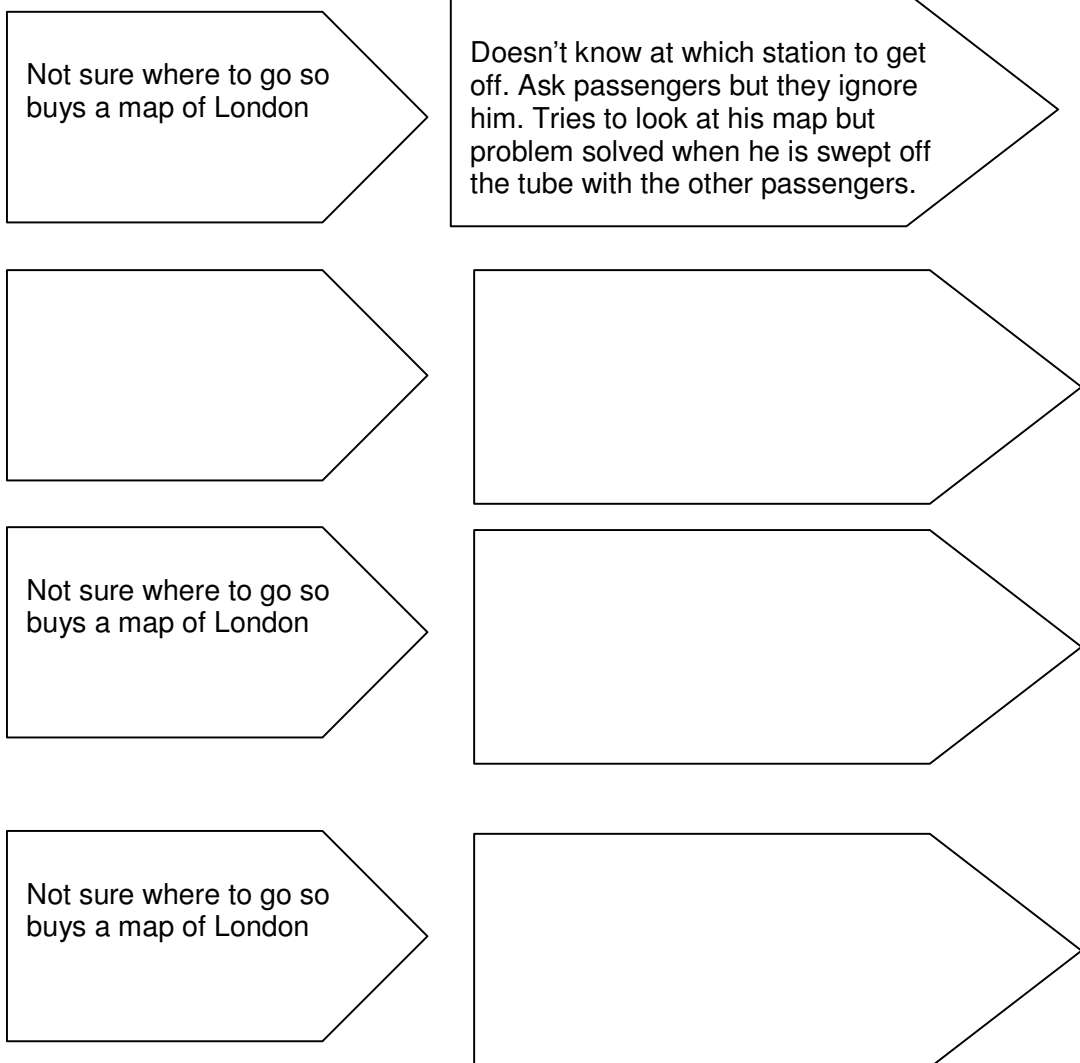
- what you think visitors would find most interesting about England
- how you would emphasise the many cultures that make up the British identity today
- creating eye-catching slogans
- interesting and clear slide designs that are easy to read, and give the visitor sufficient information.

Pupil Resource Sheet 7

In Chapter 7 and Chapter 8 up to and including page 69, Colin tries desperately to make contact with the Queen but runs into many difficulties.

Task

Using the flow chart below, record the problems that Colin encounters in his quest to meet the Queen, in the order that they occur. In each box make a note of how Colin tries to solve the problem e.g.



Why is Colin so desperate to see the Queen? What does she represent to him? Read to the end of Chapter 8. How has Colin's attitude to the Queen changed by the end of that chapter?

Teacher Resource Sheet 8

Read pages 66–70 carefully with the class and then think about the following statement for a class discussion:

How does the writer rapidly transform Colin's first impressions of 'The best doctor in the world' to a view of him as 'The worst doctor in the world'?

Key points to discuss:

- The initial physical impression that Colin gets of the doctor
- The contrast between how the doctor advises his pupils to conduct themselves with patients, and how he behaves himself
- The tone of voice that the doctor uses
- The reaction of his pupils to his attitude
- The doctor's sensitivity towards the patients in the ward
- The reaction of the patients in the ward to what he says.

Drama activity

- Assemble the pupils in a circle. Re-read the extract up to page 70 'Suddenly none of the patients were grinning'.
- Ask for a volunteer to be in role as the doctor. Ask pupils to 'sculpt' him into the position that he will be in when the action takes place.
- Ask for a volunteer to be in role as Colin. Ask pupils to sculpt Colin in the scene.
- Ask pupils to give a name to the space between the sculpted figures of the doctor and Colin e.g. anger, desperation.
- Use a technique called 'placing the camera'. Ask pupils to imagine they were filming this part of the scene. Where would they place the camera? Ask pupils to physically place another pupil who represents the camera where they think it should be. This process can be repeated by placing the writer and the reader in the scene.
- Discuss any differences between where the camera, writer and reader are placed.

Pupil Resource Sheet 9

Colin's friendship with Ted is a very important one in the novel. Although Ted is an adult, the writer represents him in a very different way from the other adults in the novel.

Task

Read Chapter 10 (pages 71-76) to 'Colin was so excited he could hardly hold the pen'. Then, in pairs, discuss your first impressions of the character of Ted. How would you describe him? Make brief notes on your first impressions and any words or phrases that you would use to describe him.

First impressions

Words to describe Ted

- 1 Read the quotations below, which are taken from the section of the text that you have just read.
- 2 Make a note of what you think each quotation reveals about the character of Ted.
- 3 In the blank boxes, choose some quotations of your own from this section of the text, and record what these quotations suggest about Ted.

Quotation	What it suggests about Ted
<i>'Colin realised he'd never seen a bloke really blub. Kids, yes, but not an adult bloke.'</i>	
<i>'At last. An adult who wasn't a doctor had actually said the word.'</i>	

- 4 Colin and Ted strike up a strong friendship in this novel. Why do you think that might be?

Teacher Resource Sheet 10

Task

In pairs, ask pupils to draft questions that they would like to ask the writer Morris Gleitzman about the text.

Questions should probe:

- the writer's point of view
- why he chose to write a novel about these issues
- what effect the writer intended the text to have on the reader.

- 1 Now set up a 'Question the Writer' hot-seating activity. Organise pupils into groups of three. Each pupil within the group of three should be 'a Gleitzman'. Choose one group to start the activity in the hot seat.
- 2 Ask the other pupils to pose questions to the three 'Gleitzmans'. Reverse the roles so that as many pupils as possible have the opportunity to question and be in the hot-seat.

If you wanted to take this activity further, a suitable plenary could be to reflect on, and compare, the different responses from the writers.

Teacher Resource Sheet 11

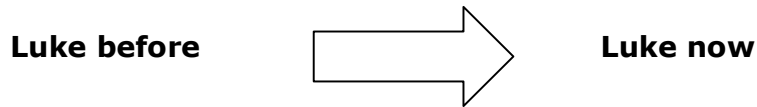
The notion of the 'Queen' represents many things in this novel. This activity aims to explore what the Queen represents in this novel, and why Gleitzman chose to name the novel *Two Weeks with the Queen*.

Task

- 1 On a large sheet of paper draw a picture of an iceberg. Explain that most of an iceberg remains unseen under the water. Say that you are going to use the example of an iceberg as a visual metaphor to look at words and the meanings and feelings that may lie beneath the word.
- 2 On the picture of the iceberg place the word 'Queen' on the visible tip. Then ask pupils to consider what lies beneath the surface of this word. Encourage them to look for the connotations or meanings and feelings behind this word.
- 3 Pupils should draw their own iceberg, and in pairs fill in words on the part of the iceberg that lies beneath the surface.
- 4 Once pupils have gathered their words, ask them to categorise them under headings, such as 'power' or 'monarchy'.
- 5 Take feedback from the group.
- 6 Use this activity to consider the initial question of what the Queen represents in the novel. Consider:
 - what a figurehead like the Queen is symbolic of e.g. power
 - what the Queen represents to Colin
 - what the Queen represents to Uncle Bob, for example
 - the writer's view of the monarchy, and how this affects the representation of the Queen
 - the derogatory use of the word 'queen' in reference to Ted.

Extension

- 1 Re-read the final section of the book starting: 'Colin stopped outside...'. How does the writer show us how Luke has changed in this final section? Make notes to record the changes:



- 2 Why do you think that the writer chooses to end the book with Colin returning to visit his brother in hospital in Australia? Consider the alternative ways in which the writer might have ended this novel and the different effects these alternative endings might have on the reader.

Alternative ending 1	The different effect this might have on the reader
Alternative ending 2	The different effect this might have on the reader
Alternative ending 3	The different effect this might have on the reader

Pupil Assessment Sheet 12

AF3: Deduce, infer or interpret information, events or ideas from texts

In *Alistair*, Gleitzman has created a character who is a very different from Colin.

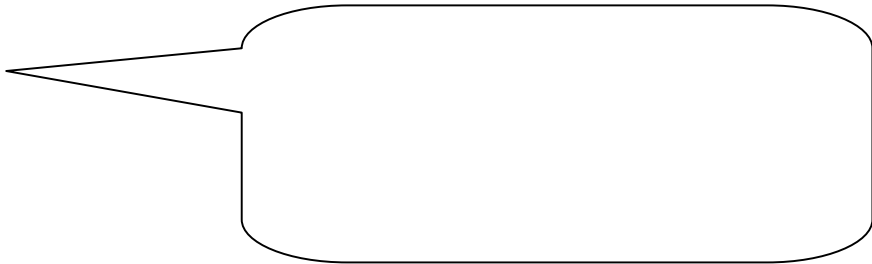
Task

From your reading of the text so far, imagine that you are seeing Alistair from the following characters' viewpoints:

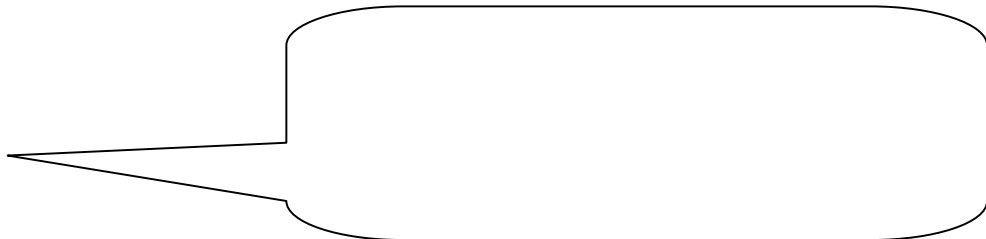
- Aunty Iris
- Colin
- Alistair himself

What would Aunty Iris and Colin say about Alistair? What would Alistair say about himself? Writing in the first person 'I' in the voice of each character, record what each character might say about Alistair.

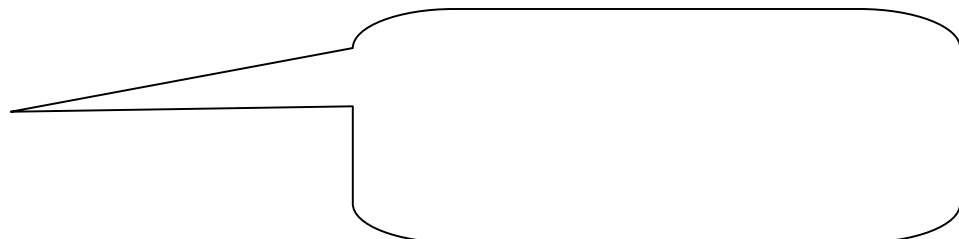
Aunty Iris



Colin



Alistair



Pupil Assessment Sheet 13

AF6: Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

Task

- 1 In pairs, make notes on the following:

What makes me think?

What makes me react or have an opinion?

What makes me feel?

- 2** Compare what you have noted with another pair, and share ideas with the rest of the class.
- 3** Prepare a one minute oral presentation on the effect of the novel on you, the reader.
- 4** Your teacher will put you into groups of four, where you will make your presentation. You will be assessed on your own presentation but also on how well you listen to others and ask relevant questions based on what they have said.