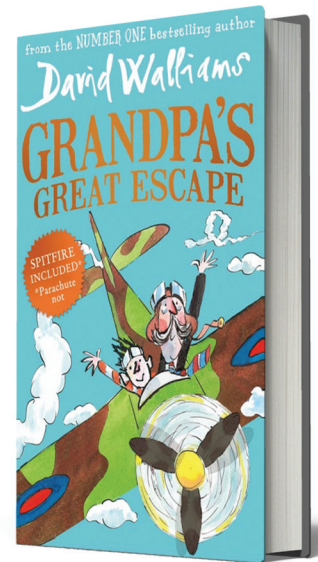


David Walliams

GRANDPA'S GREAT ESCAPE



ACTIVE LISTENING & CREATIVE WRITING (a)

Reading with your ear – voices in the novel

David Walliams is great at presenting convincing characters and one of the many ways he does this is by making sure his characters have distinctly different voices.

Task 1

In pairs, decide how to read aloud the following character expressions taken from the novel.

- Experiment with different styles of voice that you think suit the different characters.
- Think about how the character is described and try out some of the following that you think may fit: speaking softly, loudly, pleasantly, aggressively, slowly or with speed, with a particular accent or changes in tone.

Grandpa:

“Jolly good show old boy.”

“That’s the spirit Squadron Leader.”

“Darn it!”

“Down the hatch.”

“Fall out, men.”

“Total obliteration, that’s what Mr Hitler wanted.”

“My squadron returned to base that day as heroes.”

Miss Verity:

“NOW LISTEN UP.”

“THIS IS A HISTORY LESSON! WE NEED FACTS! FACTS! FACTS!”

“POP YOUR HAND IN THE AIR IF YOU HAVE SOMETHING TO SAY, BOY.”

“SO WHAT DATE WAS THIS EXACTLY?”

“RED CHALK IS FOR DATES ONLY.”

“IF MY PUPILS ARE TO HAVE ANY HOPE OF PASSING THEIR EXAM NEXT TERM, WE NEED TO KNOW FACTS, FACTS, FACTS!

AND YET MORE FACTS.”

“YOU ARE BRINGING DISGRACE ON THE SCHOOL.”

Reverend Hogg:

“In my many years as vicar, I have brought a great deal of comfort to the old folk of this parish, and I would love to help your elderly relative.”

“He should be under lock and key! He has already dislodged some of the lead off MY roof!”

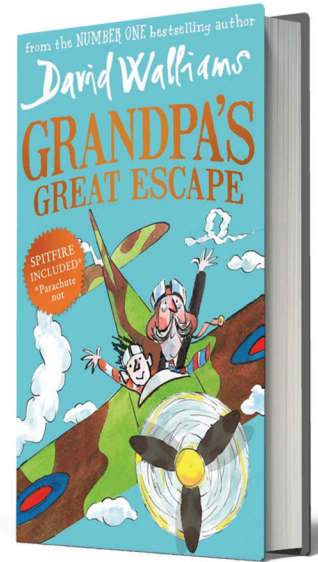
“That man isn’t all there! He needs to be locked up...”

“Shut your face, you!”

“Dearly beloved we are here gathered here today to mourn the passing of a grandfather...”

David Walliams

GRANDPA'S GREAT ESCAPE



ACTIVE LISTENING & CREATIVE WRITING (b)

The Battle of Britain Pages 92-102

Task 2

Ask your teacher if you can do a dramatic class reading of the extract below...

Take turns to read the role of Grandpa. Volunteer to read one of the four paragraphs, capturing all the excitement of the occasion with your perfected Grandpa voice. It is important to keep the flow of the reading without any pauses between paragraphs.

"The first day of the Battle of Britain we all knew the enemy had planned something huge. Total obliteration, that's what Mr Hitler wanted. Radar picked up a huge squadron of Luftwaffe Junkers over the coast. There were so many that day the sky was black with them."

"We had no time to lose. The enemy was coming in fast. If we didn't take to the air immediately, we would have been knocked out on the ground. The whole airfield would have gone up in flames. My squadron was the first to be scrambled, and as Wing Commander I was to lead the charge. Within seconds we were all in the air. **UP, UP & AWAY** I pushed my Spitfire to 300 miles an hour..."

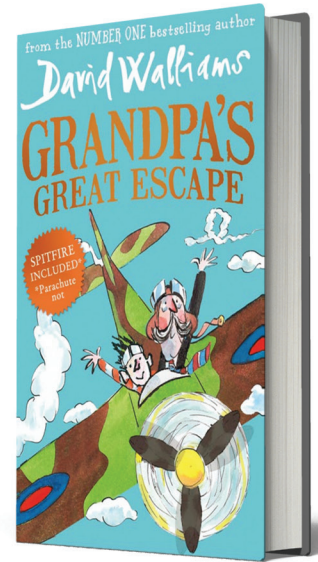
"I ordered my squadron to hide up above the clouds. The plan was we would wait until the enemy were so close we could smell them. The radar had estimated a hundred planes in total. This looked more like two hundred."

"As soon as my squadron of Spitfires descended through the clouds, we realised that this would be the fight of our lives. I pressed on my machine guns and the battle commenced. The sky was filled with bullets, smoke and fire."

Bang!

David Walliams

GRANDPA'S GREAT ESCAPE



ACTIVE LISTENING & CREATIVE WRITING (c)

Task 3

Use your imagination to create a *four* or *six* line poem from this quarry of words taken from Grandpa's battle recount.

a a above acting air airfield all all an an and and and and as as away battle be be been black Britain bullets charge close clouds clouds coast coming Commander commenced could day descended didn't enemy enemy estimated fast fear fight fighter filled fire first first flames gone ground guard guns had had had have have hide hour huge huge hundred hundreds if immediately in in in Junkers knew knocked lead like lives looked lose Luftwaffe machine many Messerschmitt miles more my my my no obliteration of of of of of on on ordered our out over past picked plan planes planes planned pressed pushed radar radar realised scrambled seconds skies sky smell smoke so so something soon Spitfire Spitfires squadron squadron squadron take that that that's the the the the the the the the them them there this this through time to to to to to to total total two until up up up up up up wait wanted was was was was was we we we we we we were were were what whole wing with with with within would would would

Choose any words from the list above to make your own poem. Each time you use a word cross it off the list. **You can use up to six words of your own choice, in addition to those listed.**

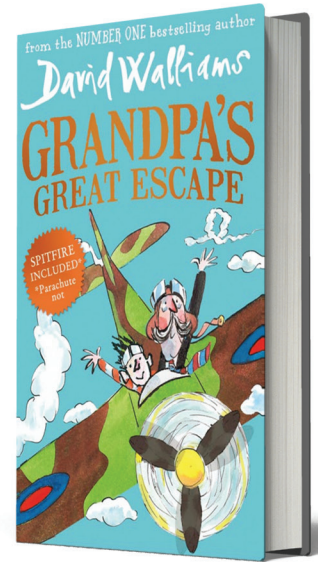
Example:

Above the disused airfield
Black clouds hover,
But past fear and fight, that filled the sky,
Are lost on the wing of time.

*Two extra words chosen are underlined

David Walliams

GRANDPA'S GREAT ESCAPE



INTERPRETING THE VISUAL MESSAGES OF ILLUSTRATIONS (a)

Task 1

Look at the opening eleven pages of illustrations by Tony Ross (these are the pages that introduce characters and places). In groups of three, select two characters and the drawing of Twilight Towers to study carefully.

In your groups, discuss your personal interpretations of your selected illustrations and agree on some findings to feed back to the rest of the class.

Here are some questions to help you consider your chosen two characters. Remember that there are no right or wrong answers – these are just to help your discussion.

Character 1 _____

How would you describe this character?

In what ways does the illustrator offer clues about this character?

What do their facial expressions and their clothes tell you?

Are there any elements of this picture that surprise you?

What questions does the illustrator raise in your mind?

What kind of person do you think the character is?

Character 2 _____

How would you describe this character?

In what ways does the illustrator offer clues about this character?

What do their facial expressions and their clothes tell you?

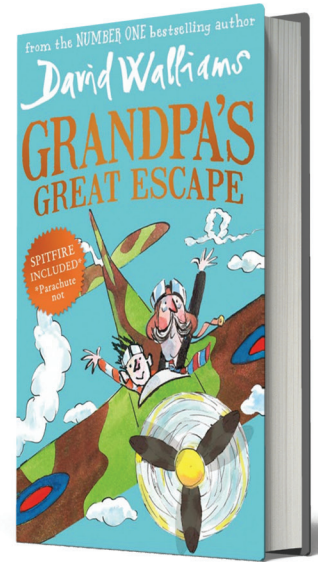
Are there any elements of this picture that surprise you?

What questions does the illustrator raise in your mind?

What kind of person do you think the character is?

David Walliams

GRANDPA'S GREAT ESCAPE



INTERPRETING THE VISUAL MESSAGES OF ILLUSTRATIONS (b)

Task 2

Still in your groups of three, look at the full range of characters.

Jack and Grandpa are the heroes of the story. With reasons for your choice, can you suggest who might be...

The top villain

The most sympathetic character

The most unsympathetic character

The character that hides a big secret

Task 3

Now, still in your groups, consider the illustration of Twilight Towers.

What kind of place is this?

Does it remind you of any other place that you have seen?

Would you describe this as a friendly or unfriendly place? Why?

What do people do here?

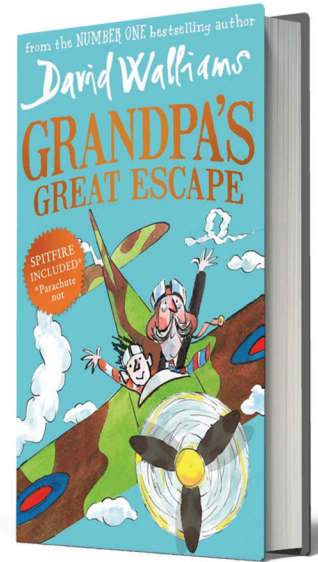
Are there any elements of this picture that surprise you?

Does the illustration create suspense in any way? How?

What questions would you like answered in order to get a better idea of what goes on?

David Walliams

GRANDPA'S GREAT ESCAPE



INTERPRETING THE VISUAL MESSAGES OF ILLUSTRATIONS (c)

Task 4

Finally, write down the best three things you and your team have inferred from the illustrations that you have studied.

No. 1

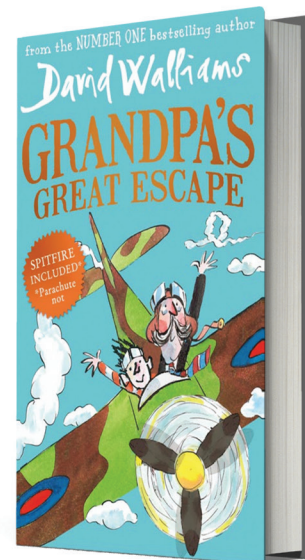
No. 2

No. 3

The purpose of a story opening is to make the reader want to keep on reading. Do the character illustrations do this?

David Walliams

GRANDPA'S GREAT ESCAPE



TAKING ON A ROLE (a)

While most of the adults in the novel become frustrated with Grandpa, twelve-year-old Jack realises that "you had to enter Grandpa's world if you wanted to get through to him". This leads Jack to take on the heroic role of Royal Air Force Squadron Leader so that he can support his Grandpa's belief that he is still a World War II Wing Commander. Jack thoroughly enjoys all the excitement of his new role even though some of his adventures are extremely dangerous.

Task 1

'Just a Minute' – recapping Jack's adventures

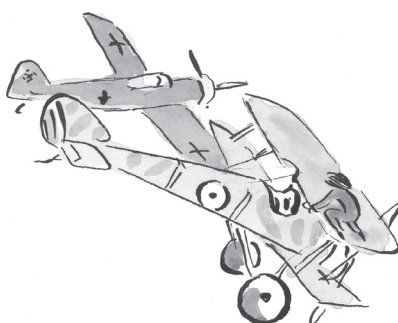
In pairs, time each other to see if you can keep talking about Jack's amazing adventures in *Grandpa's Great Escape* for a whole minute.

After listening to one another, together make a list of the **five most thrilling moments** you have remembered and alongside each one add how you think Jack must have felt at the time.

Thrilling moment:

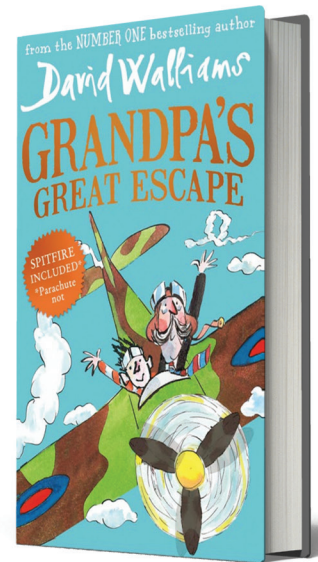
What Jack must have felt:

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____



David Walliams

GRANDPA'S GREAT ESCAPE



TAKING ON A ROLE (b)

Task 2

Write about a daydream that you create in your mind. It should be no more than 500 words.

Build upon your experience of reading Jack's daring adventures in *Grandpa's Great Escape* and cast yourself in the role of a daredevil superhero who saves the day. Think big. Let your mind slip away from your present world to a fantasy world. If you give your mind time to wander, you'll be amazed at how creative you can be.

In your daydream, imagine that you find yourself, like Jack, thrust straight into a world full of new demands and even danger, where you carry off your new role with great skill (your daydream experience should be a positive one).

You should imagine yourself involved in amazing actions that lift your spirits despite all the hazards you face.

Here are some suggestions for situations you could choose to star in (remember, these are only suggestions)...

- Exploring a sunken treasure ship
- An incident in which an animal has escaped
- A mountain rescue operation
- Fire fighting
- Tracking down a sharp-witted criminal
- Standing in, on a busy night, in the kitchen of a top restaurant
- Behind the scenes at a pop festival

In case you're unsure of how to start, on the following two pages are two possible opening lines to help you on your way...



from the **NUMBER ONE** bestselling author

David Walliams

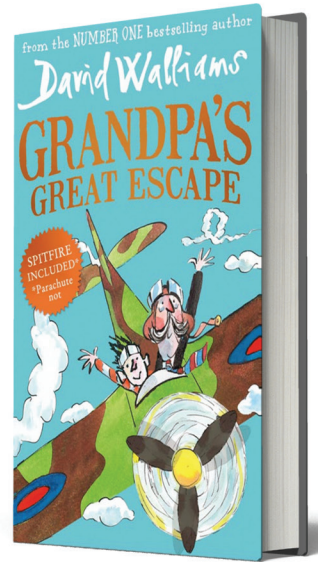
**GRANDPA'S
GREAT ESCAPE**

SPITFIRE INCLUDED!
*Parachute not.

"Thank goodness you're here," she/he shouted...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

David Walliams
GRANDPA'S
GREAT ESCAPE



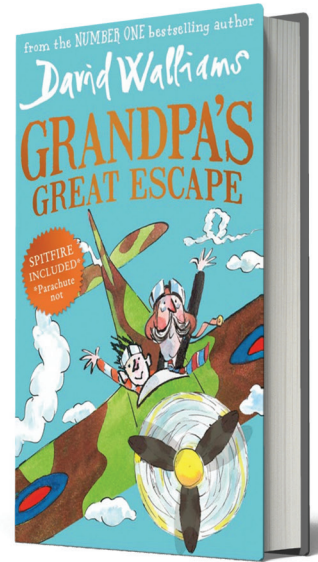
TAKING ON A ROLE (d)

My mind suddenly began to wander...

[illegible]

David Walliams

GRANDPA'S GREAT ESCAPE



THINKING ABOUT THE WRITER'S CHOICE OF WORDS (a)

Task

Work with a partner to answer the questions about this first sighting of Miss Swine, the matron, using quotes from the text below to support your ideas.

Right on cue, a shadowy figure stepped out of one of the police cars. With the bright glare of the headlights behind her, at first all Jack could make out was her silhouette. She was a short stocky lady, with what looked like a nurse's hat on her head and a cape draped over her shoulders.

"Who are you?" demanded Jack.

At a slow pace the figure walked towards him. Her high-heeled boots echoed on the cold, wet pavement. When she finally reached him, her face contorted into a pantomime of a smile. Her eyes were small and mean, and her nose upturned, as if she was sticking it against a window.

"Ah! You must be young Jack!" she said brightly.

Her voice was light, but Jack could tell there was darkness lurking in her words. "I had a call from the charming Reverend Hogg. The vicar and I are so close. We share a concern for the elderly of this town."

"I said 'who are you?'" repeated the boy.



You'll find the questions about this text on the next page, where you can write your ideas.

THINKING ABOUT THE WRITER'S CHOICE OF WORDS (b)

How does David Walliams create a sense of menace around Matron Swine?

What associations come to mind when you read about Matron Swine's draped cape (this is like a cloak but shorter)?

What is the effect of there being no response to Jack's first question, only the hard sound of Miss Swine's echoing boots?

Does the inclusion of a "*cold, wet pavement*" add anything to this?

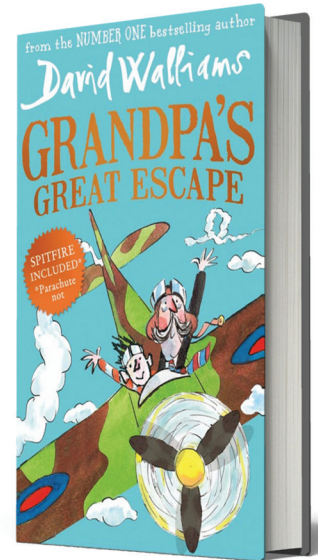
David Walliams describes how Matron Swine's "*face contorted into a pantomime of a smile*". Would this look like a genuine smile that lights up a face? Give a reason for your answer.

Why do you think Jack's repeated question is uttered so loudly?

Does the writer want us to like or dislike this character? Give a reason for your response.

David Walliams

GRANDPA'S GREAT ESCAPE



CREATING LISTS (a)

Lists are reassuring, a great way to share information and they can help you to be organised. In narrative writing we are used to seeing a list presented in a sentence like this one:

Jack realised he could smell cheese, not just normal cheese, but smelly cheese, blue cheese, runny cheese, mouldy cheese and cheesy cheese.

David Walliams' version:

"Jack realised he could smell cheese. Not just normal cheese. *Smelly cheese, blue cheese, runny cheese, MOULDY CHEESE, cheesy cheese.*"

To some degree the writer follows a similar pattern to the first sentence. He does separate the different listed cheeses by commas.

BUT, look at how the writer breaks the statement into sentences so that you pause before reading the list of cheeses, **AND** he has fine-tuned his list by varying his typography to emphasise **the differences** between the cheeses. He makes sure his readers don't just skim-read his listed items so his list makes **an impact**.

David Walliams has written a lively and dynamic **multi-modal book**. This means you don't just get regular lines of words on the page. **There are also:**

1) illustrations

2)  captions

3) use of different **fonts** in *different* **sizes** and **shapes**

4) letters in unusual p osition^s

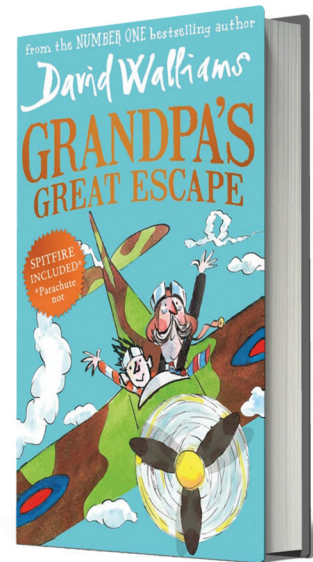
5) exclamation marks galore!!!

6) •bullet points

7) the creation of **explosive noises** and even the imitation of the sound of a well known song (look out for that)

David Walliams

GRANDPA'S GREAT ESCAPE



CREATING LISTS (b)

Task 1

Now look at the writer's more extravagant lists that add even more fun to his book.

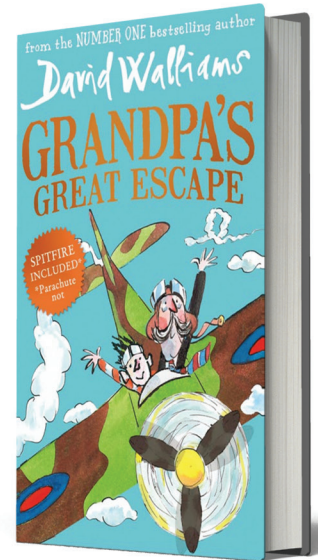
Complete the grid below as you look closely at the top six lists he creates, each one represented very differently.

Starting Page number	Items listed	How the writer presents the list on the page
Page 36	Food combinations	Use of illustrations
Page 87	RAF rank badges	The badges presented in rank order are used as bullet points and after each one there are amusing comments.
Page 97		
Page 136		
Page 268		
Page 426		

Which list do you think makes the most impact and why?

David Walliams

GRANDPA'S GREAT ESCAPE



CREATING LISTS (c)

Task 2

Now create a meaningful list of your own and work carefully on a striking presentation.

The following ideas are only suggestions that you do not have to use. You could follow the example of *Grandpa's Great Escape* and choose to list one of the following:

- Your own favourite food combinations
- How to make new friends – a list Jack would find useful
- A list of invaluable things you could carry around with you in case you ever have to organise some sort of escape (don't forget Grandpa's insistence on socks and more socks. Think how these could serve as a gag, earmuffs, gloves, a sieve, a fishing net, a blindfold, a bandage, a purse, a mask... etc.)

Or maybe you could choose something different...

- Top tips on how to do or make something
- Your favourite books, films, computer games or websites
- A list of things you hope to achieve in the future