



BSP



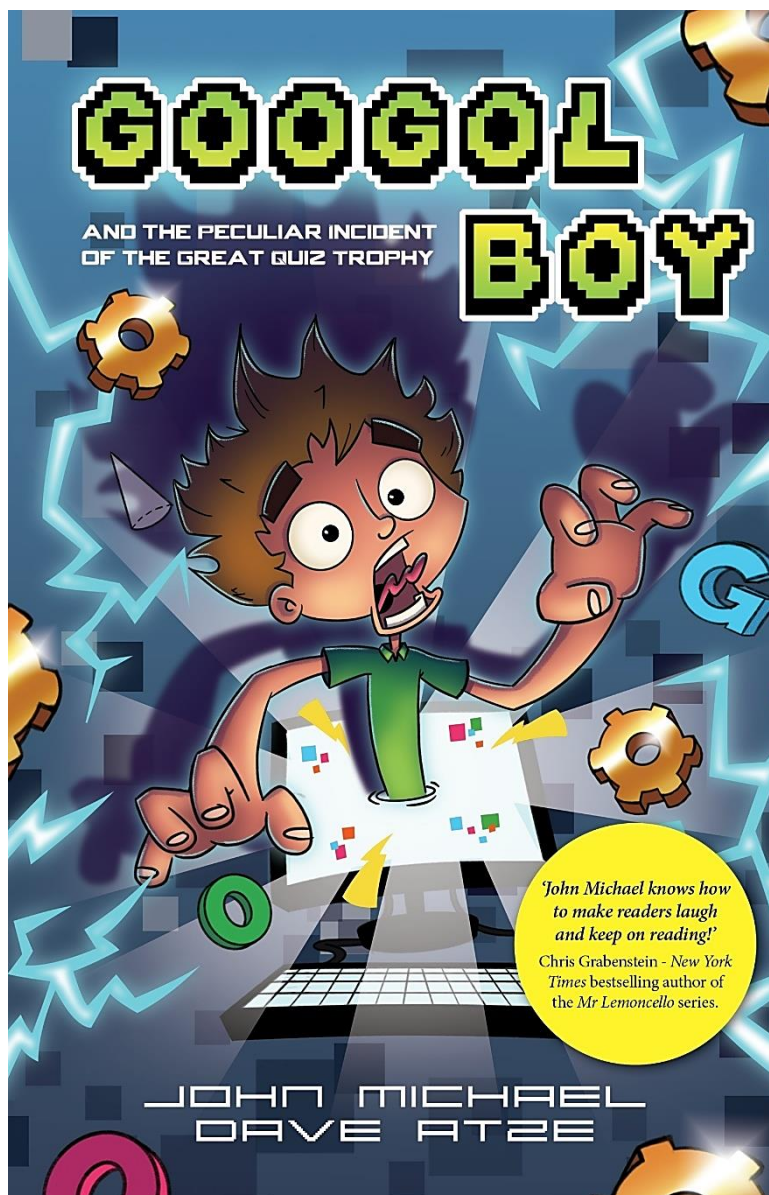
SIMON &
SCHUSTER

GOOGOL BOY

and the Peculiar Incident of the Great Quiz Trophy

STUDY GUIDE

Recommended for ages 9-13 years



www.johnmichaelauthor.com

These notes may be reproduced for educational purposes only.

CONTENTS

1. About the Author.....	3
2. About the Illustrator.....	3
3. The Title.....	4
4. Plot Summary.....	5
5. The Book Cover.....	5
6. Writing Style.....	6
7. Character Map.....	9
8. Main Characters.....	10
9. Setting.....	12
10. Key Themes.....	13
11. Chapter Questions.....	15
12. Class Discussion Points.....	18
13. Stylistic Devices.....	19
14. Vocabulary.....	24
15. Allusions (intertextuality).....	25
16. Idioms.....	26
17. Humour.....	29
18. Songs & Poetry.....	30
19. Whirring Cogs.....	32
20. Journal Prompts.....	33
21. Writing Creative Stories.....	35
22. Essay Questions.....	37
23. Crosswords & Worksheets.....	38
24. Australian Curriculum.....	52





1. About the Author

John Michael lives in Sydney and is the author of the Googol Boy series of humorous and wacky fiction. John is an English teacher by day, where he does his best to instil a love of literature into the heart of every student who wanders into his classroom – willingly or unwittingly. By night, he transforms into a writer – creating worlds that don't exist and characters who have never lived in order to immerse readers in a world of unpredictable scenarios and madcap imagination. John is married with three sons, a pond full of goldfish and two lorikeets who always appear on his balcony at sunrise to beg for food (they also double up as alarm clocks).

2. About the illustrator

Dave Atze is a professional fun-haver and Illustrator of all things cute and cuddly. Commonly found sketching up a storm with his trusty K9 by his side, Dave has worked in cartoons, comics, games, toys, advertising and children's books. Dave illustrates amazing books for kids that sell all over the world including *Cat Spies Mouse*, the Max Booth series, the Nursery Crimes series and books about a kangaroo from Uluru!



3. The Title

Focus on the title of the novel:

GOOGOL BOY
and the Peculiar Incident
of the Great Quiz Trophy

Allocate one of the following phrases to different students. They can then compare their findings with the rest of the class. After they have finished, the students can write their personal reflections (down below).

“Googol Boy”

- i. What does *googol* mean?
- ii. Are there any synonyms for *googol*? What about the term *boy*?
- iii. How old do you think the protagonist would be?
- iv. What might be his interests?
- v. Why would someone be called *Googol Boy*? What are the connotations?
- vi. Would *Googol Boy* be a positive or a negative label? Explain why.

“Peculiar Incident”

- i. What does *peculiar* mean? What are some synonyms for *peculiar*?
- ii. What does *incident* mean? What are some synonyms for *incident*?
- iii. What type of novel might this be if the storyline revolves around a peculiar incident?
- iv. What type of genre might this novel belong to?

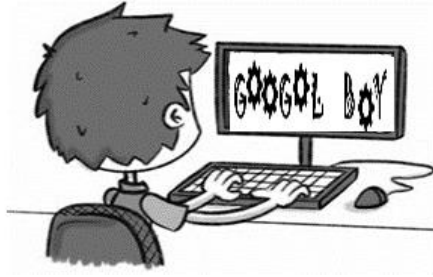
“Great Quiz Trophy”

- i. What images and connotations are associated with the term *Great Quiz Trophy*?
- ii. Now research TV game shows like *Wheel of Fortune*, *Jeopardy* and *Who wants to be a Millionaire*?
- iii. What is the format of these shows?
- iv. What prize does the winner receive?
- v. In the novel, what might be an alternative prize to a trophy? Explain your answer.

Write your Personal Reflection

- a) Is the title of this novel enticing? Why or why not?
- b) Does it make you want to start reading the book? Explain your answer.
- c) Now create your own title for this novel using similar terms and synonyms.

4. Plot Summary



When an unassuming, rather clueless teenager is zapped by lightning while working on his computer, he absorbs all the information off the internet and his (very) ordinary brain starts to exhibit extraordinary potential. As Howie struggles to control his new-found power he is faced with all sorts of hilarious predicaments, from contending with mega-mean teachers to being ridiculed by the school braniac, a petite know-it-all determined to humiliate him. Can Howie overcome the enormous obstacles before him to defeat his annoying arch-nemesis and solve the peculiar mystery of the Great Quiz Trophy?

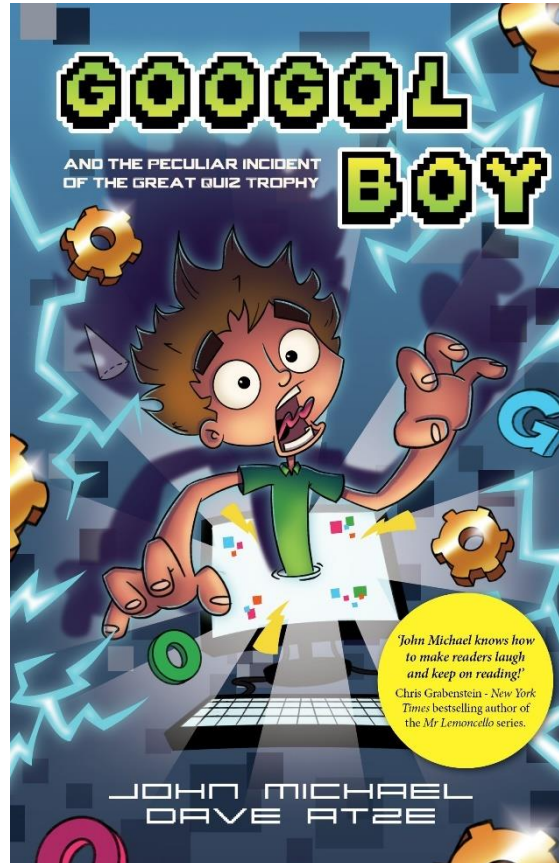
Enter the quirky world of Quockingpoll Flats, a place where brabbensacks run free, scary teachers make your knees wobble and slimy sardines explode. But be aware! All those who enter may never want to leave! Especially if you're one of those people who love to laugh until you cry!

5. The Book Cover

- Describe the illustrations on the book cover. What predictions can you make about the novel from these drawings?
- Does the book cover grab your attention and make you want to read the book? Explain why or why not. Focus on visual techniques such as facial expression, colours, contrasts, symbols and gestures in your answer.
- Does the book cover give you hints as to what type of genre this book belongs to? For example, fantasy, science fiction, crime fiction, etc. Provide reasons for your choices.
- Read the blurb at the back of the book. Which bits of information arouse your interest? What aspects of the book are you curious about?
- Create your own book cover – make sure that it is different from the original. Use distinct visual techniques in order to entice the reader to buy the book. Make the blurb enticing and exciting (without giving away too much of the plot).



- f) Reflect on your creative process of designing your own book cover. What were some of the obstacles that you faced? Did it turn out as you envisaged? Which part of the process did you enjoy the most?



6. Writing Style

“*Googol Boy* turned me into a giggle boy. John Michael knows how to make readers laugh and keep on reading!”

Chris Grabenstein

New York Times bestselling author of the *Mr Lemoncello* series and other great books.

Milk-out-your-nose funny! Absolutely fantastic and truly hilarious. It's going to make for a great series. One can't compute just how hysterical this book is and every paragraph is a lightning strike of hilarity. Every kid's dream come true.

M. P. Kozlowsky

Award winning author of



BSP



Rose Coffin and Juniper Berry.

"Reading *Googol Boy* is a romp, a riot, a rambling through everything that makes school wonderful and ridiculous at the same time. Read it! It will help you survive!"

Gary D. Schmidt

Two-time winner of the Newbery Honor Award and a Printz Honor Award for *Lizzie Bright* and the *Buckminster Boy* and *The Wednesday Wars*.

"*Googol Boy* is a great read with a winning protagonist, hilarious jokes, clever wordplay, general insanity, and useful information such as the difference between brabbensacks and sackenbrabs!"

J. A. White

Award winning author of the *Shadow School* series, the *Thickety* series and *Nightbooks*.

"A refreshingly original, laugh-out-loud, action packed story. In the tradition of Roald Dahl, *Googol Boy* presents a deliciously vile line-up of teachers and a teen protagonist everyone will be cheering for. From the moment Howie becomes super-intelligent in a freak accident, every page sparkles with clever dialogue, hilarious twists, and fascinating facts. Kids will absolutely love it!"

Poppy Gee

Author of literary thrillers *Vanishing Falls* and *Bay of Fires*. Poppy has worked as a journalist, editor and book reviewer and currently teaches journalism and creative writing.

Welcome to the imaginary world of *Quockingpoll Flats* where you'll encounter stampeding brabbensacks, melting clocks with cupid wings, Scandinavian klonking contests and even a gothic castle with menacing gargoyles... and that's just the tip of the iceberg (disclaimer – there are no actual icebergs in this novel).

The author has incorporated oddball characters, humorous scenarios, plays on words, nonsensical terms, alliteration and rhyme, colloquialisms, puns, mixed up sentences and quite a few corny gags in order to make you laugh out loud and to keep you reading.



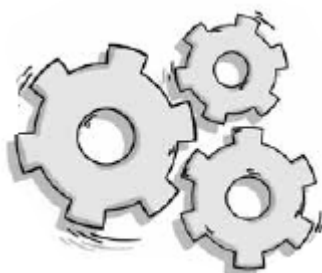
Then of course, you are presented with amazing illustrations which bring the peculiar world of *Quockingpoll Flats* to life in an original, edgy and quirky manner and add further depth and energy to the characters and their antics.

(a) Understanding Genres

- i. What does the word *genre* mean? How is the genre of a novel determined?
- ii. What are genre conventions? Research genres such as fantasy, crime, mystery and humorous fiction. What's the difference between these genres?
- iii. Which genre do you think *Googol Boy* belongs to? Explain your answer.
- iv. Create a book poster for the library which emphasises the genre of *Googol Boy*.

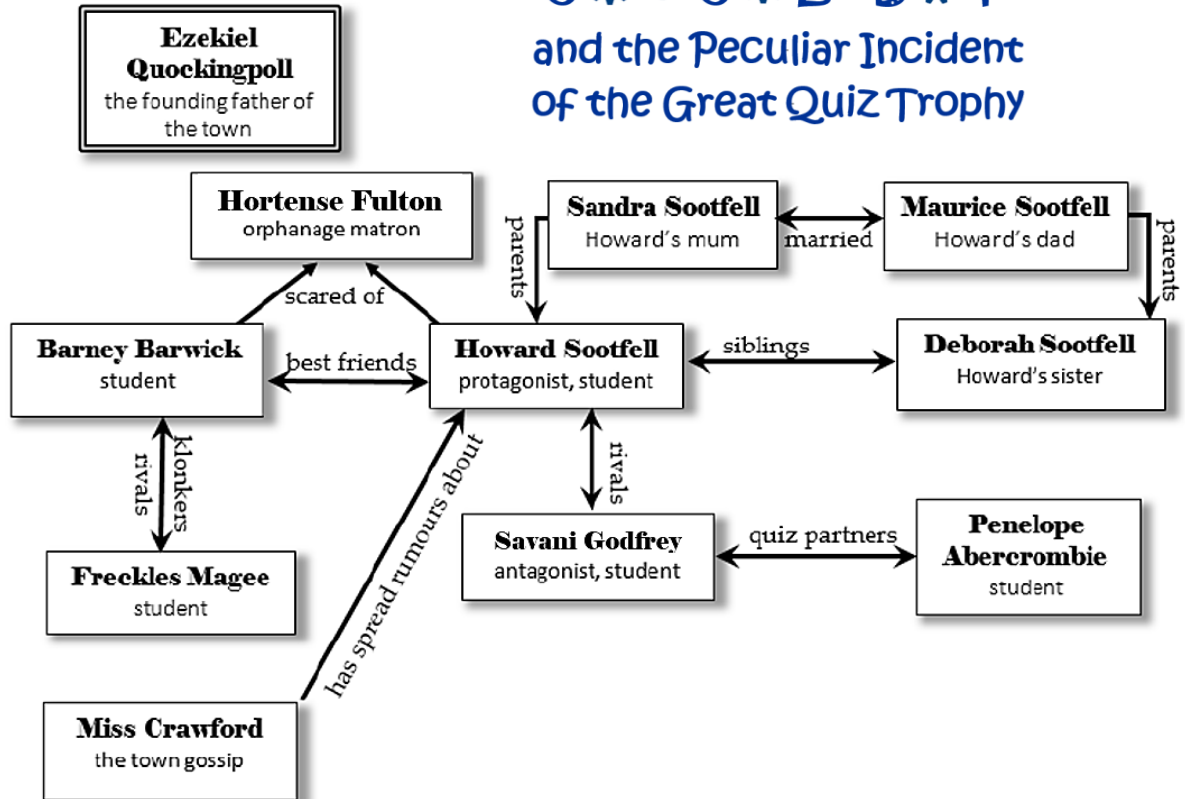
(b) Writing a Book Review

- i. Class discussion: What's a book review? What's the purpose of a review?
- ii. Are reviews useful? Find an online review of a book or movie that you recently watched (try www.googlereads.com or www.rotten.tomatoes.com). Do you agree or disagree with the review? Explain why. What are the advantages and disadvantages of a review?
- iii. Choose one of the above reviews and add another three sentences of your own – write in the same style and make sure that you're not repeating what has already been stated.
- iv. Check out www.goodreads.com and read the reviews of the last book you studied in class. Which points do you agree with? Which do you disagree with?
- v. Read the reviews of *Googol Boy*:
<https://www.goodreads.com/book/show/55170558-googol-boy>
Which of these reviews do you agree with the most? Explain your answer.
- vi. Now write your own review of *Googol Boy*. You might want to provide an overview of the plot (without offering spoilers which will give away the twists). You should also discuss the writing style, key characters and mention the central themes. Write in an appropriate style and make your opinion clear. You should also offer a rating out of five stars.

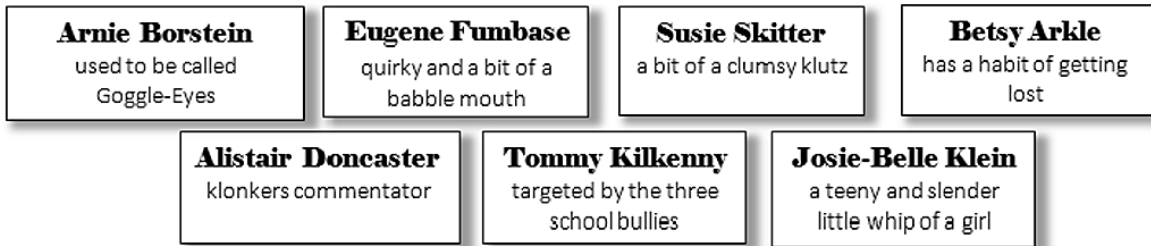


7. Character Map

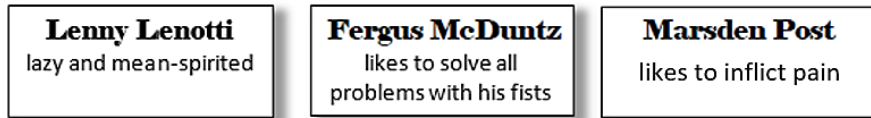
GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy



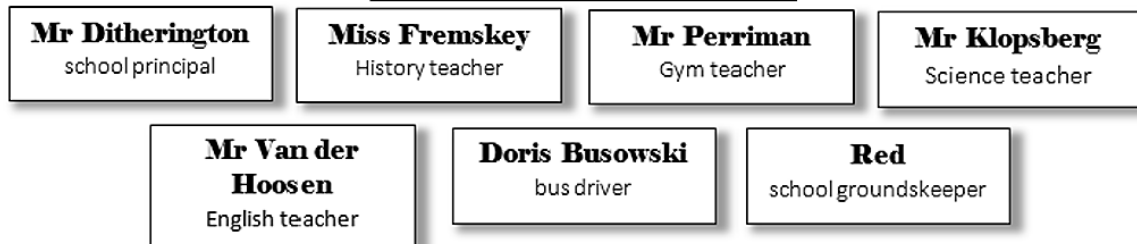
other students



school bullies



school teachers and staff



8. Main Characters

Howard Sootfell

Howard is your regular average 12 year-old who simply tries to get through life as best as he can but he lacks confidence and initiative. After ‘the night of cognisance’ his world is turned upside down but, deep down, he remains the same unassuming kid who still has to contend with the banality and humdrum of school life, family issues and all the usual awkward teenager stuff.



Barney Barwick

Barney is Howard’s best friend. A big lug who’s rather uncouth and a bit of a dolt but his heart is always in the right place. He does, however, have his rare moments of glory. Barney’s favourite hobby is eating and he likes to play the hammer high strike game as well as klonkers and can recite sports statistics at will.

Savani Godfrey

Savani is the undisputed school brainiac and can be quite feisty and sassy. She is the School Dux, Chess Champion, Spelling Bee Winner, Band Captain, Fencing Titleholder, and to top it all off, she’s also Captain of the Debating Team. Oh, yes, she also doesn’t like Howard – not one bit!

Miss Freamsky

One of the most frightful teachers at Quockingpoll Flats High School. Rumour has it that she had once tripped down the stairs and squished three junior students in one single bound. Miss Freamsky has no sense of humour and no one has ever heard her laugh. Not once. Ever.

Mr Klopsberg

Mr Klopsberg is a no-nonsense Science teacher. He has a thin hollowed face with a neatly trimmed goatee below and a meticulously applied comb-over on top. Mr Klopsberg is often detached and emotionless but can be quite nit-picky and he is also very set in his ways – watch out if you break any of his rules!

Mr Perriman



Mr Perriman, better known as Corporal Punishment, is close to two metres tall and has a ramrod straight posture, a barrel of a chest, and legs like tree trunks. If you don't take Gym class seriously he will be on you like a Pitbull on a pork chop!

a) Favourite Character

- i. Get the students to fill in the “Favourite Character Profile worksheet” (#1) – some of the information can be found in the novel, for the other parts the students can use their imagination and make it up.
- ii. Get the students to find a partner who did the same character and have them compare and contrast their answers. Get them to revise and improve your answers.
- iii. Get the students to present their findings to the class.

b) Major & Minor Characters

Create two columns with the headings **major characters** and **minor characters** on a piece of cardboard, butcher paper or use the class bulletin board. Have the students decide under which heading each of the characters belong and write the characters' names in the appropriate column (the students could even draw the characters). There might be some debate where some of the characters belong, depending on which part of novel is being discussed.

- i. Does every novel need major and minor characters? Explain your answer.
- ii. Keep adding adjectives next to each character as the students are reading through the book. Which characters are similar? Which characters are different?
- iii. Research ‘foil characters’. Who are the foil characters in *Googol Boy*? Do foil characters make the novel more interesting?
- iv. Think of some novels that you have read recently – jot down a list of the different foil characters and discuss the relevance of such pairings.

c) Character Relationships

Partner Work – hand out the “Character Comparisons” worksheet to students (#2). Have each student choose one character and draw a picture of the character on each side of the circle. Include quotes from the novel which describe the character. Describe the relationship of the characters in the middle part of the Venn diagram. How do they know each other? Are they friends? Enemies? Family members?

d) Character Monologue

- i. Research the term ‘monologue’? What is the purpose of a monologue?
- ii. Choose one chapter from the novel – pick an incident where you can extend on the ideas of one of the characters.
- iii. Write the monologue in first person for your character. You might want to include the following details: the character's thoughts, desires, worries, plans for the future, etc. (100 to 150 words).

- iv. Go to www.voki.com and choose one of the avatars that suit your image of the character (this could be symbolic or literal) and type your speech into the box.
- v. You can now present your avatar character's monologue to the class in an accent of your choice.

e) Character Development

- i. Put the students in groups of three to five.
- ii. Hand out the "Character Transformations" worksheet (#3) to each individual and have students in the group focus on different characters.
- iii. How does each main character change throughout the course of the narrative? Write one to two sentences for each of your points and include a supporting quote and page number.
- iv. Hang the worksheets around the room – put the same characters from each group together on the same notice board so that the key points and quotes can be compared.
- v. Follow up with a class discussion of the similarities and differences when discussing each character.



9. Setting

The setting of a book provides information as to the time and place in which the story takes place and draws the reader into the imaginary world of the novel. The setting can be fictional or real, or a combination of both elements and can range from establishing the location of the country, city or town or a more local place such as a garden or a living room. Settings are often handy in establishing the mood and tone of each chapter and provide a platform which bring other narrative devices together.

- a) Place names often provide the reader with a few hints as to what to expect regarding the setting. Does the name *Quockingpoll Flats* sound boring or interesting?
- b) Do you think that *Quockingpoll Flats* offers any clues as to the type of world the reader will be entering? Does it sound like an everyday town where nothing happens? Or does it sound whimsical and enticing?
- c) Research other fictional place names in literature. Provide a list of the weirdest and wackiest settings that you can find. Where would you like to live and why?

- d) Create some of your own places names which might capture the attention of the reader – explain your choices.
- e) Create a tourist brochure for *Quockingpoll Flats*. Outline all the interesting sites and attractions in order to entice visitors. You can draw pictures, use photos, add maps and try to come up with a catchy slogan.
- f) Hand out the “Setting” worksheet (#7) to each student and have them fill-in the information.

10. Key Themes

Every novel tackles a number of themes – the themes in a story explore common or universal issues which all readers can relate to and which transcend time. Such themes (also called concepts, ideas or issues) affect the way in which we view the world and define our life and existence.

- **Identity:** The novel tackles issues relating to self-discovery and attaining an authentic sense of self, working towards an acceptance of who you are and the realisation that acquiring a sense of self can be a complicated process where one’s identity is always a compromise between personal objectives (whether admirable or misguided) and external influences (whether positive or negative).
- **Friendship:** A strong focus on how shared experiences during favourable times, as well as periods of adversity, can strengthen personal bonds. There is also an exploration of tolerance and acceptance as, at times, individuals can disagree and annoy each other and still be close friends. The combination of agreement and conflict can test and strengthen friendship and provides an element of realism and authenticity to the novel and emphasises that developing, nurturing and maintaining friendship requires effort and commitment.
- **Family:** Despite the petty squabbles, disagreements and arguments, the family unit offers solace and support for the protagonist when life gets overwhelming. While interpersonal relationships within the family are challenged, reshaped and confirmed, the protagonist always receives the necessary guidance, affection and encouragement (whether he likes it or not). And then, there’s the whole thing about sibling rivalry.

- **Knowledge:** Through a quirk of fate, the protagonist absorbs all the knowledge off the internet and young Howie's ordinary brain starts to exhibit extraordinary potential. Unfortunately, the young protagonist can't control his newfound power and he finds himself in all sorts of hilarious predicaments, which leaves him wondering if this power is a blessing or a curse.



- **Adversity:** The two main characters, Howard and Barney, are underdogs and near the bottom rung of the popularity ladder. However, due to a series of unusual events they are suddenly thrust into the spotlight and have to overcome the many challenges that come their way. In the end, they somehow get through it all and come away feeling a little more confident and assured about themselves.

- **Justice:** The two main characters are able to overcome the many obstacles in their path and solve the crime of the Great Quiz Trophy. In the end, justice prevails as the culprit is caught and has to face the consequences. There is also a sense of poetic justice as Howard and Barney are victorious at the end of the novel and have an opportunity to finally shine and feel proud of their achievements.

- a) **Poster Collage** – have the students choose one of the above themes and create a collage from old magazines and newspapers. Stick an envelope on the poster and insert cards with quotes from the book relating to your chosen theme. Have students pick out random cards from the envelope and explain how the quote relates to the theme.
- b) **Book Presentation** – have the students choose a picture book which deals with at least one of the above themes and have them read the picture book to the rest of the class. Discuss the similarities and differences between your picture book and *Googol Boy*. Now get the students to fill out the “Comparing Two Stories” worksheet (#4).
- c) **Characters & Themes** – Hand out the ‘Central Themes’ worksheet (#5) and have the students fill in the details:

Focus on a central theme. Which character(s) does the author use in order to explore this theme? Find a few quotes from the novel which relate to your theme. What is the message that the novel delivers in regard to your chosen theme? Compare and contrast your themes with other students.



11. Chapter Questions

chapter one: *toothless*

- i. Which teacher is introduced in this chapter? What type of person is she? How is she described in the novel?
- ii. Who were the “usual suspects” that the teacher picked on?
- iii. Why is Howard picked to answer the question? How adequate was his answer and how does the teacher react?
- iv. What happens to Arnie Bornstein?



chapter two: *pacman*

- i. Howard tells us that he “was your regular average kid”. What evidence does he use to back up this statement?
- ii. What does *cognisance* mean?
- iii. Why does Howard’s mum go “a bit berserk”?
- iv. What do you think of Howard’s speech? List all the mistakes in the speech.
- v. Why were the teachers laughing it up in teachers’ lounge?
- vi. What happens to Howard when he turns the computer on?

chapter three: *brabbensack*

- i. What does Howard notice about the bus?
- ii. How does the bus driver respond?
- iii. Who is Bazza McNollop and why does Howard provide us with this backstory?
- iv. Who is Ezekiel and why is he famous?
- v. What on earth is a brabbensack?
- vi. List and describe the riots which had occurred in Quockingpoll Flats?
- vii. What in the world is a sackenbrab?
- viii. What is the history of the hammer high strike game? Would this be a game that you would like to play? Explain why.
- ix. What information do we find out about Barney in this chapter?



chapter four: *sardines*

- i. Who is Mr Klopsberg? What are his quirks? Provide a character description.
- ii. What is the “stomach-convulsing flashback” that Howard has?
- iii. Why was Lazy Lenny considered “one of the worst bullies at the school”?
- iv. What was Lenny’s speech about? What were some of the problems with his speech?
- v. How did you find Howard’s speech? How was it received by the rest of the class?

chapter five: *doodackie*

- i. Why does Barney get in trouble?
- ii. Who is Savani and why is she angry?
- iii. How did the Great Quiz come into existence?
- iv. What is Lord Shaftesbury famous for?
- v. What does Savani do to Howard’s face? Why?

chapter six: *fairy floss*

- i. Why is Howard’s head spinning?
- ii. What kind of dream does Howard have?
- iii. Which one of the riddles is your favourite? Explain why.
- iv. What does Howard’s mum accuse him of? Why?
- v. What does Howard learn from his dream?



chapter seven: *snickerdoodle*

- i. What crime has been committed?
- ii. Who is Eugene Fumbase? Provide a character description.
- iii. Who is Mr Ditherington and what are his peculiarities? Describe him.
- iv. What is the fable of the trophy? Provide a summary.
- v. What has Howard noticed about the crime scene?

chapter eight: *controversion*

- i. Who is Mr Perriman and why are all the students afraid of him? Would you be afraid of him? Explain your answer.
- ii. List some of the clichés used by Mr Perriman. What does this manner of speech say about him?
- iii. Who is Rufus Magee and why does he get in trouble?
- iv. In what way does Mr Perriman “raise the stakes”? How does Howard respond?
- v. Why does Mr Perriman become a pirate?
- vi. List all the wrong names Mr Perriman calls Howard. How would you feel if your teacher got your name wrong all the time? List some of the wrong names that you have been called in the past.

chapter nine: *fishpot*

- i. What is the history behind the game of klonkers? What are the rules?
- ii. Why do Barney and Freckles get into an argument?
- iii. What happened to Mr Van der Hoosen?
- iv. Who is Alistair Doncaster and what is his role?



- v. Would you like to try playing klonkers? Do you think you'd be any good at it?

chapter ten: *hobo joe*

- i. Why does Howard get in trouble from Miss Fremeskey? Have you ever got in trouble for the same reason?
- ii. In what way does Howard's imagination run wild?
- iii. Outline Mr Van der Hoosen's lesson plan. How could the teacher have made the last lesson of the day more interesting? Provide a list of activities that you would enjoy!
- iv. What would your parents say if you brought home a report card similar to Barney's?
- v. Why does Howard imagine himself to be a flea-bitten wandering tramp? How does he visualise the life of a hobo to be?
- vi. What is the story of Tommy Kilkenney? What lesson can be learnt from this tale?
- vii. What is the "rich and honoured history" of the glove slap? Do you think that the custom should be brought back? Why or why not?

chapter eleven: *splash*

- i. What does the orphanage look like? Offer a description.
- ii. What is the backstory of Rigor Billy-Bob Mortis?
- iii. Why did Howard always have to walk the dog with his mother?
- iv. What kind of character is Matron Fulton? Provide a description.
- v. What kind of animal noises does Barney make? Why?
- vi. Why do Howard and Barney run from the orphanage as fast as their legs could carry them?

chapter twelve: *pancakes*

- i. Deborah has *flatuphobia* – what does this mean?
- ii. How does Deb's condition make Howard's life difficult?
- iii. Who is Miss Crawford? Why is she considered kooky?
- iv. What does Howard's mum find out from Miss Crawford?



chapter thirteen: *crapaudine*

- i. What are some of the items that you can purchase from the various tents?
- ii. What do Howard and Barney decide to eat? Which of these food items would you like to try? Explain your choice.
- iii. Why did Savani need to find Howard?
- iv. Who has Savani chosen as her quiz partner? Describe the person.
- v. Who has Howard chosen? Why?
- vi. Who would you choose as your quiz partner from your school. Write your own 'Hear ye! Hear ye! Hear ye!' speech similar to the one read out by Savani and Barney.

chapter fourteen: *the great quiz*

- i. What is the funny joke Howard tells Barney? How does Barney respond? Make up a better joke and tell it to a classmate.
- ii. What is the 'incident' that occurs between the old lady and Mr Ditherington?
- iii. How many times does Howard sneeze in this chapter? What is happening to him?

- iv. Howard states that “all the jigsaw puzzle pieces fell into place” – what is he talking about? What happens next?
- v. How does the novel conclude? Was it a befitting end? Did you see it coming or was it a complete surprise?
- vi. The last sentence of the book hints of a tale that is sure to be even more peculiar than the story which you have just witnessed. How eager and excited are you to get your hands on the second *Googol Boy* novel? What do you think the next book will be about? Visit the Googol Boy website: www.johnmichaelauthor.com and enter the competition by submitting your response.

12. Class Discussion Points

These discussion points are useful in getting the students to engage with the novel on a deeper level. Reread the allocated page(s) together and then have a discussion or debate relating to the key points and issues and relate them back to real life scenarios.

- (a) **Popularity** – read page 43-44

“As anybody who has ever had the misfortune of having to go to school knows, the general pecking order of student-coolness was set in stone with the cool kids at the back, the wannabe kids in the middle and then there were the rest of us. Still, I was ahead of a few other ill-fated sods.”

Q. How important is popularity in high school?

- (b) **Integrity** – read page 108-109

“Lord Shaftesbury, however, wasn’t all that perturbed – he even lost quite a few pounds when he stopped eating Ezekiel’s fast food and, as a related bonus, was spared the bubonic plague, which mostly inflicted the Grill Shack patrons. More importantly, he was able to hold his head up high in town, knowing that he had done the right thing.”

Q. What does integrity mean? Is it important? How does a person live their life with integrity?

- (c) **Cooperation** – read page 165

“Gotta be a team player... if you wanna be in the team. My question to you is, are you team players?”

Q. Is teamwork and cooperation an important skill to have? Think of situations where it’s important to be a team player and think of examples where it’s best not to be a part of the herd.

- (d) **Bullying** – read page 242

“Towering above the other students, I noticed the resident school bullies, Lazy Lenny, Fergus the Fist and Marsden Post, observing the situation with perverse pleasure and itching to get involved in case there was some prospect of violence. They were leering at me like a bunch of troglodytes eyeing off some easy prey.”

Q. Why do bullies torment other students? Does your school have an anti-bullying policy?

(e) **Fear** – read page 297

“Barney and I ran away as fast as our legs could carry us, all the while the matron’s bellowing screams still ringing in our ears like the screeching of some demented she-devil.”

Q. Think of a time when you were really scared. Share your story with the rest of the class.

Success – read pages 374-375

“Savani was definitely one of those limelight hoppers, you know the ones, everything had to be about her, she was the centre of the universe and always had to be the big cheese, the king pin, the top dog, the head honcho. And she just had to win! Whatever the cost!”

Q. Are you a high achiever? Why or why not? What are the pros and cons of being a high achiever?



13. Stylistic Devices

Literary techniques are an important element of story writing. Not only do stylistic devices bring the characters to life and make the dialogue more vibrant but these techniques also add depth and layers to the story which makes it all the more engaging for the reader.

(a) Symbolism

*Symbolism in literature can take the form of an object, action or even a word. Throughout *Googol Boy* various symbols are utilised to explore certain characters, ideas and themes in a considered and developed manner.*

Hand out the ‘Symbolism worksheet (#6) and have the students answer each of the following questions in the appropriate space.

(i) Would you believe that the name *Howard Sootfell* has symbolic relevance?

Howard stems from the Old German, Hugihard, which combines the elements of *heart, mind, spirit* and *hardy, brave, strong* while the surname, **Sootfell**, on the other hand, is an allusion to the name Cinderella (which is a translation of the Grimm Brothers’ tale, Aschenputtel). Soot is synonymous with ‘cinder’ and ‘ash’ and just

like the fairy-tale character, Sootfell must rise from a lowly position (as lowly as soot, cinder or ash) and realise his own attributes in order to achieve recognition.

Q. What does your name mean? Undertake some research and present your findings to the class.

- (ii) Whirring Cogs are a dominant motif throughout the novel but they also serve as a symbolic representation of the protagonist's new found abilities. His brain whirs into action on numerous occasions but things don't always go according to plan. While Howard's newfound power does get him out of a number of difficult situations, the whirring cogs also get him into a pickle or two. It just goes to show that, despite having super powers, we are still prone to making errors and getting things wrong. All humans are fallible! What matters is that you don't give up and you keep going.

Q. If you had a superpower what symbol would represent it? Explain your answer and draw your symbol.

- (iii) Another example of symbolism occurs during Howard's dream in chapter six. Dreams usually serve the purpose of informing the individual of their situation in life – answering unanswered questions and providing some sense of the world. Notice that Howard is at the helm of the boat, he is the captain in charge of his own destiny but he is overcome by a change in the weather. The birds flying alongside the boat symbolise freedom and being able to soar to great heights. Finally, the riddles symbolise the many unknown questions and difficulties which lie ahead. But he does manage to answer all of the riddles! (What does that tell us about how the book will end?)

Q. Think of a dream that you had recently – what was it about? Did you dream about animals, colours, numbers or food? Research the significance of the symbols in your dream.

(b) Metaphors

Metaphors are a figure of speech which draw an exact comparison between two different things (also see idioms – Section 14). Googol Boy employs numerous metaphors in order to present common ideas in an amusing and humorous fashion.

Revisit the following pages and write your own sentences using these metaphors.

- (i) “had crushed her spirit” p.40
- (ii) “we got ourselves a little grease monkey here” p.43
- (iii) “being caught red-handed” p.47
- (iv) “two docile lambs ready for slaughter” p.164
- (v) “but look on the bright side” p.266

(c) Similes

Similes provide a comparison between two things by using the terms 'like' or 'as'. Such comparisons make the writing more vivid, engaging and memorable.

Revisit the following pages and change these similes into something even funnier!
Read out your new similes to the rest of the class.

- (i) “Miss Fremeskey’s close-set lifeless eyes were like still pools of the blackest tar, her bent nose jutted out like a freckled gherkin and her mouth was twisted like a crooked pin.” P.2
- (ii) “He stood there like a lobotomised goldfish, his mouth started to make gaping movements but no sound was coming out.” P.79
- (iii) “It was like a scene out of the Colosseum during Roman times. In one corner you had the battle-hardened Gladiator and in the other corner you had Barney and me.”p.163-164
- (iv) “They were leering at me like a bunch of troglodytes eyeing off some easy prey.”p.242

(d) Motifs

Motifs are a recurring idea, concept or symbol found throughout a text. In Googol Boy some of the dominant motifs are the protagonist’s whirring cogs, daydreams, as well as the trophy.

Hand out the ‘Motifs worksheet (#7) and have the students answer each of the following questions in the appropriate space.

- (i) Whirring Cogs: choose any three of these examples on pages 7-8, 41-42, 50-51, 83-86, 100-101, 158-162, 172-173, 181-184, 201-205, 249-257, 288-289, 354-356 and 373-382.
 - a) What do the whirring cogs represent to the reader?
 - b) Do the whirring cogs always result in Howard getting the right answer or outcome?
 - c) Do you think it would be useful to have whirring cogs of your own? Why or why not?
- (ii) Daydreams: read pages 99, 199 and 299.
 - a) How do these daydreams and imaginative reflections add extra layers to the story?
 - b) What do these daydreams reveal about the character?
 - c) When was the last time you had a daydream or imaginative reflection? Describe it in detail.
- (iii) The Trophy: read pages 59, 99 and 179.
 - a) What do you think that the trophy represents? Consider the literal and symbolic associations.

- b) The Fable of the Trophy would be considered a myth or legend and ties the events of the novel together. What is the moral of the trophy fable?
- c) List other fables that you know. Which of these fables would be the most similar to the Fable of the Trophy. Explain your answer.
- d) Research the hero's journey stages. How does the end of Googol Boy relate to the hero's journey stage of 'returning with the trophy'?

(e) Synaesthesia

Synaesthesia refers to a process where the author conflates and intertwines the senses (sight, hearing, taste, touch and smell) in order to offer a more imaginative, peculiar and unexpected representation of reality. For example, a character might taste a colour, smell music, or see aromas.

- (i) Research synaesthesia in literature. Try to write some of your own synaesthesia sentences – be creative in intertwining your different senses in order to offer a more imaginative representation of reality.
- (ii) Go to page 99. Which senses have been mixed up in this scene? What does the process of synaesthesia tell the reader about Howard's experience? Add to this description by writing another two to three synaesthesia sentences.

(f) Onomatopoeia

Onomatopoeia is a direct way in which an author can make the words on a page come to life. Onomatopoeic words mimic sounds and make storytelling more vivid and expressive.

- (i) Go to page 99. How does the utilisation of onomatopoeia make this incident more exciting and realistic? Do you think that the different fonts add to the effect?
- (ii) Are there other incidents of onomatopoeia through the novel? Find another two examples and explain how the use of this technique makes the situation more realistic for the reader.
- (iii) Find an incident in the novel and insert your own additional onomatopoeia sentences in order to make the book even better – share your findings with the rest of the class.
- (iv) Write down the sounds that a cow, sheep, rooster, duck, pig, cat and dog make. Now research these onomatopoeic sounds in different countries. Why do you think that these animals don't make the same sound everywhere in the world? What's going on?!

(g) Sarcasm

Sarcasm is a mocking statement which is used to poke fun or insult an individual. In Googol Boy, sarcasm is used by characters to express the opposite of the given remark and such statements are often tempered with humour and used for comedic effect.

- (i) Focus on the following two examples of sarcasm in the novel: “Well Einstein?” (p.6) and “They probably think that calling them Tweedledee and Tweedledum is a compliment.” (p.100) explain why these comments are sarcastic. What do these quotes tell us about the speaker and what do they tell us about the recipient of the remark?
- (ii) Sarcasm is often used a way to insult another individual – research some clever sarcastic comments from politicians, other authors and even Shakespeare.
- (iii) Now write a few of your own sarcastic comments and try them out on the person sitting next to you.

(h) Flashbacks

Flashbacks interrupt the chronologic flow of the storyline in order to provide background information, context or depth to the narrative and may take the form of a vivid memory, a vague dream, a blurred recollection, or even a fragmented daydream. There are numerous flashbacks throughout Googol Boy in order to offer the reader a more authentic representation of the characters and their motives and intentions.

- (i) Read the following pages:
 - The Battle of Hastings incident p. 8
 - Before the ‘night of cognisance’ p. 13
 - Kicking the gnome p. 23-24
 - How Howie & Barney became friends p. 48-49
 - Sardines p. 66-69
 - Meeting Matron Fulton p. 283-285

Which one of these flashbacks can you relate to the most? Explain your answer.

- (ii) Now write your own flashback about something interesting that occurred to you last week. Read your response to the rest of the class.



14. Vocabulary

Use this table to improve students' vocabulary. Revisit the pages and discuss each word in context. Students can also complete the following worksheets:

4. Vocabulary Crossword I and # 5. Vocabulary Crossword II as well as # 6. Vocabulary Sentences

angst p.181	gregarious p.133	proviso p.301
banal p.259	grotesque p.250	pugnacity p.257
blustery p.162	humongous p.4	ramrod p.164
boisterous p.221	imperceptible p.1	revered p.115
carbuncle p.250	indignation p.39	rotund p.124
cavorting p.76	introspection p.420	ruddy p.124
concise p.70	jubilation p.196	sage p.115
connoisseur p.60	languishing p.48	shamrock p.146
dastardly p.296	lilt p.138	schtick p.30
delectable p.55	lingering p.70	tentatively p.394
despondent p.135	lobotomised p.79	thimble p.223
drubbing p.263	moniker p.11	uncouth p.338
drudgery p.109	mulligatawny p.155	unflappable p.281
emanated p.396	parish p.156	unperturbed p.281
enigma p.132	penchant p.44	vagabond p.238
esteemed p.272	pentagram p.206	veracity p.257
gadrooning p.146	percolating p.301	vivacity p.257
gerbils p.167	placards p.57	yokel p.414
gnat p.196	prominence p.420	yore p.404



15. Allusions (intertextuality)

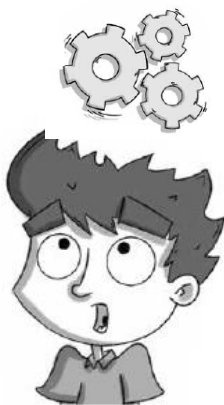
An allusion offers a reference to another source – for example, the Bible, a famous painting, comic book characters, mythology, songs, an historical event or cultural works.

In *Googol Boy* there are various intertextual references which add depth and layers to the story. Some of these are obvious and some might be a little more cryptic. Focus on the following examples from the novel and explain the allusion (undertake some research if you are not too sure).

Activity: Create a group poster incorporating any four of these quotes and include an explanation of each one. Undertake appropriate research and include eye-catching visuals.

- i. “Not a creature was stirring, not even a mouse... but this wasn’t the night before Christmas” p.1
- ii. “These droplets would have even impressed Noah” p.26
- iii. “Like the bride of Frankenstein” p.34
- iv. “I looked more like Edvard Munch’s ‘The Scream.’ ” p.36
- v. “My goodness... it’s Tweedledee and Tweedledum” p.100
- vi. “You might have thought that Oliver Twist had it bad” p.107
- vii. “Lord Shaftesbury [and] the Ten Hours Act of 1833” p.107-108
- viii. “I found myself the captain of a boat called the S.S. Minnow” p.114
- ix. “Some pot of gold at the end of [the] rainbow” p.144
- x. “We’ve got a funny one here... a real Bozo the Clown” p.174
- xi. “I felt like Daniel who was about to slay Goliath” p.353

Additional Activity: Now write a short story incorporating as many of these allusions as possible.



16. Idioms

An idiom is a common expression which should not be interpreted in a literal sense. The expression only makes sense on a metaphorical level. There are thousands of idioms in English and they add depth, wit, colour and vitality to the language. Idioms differ across countries, cultures and languages.

1. she took the cake	16. tickle your fancy	31. cool as a cucumber
2. pie in the sky	17. to toot my own horn	32. to upset the applecart
3. let bygones be bygones	18. the world was my oyster	33. to cut the apron strings
4. she ran a tight ship	19. no quarter asked, and no quarter given	34. I was treading on eggshells
5. to go cold turkey	20. separate the wheat from the chaff	35. never bite the hand that feeds you
6. to give up the ghost	21. shall sip from the cup of victory	36. I could eat a horse
7. cat got your tongue?	22. it seems that the tables have turned	37. stuck between a rock and a hard place
8. not the sharpest tool in the shed	23. to the victor go the spoils	38. separate the sheep from the goats
9. he was skating on thin ice	24. the loser will eat humble pie	39. too big for her britches
10. beggars can't be choosers	25. to taste bitter defeat	40. the chickens were coming home to roost
11. beaten by the ugly stick	26. rise like a phoenix from the ashes	41. it was a walk in the park
12. still waters run deep	27. scraping the bottom of the barrel	42. it was a piece of cake
13. always look before you leap	28. he hit rock bottom	43. like taking candy from a baby
14. birds of a feather stick together	29. by the skin of your teeth	44. close but no cigar
15. the early bird catches the worm	30. every cloud has a silver lining	45. throw the book at him



(a) Class Discussion

- i. What are idioms? Find some synonyms for the term *idiom*.
- ii. Give some examples of idioms that you already know.
- iii. What is the purpose of an idiom?
- iv. How is a story improved through the incorporation of idioms?
- v. Do too many idioms spoil the broth?
- vi. Allocate each student (or pair of students) one of the idioms from the table above.
- vii. Have the students reference the page numbers in the novel for each idiom and try to figure out the meaning of the saying – what does this idiom tell the reader about the character or the situation?
- viii. Have each student (or pair of students) present their findings to the class.

(b) Drawing Idioms

- i. Print out the idiom table (you might also choose some additional ones from the book)
- ii. Cut these phrases out along the dotted lines and put the slips of paper into a hat (or jar)
- iii. Divide the classroom in half – Team A and Team B
- iv. A student from Team A comes up to the front of the classroom and pulls a phrase out of the hat
- v. The student draws the phrase on the whiteboard without using letters or numbers (or any other symbol found on a keyboard)
- vi. Team A has an opportunity to guess the phrase and if they are unsuccessful Team B will have a chance to guess
- vii. The person who guesses correctly can have the next turn
- viii. Keep count of the score for both teams

(c) The Origins of Idioms - etymology

- i. We use idioms all the time and some of these sayings have fascinating origins. Have the students research the origins of the following idioms and discuss their findings:
 - A wolf in sheep's clothing
 - To steal someone's thunder
 - To butter someone up
 - Don't throw the baby out with the bathwater
 - A fly in the ointment
- ii. Have students research idioms that they already know and have them provide an explanation of the saying as well as the origin of the idiom.
- iii. Have the class vote for their favourite idiom origin and take this opportunity to discuss the rich history, adaptability and vibrancy of the English language.
- iv. Now have students choose one idiom from the table above and look up the origins and present their findings to the class.

(d) Charades

- i. Use the same collection of cut out idioms from the ‘Drawing Idioms’ activity – you might want to add a few more sayings from the ‘The Origins of Idioms’ activity.
- ii. Divide the classroom in half – Team A and Team B
- iii. A student from Team A comes up to the front of the classroom and picks out a random idiom and acts it out.
- iv. Team A has an opportunity to guess the phrase and if they are unsuccessful Team B will have a chance to guess.
- v. The person who guesses the answer can now have a turn.
- vi. Keep count of the score for both teams.

(e) Create your Own Idioms

- i. Go to page 59 in the novel. Notice how “to go cold turkey” becomes “to go cold sackenbrab.” What else could be used instead of turkey or sackenbrab to convey the same message? Explain your choice.
- ii. On page 60 there’s also the phrase “that’s just not Brabbensack” which is a play on “that’s just not cricket” or “it’s not kosher.” Create your own version of this saying and explain why your version is better.
- iii. On page 187 Howard thinks that the term “the world was my clam” would suit him better than “the world was my oyster.” Why does he change the idiom? Create a saying of your own. Explain your choice.
- iv. Pick three other idioms and make some creative changes in order to make the sayings even better.

(f) Idiom Writing Prompts

Choose one of the following writing prompts and plan your response before you start, chose your words carefully, write in sentences and paragraphs, pay attention to spelling and punctuation and proofread your writing carefully.

- i. **Imaginative** – write a story which incorporates the idiom, the chickens were coming home to roost, as a central idea.
Think about your characters, when and where your story takes place, the complication in your story and how it is solved, and the ending.
- ii. **Persuasive** – consider the following idiom, *every cloud has a silver lining*, and persuade your reader with a convincing argument. You can agree or disagree with this statement. You can even present both sides of the argument if you wish. Make sure that you have an introduction which makes your line of argument clear, body paragraphs which have supporting evidence and a conclusion which sums up your position.
- iii. **Discursive** – consider the following idiom, *still waters run deep*, and offer a discussion as to the possibilities of such a saying. You don’t have to persuade the reader, simply offer an opinion piece as to the different ways that this idiom applies to life.
- iv. **101 Idioms** – revisit the Googol Boy Table of Idioms and write a story with as many of these idioms as possible – you can also use any other idioms that you already know.

17. Humour



Much of the humour in “Googol Boy” involves mixed up sentences, play on words, nonsensical terms, jokes, misunderstandings, alliteration, internal rhymes, colloquial language and innuendo.

- **Mixed up sentences:**
 - “Did you pack your speech? Did you rehearse your lunch? Is this your bag? Did you finish your hat?” p. 38
 - “Has your tongue been got by zee cat?” p. 75
 - “Don’t scream please, just give us all your money Oliver!” p. 126
- **Nonsensical terms:**
 - “Homeworkitis” p. 15
 - “Nightmaring” p. 33
 - “Crapaudine” p. 321
 - “Acutus Crustulum” p. 335
- **Jokes:**
 - “Man bites Dog, Gets Fleas!” p. 308
 - “Brussels sprouts” p. 361
- **Misunderstandings:**
 - “Ouf bof fred! Ouf bof fred ... bum on!” p. 37
 - “Did you say maspalags and losmopops?” p. 51
- **Alliteration:**
 - “The Toothless Terror” p. 11
 - “my synapses sizzled” p. 35
 - “Pukeface Percy” p. 44
 - “Fergus the Fist” p. 96
 - “Zip. Zero. Zilch.” p. 27
 - “a tsunami of stimuli” p. 35
 - “Moody Miriam” p. 44
- **Internal rhymes:**
 - “My brain became inflamed” p. 35
 - “a captivating and stimulating fable, a fantastical and bombastical fable!” p. 137
- **Colloquial language and Dialects:**
 - “Whatcha thinks this is boy? Some kind of doodackie?” p. 95
 - “Oh me... where de dickens did you come from? You gave me such a freight!” p. 138
 - “Ain’t this a fine dandy snickerdoodle!” p. 152
 - “Like a Pitbull on a pork chop. P. 170
- **Innuendo:**
 - “Sootfell” p. 6
 - “Fumbase” p. 6

Activities

- i. Which of these examples do you find the most humorous? Explain your answer.
- ii. Think of some other funny novels, TV series or films – which of these examples above have been incorporated to make you laugh? Write out these examples and share them with the class.
- iii. Now write your own short story with as many of these devices as possible – have a competition to see who can come up with the funniest story.

18. Songs & Poetry

(a) *Googol Boy* song (go to page 117-119)

- i. The teacher can read or, if they're feeling brave, sing the *Googol Boy* song to the entire class.
- ii. Get each student to summarise the song in their own words in three sentences. Have the students read out their answers and discuss the main themes of identity, uncertainty, understanding and knowledge.
- iii. Pair up the students and get them to focus on different stanzas and do the following tasks:
 - Offer a short summary of the stanza.
 - Draw accompanying pictures which relate to the key ideas in the stanza.
 - Is the tone of the stanza positive or negative? Provide some evidence in your answer.
 - What techniques has the author used in this stanza?
 - What is the purpose of each technique? How does it make the stanza more engaging?
 - Discuss the responses in class and have students decide on their favourite stanza. Have them explain their reasons by focusing on relevant language features.
- iv. Notice the idioms throughout the song – are there similar idioms you could use in place of the original ones? Do some research and test out some alternative possibilities.
- v. Write an extra stanza – keep to the same rhythm and rhyming pattern. Your stanza can be at the beginning, the middle or at the end of the song – it's your choice! Take turns in reading (or singing) your 'new and improved' stanza to the rest of the class

(b) *Hobo Ditty* (go to page 239)

- i. Pick a student to read (or sing) the *Hobo* song to the rest of the class
- ii. Provide a dot-point summary of the main incidents in this song (for example, having no shoes, being stuck in the rain, etc). How many distinct events are there altogether?
- iii. Write an extra stanza – keeping to the same rhythm and rhyming pattern. Your stanza can be at the beginning, the middle or at the end of the song – it's your choice! Read (or sing) the entire song (including your own stanza) to the rest of the class. Explain your choice of examples.
- iv. Create a digital storyboard of the main incidents in this *Hobo* song (use www.storyboardthat.com or a similar website). You might also want to add one or two incidents from your own stanza. Present your storyboard to the rest of the class.

(c) Rap Battle (go to page 250-257)

- i. Allocate student into pairs and have them re-enact the rap battle – choose the two best performers to present the battle in front of the entire class.
- ii. Have the students create an assortment of rap names for both Howard and Savani – write the different names on the whiteboard. Have a class debate about which rap names would be most suitable for the two characters.
- iii. Create a cool rapper name for yourself – what does your new name say about you? Write an acrostic poem about yourself using your new rapper name.

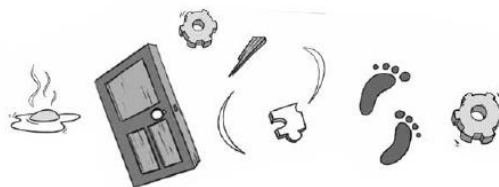
- iv. Why does Savani win this rap battle? What makes her rhyming better than Howard's? Write a letter to Savani telling her why you were so impressed with her rapping Or write a letter to Howie explaining to him why his rapping was below par and what he needs to do to improve.
- v. Pick out your favourite rap lines from either Howard or Savani as a starting point and continue with your own rap lyrics – present your rap masterpiece to the class.

(d) *An Ode to Barney* (go to page 9324-326)

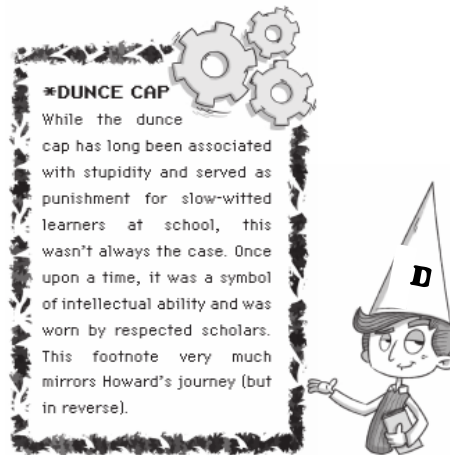
- i. This poem is written in the form of a sonnet. Do some research on sonnets regarding structure and rhyming patterns. What is a sonnet? How many lines does a sonnet have? Have many stanzas? What does Ode mean?
- ii. How many sonnets has Shakespeare written? Name one of his famous sonnets. What is it about?
- iii. Get the students to write their very own sonnets about someone they know – it could be their best friend, mum, dad, sibling, grandma, pet dog, etc.

(e) *Spring has Sprung* (go to page 366)

- i. Notice the use of colours (white, blue, yellow) throughout the poem. What is the effect of using colour in poetry? Research the symbolism of different colours. What could white, blue and yellow represent? Incorporate another three colours into this poem to make it even more colourful! Explain your choices to the rest of the class.
- ii. Notice the colloquial representation of winter in line 3 – research other personifications of winter and come up with a list of your favourite three.
- iii. Notice the reference to Ostara in line 6. Do some research on Ostara. Are there similar representations of other seasons?
- iv. Notice the contrast in the first three lines between life and death – “we lived” and “Old Man Winter died”. Try to think of other contrasts which would be effective in a poem. Try to incorporate these contrasts in your own lines of poetry.
- v. Notice the simile in line 3 – write another simile to replace this line.
- vi. Revisit line 6. The reference to Ostara would also be considered to be a mythological allusion. Research other mythological allusions which you have come across in novels and films.
- vii. Pumpkins, cabbages, daffodils and periwinkles – what other items could be found in a garden? Write three more lines about three different garden items and add them to the poem.
- viii. Draw a postcard of your (real or imaginary) garden and on the back of the postcard write a short poem about your favourite season using such techniques such as colours, contrasts, allusions and similes.



19. Whirring Cogs



a) Pamphlet

Revisit the whirring cogs sections throughout the novel. Decide on your favourite fun fact and create a pamphlet exploring this idea in further depth and detail – decorate your pamphlet with appropriate visuals and present your findings to the class.

b) Speech

Pick one of the topics relating to the whirring cog fun fact sections. Research the topic and write a speech and deliver it to the rest of the students.

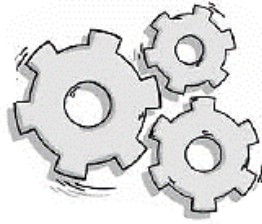
c) New Whirring Cog

Pick out another interesting word or phrase from the novel. Do some research and create your very own 'whirring cog' footnote. Pin these around the classroom and have a question and answer session for each fun fact.

d) Go to the author's website (www.johnmichaelauthor.com)

Go to the website and click on the 'Whirring Cogs Fun Facts' section and find extra information and funny stuff associated with each whirring cog section in the novel.





20. Journal Prompts

The best way to get students to become better writers is to increase their creativity by writing regularly. Writing prompts are helpful because often it is difficult for students to come up with an idea. Pick a prompt and get the class to write for 10-20 minutes and try to get them to write every single day!

- Get a jar – it can be a canning jar, a mason jar, or any other available container.
 - Print out the prompts below on slips of paper.
 - Place the slips of paper in the jar.
 - Have the students reach into the jar.
 - Set your timer anywhere from 10 to 20 minutes.
 - Write anything that comes to mind as you read each prompt and elaborate on each point as much as you can.
- a) Read page 2. “Miss Fremskey’s close-set lifeless eyes were like still pools of the blackest tar” **Whether real or from fiction, who has been the scariest teacher you have known?**
 - b) Read page 15. “Cognisance means having knowledge... lots of knowledge...” **If you could be a superhero, what super power would you like to have and how would you use it?**
 - c) Read page 22. “You can’t get your allowance for the chores that you DON’T do.” **Which chores do you dislike the most? Which chores are your favourite?**
 - d) Read page 26. “The half-empty glass of milk vibrated across the table...” **The glass can be either half empty or half full. Try to think of some everyday things that you are very grateful for.**
 - e) Read pages 33-34. “a blinding flash of light lit up the room.” **Describe or make up an event that changed your life forever.**
 - f) Read page 47. “my only friend” **What does it mean to be a good friend? What type of friend are you?**
 - g) Read page 47. “I gave Barney one of those bewildered stares, the look you often get from your parents when you say or do something quite dopey.” **Think back to the last time you did something really dopey!**
 - h) Read page 61. “The hammer high strike was a unique game...” **What are some playful activities that you enjoy or would like to try?**

- i) Read pages 63-64. “he could recite all types of facts and statistics about sports.”
What is the most interesting thing about you? Why? Is it a trait you share with other people, or is it something that is unique to you?
- j) Read page 67. “we were all hit with a smell fouler than the stench of Satan’s armpits.” **What are some of your least favourite and favourite smells?**
- k) Read page 76. “the stench of failure would dangle around your neck...”
Write about a time in your life when you were afraid of failure.
- l) Read page 114. “My dream took me to a strange place.”
Write about the strangest dream that you’ve ever had?
- m) Read page 133. “At that moment, the principal appeared on the stairs.”
What if you were the principal for an entire week? What changes would you make?
- n) Read page 186. “His face turned red as a tomato and he quickly sat down...”
What’s the most embarrassing thing to ever happen to you?
- o) Read page 205. “I’ve come for another round of Klunkers.”
What is your favourite game? Why do you enjoy it?
- p) Read page 238. “Yes, it would be the hobo life for me.”
What would you pack in your bindlestick if you were to go on a big adventure?
- q) Read page 243. “there was that whole ‘sugar and spice’ thing...”
Do you think that there are differences between girls and boys? Provide details.
- r) Read page 263. “Oooh, how I dislike that Savani!”
Do you know somebody who rubs you the wrong way? What do you think you could do to make the relationship better?
- s) Read page 271. “By the time we arrived at the orphanage I just wanted this day to end.”
Write about your worst day ever!
- t) Read page 276. “You scared the bejesus out of me!”
What is the scariest thing that’s ever happened to you?
- u) Read page 317. “I guess history doesn’t always repeat itself as the brabbensacks were victorious that day.” **Does history repeat itself? Why or why not?**
- v) Read page 320. “brabbensack custard tart and a brabbensack popsicle”
Invent a brand-new food – describe the appearance, taste and smell. What’s so good about it?
- w) Read page 327. “I hadn’t seen Barney this happy since that time he found seven chicken nuggets in a six pack.” **Describe a situation where you felt deliriously happy.**
- x) Read page 365. “...spring is here, offering new beginnings, rebirth, inspiration.”
What is something that you would like to change about yourself? How would you go about it?
- y) Read page 398. “Mum yells out I love you Howie”
Think of a time when your parents have embarrassed you.
- z) Read page 421. “A tale that was sure to be even more peculiar than the story which you have just witnessed.”
Write about the most peculiar anecdote that you have ever heard.

21. Writing Creative Stories

Use these fun short story ideas for students in your classroom or as a homework assignment. Revisit the **Stylistic Devices** section of this study guide and remind them to incorporate a few of these techniques in their own writing. Pay attention to spelling, grammar and sentence structure.

- a) “It seemed that Miss Fremeskey’s superhero power (actually, make that supervillain power) was to make time freeze.” (page 224)
If you could have any secret super power, what would you want it to be and why?
- b) “Perhaps in reality he was some evil genius who had discovered a way to clone his white lab coat and had an entire wardrobe of them – hundreds and hundreds of duplicates of the same coat!” (page 73)
You are a mad scientist and have come up with a crazy new invention. What does it do? What is it called? What does it look like?
- c) “The Quockingpoll Flats Founding Festival was the biggest event this side of three counties, with rides, competitions and games.” (page 52)
You are writing a travel guide for kids visiting Quockingpoll. What places or events do you think they should visit?
- d) “I think I’ll have the same... and a couple of brabbensack dogs, some deep fried brabbensack rings, some brabbensack custard tart and a brabbensack popsicle for dessert! And perhaps I might splurge and get the crapaudine shishkebab as well!” (page 320)
What is your favourite food? What does it look like? Smell like? Taste like? What types of recipes can you come up with?
- e) “As everybody in the class winced, I could only think of one word – *onomatopoeia*.” (page 10)
Write a poem using lots of and lots of onomatopoeia. For example, vroom, boom, crash, moo, honk, yahoo, grrrr, pop, slurp, etc.
- f) “She was the School Dux, Chess Champion, Spelling Bee Winner, Band Leader, Fencing Titleholder, and to top it all off, she was also Captain of the Debating Team.” (page 99)
Is there something you are good at doing? How did you get so good at it?
- g) “I did, however, often daydream about how it would feel to be smart. Knowing how to spell words. Knowing how to count to twenty without having to take my shoes off.” (page 15)
What would you most like to learn over the next year? Think about things that interest you or questions you might have about the world and make a list!

- h) “And then there’s the stress associated with chasing up students who don’t do their homework and having to hear every excuse in the book.” (page 29)

Your teacher is on your back about that homework that you never submitted. How do you outsmart your teacher?

- i) “A wide river of liquid gold flowed down the hillside and I found myself the captain of a boat called the S.S. Minnow which was made out of marzipan with a sail made out of fairy floss.” (page 114)

Imagine you are the captain of a ship. Write a diary entry for what your day would be like.

- j) “So, I guess that you could say that it was Shaftesbury’s fault that compulsory schooling came into existence. To this day, he is a historical figure who is admired by teachers and parents alike, and disliked by every school student ever.” (page 109)

Currently, it is required by law that kids go to school. Do you think this is a good or bad idea?

- k) “So the wives invented a ‘strength tester’ game which was much more practical, simple and effective and got their menfolk back on the farms where they belonged.” (page 62)

If you could invent a new game, what would it be called? How is it played? What are the rules? What makes it fun to play? Write about it!

- l) “Sammie Shimkus shimmied across the slates, slowly sliding sideways as he stretched across the sandy shoreline and stopped short” (page 400-401)

Trying saying this line five times as quickly as you can! Now write your own tongue twisters.

- m) “Yes... a captivating and stimulating fable, a fantastical and bombastical fable!” (page 137)

A fable is an exaggeration of a fictional or partly true story. Write a tall tale about something that recently happened to you.

- n) I had a blocked nose, ringing in my ears, my throat was sore, I was getting a headache, what was next to go? (page 405)

Oh no! Everyone around you is sick with a nasty cold! Write a silly poem about how you try to avoid catching their germs!



22. Essay Questions

*Here are a few challenging essay questions to get the students thinking about the central ideas and concepts in the novel. Revisit the **Main Characters, Themes and Chapter Question** sections of this study guide before planning your essay response..*

1. “With great power and such ability,
Comes restraint and responsibility.”

How do different individuals in the novel use and abuse their power?

2. “That’s what I loved about Barney, he could enjoy the same joke three times, once when it was told, once when it was explained, and then again when he finally got it.”

What are the different ways humour has been used throughout this novel in order to make the book more interesting and engaging?

3. “Barney was a great friend, pretty much the only friend I had, and I always knew that I could rely on him through thick and thin.”

What do the different relationships throughout the novel teach us about friendship and interpersonal connections?

4. “You mean your magic has gone? You’re just the same old Howie that I used to know?”

Which characters have undergone transformations throughout this novel? What do these changes tell us about life?



23. Crosswords & Worksheets

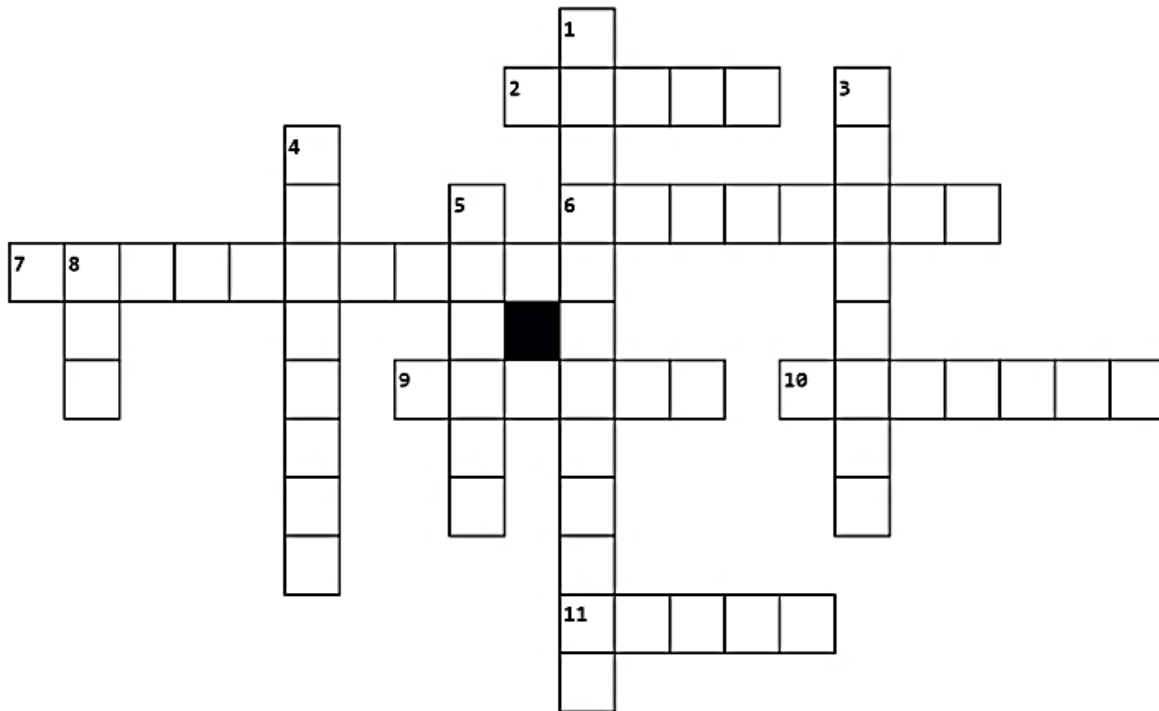
Use these crossword as a fun way of reviewing the main characters and events in the story – the crosswords range from *easy*, *hard* to *difficult*.

1. Crossword

Name: _____



GOGGOL BOY and the Peculiar Incident of the Great Quiz Trophy



Across

2. Freckles Magee's real name
6. The town gossip
7. Barney's favourite food
9. Howard's best friend
10. Howard's sister
11. One of the school bullies

Down

1. Where is the novel set?
3. A game invented by the Vikings
4. Scary History teacher
5. The school braniac
8. Name of the groundskeeper



BSP



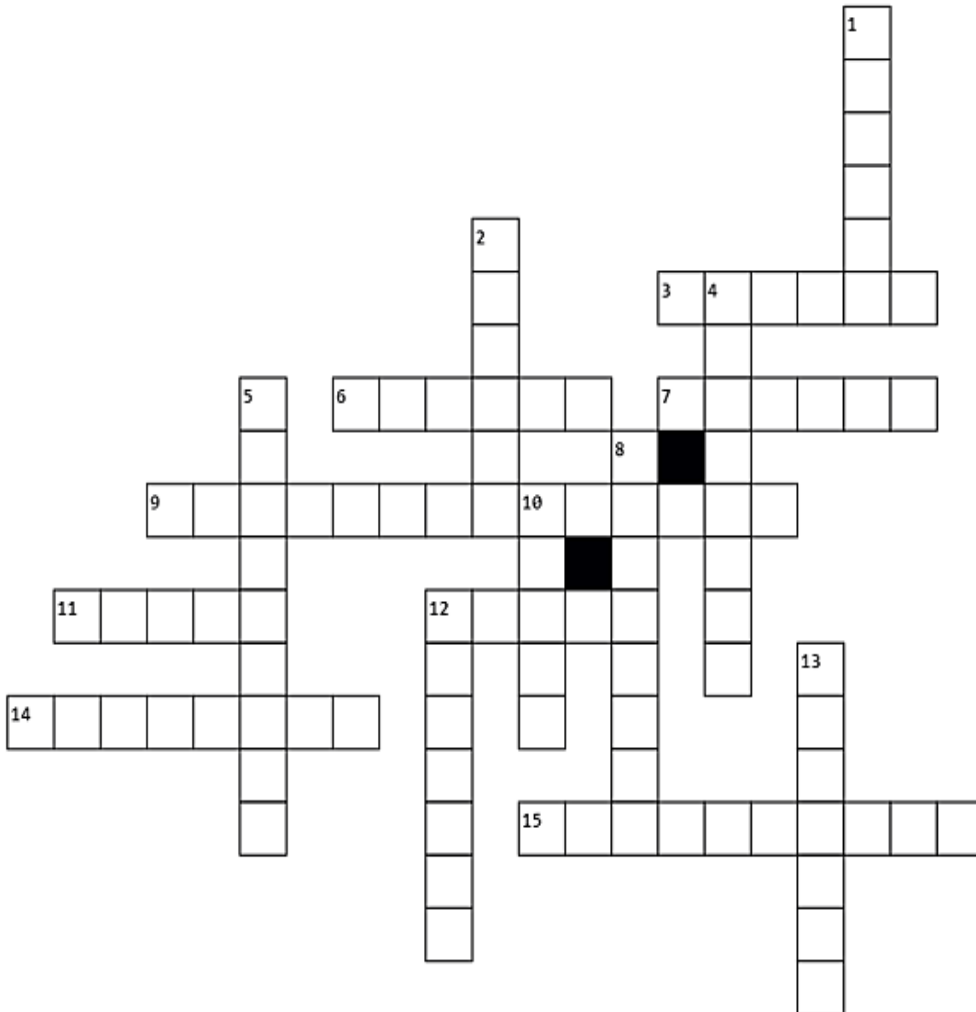
2. Crossword

Name: _____



GOOGOL BOY

and the Peculiar Incident of the Great Quiz Trophy



ACROSS

3. The principal's poem: Spring has _____
6. A game invented by the Bavarian settlers
7. What was stolen from the principal's office?
9. What was Howard's Science project on?
11. The school bus driver's name
12. Savani slaps Howard with a _____
14. Barney's middle name
15. What does Savani call Barney?

DOWN

1. She falls into the moat
2. The game Howard was playing on the computer
4. The Gym teacher's name
5. Science teacher's name
8. Savani's partner
10. Howard's dog's name
12. What was Lenny's Science project on?
13. What was Barney's Science project on?



BSP

www.bigskypublishing.com.au/john-michael/ www.simonandschuster.com.au/authors/John-Michael/



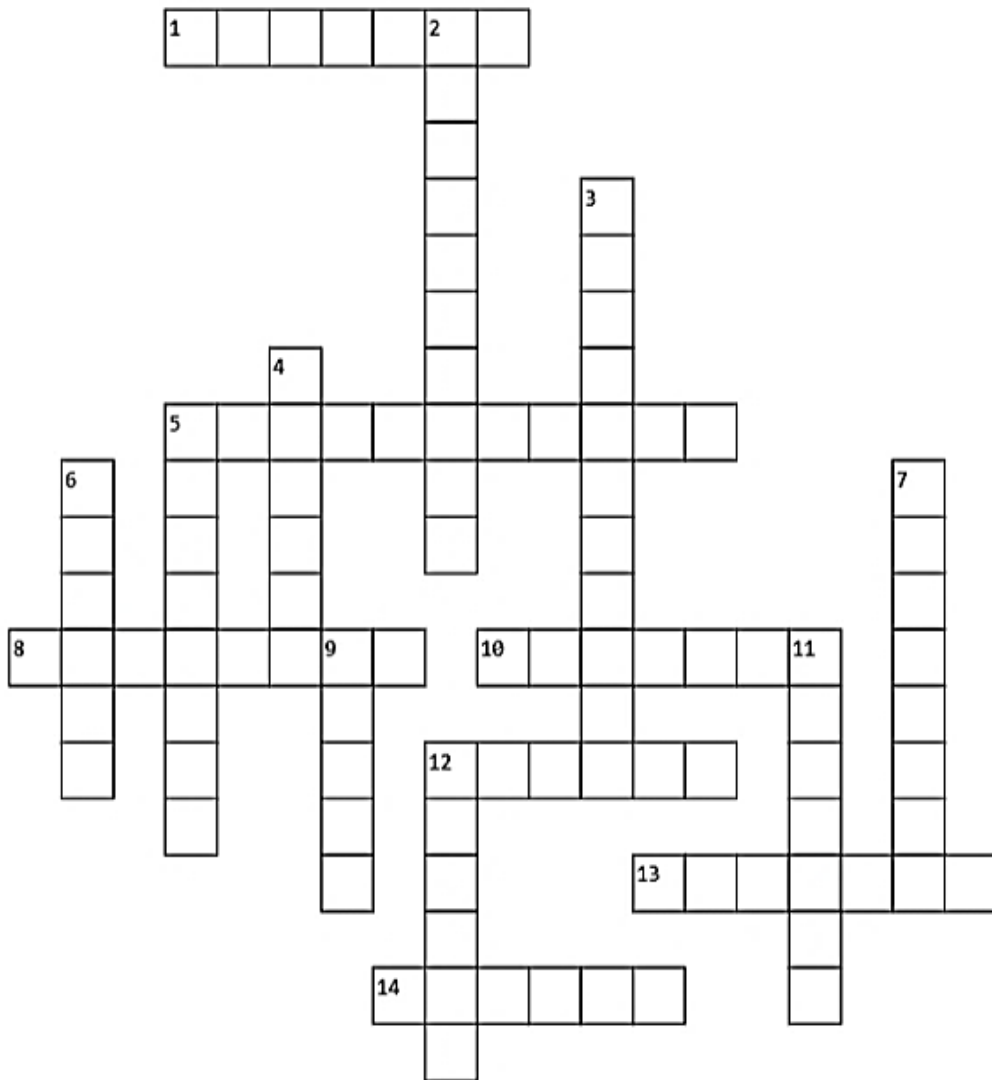
SIMON &
SCHUSTER

3. Crossword

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy



ACROSS

1. Ezekiel beats off the brabbensacks with _____
5. He introduced the Ten Hours Act of 1833
8. Nickname: Barney the _____
10. What type of plague infected Quockingpoll?
12. Captain of the Debating Team
13. The founding father of Quockingpoll
14. Howard's catchphrase

DOWN

2. Students call the Gym teacher Corporal _____
3. Deborah suffers from _____
4. What is the tall policeman's name?
5. Howard is the captain of a boat called the _____
6. The colour of the school bus
7. He vomits a lot - _____ Percy
9. What is the short policeman's name?
11. Anonymous _____ River
12. The person who made the trophy



BSP

www.bigskypublishing.com.au/john-michael/ www.simonandschuster.com.au/authors/John-Michael/



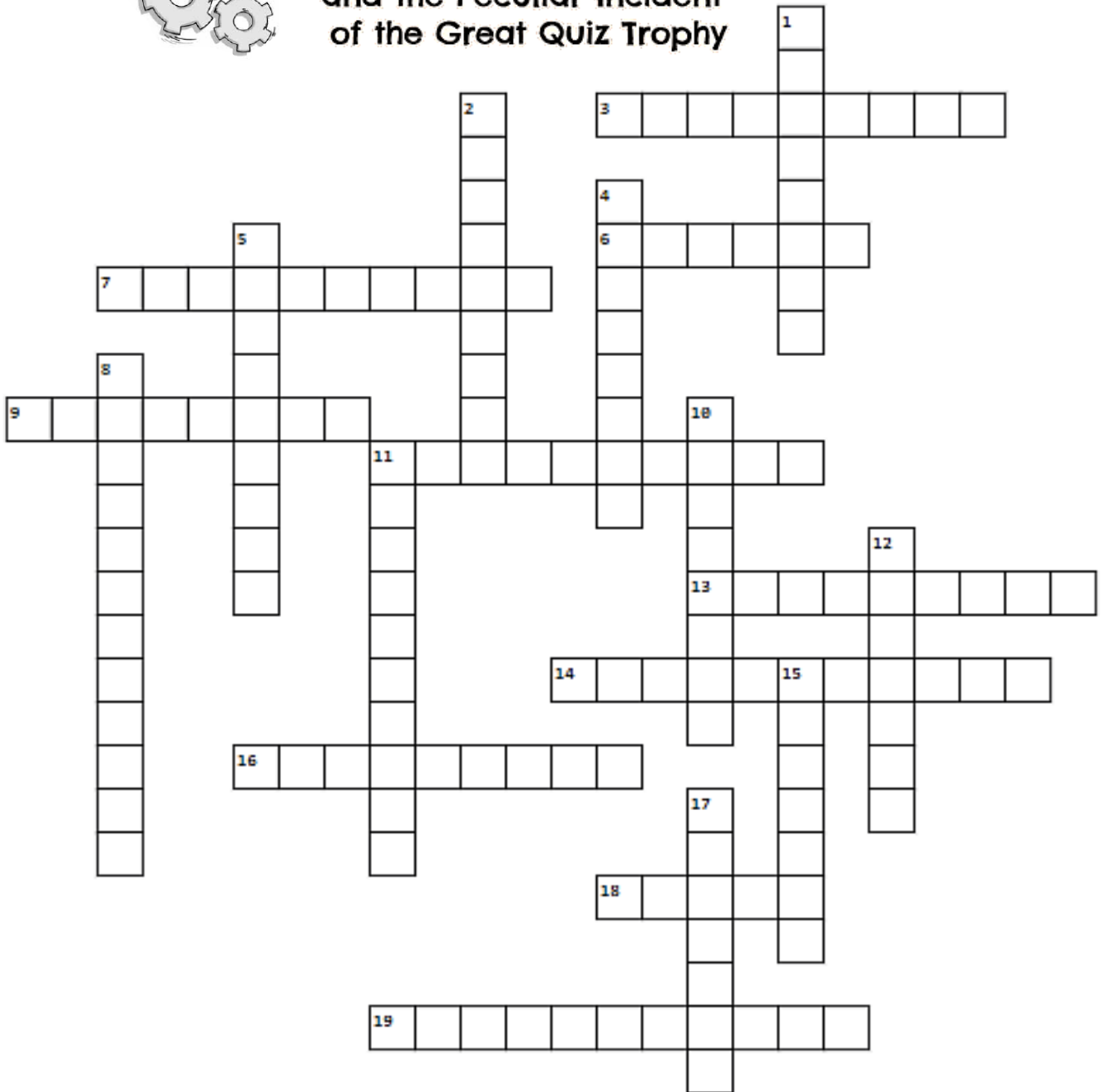
SIMON &
SCHUSTER

4. Vocabulary Crossword I

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy



Across

- 3. acting in a cowardly and wicked way
- 6. a metal rod used for rifles
- 7. a decorative pattern on metal or wood
- 9. hard and boring work
- 11. in low spirits; feeling depressed
- 13. jumping around energetically; dancing
- 14. with uncertainty or hesitantly
- 16. a very big boil or pimple
- 18. lacking in originality; boring; common
- 19. an expert in food, arts and culture

Down

- 1. three leaf clover
- 2. a slang word meaning very large
- 4. to receive a beating
- 5. unpleasantly ugly or deformed
- 8. an Indian spicy soup
- 10. truthfulness; honesty
- 11. something that is mouth-watering and tasty
- 12. a clause or condition in an agreement
- 15. a metal cap put on the finger when sewing
- 17. to be to the point; brief; succinct



BSP

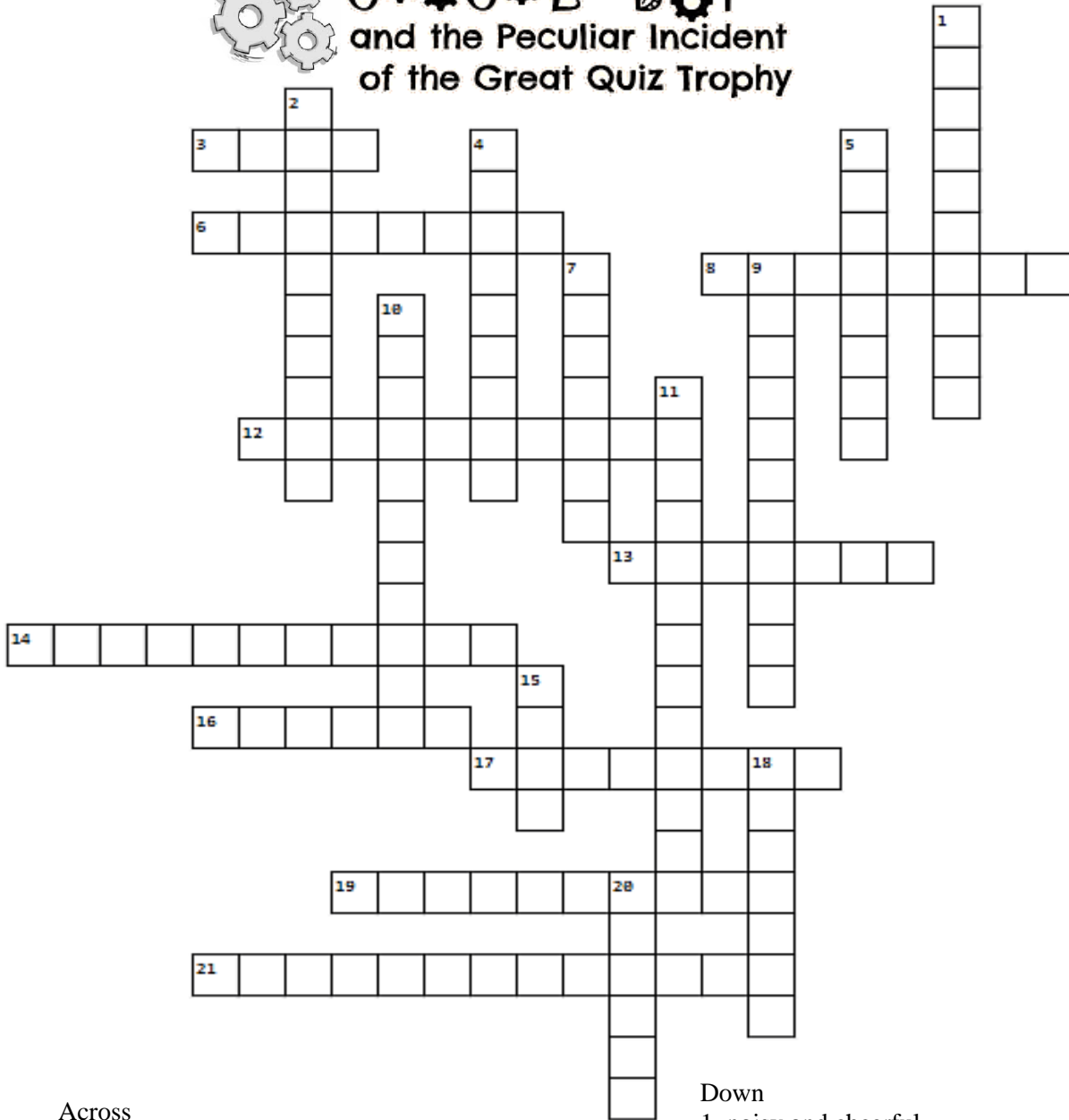


5. Vocabulary Crossword II

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy



Across

- 3. a long time ago
- 6. a person with no home or job
- 8. signs carried by protesters
- 12. a feeling of joy and happiness
- 13. a name or nickname
- 14. failing to improve
- 16. round and chubby
- 17. windy; gusty
- 19. importance and distinction
- 21. undetectable or unnoticeable

Down

- 1. noisy and cheerful
- 2. to be sociable and fond of company
- 4. a five-pointed star
- 5. a habit of doing something
- 7. a hamster-like rodent
- 9. sluggish and mentally slow
- 10. annoyance, displeasure or anger
- 11. to reflect and examine one's thoughts
- 15. a style of speaking; accent
- 18. to be respected and admired
- 20. a mystery, puzzle or riddle



6. Vocabulary Sentences

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

Cloze Activity: choose a word from the list to complete each sentence.

shtick	sage	angst	unperturbed	percolating	emanated
unflappable	lingering	uncouth	vivacity	parish	pugnacity
yokel	ruddy	gnat	esteemed		

1. A _____ stung Bob right on the nose, making it swell to twice its size.
2. Alex's nickname was 'beetroot' because of his _____ complexion.
3. Cheerfulness _____ from Maxine – she always had a big smile on her face.
4. Elmer knew how to play the banjo and hunt squirrels and was a proud _____.
5. He was the priest of a small rural _____ at the foot of the mountains.
6. In Lisa's family, it was always considered _____ to pick your teeth during dinner time.
7. Marvin was the museum's most _____ scientist; he knew everything there was to know about fossilised worms.
8. Mary displayed a great deal of _____ during each and every one of her lessons.
9. Peter frowned and sat down, he wasn't in the mood for Catherine's _____.
10. The comedian gave the audience the same old _____ and nobody laughed.
11. The wise old _____ had read all the ancient texts and knew all the poems.
12. The _____ smell of roasted chestnuts still filled the cool night air.
13. Just as he was about to step on the stage, Dennis was overcome with _____ and fear.
14. The courageous firefighter seemed _____ in the face of the dangerous inferno.
15. Gossip and rumour was _____ around the playground in no time.
16. When a cyclone hit Dan's town, he remained _____ and led his family to safety and shelter.



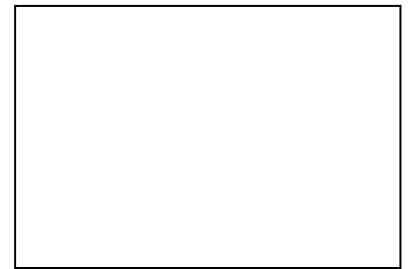
BSP



1. Favourite Character Profile Your Name: _____



GOOGOL BOY
and the Peculiar Incident
of the Great Quiz Trophy



Character Name: _____ Nickname: _____

Age: _____ Place of Birth: _____

draw your character in the box

Likes: _____

Dislikes: _____

Favourite foods? Explain. _____

Which animal best symbolises this character's personality? Explain: _____

What are your character's dreams and aspirations? Explain. _____

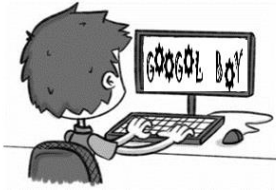
What is your character afraid of? _____

This person is my favourite character because...



2. Character Comparisons

Name: _____



GOOGOL BOY

and the Peculiar Incident
of the Great Quiz Trophy



Character 1 (name): _____

Character 2 (name): -

Unique characteristics:
characteristics:

Similarities

Unique

How did these two characters meet? What is their relationship like?



BSP

www.bigskypublishing.com.au/john-michael/ www.simonandschuster.com.au/authors/John-Michael/






SIMON &
SCHUSTER

3. Character Transformations Name: _____



Major characters often face trials, challenges and hardship in order to develop as individuals. Choose a character and consider the character's transformation by focusing on the beginning, middle and end of the novel. What did the character do? What did the character say? How did the character feel? Use quotes from the novel to support your answers.

	beginning	middle	end
What did the character do? 			
What did the character say? 			
How did the character feel? 			




4. Comparing Two Stories

Name: _____

GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

Find a picture book which deals with at least one of the themes relating to *Googol Boy*. Read your picture book to the class and then discuss the similarities and differences between your picture book and *Googol Boy*. Now you are ready to complete the table below.

	Picture Book Title:	Googol Boy
setting		
characters		
complication		
resolution		
plot		
themes		



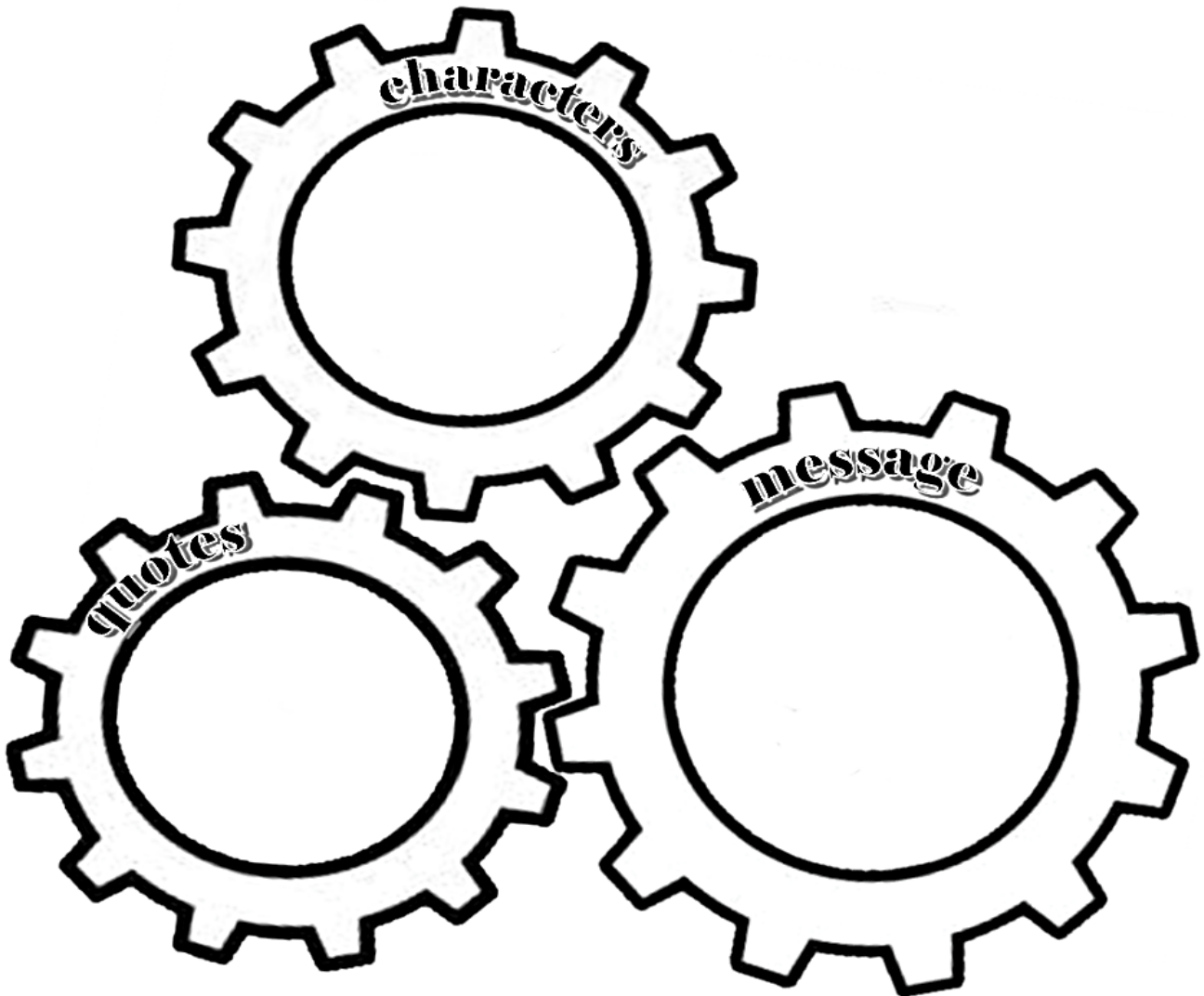
5. Central Themes

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

- What is your theme? _____
- Which character(s) does the author use in exploring this theme? Write their names in the 'characters' cogwheel.
- Find a few quotes from the novel which relate to your theme. Write these in the appropriate cogwheel.
- What is the message that the novel delivers in regard to your chosen theme?

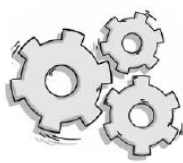


What message does this theme teach us about life?



6. Symbolism

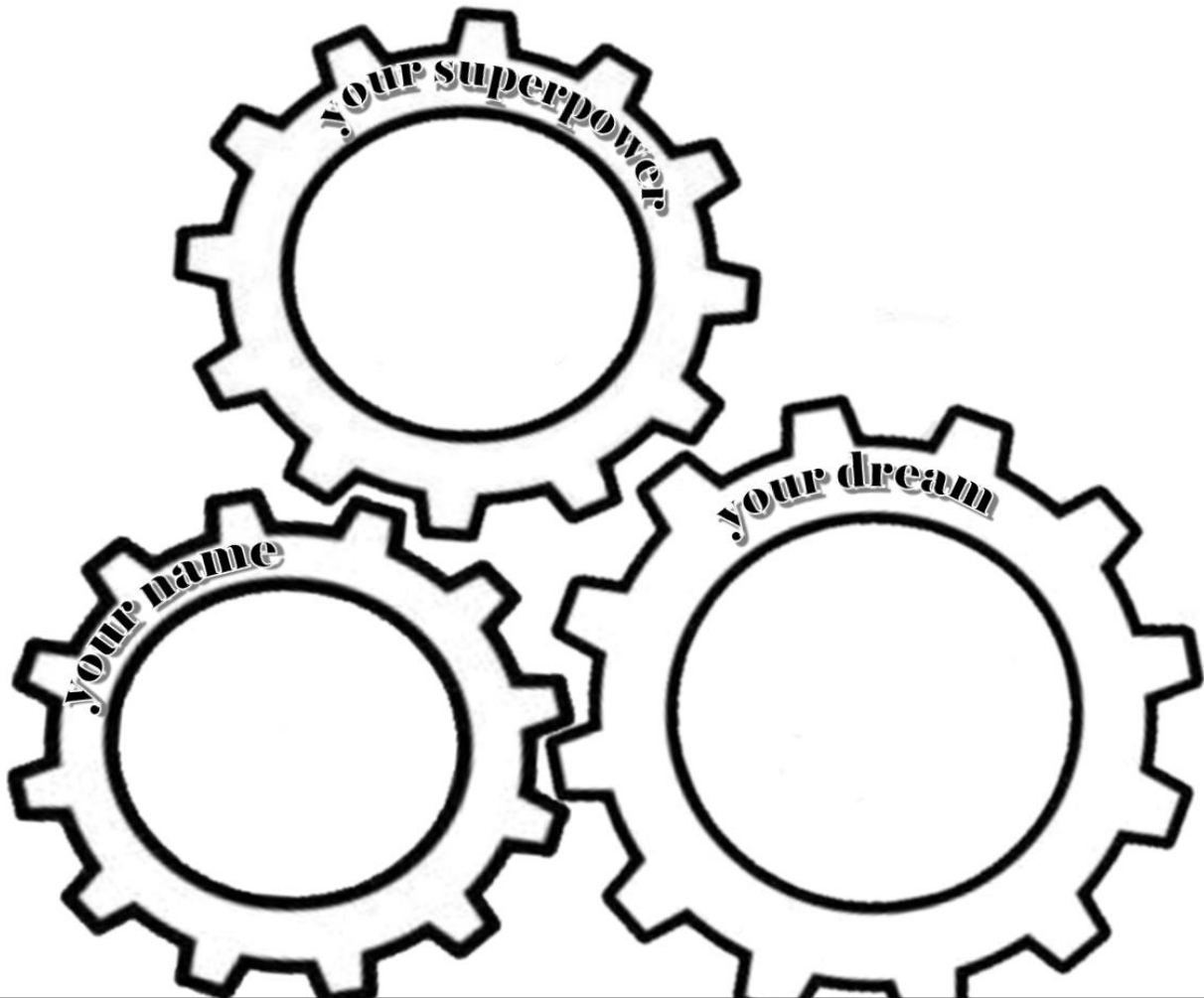
Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

Focus on the following questions and fill in the blank spaces below:

- What does your name mean? Undertake some research and present your findings to the class.
- If you had a superpower what symbol would represent it? Explain your answer and draw your symbol.
- Think of a dream that you had recently – what was it about? Did you dream about animals, colours, numbers or food? Research the significance of the symbols in your dream.



In light of your answers above, draw a family crest which symbolises your personality.



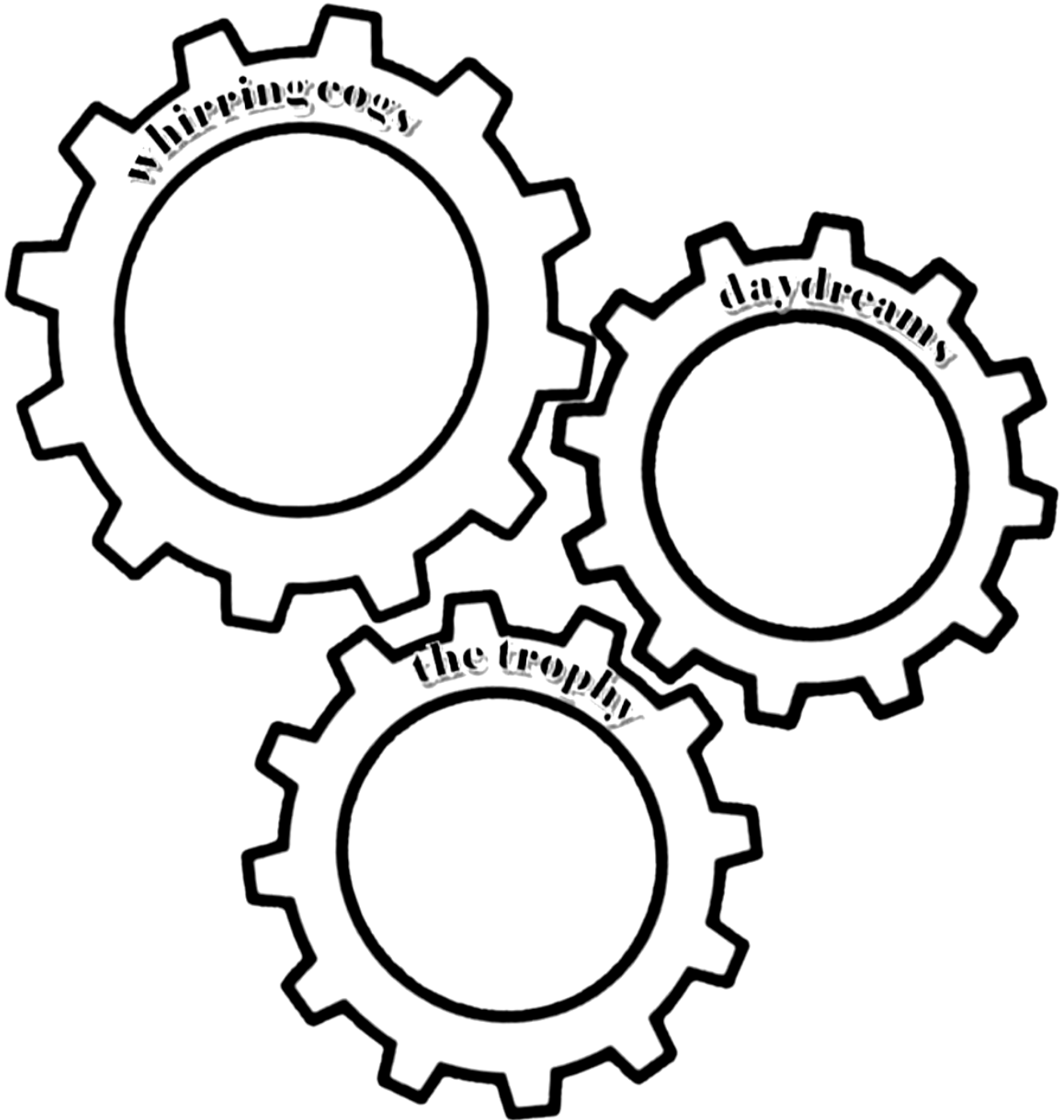
7. Motifs

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

Have the students answer the 'motif' questions from the study guide and write their answers in the appropriate space.



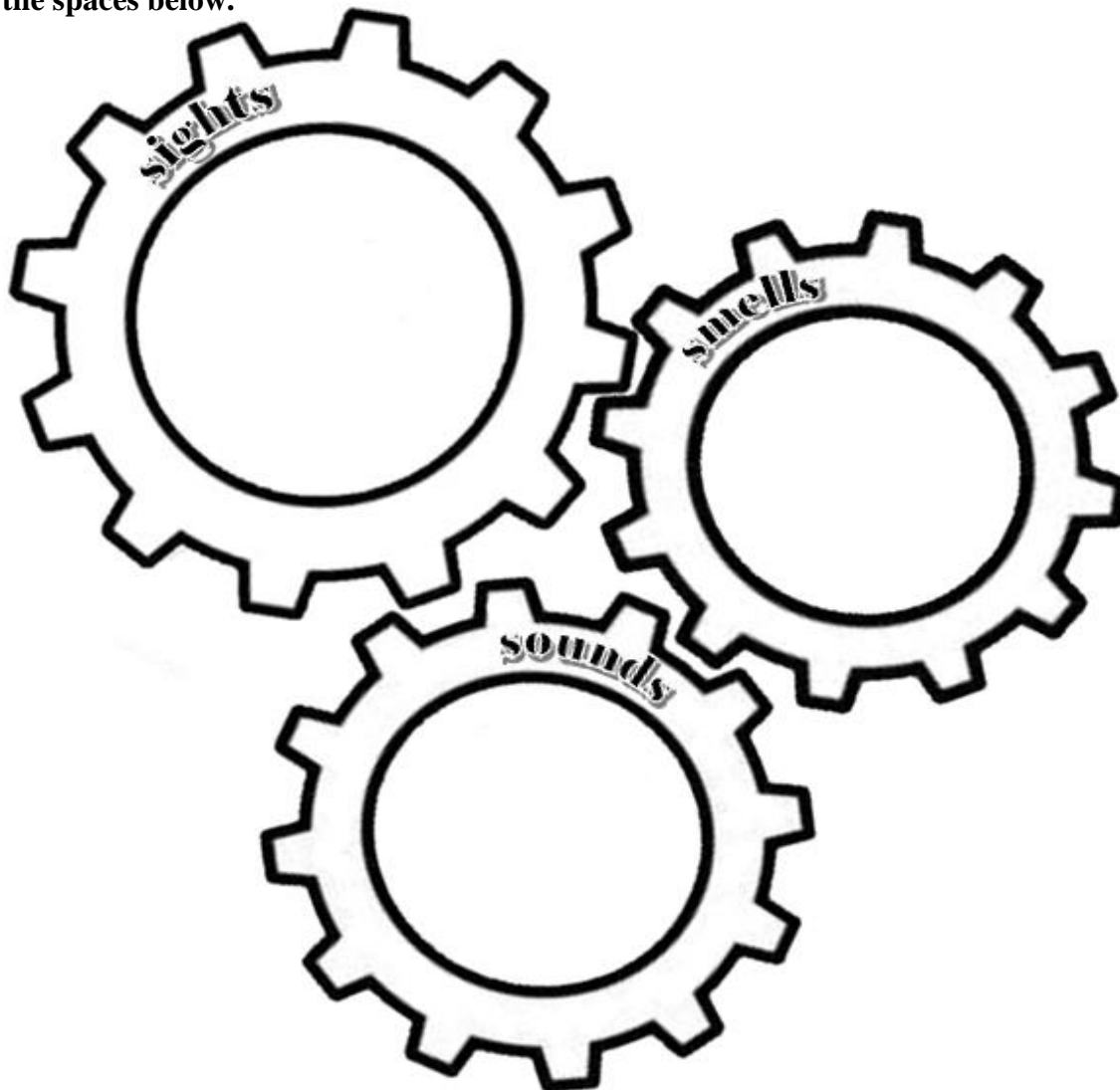
8. Setting

Name: _____



GOOGOL BOY and the Peculiar Incident of the Great Quiz Trophy

- Using evidence from the novel, describe the sights, smells and sounds of Quockingpoll Flats – fill-in the spaces below.



Would you like to visit Quockingpoll Flats? Why or why not?



24. Australian Curriculum

The shaded areas relate to the activities in this study guide.			
<i>Strand: Language</i>			
Sub-strand	Year 5	Year 6	Year 7
language variation & change sub-strand			
Language variation and change How English varies according to context and purpose, including cultural and historical contexts	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)
language for interaction sub-strand			
Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)

Strand: Language

Sub-strand	Year 5	Year 6	Year 7
<p>Evaluative language How language is used to express opinions and make evaluative judgments about people, places, things and texts</p>	<p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</p>	<p>Understand the uses of objective and subjective language and bias (ACELA1517)</p>	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p>
text structure and organisation sub-strand			
<p>Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose</p>	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p>

Strand: Language

Sub-strand	Year 5	Year 6	Year 7
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)
Punctuation How punctuation works to perform different functions in a text.	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	Understand the use of commas to separate clauses (ACELA1521)	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)
Concepts of print and screen Different conventions that apply to how text is presented on a page or screen	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	This sequence ends at Year 5	

Strand: Language

Sub-strand	Year 5	Year 6	Year 7
expressing and developing ideas sub-strand			
<p>Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)</p>	<p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</p>	<p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p>	<p>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA 1534)</p>
<p>Word-level grammar Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups</p>	<p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</p>	<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</p>	<p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</p>
<p>Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</p>	<p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)</p>	<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p>	<p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</p>
<p>Vocabulary Meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text</p>	<p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</p>	<p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p>	<p>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</p>

Strand: Language

Sub-strand	Year 5	Year 6	Year 7
sound and letter knowledge sub-strand			
Alphabet and phonic knowledge The relationship between sounds and letters (graphemes) and how these are combined when reading and writing	Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)	Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)	This sequence ends at Year 6
Spelling Knowledge about how sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513) Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)	



Strand: Literature

Sub-strand	Year 5	Year 6	Year 7
literature and context sub-strand			
How texts reflect the context of culture and situation in which they are created	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
responding to literature sub-strand			
<p>Personal responses to the ideas, characters and viewpoints in texts</p> <p>An individual response to the ideas, characters & viewpoints in literary texts, including relating texts to their own experiences</p>	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)



Strand: Literature

Sub-strand	Year 5	Year 6	Year 7
responding to literature sub-strand			
Expressing preferences and evaluating texts Expressing personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
examining literature sub-strand			
Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)



Strand: Literature

Sub-strand	Year 5	Year 6	Year 7
<p>Language devices in literary texts, including figurative language Language devices that authors use and how these creative meanings and effects in literary texts, especially devices in poetry</p>	<p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p>	<p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p>	<p>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</p>
creating literature sub-strand			
<p>Creating literary texts Creating their own literary texts based on ideas, features and structures of texts experienced</p>	<p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p>	<p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p>	<p>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</p>
<p>Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts</p>	<p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</p>	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p>	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</p>



Strand: Literacy

Sub-strand	Year 5	Year 6	Year 7
texts in context sub-strand			
Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
interacting with others sub-strand			
Listening and speaking interactions Purposes and contexts through which students engage in listening and speaking interactions	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)
Listening and speaking interactions Skills students use when engaging in listening and speaking interactions	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)



Strand: Literacy

Sub-strand	Year 5	Year 6	Year 7
Oral presentations Formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)
interpreting, analysing, evaluation			
Purpose and audience Recognising and analysing differences between different types of texts	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, crosschecking, self-correcting, skimming and scanning	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)



Strand: Literacy

Sub-strand	Year 5	Year 6	Year 7
Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	This sequence starts at Year 6	Analyse strategies authors use to influence readers (ACELY1801)	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
creating texts sub-strand			
Creating texts Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)



Strand: Literacy

Sub-strand	Year 5	Year 6	Year 7
Editing Editing texts for meaning, structure and grammatical features	Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters & moving to joined handwriting	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
Use of software Using a range of software applications to construct and edit print and multimodal texts	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

