

# Questions

**This activity is to be completed once Chapters 7-9 of 'Our Teachers Are Superheroes' have been read.**

1. What reaction did Benji expect from Freya, when he told her his plan? Tick two.

Benji expected Freya to:

- protest       need some persuasion  
 be happy       agree to the plan

2. When did Benji and Freya agree to put the plan into action? Tick one.

- the following day  
 the following week  
 the same day

3. Why did Freya tell Mr Wilstead that they were the new register monitors?

- She forgot why they were there.  
 It was the first thing that she thought of.  
 She wanted to deliver the registers.

4. Who were the visitors that Benji and Freya had to show around the school?

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5. 

The supply teacher had been kind and friendly, but just wasn't quite the same type of *super* as her usual teacher.

What is it called when *super* is written in this font?

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**6.** Why did the author describe Benji as 'excited' when he heard about Mr Jay's 'gadget' watch? Tick one.

- It's confirmed that he was a superhero.
- It was another clue.
- It's proved he wasn't a teacher.

**7.** How do you think the characters felt when Miss Higgins discovered the children hiding in the classroom?

The children	<hr/> <hr/>
Miss Higgins	<hr/> <hr/>

**8.** What do you think will happen at the summer fair?

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# Answers

	I can...
<p><b>1.</b> What reaction did Benji expect from Freya, when he told her his plan? Tick two. Benji expected Freya to:</p> <p><input checked="" type="checkbox"/> <b>protest</b>      <input checked="" type="checkbox"/> <b>need some persuasion</b></p> <p><input type="checkbox"/> be happy      <input type="checkbox"/> agree to the plan</p>	<ul style="list-style-type: none"> <li>• understand what I have read.</li> </ul>
<p><b>2.</b> When did Benji and Freya agree to put the plan into action? Tick one.</p> <p><input type="checkbox"/> the following day</p> <p><input type="checkbox"/> the following week</p> <p><input checked="" type="checkbox"/> <b>the same day</b></p>	<ul style="list-style-type: none"> <li>• understand what I have read.</li> </ul>
<p><b>3.</b> Why did Freya tell Mr Wilstead that they were the new register monitors?</p> <p><input type="checkbox"/> She forgot why they were there.</p> <p><input checked="" type="checkbox"/> <b>It was the first thing that she thought of.</b></p> <p><input type="checkbox"/> She wanted to deliver the registers.</p>	<ul style="list-style-type: none"> <li>• understand what I have read.</li> </ul>
<p><b>4.</b> Who were the visitors that Benji and Freya had to show around the school? <b>A man and a woman from the local council.</b></p>	<ul style="list-style-type: none"> <li>• understand what I have read.</li> </ul>
<p><b>5.</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The supply teacher had been kind and friendly, but just wasn't quite the same type of <i>super</i> as her usual teacher.</p> </div> <p>What is it called when <i>super</i> is written in this font? <b>Italics.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>

		I can...				
<p><b>6.</b> Why did the author describe Benji as 'excited' when he heard about Mr Jay's 'gadget' watch? Tick one.</p> <p><input type="radio"/> It's confirmed that he was a superhero.</p> <p><input checked="" type="radio"/> <b>It was another clue.</b></p> <p><input type="radio"/> It's proved he wasn't a teacher.</p>		<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>				
<p><b>7.</b> How do you think the characters felt when Miss Higgins discovered the children hiding in the classroom?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">The children</td> <td style="padding: 5px;"><b>Synonyms for: worried; scared; shocked; anxious.</b></td> </tr> <tr> <td style="padding: 5px;">Miss Higgins</td> <td style="padding: 5px;"><b>Synonyms for: shocked; surprised; confused.</b></td> </tr> </table>		The children	<b>Synonyms for: worried; scared; shocked; anxious.</b>	Miss Higgins	<b>Synonyms for: shocked; surprised; confused.</b>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> </ul>
The children	<b>Synonyms for: worried; scared; shocked; anxious.</b>					
Miss Higgins	<b>Synonyms for: shocked; surprised; confused.</b>					
<p><b>8.</b> What do you think will happen at the summer fair? <b>Children's own responses.</b></p>		<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>				

# Questions

This activity is to be completed once Chapters 7-9 of 'Our Teachers Are Superheroes' have been read.

1. Why do you think Chapter 7 is called 'A Changing Place'?

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2. Why didn't the children continue to focus on Miss Higgins?

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3. How did Benji feel about Freya saying they were register monitors? How can you tell?

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4. The author states that Benji 'pleaded'. What does this mean? Tick one.

begged     cried     laughed

5. How is Freya feeling at the start of Chapter 9? How can you tell?

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6. The supply teacher had been kind and friendly, but just wasn't quite the same type of *super* as her usual teacher.

What is it called when *super* is written in this font?

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7. Copy the part of the sentence below which tells the reader that the children were shocked.

Mouths agape, they collected their thoughts as the council visitors paused  
in slight confusion.

**8.** What did Benji mean when he said to Freya, “Well, you’ve changed your tune”?

She had changed her mind.

She had ignored Benji.

She had listened to music.

**9.** What do you think will happen at the summer fair? Explain why you think this.

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# Answers

	I can...
<p><b>1.</b> Why do you think Chapter 7 is called 'A Changing Place'?</p> <p><b>Because they have found the place where Miss Higgins changes into her superhero costume – now they want to find Mr Jay's changing place.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p><b>2.</b> Why didn't the children continue to focus on Miss Higgins?</p> <p><b>Because she would be suspicious of them, having caught them in school the day before.</b></p>	<ul style="list-style-type: none"> <li>• explain and discuss my understanding of what I have read.</li> </ul>
<p><b>3.</b> How did Benji feel about Freya saying they were register monitors? How can you tell?</p> <p><b>Suggested response: Benji was annoyed and confused. I know this because it says he 'hissed' and he asked her why she had done it.</b></p>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p><b>4.</b> The author states that Benji 'pleaded'. What does this mean?</p> <p>Tick one.</p> <p><input checked="" type="radio"/> <b>begged</b>      <input type="radio"/> cried      <input type="radio"/> laughed</p>	<ul style="list-style-type: none"> <li>• check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context.</li> </ul>
<p><b>5.</b> How is Freya feeling at the start of Chapter 9?</p> <p>How can you tell?</p> <p><b>Suggested response: Freya is feeling short-tempered and irritable. I know this because it says she 'snapped', 'insisted' and 'retorted' during this chapter.</b></p>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>

	<b>I can...</b>
<p><b>6.</b> The supply teacher had been kind and friendly, but just wasn't quite the same type of <i>super</i> as her usual teacher.</p> <p>What is it called when <i>super</i> is written in this font? <b>Italics.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p><b>7.</b> Copy the part of the sentence below which tells the reader that the children were shocked.</p> <p>Mouths agape, they collected their thoughts as the council visitors paused in slight confusion.</p> <p><b>Mouths agape.</b></p>	<ul style="list-style-type: none"> <li>• check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p><b>8.</b> What did Benji mean when he said to Freya, "Well, you've changed your tune"?</p> <p><input checked="" type="radio"/> <b>She had changed her mind.</b></p> <p><input type="radio"/> She had ignored Benji.</p> <p><input type="radio"/> She had listened to music.</p>	<ul style="list-style-type: none"> <li>• check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context.</li> </ul>
<p><b>9.</b> What do you think will happen at the summer fair? Explain why you think this.</p> <p><b>Children's own responses.</b></p>	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>



# Questions

**This activity is to be completed once Chapters 7-9 of 'Our Teachers Are Superheroes' have been read.**

1. How did Benji feel about Freya saying they were register monitors? How can you tell?

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2. Underline the fronted adverbial in this sentence.

Mouths agape, they collected their thoughts as the council visitors paused  
in slight confusion.

What does this tell you about how the children were feeling?

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3. The supply teacher had been kind and friendly, but just wasn't quite the same type of *super* as her usual teacher.

What is it called when *super* is written in this font?

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Why has the author chosen to present this word like this?

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4. Find and copy a quotation from Chapter 7 which shows Freya explaining herself to Benji.

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5. a) In the extract below, underline a simile and circle a metaphor.

Freya’s heart was in her mouth and Benji stood as still as a statue. Caught wandering the corridors twice in one lunchtime! Freya closed her eyes and held her breath, waiting for the inevitable.

“A job for you two,” Mr Jay continued, just as Freya was deciding what she wanted on her headstone. “I’m sure you’re both up to the challenge.”

b) Why was Freya ‘deciding what she wanted on her headstone’?

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6. How is Freya feeling at the start of Chapter 9? How can you tell?

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7. Identify two facts and two opinions from Chapters 7 – 9.

Facts	1. _____
	2. _____
Opinions	1. _____
	2. _____

8. Chapter 7 ends with:

Unfortunately, the teacher had already seen them, too.

Why do you think the author chose to end the chapter here?

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**9.** Chapter 9 is titled 'Dilemma'. Using your own words and examples from the story, describe what dilemma the children face.

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**10.** Do you have a prediction for how this story will end? Explain any clues from the text which make you think this.

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# Answers

	I can...
<p>1. How did Benji feel about Freya saying they were register monitors? How can you tell?</p> <p><b>Suggested response: Benji was annoyed and confused. I know this because it says he 'hissed' and he asked her why she had done it.</b></p>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>2. Underline the fronted adverbial in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Mouths agape, they collected their thoughts as the council visitors paused in slight confusion.</p> </div> <p>What does this tell you about how the children were feeling?</p> <p><b>'Mouths agape' tells the reader that the children were shocked.</b></p>	<ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>3.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The supply teacher had been kind and friendly, but just wasn't quite the same type of <i>super</i> as her usual teacher.</p> </div> <p>What is it called when <i>super</i> is written in this font?</p> <p><b>Italics.</b></p> <p>Why has the author chosen to present this word like this?</p> <p><b>The author is creating a play on words with the adjective 'super', because it can mean 'great' but the use of it is ironic in this story as it reminds us of 'superhero'.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>

	<b>I can...</b>
<p><b>4.</b> Find a quotation from Chapter 7 which shows Freya explaining herself to Benji.  <b>“Sorry, it was just the first thing that came to mind”.</b></p>	<ul style="list-style-type: none"> <li>• check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context.</li> </ul>
<p><b>5.</b> a) In the extract below, underline a simile and circle a metaphor.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Freya’s <u>heart was in her mouth</u> and Benji stood <u>as still as a statue</u>. Caught wandering the corridors twice in one lunchtime! Freya closed her eyes and held her breath, waiting for the inevitable.</p> <p>“A job for you two,” Mr Jay continued, just as Freya was deciding what she wanted on her headstone.</p> <p>“I’m sure you’re both up to the challenge.”</p> </div> <p>b) Why was Freya ‘deciding what she wanted on her headstone’?  <b>She thinks that she is going to be in so much trouble that her life will be over (exaggeration).</b></p>	<ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p><b>6.</b> How is Freya feeling at the start of Chapter 9?          How can you tell?  <b>Suggested response: Freya is feeling short-tempered and irritable. I know this because it says she ‘snapped’, ‘insisted’ and ‘retorted’ during this chapter.</b></p>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p><b>7.</b> Identify two facts and two opinions from Chapters 7-9.  <b>Answers may vary.</b></p>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion.</li> </ul>

	<b>I can...</b>
<p><b>8.</b> Chapter 7 ends with:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Unfortunately, the teacher had already seen them, too.</p> </div> <p>Why do you think the author chose to end the chapter here?  <b>Because it creates a cliffhanger if you decide to stop reading at the end of a chapter, and makes the reader want to read the next chapter.</b></p>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion.</li> </ul>
<p><b>9.</b> Chapter 9 is titled 'Dilemma'. Using your own words and examples from the story, describe what dilemma the children face.  <b>The children are not sure whether exposing the teachers' secret identities is a good idea, as even though they are curious, it may get in the way of the teachers doing good deeds.</b></p>	<ul style="list-style-type: none"> <li>• provide reasoned justifications for my views.</li> <li>• explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>
<p><b>10.</b> Do you have a prediction for how this story will end? Explain any clues from the text which make you think this.  <b>Children's own responses.</b></p>	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>