

Ross Welford

The DOG who saved the WORLD



## Character Profile (a)

"I was hardly listening. I was staring at Jessica's expressionless face, and she stared right back at me. Eventually I said to her, 'This is you, isn't it?'

And Dad said, 'Georgie, love, it's not...'

I wouldn't be stopped. 'First of all I have a dog, and then I can't keep him – because of you. Now I can't even see him – because of you!'

'It's not about me,' said Jessica, quietly. 'It's about you, Georgina. It's about keeping you safe.'

'And since when did you care about that? You're not my mum,' I spat." (Page 86)

**Task:** Choose one of the characters from story (e.g. Georgie, Ramzy, Dr Pretorius, Jessica, Aunty Nush) and create a character profile for them. Use information from the text and your own imagination to create the profile.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn't like?
- What family does he/she have?

*ENGLISH CURRICULUM LINKS: (KS2)*

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

## Character Profile (b)

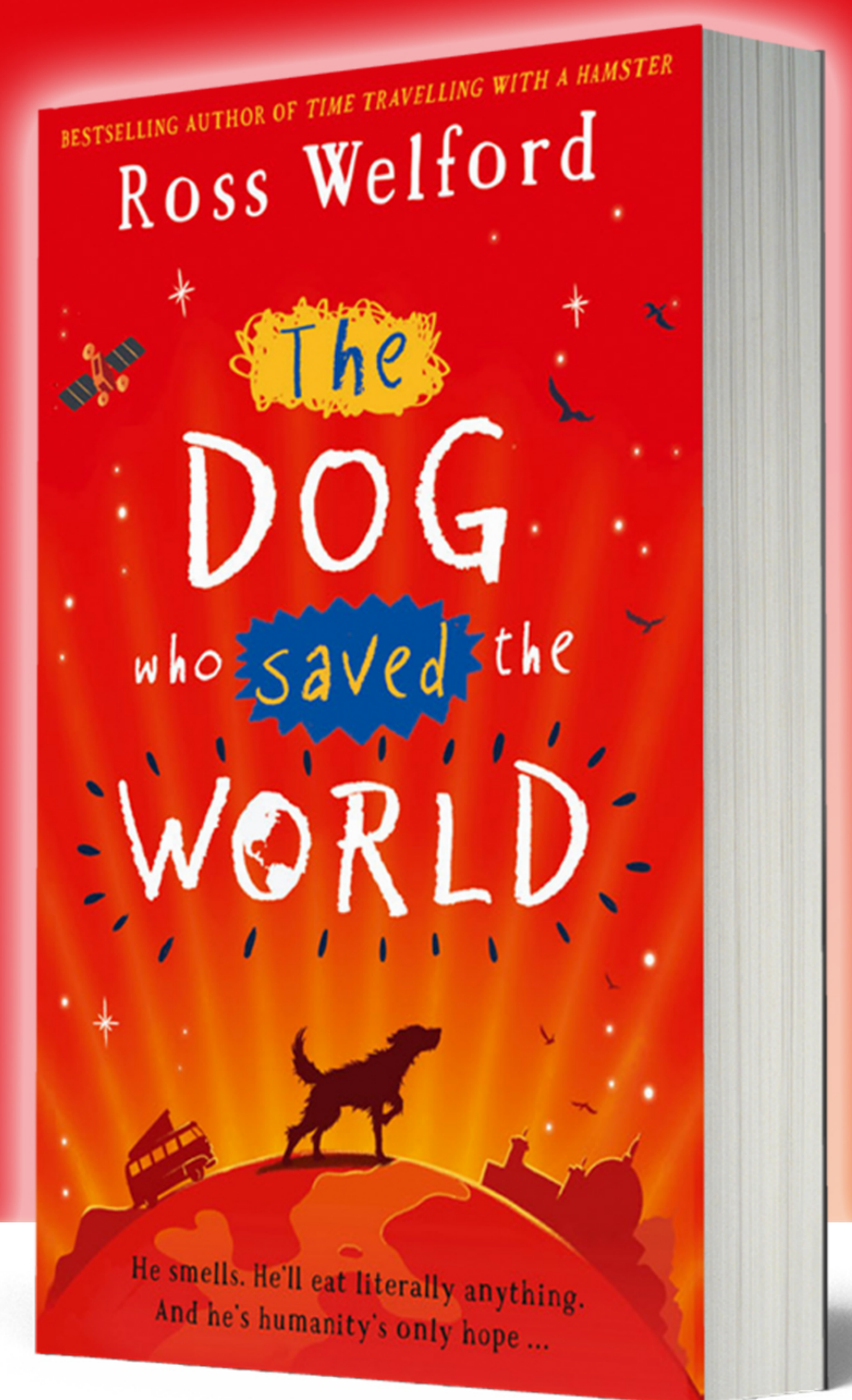
<b>Picture:</b>	<b>Name:</b>
	<b>Age:</b>
<b>Physical description:</b>	<b>Personality:</b>
<b>Likes:</b>	<b>Dislikes:</b>



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### Comic strip (a)

“At first, it’s just like before. Like a film coming into focus, pictures of houses appear on the studio walls, then some sky, and some trees. I blink hard, forcing myself to look more intently at what’s happening. Hoping for something different from when I’d stood here the last time.

As before, the houses quickly take on solid form, the nearest trees seem to move closer to me, and others become more distant as the world about me turns three-dimensional. A car swishes past, and the scene becomes brighter and lighter. It only takes a few seconds.” (Page 119)

**Task:** Choose a chapter, sub-story or event from within the story *The Dog Who Saved the World* and rewrite it in your own words, in a comic strip style.

Ideas to include:

- Think about how many sections there are in the comic strip and plan how you will divide the story up.
- Use pictures, action words and speech bubbles to show action
- Think about the characters’ feelings.

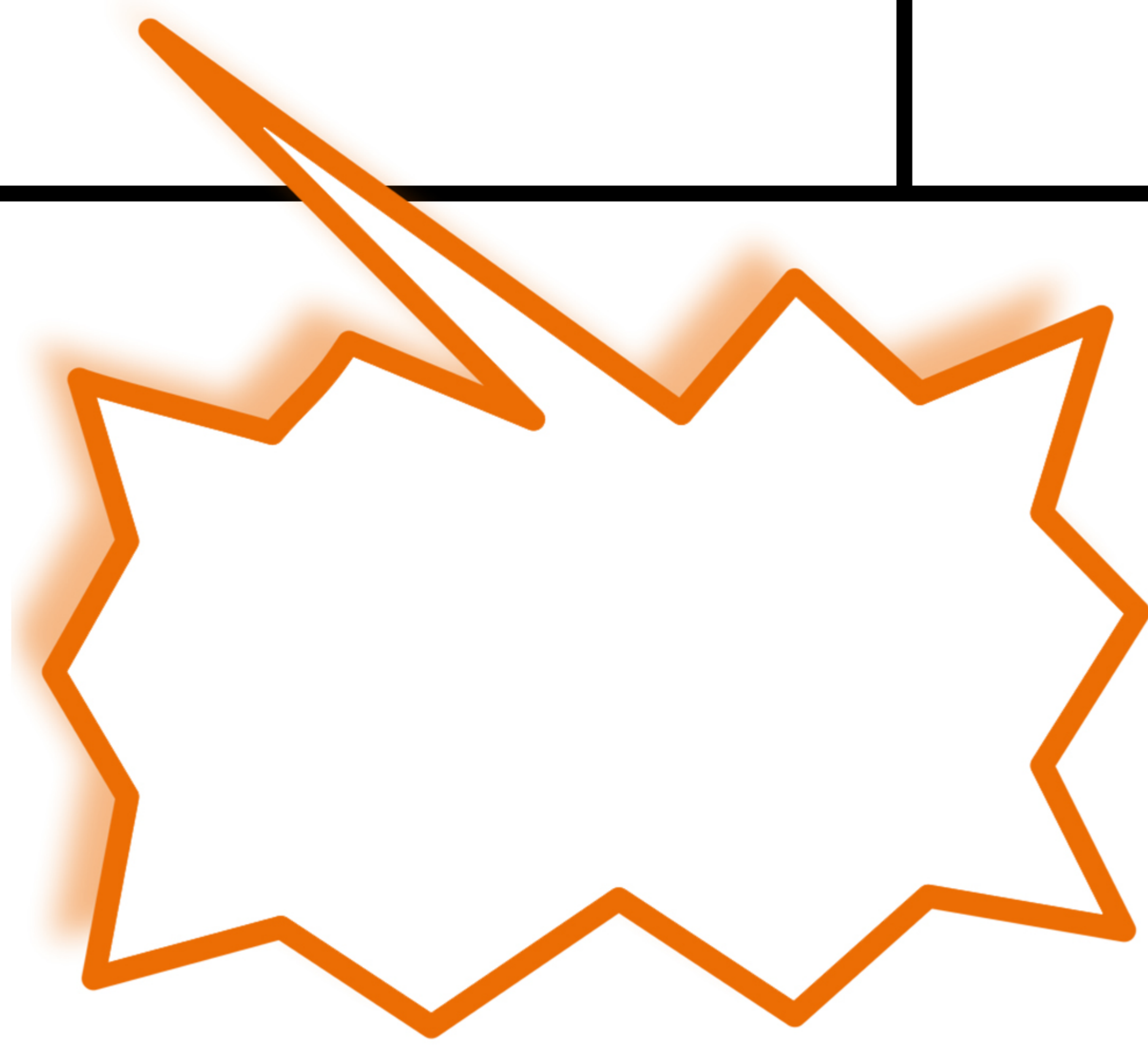
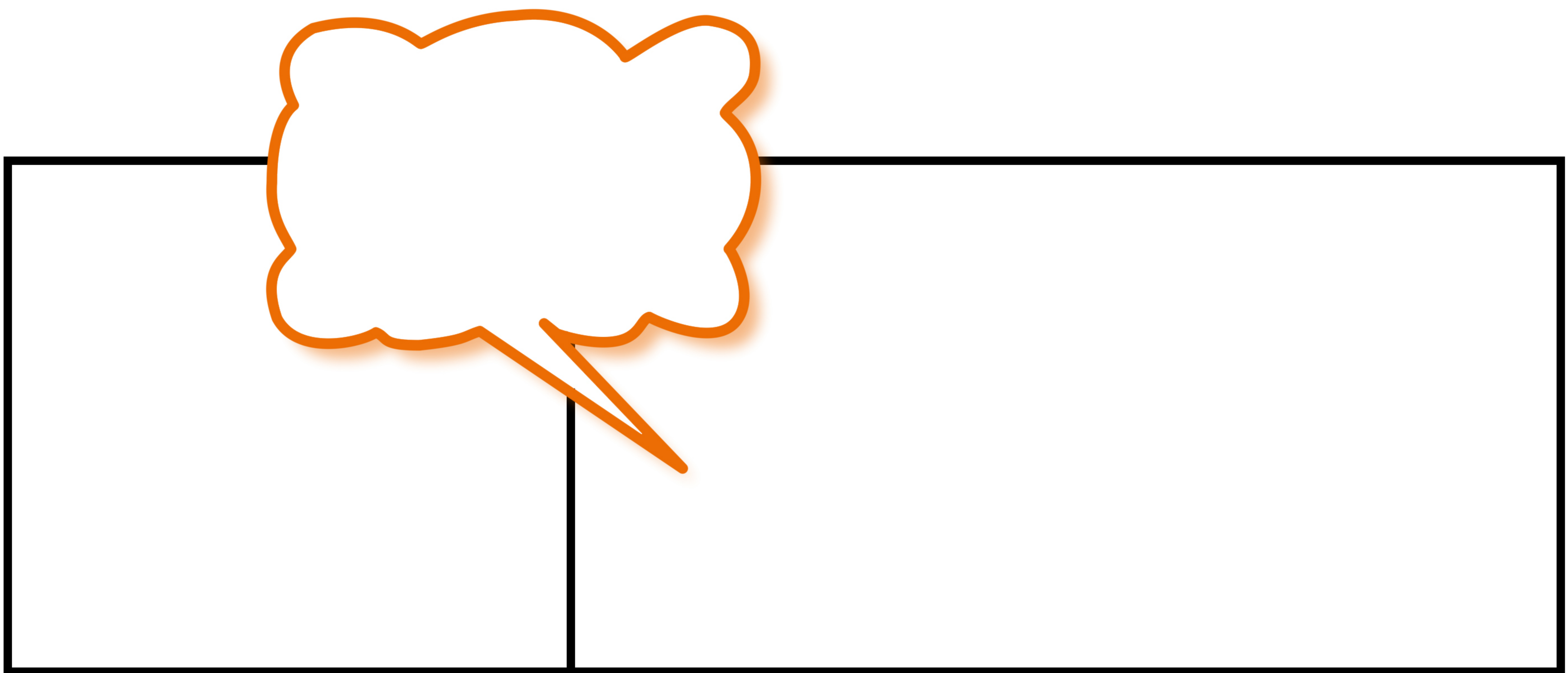
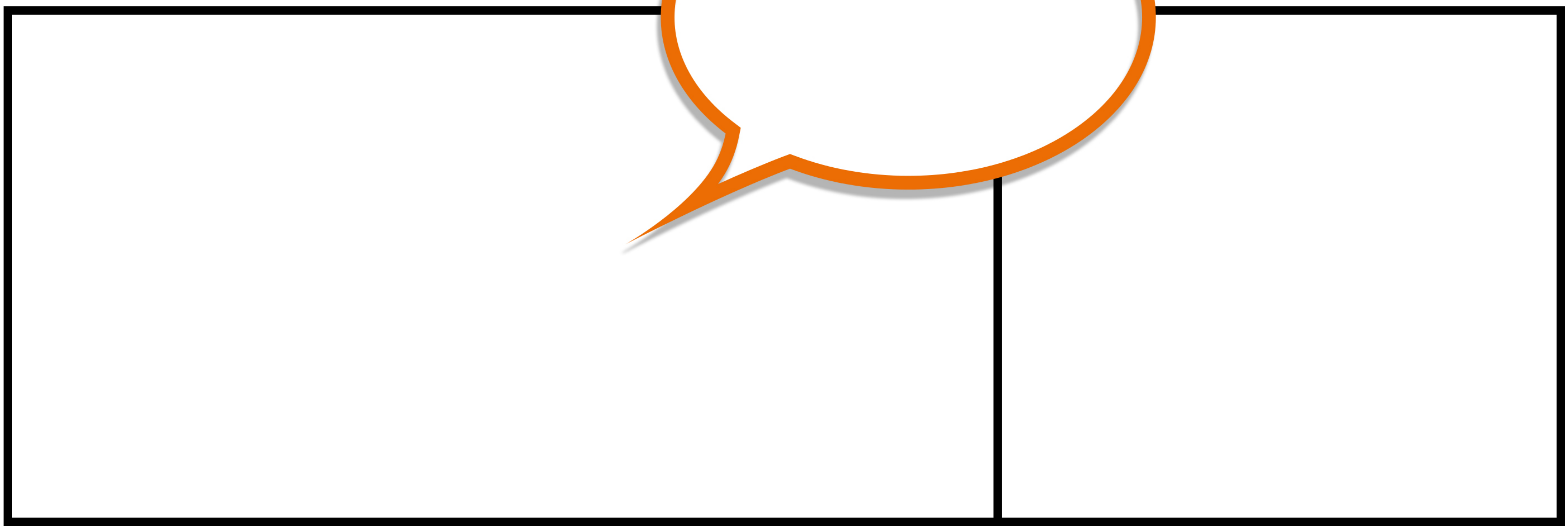
Design your comic strip on the next page.

*CURRICULUM LINKS: (KS2)*

Understand what they read, in books they can read independently, by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Asking questions to improve their understanding.

Comic strip (b)



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## Design your virtual reality game (a)

“Dr Pretorius looks unhappy to be interrupted, but then she says, ‘It’s OK. It’s taken me a lifetime of study to understand this. The parietal lobe is the part of your brain that deals with touch and sound, and the other sense. With careful programming, the computer here can deliver signals to these nodes that will in turn send little electrical impulses to your parietal lobe and trick your brain into feeling, say, heat from a virtual sun. That’s actually an easy one. Sand is much trickier: to actually feel very fine grains running through your hands? That’s quite an illusion. I’m rather proud of it. Another cookie?’” (page 27 – 28)

**Task:** Dr Pretorius designs and creates virtual reality simulations. Imagine you have the opportunity to create a virtual reality game. It can be anywhere you like and you can put anything you like in it. Plan the content of your game.

Ideas to include:

- What would be the setting for the game?
- What would people playing the game be? (What would their avatar be?)
- What would be the mission for the characters in the game?
- What threats are in the game?
- What bonuses could be collected in the game?

Plan your virtual reality game on the next page.

*CURRICULUM LINKS: (KS2)*

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding.

*CROSS-CURRICULAR LINKS: ICT/Design*

# Design your VR game (b)

Plan:	Layout:
	<p data-bbox="699 1730 1913 1819">Game Front Cover:</p>



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### Dr Pretorius's Diary (a)

“For the next few weeks, our afternoons after school with Dr Pretorius settle into something of a routine. She never calls us on our phones, and we have no way of contacting her other than thumping on the door with the wolf's-head knocker at a prearranged time and day. It is all very 'old-school' as Ramzy says, clearly thrilled.

Once inside, we sometimes test a new MSVR environment. Other times, though, we just hang out in the control room, watching, mesmerised, as she programs her computer to create new worlds for us to explore.” (Page 49)

**Task:** Imagine you are Dr Pretorius. You are writing in your diary. Write about what one of the days that Georgie and Ramzy have been to visit you and tested your inventions.

Use information from the story and your own imagination.

Ideas to include:

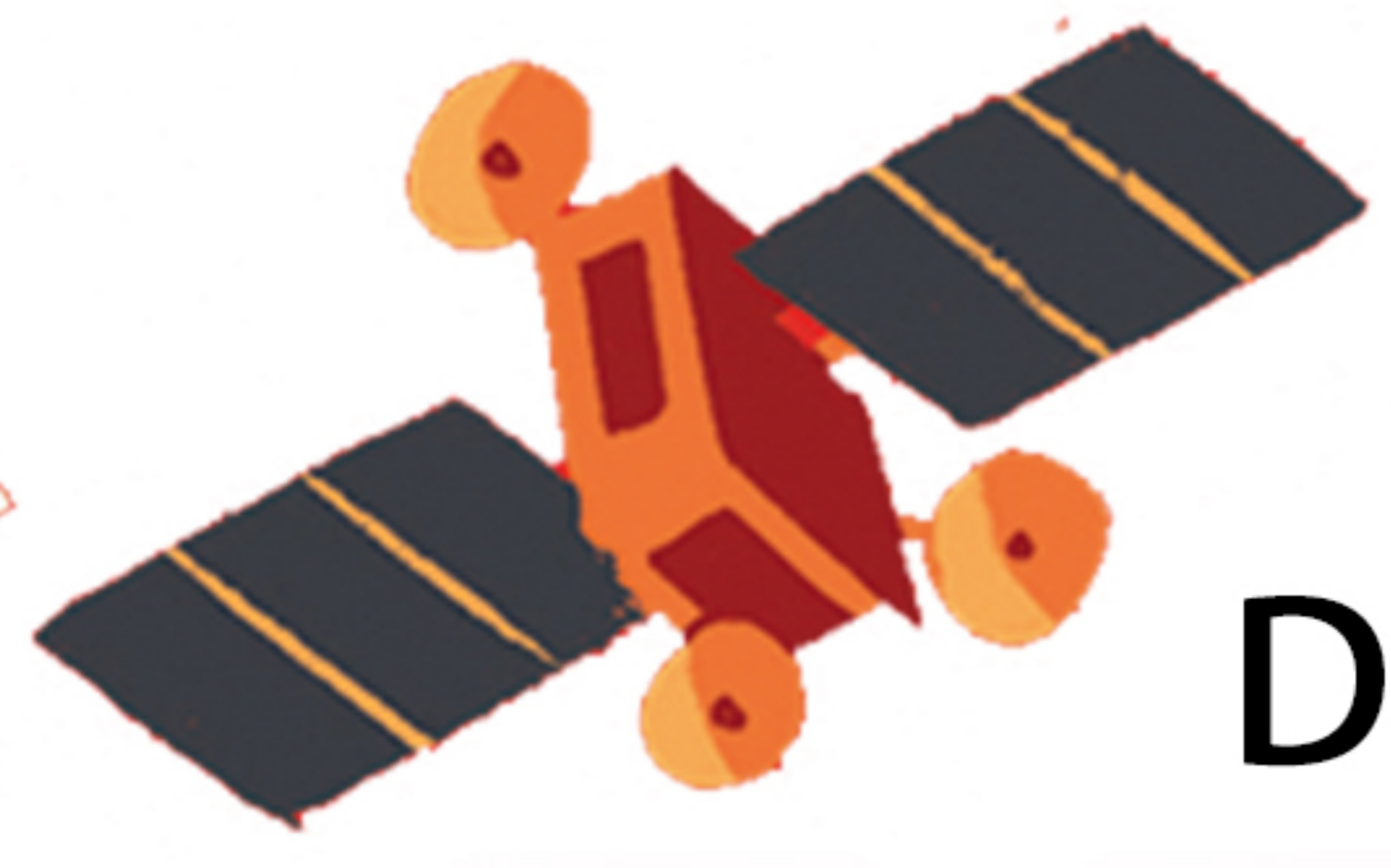
- How do you feel about Georgie and Ramzy?
- What did you plan for them to test when they visited you?
- How do you prepare for the children arriving?
- How do you think your arrangements with the children will develop in the future?

**Write your diary on the next page.**

*CURRICULUM LINKS: (KS2)*

Understand what they read, in books they can read independently, by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Identifying how language, structure and presentation contribute to meaning.



# Dr Pretorius's Diary (b)



A large, light-colored rectangular area with a red vertical margin line on the left and a red horizontal margin line at the bottom. The area contains 20 horizontal blue lines for writing. On the left side of the page, there are 15 circular punch holes.



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## Draw the setting (a)

"I look down and realise for the first time that we're standing on a kind of path that runs round the whole of the circular floor. The floor itself is a huge disc filled with... what? I bend down to look closer.

'One-millimetre matt-black ball bearings,' says Dr Pretorius beside me. 'Billions of them, half a metre deep. You can walk on them – it's OK. They're packed tight. You won't sink.'" (Page 30)

**Task:** Use information from the story, as well as your own imagination to draw and label a picture of outside and inside the Spanish City and the dome. As you look for clues in the story think about the level of detail Ross Welford has used to help you imagine the setting.

Ideas to include:

- The wolf's head door knocker (pg. 7)
- The cluttered storage area, narrow metal stairs and platform with handrail (pg. 9)
- Vast windowless room with walls clad with a dull, dark green (pg. 26)
- The control room (pg. 28)
- The main arcade (pg. 46)
- The beach

Draw your picture on the next page.

*ENGLISH CURRICULUM LINKS: (KS2)*

Pupils should be taught to:

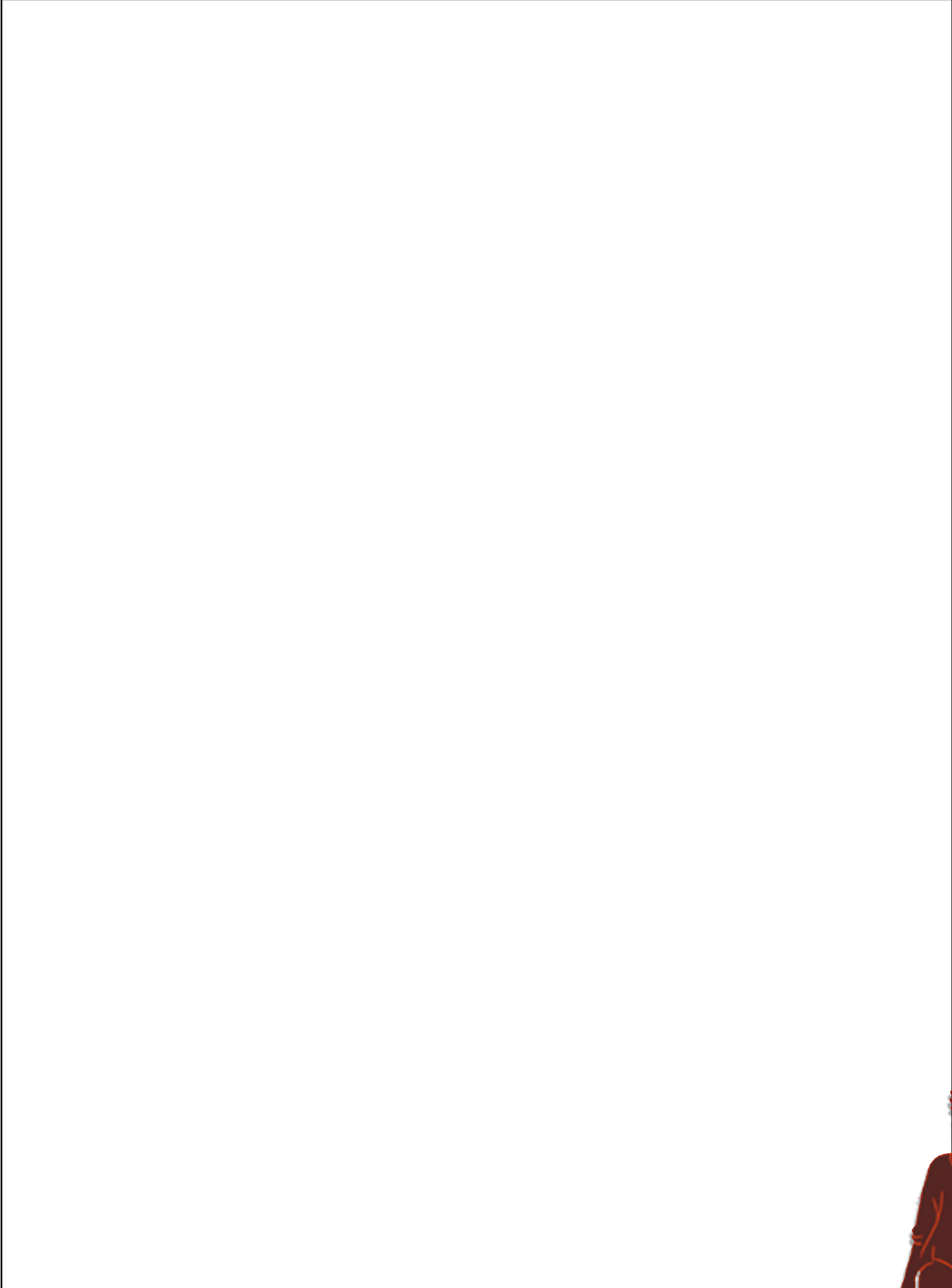
Maintain positive attitudes to reading and understanding of what they read by:

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what they read by:

- Identifying how language, structure and presentation contribute to meaning.

Draw the setting (b)



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## Letter to Jessica (a)

“Later that same day, we’re walking along the beach with the Spanish City ahead of us. There’s me, and Clem and Dad and Jessica, and Mr Mash (of course). We’re going to have tea at the Polly Donkin Tea Rooms to celebrate Dad and Jessica’s engagement (the wedding to be carried out next year by the Reverend Maurice Cleghorn).

I’m smiling to myself when Jessica hangs back and comes alongside me.

‘What’s the smile for?’ she asks, smiling herself.

‘It’s a secret,’ I say.

And then I add, for the first time, ‘Mum.’ ” (Page 370)

**Task:** Imagine you are Georgie. Write a letter to Jessica to express your feelings about the change in your relationship after everything that happened.

Use information from the story and your own imagination.

Ideas to include:

- What are you writing to say?
- Why do you need to say that?
- What were things like previously?
- How are relations between you now?
- How might things have been different?
- How much detail will you include in explaining yourself?
- What do you want her to know?

Write your letter on the next page.

*CURRICULUM LINKS: (KS2)*

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding.

Letter to Jessica (b)

Write your letter here.



*Address:*

*Dear Jessica,*

*Yours,  
Georgie*



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## Newspaper Article (a)

“...Thanks, James. We're coming live from the scene in Whitley Bay where police have surrounded the entertainment complex known as the Spanish City following reports of the kidnapping of three children by an as yet unidentified adult female. The children, who are not being named at this stage, were part of a high-speed chase along the seafront in the burning vehicle you can see behind me.' 'High-speed chase? It wasn't that fast,' says Ramzy. He has found some stale bread and cheese and is chewing between glugs of water.” (Page 334)

**Task:** Imagine you are a journalist. Write a newspaper article about the 'kidnapping' of the children and the 'high-speed' car chase.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did that happen?
- Where did it all started?
- When did it happen?
- Quotes from witnesses
- Picture with a caption

**Write your newspaper article on the next page.**

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Newspaper Article (b)

Write your article here.

NEWSPAPER LOGO

HEADLINE

DATE

[Lined area for article text]

[Lined area for article text]

[Image placeholder box]

IMAGE

[Lined area for article text]

[Image placeholder box]

IMAGE

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### Play script (a)

“And that’s why I find myself, shortly after midnight, standing in my wellies in the poop composter behind St Woof’s, a handkerchief over my nose, but gagging nonetheless at the stink. Ramzy and I have hardly said a word all the way here: it’s as if everything we’re doing is just understood. I like him for that.

Leaving the house was easy. My bedroom’s at the back, and there’s a tree with a branch that I can reach from my window. We’ve even joked about it, Dad and I – he calls it the ‘fire escape.’” (Page 185)

**Task:** Choose an exciting scene from *The Dog Who Saved the World* and rewrite it into a play script. Then act it out (sensibly!) with your friends.

Ideas to include:

- Who are the characters in this scene?
- What is the setting for this scene?
- What happens in this scene? Will you include all the details in your script or just the main bits?
- Will you use a narrator?
- What actions might you like the characters to perform? Remember to give them stage directions.

**Write your play script on the next page.**

*ENGLISH CURRICULUM LINKS: (KS2)*

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*CROSS-CURRICULAR LINKS: DRAMA*



Play script (b)

Write your play script here.

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**CHARACTERS** \_\_\_\_\_

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**SCENE** \_\_\_\_\_

**SETTING** \_\_\_\_\_

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**SPEAKER 1** \_\_\_\_\_

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### Police report (a)

“The sheer craziness of our stories (which don’t always match, thanks to my fuzzy memory) means that after about twenty minute the officer who has done most of the questioning flips her notebook shut and turns off her bodycam. She speaks to Dad and to Aunty Nush.

‘Thing is, Mr Santos, Ms Rahman, it’s difficult to know whether or not a crime has been committed here. We have no record of Dr Emilia Pretorius in the area. The leasehold of the Spanish City dome is registered to a private limited company and there’s insufficient evidence, on the basis of what we’ve been told today, to apply for a search warrant for the premises.” (Page 175)

**Task:** Plan the questions that the officer may have asked Georgie and Ramzy. Role play asking and answering the questions with a friend. Then imagine you are the police officer and write up your police report concluding your findings.

Ideas to include:

- Who was involved in the incident?
- What happened?
- Where did it happen?
- Why did it happen?
- What will happen next?

**Write your interview and police report on the next page.**

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## Police report (b)

Write your investigative questions (and answers here) then write up your report.

**Questions to ask:**

**Answers:**

**Police report (b)**

Write your investigative questions (and answers here) then write up your report.



**Case Number:** ..... **Date:** .....  
**Reporting Officer:** ..... **Rank:** .....  
**Summary of Incident:** .....

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**Signed:** ..... **Date:** .....  
**Signed Line Manager:** ..... **Rank:** .....  
**Date:** .....

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## Scorpions Fact File (a)

"I have only ever seen scorpions in pictures and on TV. They're not – I'm very glad to say – native to the north-east coast of England. But I know this much: they're no bigger than your hand, and they're usually poisonous.

This one reminds me of a huge, shiny black lobster, tinged with red, with an extra-long jointed tail that curves over its back. There's a dark orange bulb at the end with a long spike. Its claws are like a crab's and they snap together menacingly as the scorpion scuttles forward and then sideways on its eight jointed legs." (page 40)

**Task:** What do you know about scorpions? What would you like to know? Research and create a fact file about scorpions. You can use information from the story as well as research from the Internet to find out about scorpions. Use the information you discover to create a fact file that could teach others about scorpions.

Ideas to include:

- What type of animal is a scorpion?
- Where can scorpions be found?
- What habitat do scorpions like?
- What do scorpions eat?
- What do scorpions need to thrive?
- What is daily life like for a scorpion?
- How do scorpions behave?
- Do scorpions have predators?
- How dangerous are scorpions?

**Write your fact file on the next page.**

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*CROSS-CURRICULAR LINKS: Science*

# Scorpions Fact File (b)

Write your fact file here.

<b>Main Title and Introduction:</b>	<b>Fact 1:</b>
<b>Fact 2:</b>	<b>Fact 3:</b>
<b>Fact 4:</b>	<b>Fact 5:</b>



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## The DOG who saved the WORLD



### Storyboard (a)

"She tosses Ramzy a rectangular cassette, the size of a book, that she popped out of Little Girl before we left the control room.

'What is this?' he shouts over the din as the drone begins to hover, lifting Dr Pretorius a metre off the ground.

'It's only my whole life's work, kids. Thanks to you, I know that it works. That's good enough for me. Do with it what you think is right.'" (Page 176)

**Task:** Imagine that Georgie and Ramzy decide that the right thing to do is to hand the cassette over to 'somebody' so that Dr Pretorius's work can be developed further and used for good. Use the storyboard sheet to show what could happen in the next part of the story. Either draw or make notes in each section. Imagine you are planning on turning the new part of the story into a film and you need to plan the scenes.

Ideas to include:

- Think about how many boxes there are on the storyboard – this is how many parts you need to split the new part of the story into.
- Make notes on the key events from the new part of the story, you can always add parts you have forgotten to the beginning or ending later.

Show your new section of The Dog Who Saved the World using the storyboard on the next page.

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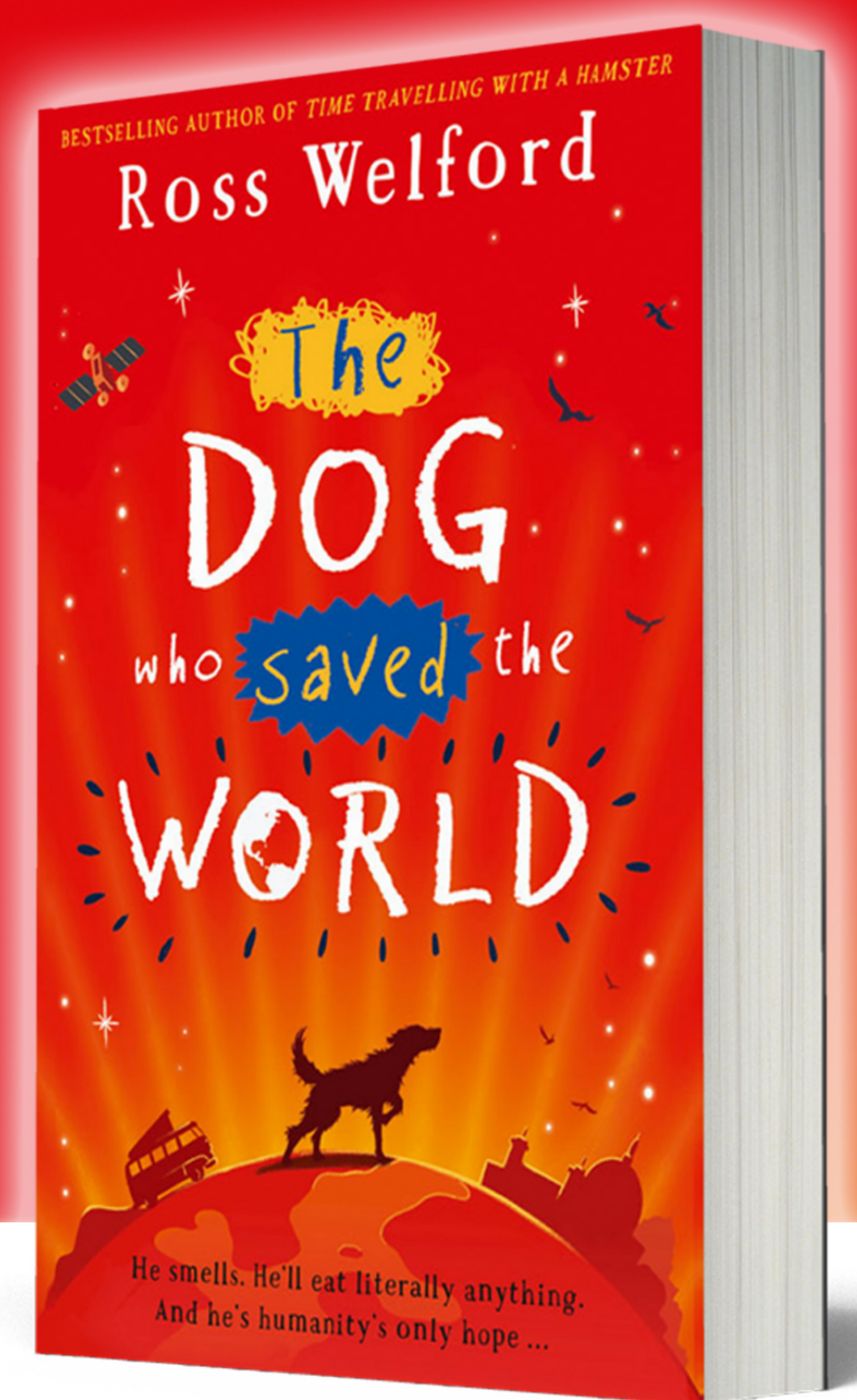
Storyboard (b)




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## Virtual Reality (a)

“Back in the dead-dark Dome, without warning, the curved metal band above my eyes glows a dazzling blue-white – a light so sharp it almost hurts. I squint and, as the brilliance fades away, shapes begin to form in front of me. Within seconds, long, thin poles become palm trees, and the dark floor turns white as it’s transformed before my eyes into a tropical beach.

And I mean a real beach: not some corny yellow virtual-reality beach, with clunky graphics, viewed through a heavy headset. This is much, much more realistic than anything I’ve ever seen in any VR device.” (page 37)

**Task:** Create a presentation about virtual reality. You can use information from the story as well as research from the Internet to find out about virtual reality. Create a presentation – it could be a poster, a power point or a talk to teach other about what virtual reality is.

Ideas to include:

- What is virtual reality?
- When was it invented?
- Who discovered it or has been important in its development?
- How has it developed?
- What uses are there for virtual reality?
- Are there any negative aspects to virtual reality?
- How do you think virtual reality might be used in the future?

Plan your presentation on the next page.

*CURRICULUM LINKS: (KS2)*

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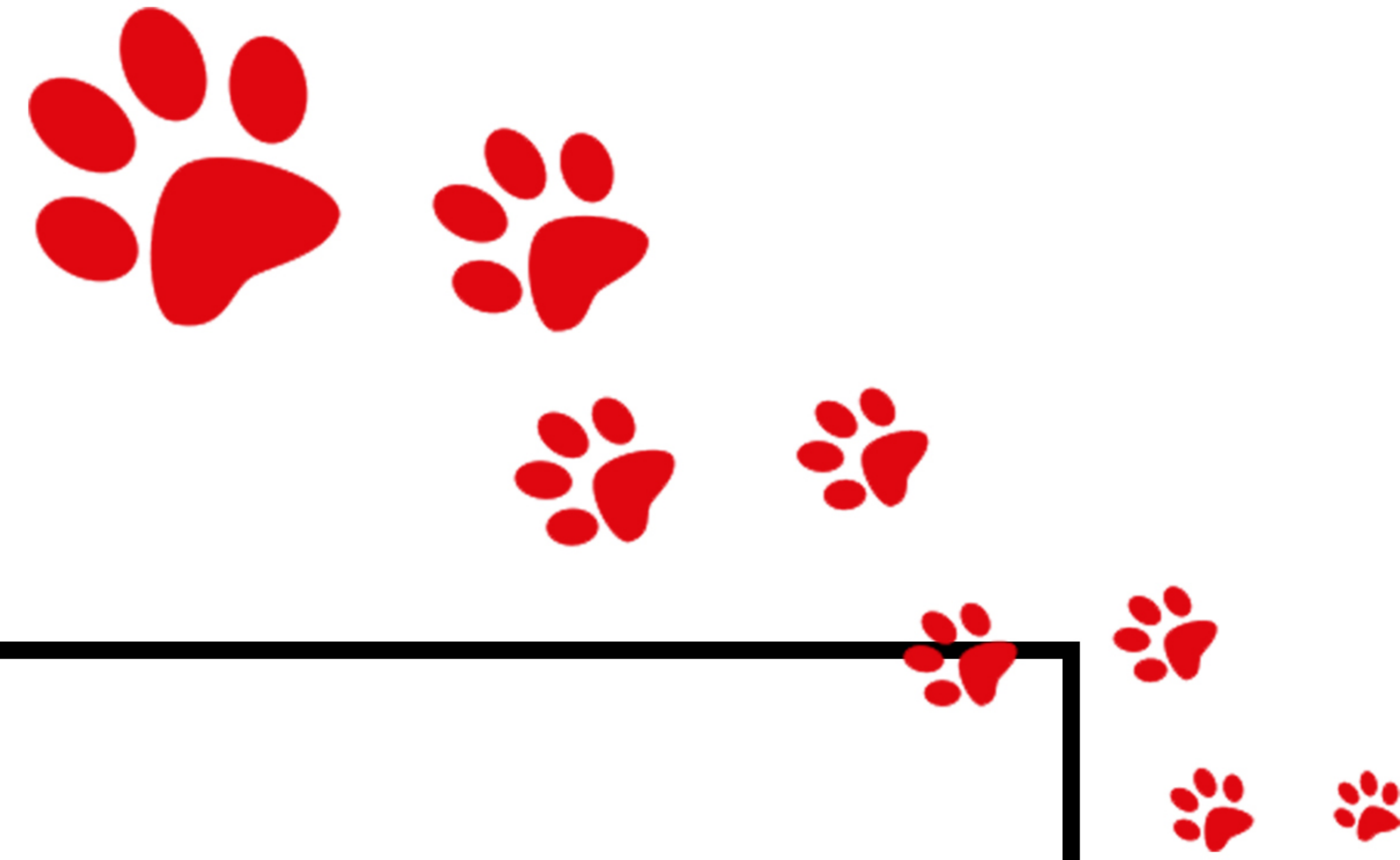
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding.

*CROSS-CURRICULAR LINKS: Science/Technology*



## Virtual Reality (b)

Plan your presentation here.



**Notes about virtual reality:**

**Notes about the discovery and development of virtual reality:**

**Notes about your chosen style of presentation:**

**Notes about the benefits and disadvantages of virtual reality:**

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## VOCABULARY CHALLENGE (a)

“Last year, every classroom at Marine Drive Primary had a hand sanitizer installed by the door. I think it was a new law.

So one of my jobs when I'm at St Woof's is the maintenance of the sani-mats and hand-sans in the quarantine area. The sans-mats are wet, spongy mats that clean the bottom of your shoes when you go in and out of the quarantine area, which is where dogs go when they're sick.

Anyway, it all happened a few days after our visit to Dr Pretorius and the Dome. I had topped up the disinfectant in the sans-mats first, then I went into the quarantine section to see Dudley, who had a tummy bug.” (Page 65)

**Task:** Can you explain what the words highlighted in this extract mean? Did you know that reading *The Dog Who Saved the World* will help you to improve your knowledge of, and ability to use, new and interesting vocabulary? Challenge yourself to find out what all of the words on the next pages mean.

Ideas:

- First, talk to a partner or small group about what you think each word means.
- Next, look up each word in the book to read it in context.
- Then, look up each word in a dictionary and note its meaning.

Explore the vocabulary on the next page.

*ENGLISH CURRICULUM LINKS: (KS2)*

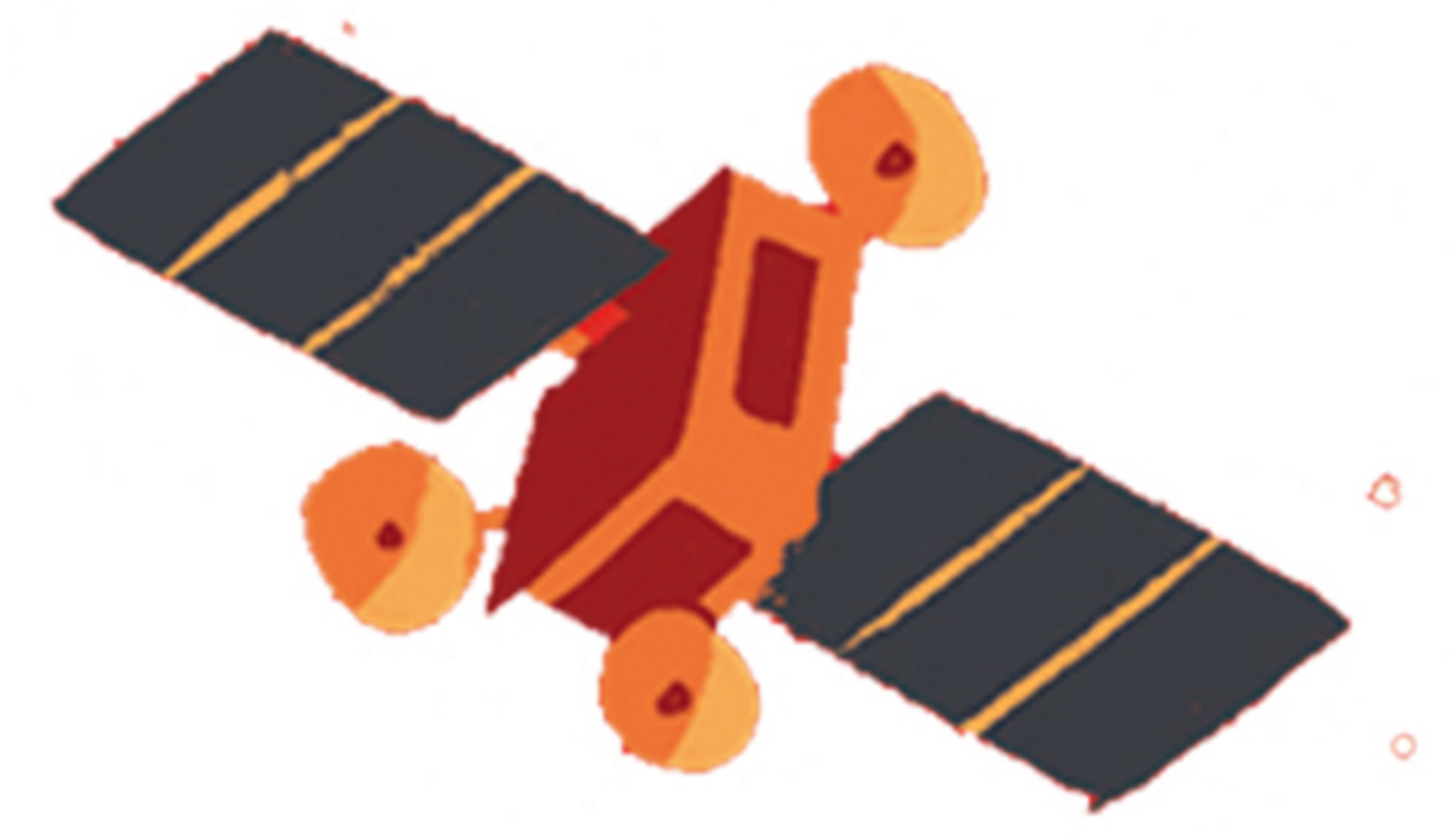
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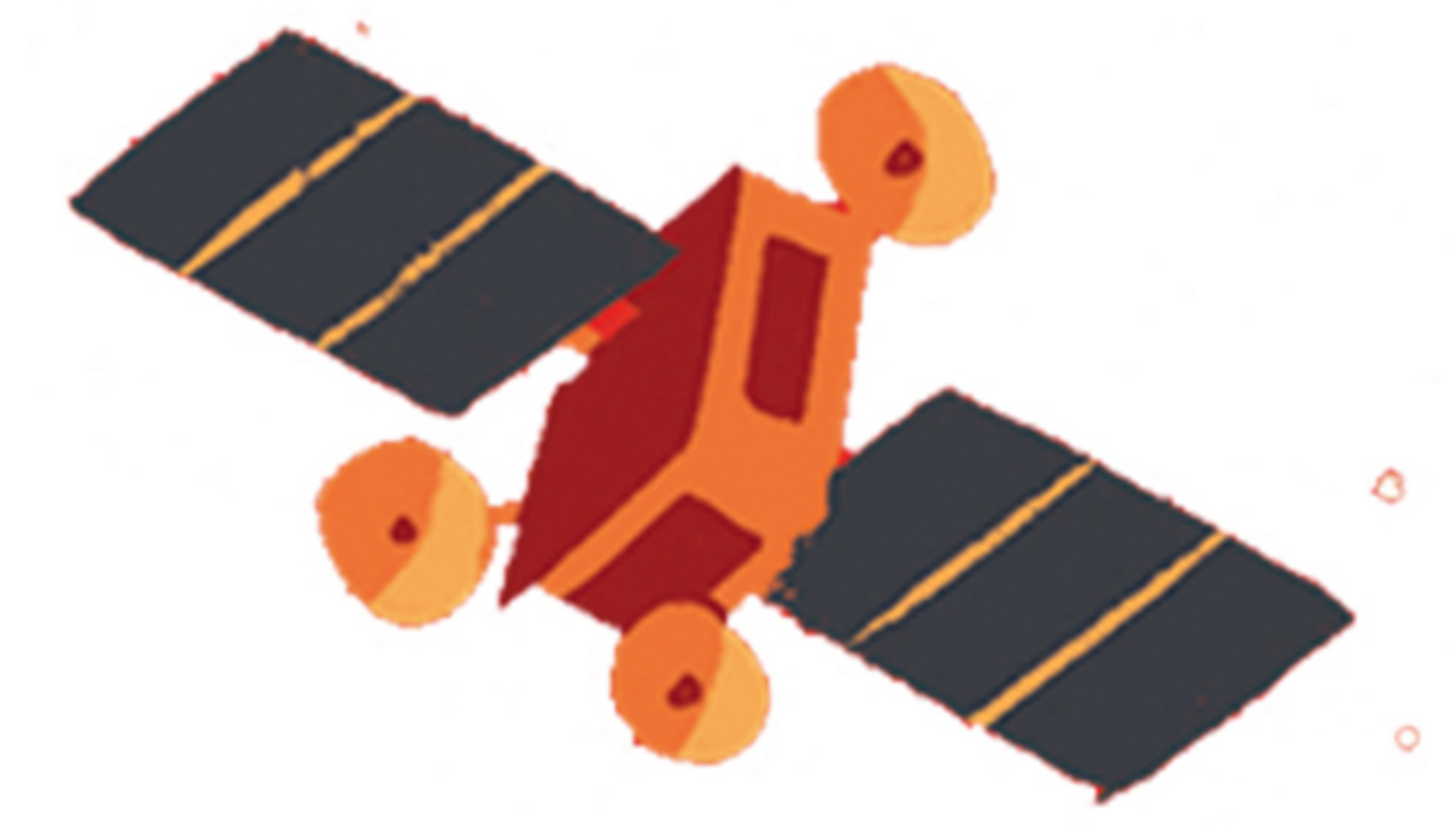
- Identifying how language, structure and presentation contribute to meaning.



## Vocabulary Challenge (b)

Word	Page	Definition
tarpaulin	9	
billowing	10	
hypersensitive	17	
dominates	26	
refurbished	33	
cynical	38	
mesmerised	49	
deception	50	
captivating	53	
congregation	57	
boastful	74	
vaccine	77	
purposefully	82	

## Vocabulary Challenge (b)



Word	Page	Definition
presence	85	
confined	89	
objected	93	
vigorously	102	
transfixed	121	
simulation	126	
diminishing	137	
umpteenth	154	
commotion	161	
resilience	181	
fortitude	181	
chute	190	
unfathomable	205	
wielded	241	

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## The DOG who saved the WORLD



**Task:** Can you find all of the characters below in the word search?

M	I	S	T	E	R	M	A	S	H	J	O	M	K	I
Q	P	Z	A	L	S	A	L	L	Y	A	N	N	C	J
R	A	B	V	U	K	U	T	J	P	C	S	I	L	H
A	S	L	P	L	O	R	I	K	U	K	Y	R	E	U
M	B	W	Z	C	D	I	E	X	J	S	H	T	M	A
Z	U	A	R	D	W	C	P	A	S	O	W	Z	H	U
Y	S	A	S	S	A	E	L	O	P	N	I	L	Q	N
W	T	X	F	P	Z	X	C	J	K	V	B	H	E	T
D	E	V	Q	D	U	D	L	E	Y	F	N	U	A	Y
X	R	B	A	Z	A	S	E	S	D	M	G	Y	G	N
C	X	W	S	B	D	X	P	S	F	O	T	O	W	U
M	S	E	G	E	O	R	G	I	E	R	K	Q	P	S
C	Y	C	M	N	V	Y	H	C	N	J	M	F	G	H
F	V	D	N	Z	D	B	E	A	B	F	O	Q	N	Y
E	D	R	P	R	E	T	O	R	I	U	S	R	G	T

GEORGIE  
RAMZY  
DR PRETORIUS  
CLEM  
JESSICA

MISTER MASH  
MAURICE  
DUDLEY  
SALLY ANN  
BEN

BUSTER  
SASS  
JACKSON  
AUNTY NUSH  
MIMI