

LUKE TEMPLE'S MASTERCLASS

For Water Primary School



Throughout this masterclass, there are lots of videos. Click on the images to watch them on YouTube. Here's the first one, in which Luke introduces this masterclass:



You can go through the activity pack in order, or click on the links below to jump to a particular page:

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A **DRAMATIC** reading

This masterclass is based on two exciting and dramatic chapters from Luke's most popular book, *Felix Dashwood and the Mutating Mansion*. In the video below, Luke reads one of these chapters, in which a snakes and ladders board comes to life! Stick around at the end to watch a trailer for the book!



You don't need to read *Mutating Mansion* to complete this masterclass.

However, Luke has given your teacher a free digital copy of the book as a PDF. **If you would like to read *Mutating Mansion*, then please ask your teacher to send you the PDF.**

There is also a chance to buy signed copies of Luke's books on the next page!

How to buy **SIGNED BOOKS**



Just like in a normal author visit, you are able to buy books if you would like to. Luke will sign them personally to you. Please ask a parent or carer to go through this with you.

You can buy the 3 books in Luke's Felix Dashwood series above.

**When you Buy 2 or 3 books
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Find out more about Luke
and his books at:

WWW.LUKETEMPLE.CO.UK

Prices including free delivery to school...

1 Book is £6.99

2 Books are £11.98 (saving you £2)

3 Books are £15 (saving you £5.97)

Prices with delivery to your home...

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2 Books: £11.98 + P&P = £13.98 (saving you £2)

3 Books: £15 + P&P = £18 (saving you £5.97)

3 Ways to Pay

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Please hand in to school or email masterclass@luketemple.co.uk and Luke can provide an address to post this to.

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How to write **EXCITING** descriptions



Let's look at descriptions Luke uses to make his writing more exciting in chapter 5 of *Mutating Mansion*, when the snakes and ladders board comes to life, and also chapter 17, when a dragon appears out of a fireplace!

SIMILES:

A simile describes something by comparing it to something else, using the words 'like' or 'as'.

Can you find the simile in the sentence below from chapter 5?

The dice was white with black spots and as large as a sheep.

Where is the simile in this sentence from chapter 17?

The dragon charged after the paper like a dog chasing a stick.



Activity 1: Pick an object from the room you are in and describe it using a simile. Maybe it can come to life!

E.g. What could a chair walk like? What could a piece of paper fly as fast as?

ADJECTIVES:

An adjective is a word that describes a noun (the name of a thing or a place).

Can you find the adjectives in this sentence from chapter 17?

She flinched as the dragon let out a shattering wail, revealing rows of vicious teeth and a forked tongue.

Activity 2: Can you write a new sentence, using adjectives to describe other parts of a dragon's body?

METAPHORS:

A metaphor is a word or a phrase used to describe something as if it were something else.

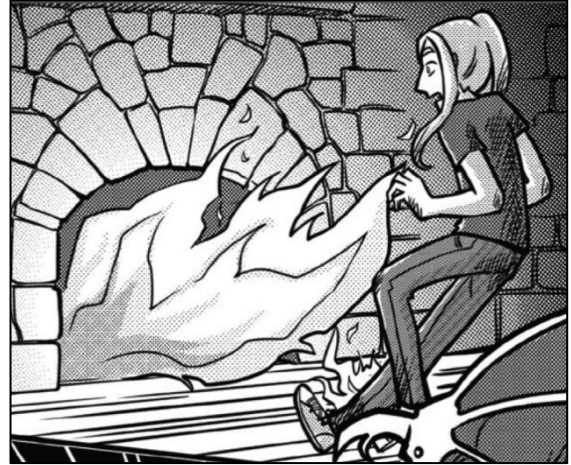
Here is a sentence from chapter 5. Can you tell which word makes it a metaphor?

The dice rocketed along and bounced off the wall opposite, eventually coming to land on a 2.

The dice can't actually move like a rocket, so saying it rocketed is a metaphor.

Let's try a sentence from chapter 17. Which word makes this a metaphor?

Large orange flames licked up Felix's legs.



Activity 3: Can you write your own metaphors about objects in the room you are in?

E.g. What could *float* across the room towards you? What could *pounce* at you from under the bed?

ALLITERATION:

Alliteration is when two or more words close together start with the same letter or sound.

Can you find the alliteration in this sentence from chapter 5?

Drift was almost completely covered by the snake, its scaly skin glinting in the spotlight.

Activity 4: Look at the sentences you wrote in activities 1 to 3 above. Can you add any alliteration into them?



Using **SENSES**



What can the characters **SEE**, **HEAR**, **SMELL**, **TASTE** or **TOUCH**?

If you include sentences that describe these senses, it will help the reader to feel like they are involved in the story with your characters.

Activity 5: Let's look at some sentences from chapter 17 of *Mutating Mansion*, when a dragon attacks Felix and Casper. Can you identify which senses are described in each sentence?

Felix looked up at the creature's scaly belly and in between the scales was a fiery orange glow.

The dragon's large nostrils sniffed the air slowly, dangerously, as if searching for its prey.

Felix clamped her hands to her ears as the dragon let out a shattering wail.

Careful to avoid its green spikes, she yanked on the dragon's tail and its neck whipped round.

Activity 6: There is one sense Luke didn't use in the sentences above. Which sense is it? Can you write a sentence using this sense?

SHOW don't TELL

Another way to get readers interested in your story is to *show* how the characters are feeling rather than *tell* what they are feeling.

Instead of just writing 'Felix felt scared', try to describe what happens to her when she is scared. Luke does this in *Mutating Mansion*.



Activity 7: Here are some sentences from chapter 5 of *Mutating Mansion*. How do you think each of the characters are feeling? What makes you think this?

Caspar froze solid. 'Those snakes almost look real!'

Drift laughed as he stood back up. 'I want to do that again!'

Felix tensed as the snake hissed at Drift... She watched, wide-eyed, as it started to wrap itself around his left leg.

Activity 8: Like Felix and her friends, Luke Temple feels lots of different emotions. The sentences below *tell* the reader what Luke is feeling. Can you change them to *show* how he is feeling?

Hint: think about what happens to you when you feel these emotions.

Luke felt scared.

Luke was excited.

Luke was nervous.

SHORT

sentences



When you are writing something that includes lots of action and drama, you can use shorter sentences to make your writing more exciting and to add tension.



Here is a dramatic paragraph from chapter 17 of *Mutating Mansion*. Can you tell how Luke uses shorter sentences to increase the tension?

She held up the piece of paper. The dragon sniffed at it, smoke billowing out of its nostrils. It blinked. If this didn't work, Felix was toast.

As you can see, not every sentence has to be really short. However, using a short sentence every so often can make your writing more exciting to read.

Activity 9: Below is Luke's first version of a paragraph from chapter 5 of *Mutating Mansion*. However, Luke then changed it. He used some short sentences to increase the tension.

Can you change the paragraph so that it includes short sentences?

The snake no longer looked painted because it was 3D and very alive, just like a real, giant snake. Felix tensed as the snake hissed at Drift and she watched, wide-eyed, as it started to wrap itself around his left leg. He gasped and tried to pull away but it was no good – he was trapped within the square as the snake slithered up him.



EDITING

One of the most important parts of writing a story is editing it. Authors never just write one version of their story. After they have written it all down for the first time, they read the story again and think about how they can improve it.

When Luke is editing a story, he asks himself the following questions:

- Does everything make sense? Are there any mistakes?
- Are there any boring bits?
- How can I make the story more exciting / dramatic / scary?

He also asks himself whether he has used all the tools from this masterclass:

- Have I used enough adjectives, similes, metaphors and alliteration to make my descriptions interesting?
- **Senses:** have I helped the reader to be involved by describing more than one of the character's senses?
- **Show don't tell:** have I shown, instead of telling, how the character is feeling?
- **Short sentences:** have I used short sentences to help make my writing exciting and add tension?

Activity 10: The paragraph below isn't from *Mutating Mansion* – it isn't interesting enough! It needs editing to make it more exciting. Can you rewrite the paragraph, using Luke's masterclass tools to make it as dramatic and exciting as possible?

There are some examples of how other children edited the paragraph on the next page.

Felix was scared. She opened the door and walked into the kitchen. She saw thousands of rotten eggs on the kitchen table. An egg rose off the table and flew at Felix. She ducked and the egg smashed on the wall behind her. Three more eggs rose up and flew at her. She didn't duck in time and one of them hit her in the face. Felix ran out of the kitchen.



EXAMPLES of editing

By Jake (year 5):

Felix froze dead on the spot and her heart pounded. Slowly, with a shaking hand, she opened the door and cautiously tiptoed into the kitchen. Felix breathed in and a stench of rotten eggs ran up her nose. Looking forward, she saw thousands of rotten eggs lying on the old, rusty kitchen table. One of the eggs arose from the table and flew at Felix like a bullet being fired from a gun. With speedy reflexes, she ducked down onto the dirty, broken tiled floor and the egg smashed onto the crumbling wall behind her.

Pulling herself up, Felix stood staring in shock. As the clock struck behind her, three more eggs rose quickly up and flew at her. She didn't duck in time and one of them hit her in the face. A terrible taste in her mouth made Felix gag. She sprinted out of the kitchen and her screams echoed around the hall of the mansion.

By Ebony (year 3):

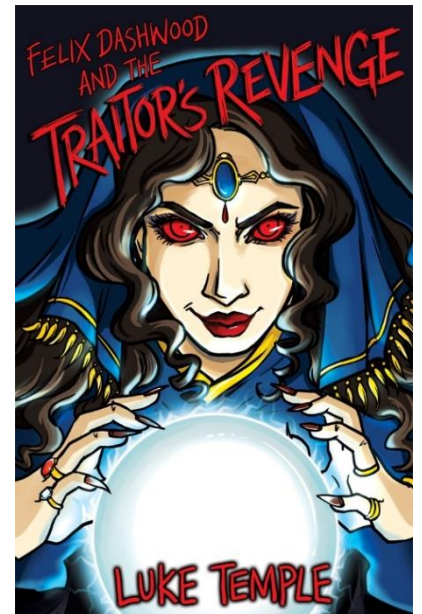
Felix's heart thumped like thunder in her chest as she slowly crept through the kitchen door. She couldn't believe what she was. There were thousands of rotten eggs lying there on the kitchen table! There was a big cloud of stink wafting through the air and it hit Felix in the face like a giant wave crashing into a rock. All of a sudden an egg jumped into the air and shot towards Felix. She dived down to the floor and the egg smacked against the wall with a loud crunch and all of the sticky goo ran down the wall. As Felix jumped up she saw three more eggs flying at her so fast she didn't have enough time to dive back down. Suddenly, in a moment of panic, one egg splat Felix right in the face and the other two cracked into the wall. Felix stood frozen in horror as the cold, sticky, yellow and green slime ran down her face. The smell was so disgusting and made her feel sick. Felix ran out of the room as fast as she could, holding her tummy in search of a bathroom to clean her face.

By Nicholas (year 5):

Slowly and carefully, Felix crept into the kitchen. Before her eyes sat hundreds of rotten and mouldy eggs. Her eyes widened as she entered through the door: the stench was almost unbearable and was like the worst sewer. As she raised her head groggily, her eyes watered like a tap. She couldn't see: her head was spinning and she stumbled senselessly around the room, smashing already broken pots and pans for what seemed like a decade. Suddenly, she stopped to wipe hair and tears out of her swollen eyes, only to be confronted by a victorious egg, flying straight at her head. It hit her square on and knocked her to the floor, along with the pans. She felt a terrible pain in her arm. She crawled backwards and fumbled frantically with the door handle. It flew open and shot her out into the hall like a rocket. Felix fell to the floor, cradling her broken arm, only to be confronted by **her worst fear.**

Create a **BOOK COVER**

Book covers are really important. They help readers to know what sort of story is inside and get them excited about reading the book. A brilliant artist called Jessica Chiba draws the covers for Luke's books.



You can watch Jessica drawing the cover for Luke's book, *Felix Dashwood and the Traitor's Revenge*, by clicking below:



Activity 11: Draw your own version of one of Luke's book covers. You can either draw it in the same style as Jessica, or come up with your own completely original design.



Ask **LUKE** **TEMPLE** a question

Luke is going to film a video answering questions from children at your school. This is therefore your chance to ask Luke a question.

Maybe you want to know about being an author, or you want to ask something about one of Luke's books ... or maybe you want to find out what Luke's favourite type of cheese is!

Whatever your question, there are two ways to ask it:

1. Tell your teacher your question. They will send it to Luke.
2. Ask an adult to email your question to masterclass@luketemple.co.uk (make sure you tell Luke which school you are from).

WELL DONE for completing Luke Temple's masterclass!
Keep writing, have lots of fun with it, and see if you can use Luke's masterclass tools to help make your own writing more exciting!