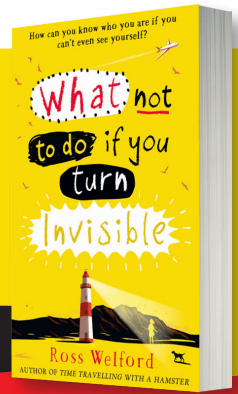


Teachers' Resources for *What Not To Do If You Turn Invisible* by Ross Welford

In this PDF please find:

Teacher's version: page 2-16

Pupil's version: page 17-27



What not to do if you turn Invisible

BY ROSS WELFORD

From the author of the unforgettable bestseller, 'Time Travelling With A Hamster' comes another surprising, beautiful and funny novel about a child who, by disappearing, will write herself into your heart forever...

Turning invisible at will: it's one way of curing your acne. But far more drastic than 12-year-old Ethel Leatherhead intended when she tried a combination of untested medicines and a sunbed.

It's fun at first, being invisible. And aided by her friend Boydy, Ethel manages to keep her extraordinary ability secret. Or does she?

When one day the invisibility fails to wear off, Ethel is thrown into a nightmare of lies and deception as she struggles to keep herself safe, to find the remedy that will make her seen again – and solve the mystery of her own birth...

This English and PSHE-related resource is suitable for Year 5, 6 and 7 pupils. It contains:

Section A: Guided reading questions (with answers in the teacher version)

Section B: Book club discussion questions

Section C: Reflection and writing activities

The guided reading questions on each chapter cover the National Curriculum requirements for English:

- explore the meaning of words in context;
- draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text;
- predict what might happen from details stated and implied;
- identify how language, structure and presentation contribute to meaning;
- consider how the writer uses language to impact upon the reader;
- and participate in discussions about the book.

Discussion questions are identified with a speech bubble.

These questions also address personal wellbeing and health issues from the PSHE curriculum.





SECTION A: PART ONE, including Chapters 1-25

1. Read the **foreword**:

'Just before I fell asleep, I could see myself. I was visible, and knew who I was. That was before.'

What are your predictions for this story?
2. Where is Ethel when she realises she has become invisible?

Page 6 The garage

Chapter One

1. Why do you think Ethel speaks directly to us on **pages 8-9**, "Imagine, if you can, standing in front of a mirror and seeing nothing at all."?
2. Describe the different emotions Ethel goes through in **Chapter One**.


Page 9 She starts by enjoying the 'fun' of it, but when she realizes she's not dreaming, Ethel feels, "fear, dread and terror" at what could be happening to her, then a sense of 'horror', **page 10**, at her predicament.

A Warning


1. Ethel says she needs to explain her "backstory" on **page 11**. What does the word backstory mean?

It's a set of events leading up to the plot. Ethel describes it as, "The stuff that led up to me being invisible."
2. Before she becomes invisible, Ethel describes how she liked to keep a, "low profile", **page 14**, at school to avoid being noticed. So why is Jarrow Knight shouting, "Pizza delivery!" on **page 13** about Ethel?

Jarrow is referring to the acne Ethel has on her face.
3. To help Ethel cope, her grandmother, Gram, tells Ethel to, "Just be yourself", on **page 15**. What other advice does she give Ethel?

Chapter 2, page 15 'If you want a good friend, then be a good friend', and **page 16**, 'It's just a phase. You'll grow out of it.'
4. What advice have you been given to cope with teasing? 
5. What metaphor does Ethel use for her spots?


Chapter Two, page 15 'the Acne Army'.
6. What does Ethel do to try and get rid of her spots?

Chapter Two, page 16, Ethel uses a sunbed and Chinese medicine (see also **pages 20-21**).
7. What advice would you give to Ethel to help with her acne? 

Chapter Three

1. What does Mr Parker mean by 'edifice of erudition', on **page 18**? Why do you think he talks like this with the pupils?

Mr Parker means building of learning, i.e. the school. He may be speaking like this to gain the pupils' attention, and to challenge them with new vocabulary.
2. How does Elliot Boyd draw attention to himself, when Mr Parker introduces him to Ethel's class?

Page 19 He raises his arms in the air and shouts 'Ar-sen-al! Ar-sen-al!'.
3. In Ethel's experience, standing out in the class is not a good idea because it can lead to teasing. To what extent do you agree with her view? 



PART ONE, including Chapters 1-25

Chapter Four

1. Why are Ethel's parents not around for her anymore?
Page 22 Her mother died of cancer, and her father left when Ethel was a newborn.

Chapter Five

1. What adjective, beginning with the letter *b* does Ethel use to describe Elliot, and what does it mean?
Page 35 Bumptious means full of yourself. Use a thesaurus to come up with a synonym for bumptious.

Chapter Six

1. Older people are sometimes treated as if they're invisible. For example, decisions are made for them. How do you see this in the way that the members of the nursing staff treat Ethel's Great-gran?
Page 36 They call her Lizzie, even though Ethel's Great-gran would prefer to be called Mrs Freeman.

Chapter Seven

1. Smells can remind you of people, places and experiences. What memento does Ethel still have, which stops the scent memory of her mother from disappearing?
Page 42 A black T-shirt which smells of perfume, laundry detergent and clean sweat.

Chapter Eight

1. Why do you think Great-gran may want Ethel to come back and see her, but without Gram there too?

Chapter Nine

1. Ethel puts together a category of things her Gram thinks are "definitely" common. Can you think of a synonym for the adverb *definitely*? Use a thesaurus to come up with a couple more. Can you spell *definitely*? If not, how about learning it with the following mnemonic, *Smile politely and write definitely*?

Chapter Ten

1. Brackets can add information and explain what's just been written. Why do you think Ethel uses brackets in the following sentences on **page 53**?
"Gram had gone off to church. Sometimes I go with her, but I told her I had stomach ache (which was true) and she didn't seem to mind at all."


Chapter Eleven

1. Sometimes writer repeat words to build up tension in a story. For example, the noun *pause* is repeated in the following extract on **page 56**,
"Then I start sobbing again.
Long pause.
Really. Long. Pause."
What does this repetition add to our understanding of how Ethel may be feeling at this point in the story?
2. **On page 57**, Ethel uses a simile to describe how she feels inside. What is it?
She says she's, "bubbling inside, like a pan of milk boiling over".
What picture does this simile give us of Ethel's feelings?




PART ONE, including Chapters 1-25

Chapter Twelve

1. On **page 61**, Gram says that it can feel like you're invisible when you're a teenager. What do you think she means by this? 

Chapter Thirteen

1. Ethel addresses the reader directly in this chapter by asking what you'd do if you became invisible. Using the pronoun *you* in writing, to talk to the reader, is called direct address. It involves the reader, which is why you will see the direct address used a lot in speeches. What would you do if you became invisible for the day? 

Chapter Fourteen

1. Does the operator at the North Tyneside Ambulance Service take Ethel seriously? Justify your answer with evidence from the story.

Chapter Fifteen

1. A writer can use sentence fragments (also known as fragments). These are sentence fragments made up of one or two words and don't contain an independent clause. Sentence fragments can draw attention to how a character is feeling. How do you think Ethel is feeling from these fragment sentences on **page 71**?
"TERRIFIED.
Terrified squared. Cubed."
2. What word is being repeated on **page 75**, and what is the effect of this repetition?
The word risk is repeated in order to build up the tension for the invisible Ethel of leaving the house to go out and look for Lady.
3. Ethel gives some rational explanations for invisibility: you can cover something with a cloaking device, or make light pass straight through the object, e.g. with glass and x-rays. Research one of these explanations in more detail. Can you then explain the science behind it to a classmate?

Chapter Sixteen

1. Who is Ethel describing as, "pushy and presumptuous"? The alliteration of the letter *p* in these two adjectives draws attention to them, so we remember how overconfident Ethel thinks Elliot is. Taking the first letter of your name, can you come up with an interesting alliterative adjective to describe you? E.g. Bumptious Boyd.

Chapter Seventeen

1. Boyd, or Boydy, clearly wants to be Ethel's friend. The word *friend* is a tricky spelling for a lot of people. Do you know a spelling rule or mnemonic to help you spell *friend* correctly?
I before E except after C (and when it sounds like ay), or if you fri your friend, he'll come to an end.

Interesting Facts About Lighthouses

1. Which of Boyd's facts from his talk on Lighthouses did you find most interesting and why?

Chapter Eighteen

1. Ethel describes the pair of them as, "gripping" the handrail when she and Boydy are out on the balcony of the lighthouse. The verb *gripping* is more tense than the verb *holding* and conveys the children's fear of being in such a high and exposed place. What does the verb "fumbling" on **page 89** suggest about Ethel's behaviour, that the verb *touching* would not?



PART ONE, including Chapters 1-25

Chapter Nineteen

1. Who does Ethel spot from the lighthouse balcony?

Page 93 Jesmond and Jarrow Knight

Chapter Twenty

1. Ethel calls what Jesmond and Jarrow have done as, "mugging without the violence". What advice would you give to Ethel and Boydy about how to deal with the Knight twins?

Chapter Twenty-one

1. What happens to Ethel in this chapter?

She starts to become visible again.

Chapter Twenty-two

1. When we speak, we are less formal than when we write. We use informal, non-Standard and colloquial English. What is the Standard, or formal English version of *yup* which Boydy uses on page 106? Find another example of the non-Standard English either Boydy or Ethel use when speaking, and explain what the word is in Standard English.

Chapter Twenty-three

1. Knowing prefixes can help you understand what words mean. If you add the prefix *un* to an adjective, it means *not*. For example, Boydy describes the box of 'Dr Chang His Skin So Clear' as, "some unlabelled, unlicensed, unidentifiable stuff..."

Boydy means that the herbal medicine has neither been labelled, licensed, nor can it be identified. The prefix *in* comes from Latin and means *not*. On page 108, what word means *unable* to be seen because of its prefix *in*?

Invisible

Chapter Twenty-four

1. Writers don't just write word pictures for us, so we can imagine what's happening in the story. They also use the sense of smell to help us feel what they are describing is real. When Ethel describes her Gram as having, "tea-breath" and a "flowery, soapy scent", what kinds of smells are you experiencing?

What Is In The Box Of Stuff From My Mum

1. Ethel has a list of special mementos to remind her of her Mum. Make your own list of what's special to you.

Chapter Twenty-five

1. Remember how the prefix *un* means *not*? What word begins with the prefix *un* and means *disliked*?

Unpopular

PART TWO, including Chapters 26-61

Chapter Twenty-six

1. There are examples of omission apostrophes on **page 119**. You use an omission apostrophe when there is at least one letter missing from a word. In the sentence, "It's Elliot Boyd.", *it's* is short for *it is*. What is *don't* short for? What letter is missing? What is *I've* short for? What letters are missing? Can you find another example of an omission apostrophe on **page 119**?
2. Who does Ethel upset by trying to please the 'posse'?
Pages 122-3 She is rude about Boydy and he hears.

Chapter Twenty-seven

1. Apart from *invisible*, what other word on **page 126** begins with the prefix *in*? What does it mean?
Inadvisable means **unwise**.

Chapter Twenty-eight

1. Both *quite* and *quiet* appear on **page 128**. These words can get confused in spelling. *Quite* is an adverb which usually means a *little* or a *lot*, but not *completely*. It has the word *quit* in it, so you could learn it as *I'm not quite ready to quit*. *Quiet* is an adjective and means *making very little noise* or *having little activity or excitement*. *Quiet* comes from the Old French *quiete* and means *rest, repose, tranquillity*, which, in turn, comes directly from the Latin word *quies*, which means *lying still, rest, repose, peace*. When we say the word *quiet*, we sound out the *e*, just as it would have been sounded out in Old French and Latin.

Chapter Twenty-nine

1. What did Great-gram want Ethel to see?
Page 140 She has a photo of Ethel as a baby. Ethel's dad is in the picture, as is a woman Ethel doesn't recognise.

Chapter Thirty

1. Who does the nurse identify as the woman in the photo?
Page 143 Felina, a singer (whose song, 'Light the Light', Boydy was singing).

Chapter Thirty-one

1. What do you think Felina has to do with Ethel? 

Chapter Thirty-two

1. Why does Ethel drink the herbal remedy again?
Pages 147 and 130 She wants to make it up to Boydy, "make amends for being so mean", by turning invisible and helping him on stage in the talent show.

Chapter Thirty-three

1. When something belongs to someone, you need a possessive apostrophe. For example, *Gram's card* means the card belongs to Gram. There are two more examples of the possessive apostrophe on **page 149**. Can you find them?
Gram's email account* and *Gram's phone
2. *Practice* and *practise* are words that are often confused. *Practice* is the noun. Where do you find this noun on **page 150**?
Choir practice

Practise is the verb. For example, Ethel used to *practise* her singing with the choir.

PART TWO, including Chapters 26-61

Chapter Thirty-four

1. What song does Ethel hear on the radio?

Page 154 'Light the Light' by Felina

Chapter Thirty-five

1. Who does Ethel feel she'll be as bad as, if she doesn't try to make it up to Boydy?


Page 157 Aramynta and her posse

Chapter Thirty-six

1. What's the name of the talent show?

Page 160 'Whitley's Got Talent'

Chapter Thirty-seven

1. Why do you think that just the following fragment sentences make up this chapter? 

"Drip.
Drip.
Drip."

The monosyllabic and repetitive sentence fragments help to build up the tension, because the reader knows that water makes Ethel visible again.

Chapter Thirty-eight

1. Why does the rain make Ethel sad?

Pages 162 - 163 The rain reminds Ethel of the time her mum was upset.

Chapter Thirty-nine

1. What does Ethel write on the steamed-up window?

Page 165 Her initials E.L.

Chapter Forty

1. What alliteration does Mr Parker use to describe Boydy?

Page 170 "a guitarist of gargantuan greatness"

What does gargantuan mean?

Enormous

This is the kind of word you can learn to spell by breaking it into syllables: gar-gan-tu-an.

Chapter Forty-one

1. Ethel lists the most common bad dreams that people have. List three of them.

Page 172 Being naked in public, falling, flying, being chased and being unprepared for an exam.

Why do you think we have bad dreams? 

2. How does Ethel use her invisibility to help Boydy's guitar solo?

Page 174 She takes the guitar and plays it, so it looks to the audience as if it's being played invisibly.

PART TWO, including Chapters 26-61

Chapter Forty-two

1. How does Boydy show he's a good friend to Ethel, when she thinks she's going to be found out?
Page 179 Boydy distracts everyone by pretending he's being attacked by the ghost of Jimi Hendrix.

Chapter Forty-three

1. Adverbs give you more detail about the verbs they describe. They usually end in *-ly*. What is the verb and what's the adverb in this sentence on **page 181**? "Cautiously, I open the door of the girls' toilet." Notice the apostrophe which comes after girls? Why is this?
Page 181 This is the use of the plural apostrophe. It means that the toilet belongs to more than one girl. Otherwise, it would be the *girl's toilet*.

Chapter Forty-four

1. On **page 187**, there's the word *visible*. It comes from our word vision, which means *being able to see*. What is the etymology of *vision* and how do you make *vision* into an adjective?
We get *vision* from the Latin word *visionem*, which means *the act of seeing, sight, thing seen*. You make the noun *vision* into an adjective with the suffix ending *-ible*.

Chapter Forty-five

1. Why does Ethel think that Boydy might have forgiven her?
Page 188 Boydy invites Ethel over for a meal.

Chapter Forty-six

1. What does Boydy mean by "Occam's razor"?
Page 192 Once you eliminate the impossible, what remains – however improbable – must be the truth.
Which literary detective is famous for using this principle?
Page 193 Sherlock Holmes
2. When you text someone, the SMS language, or textese, you type is like spoken English, because it's informal. Can you rewrite Jarrow and Jesmond's text in formal English?

Chapter Forty-seven


1. Adjectives add detail to your writing, so your reader can picture what you are describing more easily. On **page 196**, what adjectives describe the evening and the bandstand?
The adjectives used to describe the evening are "clear" and "cool", and the adjectives used to describe the bandstand are "old" and "flaky".
2. How do the twins blackmail Ethel?
Page 202 They say she has to pay them £1,000, or they will upload the film so everyone can see Ethel.

Chapter Forty-eight

1. What plan do Ethel and Boydy come up with?
Pages 207-208 They're going to break into the twins' house and wipe the computers.

PART TWO, including Chapters 26-61

Chapter Forty-nine


1. What secret do you think Gram is hiding? 

Chapter Fifty

1. On **page 213**, you will read the word *there*, when Ethel describes being on the climbing frame. What do you notice about the following words: *here* (in this place), *there* (in that place), *where* (in which place), *nowhere* (in no place), *elsewhere* (in another place), *somewhere* (in some place)?

Place words always contain the word *here*. This can help you remember to spell them correctly!

Chapter Fifty-one

1. Why do you think the writer includes the number combinations that Ethel uses in her attempt to unlock the code? 

The numbers help to build up the tension in the structure of the chapter, especially as the reader knows that Gram will be home at midday.

Chapter Fifty-two

1. Why do you think that the author writes this chapter in the present tense? 

It means everything is happening as Ethel describes it, so it builds up the tension because, neither she nor the reader know if Ethel will be found out by Gram.

Chapter Fifty-three

1. Who do you think the man is?

Chapter Fifty-four

1. What does Ethel learn about her mother from the contents of the metal box?


Her mother was Felina/Miranda Mackay.

Chapter Fifty-five

1. What was Ethel's original name?

Ethel was originally called Tiger Pussycat.

Chapter Fifty-six

1. If you were Ethel what would you do now? 

Chapter Fifty-seven

1. Punctuation can give you clues about how a character feels. What do all those question marks on **page 236** suggest about Ethel's state of mind?

The question marks emphasise that Ethel's troubled about what she's learned about her background and what she should do next.

PART TWO, including Chapters 26-61

Chapter Fifty-eight

1. Ethel tells Boydy that they have to do a “recce” of the twins’ house. What does the noun *recce* mean?
Recce is military slang and short for the word reconnaissance, which means an information-gathering trip.

Chapter Fifty-nine

1. How is Ethel going to break into the twins’ house?
Page 245 *She’s going to become invisible again.*

Chapter Sixty

1. Boydy has had Danny Han’s dad’s help to translate the Chinese contents of the remedy Ethel’s been taking. Danny’s dad owns the Sunrise Chop Suey House, and Ethel describes Boydy as, “one of their better customers”. *Their* is a pronoun and means belonging to them. It is a homophone because it sounds like the word *there*, even though both are spelt differently. Can you remember a way to spell there? Clue: Look at the activity for **Chapter 50**.

Chapter Sixty-one

1. What does Ethel say about the internet on **page 254**?
“Once something’s on the internet, you’ve lost control of it: it’s not yours any more.”



PART THREE, including Chapters 62-91

Chapter Sixty-two

1. Mr Parker mentions a cloak of invisibility from a 20th century series of stories, about a boy wizard, that were made into a film. Can you name the main character?
Page 259 Harry Potter

Chapter Sixty-three

1. What Shakespeare play is Ethel's class studying? What does Ethel do, instead of saying her lines?
Page 263 'Othello' – and Ethel burps!

Chapter Sixty-four

1. What reason does Boydy give for his weight loss?
Page 265 "Just eating a bit healthier".

Chapter Sixty-five

1. Who rings Jesmond and Jarrow's phones?
Page 274 Boydy

Chapter Sixty-six

1. Where does Ethel delete the film from first?
Page 279 Jarrow's laptop

Chapter Sixty-seven

1. Why does Ethel describe aspects of the Knight twins as "invisible"?
Page 285 Ethel means that most people don't get to see the gentler, more polite side of the twins. For example they both show good manners towards their father at home. Jarrow even calls her father, "Daddy", much to Ethel's surprise.
2. Who's in the room, as Ethel tries to wipe Jesmond's laptop?
Page 289 Tommy Knight, the twins' father

Chapter Sixty-eight

1. What does Ethel discover in the carry-cage in Jesmond's bedroom?
Page 293 Mrs Abercrombie's Yorkshire terrier, Geoffrey

Chapter Sixty-nine

1. How does Boydy show he's a good friend to Ethel?
Page 300 Boyd is waiting for Ethel in the Knights' back garden.

Chapter Seventy

1. Who does Ethel say she has to "worry about"?
Her Gram

Chapter Seventy-one

1. Who wipes Jesmond's mobile phone?
Page 307 Boydy



PART THREE, including Chapters 62-91

Chapter Seventy-two

1. What is the twins' nickname for Ethel?

Page 312 Invisigirl

Chapter Seventy-three

1. What stops Ethel from talking to her Gram that evening?

Page 314 She hears her Gram open the metal tin with the mementos of Ethel's mother.

Chapter Seventy-four

1. What makes Gram suddenly leave the house the next morning?

Page 318 She rings Ethel's mobile and discovers it in the house, so goes out to look for her when Ethel is nowhere to be found.

Chapter Seventy-five

1. How does Ethel find her dad's phone number?

Pages 320-321 She scrolls down through the numbers on the landline phone, and finds his mobile number.

Chapter Seventy-six

1. What do you think Ethel means when she says, "Any man can be a father. But I don't think every man can be a dad."?

Chapter Seventy-seven

1. Where's Ethel's dad staying?

In a hotel in Newcastle.

Chapter Seventy-eight

1. How does Ethel's dad react to her invisibility?

He is calm, just as Ethel had hoped he'd be and is sympathetic and takes charge, "It's going to be OK. We'll get this sorted out".

Chapter Seventy-nine

1. What's the big question Ethel has for her dad?

Page 333 "Why did you run away to New Zealand and leave me?"

Chapter Eighty

1. How does Ethel's dad show that he's trying to be healthier?

Page 337 He's trying to give up smoking and is chewing nicotine gum instead.

Chapter Eighty-one

1. Why does Ethel's Great-gran seem to love Ethel's dad visiting her?

Page 340 He doesn't speak down to her, as others do, but is, "friendly, funny and respectful. He calls her Mrs Freeman. He is talking to her *as if she is normal*." Notice how the power of three of "friendly, funny and respectful" builds up the positive characteristics of Ethel's dad's personality.



PART THREE, including Chapters 62-91

Chapter Eighty-two

1. How does Ethel shock her Gram?

Page 346 She takes off her sunglasses and her wig, so her Gram can see Ethel is invisible.

Chapter Eighty-three

1. Why does Ethel prefer to show them that she's invisible?

Page 348 Ethel feels that at least it's the truth because, after finding out that her Gram and Great-gran have lied to her about who she is, Ethel doesn't want any more lies.

2. What do you think Ethel means when she says on **page 351**, "I feel like nobody – which is odd. Odd, because I used to think that I felt like nobody."?

Chapter Eighty-four

1. Where does Ethel fall asleep?

Page 358 On a pew in the church

Chapter Eighty-five

1. Who is the "invisible friend" that the Knight twins tease Suki Kinghorn about?

Page 360 Jesus

Chapter Eighty-six

1. How does Ethel become visible again?

Page 365 When Ethel is knocked into the sea.

Chapter Eighty-seven

1. A writer can choose to make an impact with the final sentence, or even word, of a paragraph, or chapter. What's the final sentence of this chapter and why is it so important for Ethel?

Ethel says, "I am visible again." This is important to her because it means she will be able to be with her family and lead a normal life once more.

Chapter Eighty-eight

1. Why does Gram keep saying sorry to Ethel?

Ethel thinks Gram is, "saying sorry for my whole life."

Chapter Eighty-nine

1. Who has Jesmond's phone?

Page 372 Boydy

Chapter Ninety

1. Who does Ethel confront about being part of the dognapping with the twins?

Page 376 Aramynta

Chapter Ninety-one


1. What does *bluffing* mean? If you don't know, use a dictionary to find out.

Bluffing is trying to deceive someone as to one's abilities or intentions.



THREE WEEKS LATER, including Chapters 92-93

Chapter *Ninety-two*

1. What do you think Ethel means when she says, "Who wants to be *that* visible?" To what extent do you agree with Ethel's point of view? 

Ethel is glad that she didn't have her famous mum's surname, because it would have meant far less privacy.

Chapter *Ninety-three*

1. How does Boydy become more 'visible' to Ethel, when he tells her more about his parents?

She understands why he cooks and has to take care of himself because Boydy's mother has mental health issues and his dad is in prison for fraud.



ONE WEEK LATER, including Chapters 94-95

Chapter *Ninety-four*

1. What does Ethel mean when she says that companies can be "invisible"?

They "open and close bank accounts in different banks all the time with multiple fake addresses, and somehow not leaving a trace in the electronic world".

Chapter *Ninety-five*

1. What's Ethel's real name?

Tiger Pussycat 'Boo' Mackay



TWO MORE WEEKS LATER, including Chapter 96

Chapter *Ninety-six*

1. What name does Ethel finally decide on for herself? Why do you think this is? 

SECTION B: BOOK CLUB QUESTIONS (FOR WHEN PUPILS HAVE READ THE NOVEL)

1. To what extent do you agree with Gram's decision to lie to Ethel and keep her past a secret?
2. Why do you think that Ethel decides to remain as Ethel Leatherhead, even when she finds out her true identity?
3. How does Ethel compare with other characters you have come across in your reading?
4. What makes Boydy such a good friend for Ethel?
5. If you could question one of the characters, what would you ask?
6. Why do you think the novel is called, 'What Not To Do If You Turn Invisible'?
7. It's not just Ethel who is invisible in the novel. Which other characters are 'invisible' and why?

SECTION C: WRITING ACTIVITIES

1. Imagine one of the events in the book from another character's point of view and write about it in the first person.
2. There are lots of family secrets in this story. Write your own story about a secret.
3. What makes a good friend? Write a two-minute speech to give to the class. Remember the **A FOREST** or **I PREFER CHATS** mnemonics to help you put together an engaging speech:

A FOREST

Alliteration

Facts

Opinion

Repetition & rhetorical questions

Emotive language

Statistics

Triples (Three, rule of).

I PREFER CHATS

Imperatives

Personal pronouns

Rhetorical questions

Emotive language & even comparisons e.g. metaphors and similes

Facts & Statistics

Expert opinions (quotes) & anecdotes and examples

Repetition for emphasis

Counterarguments & connectives

Hyperbole

Alliteration

Triples & tone.(e.g. humour to make a point)

Superlatives & starting sentences in different ways.

4. How can Boydy become more fit and healthy? Write a list of suggestions for him. Why not turn it into an inspirational poster?
5. Research the scientific developments on invisibility cloaks and present your findings as a Powerpoint.



What not to do if you turn Invisible

BY ROSS WELFORD

From the author of the unforgettable bestseller, 'Time Travelling With A Hamster' comes another surprising, beautiful and funny novel about a child who, by disappearing, will write herself into your heart forever...

Turning invisible at will: it's one way of curing your acne. But far more drastic than 12-year-old Ethel Leatherhead intended when she tried a combination of untested medicines and a sunbed.

It's fun at first, being invisible. And aided by her friend Boydy, Ethel manages to keep her extraordinary ability secret. Or does she?

When one day the invisibility fails to wear off, Ethel is thrown into a nightmare of lies and deception as she struggles to keep herself safe, to find the remedy that will make her seen again – and solve the mystery of her own birth...



A. GUIDED READING QUESTIONS



PART ONE, including Chapters 1-25

1. Read the **foreword**:
'Just before I fell asleep, I could see myself. I was visible, and knew who I was. That was before.'
What are your predictions for this story?
2. Where is Ethel when she realises she has become invisible?

Chapter One

1. Why do you think Ethel speaks directly to us on **pages 8-9**, "Imagine, if you can, standing in front of a mirror and seeing nothing at all."?
2. Describe the different emotions Ethel goes through in **Chapter One**.

A Warning


1. Ethel says she needs to explain her "backstory" on **page 11**. What does the word **backstory** mean?
2. Before she becomes invisible, Ethel describes how she liked to keep a, "low profile", **page 14**, at school to avoid being noticed. So why is Jarrow Knight shouting, "Pizza delivery!" on **page 13** about Ethel?
3. To help Ethel cope, her grandmother, Gram, tells Ethel to, "Just be yourself", on **page 15**. What other advice does she give Ethel?
4. What advice have you been given to cope with teasing? 
5. What metaphor does Ethel use for her spots?
6. What does Ethel do to try and get rid of her spots?
7. What advice would you give to Ethel to help with her acne? 



A. GUIDED READING QUESTIONS

PART ONE, including Chapters 1-25

Chapter Three

1. What does Mr Parker mean by 'edifice of erudition', on **page 18**? Why do you think he talks like this with the pupils?
2. How does Elliot Boyd draw attention to himself, when Mr Parker introduces him to Ethel's class?
3. In Ethel's experience, standing out in the class is not a good idea because it can lead to teasing. To what extent do you agree with her view? 

Chapter Four

1. Why are Ethel's parents not around for her anymore?

Chapter Five

1. What adjective, beginning with the letter *b* does Ethel use to describe Elliot, and what does it mean?

Chapter Six

1. Older people are sometimes treated as if they're invisible. For example, decisions are made for them. How do you see this in the way that the members of the nursing staff treat Ethel's Great-gran?

Chapter Seven

1. Smells can remind you of people, places and experiences. What memento does Ethel still have, which stops the scent memory of her mother from disappearing?

Chapter Eight

1. Why do you think Great-gran may want Ethel to come back and see her, but without Gram there too?

Chapter Nine

1. Ethel puts together a category of things her Gram thinks are "definitely" common. Can you think of a synonym for the adverb *definitely*? Use a thesaurus to come up with a couple more. Can you spell *definitely*? If not, how about learning it with the following mnemonic, *Smile politely and write definitely*?

Chapter Ten

1. Brackets can add information and explain what's just been written. Why do you think Ethel uses brackets in the following sentences on **page 53**?

"Gram had gone off to church. Sometimes I go with her, but I told her I had stomach ache (which was true) and she didn't seem to mind at all."

Chapter Eleven

1. Sometimes writer repeat words to build up tension in a story. For example, the noun *pause* is repeated in the following extract on **page 56**,

"Then I start sobbing again.
 Long pause.
 Really. Long. Pause."
 What does this repetition add to our understanding of how Ethel may be feeling at this point in the story?
2. On **page 57**, Ethel uses a simile to describe how she feels inside. What is it? What picture does this simile give us of Ethel's feelings?



A. GUIDED READING QUESTIONS

PART ONE, including Chapters 1-25

Chapter Twelve

1. On **page 61**, Gram says that it can feel like you're invisible when you're a teenager. What do you think she means by this?

Chapter Thirteen

1. Ethel addresses the reader directly in this chapter by asking what you'd do if you became invisible. Using the pronoun *you* in writing, to talk to the reader, is called direct address. It involves the reader, which is why you will see the direct address used a lot in speeches. What would you do if you became invisible for the day?

Chapter Fourteen

1. Does the operator at the North Tyneside Ambulance Service take Ethel seriously? Justify your answer with evidence from the story.

Chapter Fifteen

1. A writer can use sentence fragments (also known as fragments). These are sentence fragments made up of one or two words and don't contain an independent clause. Sentence fragments can draw attention to how a character is feeling. How do you think Ethel is feeling from these fragment sentences on **page 71**?
"TERRIFIED.
Terrified squared. Cubed."
2. What word is being repeated on **page 75**, and what is the effect of this repetition?
3. Ethel gives some rational explanations for invisibility: you can cover something with a cloaking device, or make light pass straight through the object, e.g. with glass and x-rays. Research one of these explanations in more detail. Can you then explain the science behind it to a classmate?

Chapter Sixteen

1. Who is Ethel describing as, "*pushy and presumptuous*"? The alliteration of the letter *p* in these two adjectives draws attention to them, so we remember how overconfident Ethel thinks Elliot is. Taking the first letter of your name, can you come up with an interesting alliterative adjective to describe you? E.g. Bumptious Boyd.

Chapter Seventeen

1. Boyd, or Boydy, clearly wants to be Ethel's friend. The word *friend* is a tricky spelling for a lot of people. Do you know a spelling rule or mnemonic to help you spell *friend* correctly?

Interesting Facts About Lighthouses

1. Which of Boyd's facts from his talk on Lighthouses did you find most interesting and why?

Chapter Eighteen

1. Ethel describes the pair of them as, "*gripping*" the handrail when she and Boydy are out on the balcony of the lighthouse. The verb *gripping* is more tense than the verb *holding* and conveys the children's fear of being in such a high and exposed place. What does the verb "*fumbling*" on **page 89** suggest about Ethel's behaviour, that the verb *touching* would not?

Chapter Nineteen

1. Who does Ethel spot from the lighthouse balcony?



A. GUIDED READING QUESTIONS

PART ONE, including Chapters 1-25

Chapter Twenty

1. Ethel calls what Jesmond and Jarro have done as, "mugging without the violence". What advice would you give to Ethel and Boydy about how to deal with the Knight twins?

Chapter Twenty-one

1. What happens to Ethel in this chapter?

Chapter Twenty-two

1. When we speak, we are less formal than when we write. We use informal, non-Standard and colloquial English. What is the Standard, or formal English version of *yup* which Boydy uses on page 106? Find another example of the non-Standard English either Boydy or Ethel use when speaking, and explain what the word is in Standard English.

Chapter Twenty-three

1. Knowing prefixes can help you understand what words mean. If you add the prefix *un* to an adjective, it means *not*. For example, Boydy describes the box of 'Dr Chang His Skin So Clear' as, "some unlabelled, unlicensed, unidentifiable stuff..."

Boydy means that the herbal medicine has neither been labelled, licensed, nor can it be identified. The prefix *in* comes from Latin and means *not*. On page 108, what word means *unable* to be seen because of its prefix *in*?

Chapter Twenty-four

1. Writers don't just write word pictures for us, so we can imagine what's happening in the story. They also use the sense of smell to help us feel what they are describing is real. When Ethel describes her Gram as having, "tea-breath" and a "flowery, soapy scent", what kinds of smells are you experiencing?

What Is In The Box Of Stuff From My Mum

1. Ethel has a list of special mementos to remind her of her Mum. Make your own list of what's special to you.

Chapter Twenty-five

1. Remember how the prefix *un* means *not*? What word begins with the prefix *un* and means *disliked*?

A. GUIDED READING QUESTIONS

PART TWO, including Chapters 26-61

Chapter Twenty-six

1. There are examples of omission apostrophes on **page 119**. You use an omission apostrophe when there is at least one letter missing from a word. In the sentence, "It's Elliot Boyd.", *it's* is short for *it is*. What is *don't* short for? What letter is missing? What is *I've* short for? What letters are missing? Can you find another example of an omission apostrophe on **page 119**?
2. Who does Ethel upset by trying to please the 'posse'?

Chapter Twenty-seven

1. Apart from *invisible*, what other word on **page 126** begins with the prefix *in*? What does it mean?

Chapter Twenty-eight

1. Both *quite* and *quiet* appear on **page 128**. These words can get confused in spelling. *Quite* is an adverb which usually means a *little* or a *lot*, but not *completely*. It has the word *quit* in it, so you could learn it as *I'm not quite ready to quit*. *Quiet* is an adjective and means *making very little noise* or *having little activity or excitement*. *Quiet* comes from the Old French *quiete* and means *rest, repose, tranquillity*, which, in turn, comes directly from the Latin word *quies*, which means *lying still, rest, repose, peace*. When we say the word *quiet*, we sound out the *e*, just as it would have been sounded out in Old French and Latin.

Chapter Twenty-nine

1. What did Great-gram want Ethel to see?

Chapter Thirty

1. Who does the nurse identify as the woman in the photo?

Chapter Thirty-one

1. What do you think Felina has to do with Ethel? 

Chapter Thirty-two

1. Why does Ethel drink the herbal remedy again?

Chapter Thirty-three

1. When something belongs to someone, you need a possessive apostrophe. For example, *Gram's card* means the card belongs to Gram. There are two more examples of the possessive apostrophe on **page 149**. Can you find them?
2. *Practice* and *practise* are words that are often confused. *Practice* is the noun. Where do you find this noun on **page 150**?
Practise is the verb. For example, Ethel used to *practise* her singing with the choir.

Chapter Thirty-four

1. What song does Ethel hear on the radio?

Chapter Thirty-five

1. Who does Ethel feel she'll be as bad as, if she doesn't try to make it up to Boyd?


Chapter Thirty-six

1. What's the name of the talent show?

A. GUIDED READING QUESTIONS

PART TWO, including Chapters 26-61

Chapter Thirty-seven

1. Why do you think that just the following fragment sentences make up this chapter? 

"Drip.
Drip.
Drip."

Chapter Thirty-eight

1. Why does the rain make Ethel sad?

Chapter Thirty-nine

1. What does Ethel write on the steamed-up window?

Chapter Forty

1. What alliteration does Mr Parker use to describe Boydy?

What does *gargantuan* mean?

This is the kind of word you can learn to spell by breaking it into syllables: *gar-gan-tu-an*.

Chapter Forty-one

1. Ethel lists the most common bad dreams that people have. List three of them.

Why do you think we have bad dreams? 

2. How does Ethel use her invisibility to help Boydy's guitar solo?

Chapter Forty-two

1. How does Boydy show he's a good friend to Ethel, when she thinks she's going to be found out?

Chapter Forty-three

1. Adverbs give you more detail about the verbs they describe. They usually end in *-ly*. What is the verb and what's the adverb in this sentence on **page 181**? "Cautiously, I open the door of the girls' toilet." Notice the apostrophe which comes after girls? Why is this?

Chapter Forty-four

1. On **page 187**, there's the word *visible*. It comes from our word vision, which means *being able to see*. What is the etymology of *vision* and how do you make *vision* into an adjective?

Chapter Forty-five

1. Why does Ethel think that Boydy might have forgiven her?

Chapter Forty-six

1. What does Boydy mean by "Occam's razor"?

Which literary detective is famous for using this principle?

2. When you text someone, the SMS language, or textese, you type is like spoken English, because it's informal. Can you rewrite Jarrow and Jesmond's text in formal English?

Chapter Forty-seven

1. Adjectives add detail to your writing, so your reader can picture what you are describing more easily. On **page 196**, what adjectives describe the evening and the bandstand?

2. How do the twins blackmail Ethel?

A. GUIDED READING QUESTIONS

PART TWO, including Chapters 26-61

Chapter Forty-eight

1. What plan do Ethel and Boydy come up with?

Chapter Forty-nine

1. What secret do you think Gram is hiding?

Chapter Fifty

1. On **page 213**, you will read the word *there*, when Ethel describes being on the climbing frame. What do you notice about the following words: *here* (in this place), *there* (in that place), *where* (in which place), *nowhere* (in no place), *elsewhere* (in another place), *somewhere* (in some place)?

Chapter Fifty-one

1. Why do you think the writer includes the number combinations that Ethel uses in her attempt to unlock the code?

Chapter Fifty-two

1. Why do you think that the author writes this chapter in the present tense?

Chapter Fifty-three

1. Who do you think the man is?

Chapter Fifty-four

1. What does Ethel learn about her mother from the contents of the metal box?

Chapter Fifty-five

1. What was Ethel's original name?

Chapter Fifty-six

1. If you were Ethel what would you do now?

Chapter Fifty-seven

1. Punctuation can give you clues about how a character feels. What do all those question marks on **page 236** suggest about Ethel's state of mind?

Chapter Fifty-eight

1. Ethel tells Boydy that they have to do a "recce" of the twins' house. What does the noun *recce* mean?

Chapter Fifty-nine

1. How is Ethel going to break into the twins' house?

Chapter Sixty

1. Boydy has had Danny Han's dad's help to translate the Chinese contents of the remedy Ethel's been taking. Danny's dad owns the Sunrise Chop Suey House, and Ethel describes Boydy as, "one of their better customers". *Their* is a pronoun and means belonging to them. It is a homophone because it sounds like the word *there*, even though both are spelt differently. Can you remember a way to spell there? Clue: Look at the activity for **Chapter 50**.

Chapter Sixty-one

1. What does Ethel say about the internet on **page 254**?



A. GUIDED READING QUESTIONS

PART THREE, including Chapters 62-91

Chapter **Sixty-two**

1. Mr Parker mentions a cloak of invisibility from a 20th century series of stories, about a boy wizard, that were made into a film. Can you name the main character?

Chapter **Sixty-three**

1. What Shakespeare play is Ethel's class studying? What does Ethel do, instead of saying her lines?

Chapter **Sixty-four**

1. What reason does Boydy give for his weight loss?

Chapter **Sixty-five**

1. Who rings Jesmond and Jarrow's phones?

Chapter **Sixty-six**

1. Where does Ethel delete the film from first?

Chapter **Sixty-seven**

1. Why does Ethel describe aspects of the Knight twins as "invisible"?
2. Who's in the room, as Ethel tries to wipe Jesmond's laptop?

Chapter **Sixty-eight**

1. What does Ethel discover in the carry-cage in Jesmond's bedroom?

Chapter **Sixty-nine**

1. How does Boydy show he's a good friend to Ethel?

Chapter **Seventy**

1. Who does Ethel say she has to "worry about"?

Chapter **Seventy-one**

1. Who wipes Jesmond's mobile phone?

Chapter **Seventy-two**

1. What is the twins' nickname for Ethel?

Chapter **Seventy-three**

1. What stops Ethel from talking to her Gram that evening?

Chapter **Seventy-four**

1. What makes Gram suddenly leave the house the next morning?

Chapter **Seventy-five**

1. How does Ethel find her dad's phone number?

Chapter **Seventy-six**

1. What do you think Ethel means when she says, "Any man can be a father. But I don't think every man can be a dad."?



A. GUIDED READING QUESTIONS

PART THREE, including Chapters 62-91

Chapter Seventy-seven

1. Where's Ethel's dad staying?

Chapter Seventy-eight

1. How does Ethel's dad react to her invisibility?

Chapter Seventy-nine

1. What's the big question Ethel has for her dad?

Chapter Eighty

1. How does Ethel's dad show that he's trying to be healthier?

Chapter Eighty-one

1. Why does Ethel's Great-gran seem to love Ethel's dad visiting her?

Chapter Eighty-two

1. How does Ethel shock her Gram?

Chapter Eighty-three

1. Why does Ethel prefer to show them that she's invisible?
2. What do you think Ethel means when she says on **page 351**, "I feel like nobody – which is odd. Odd, because I used to think that I felt like nobody."?

Chapter Eighty-four

1. Where does Ethel fall asleep?

Chapter Eighty-five

1. Who is the "invisible friend" that the Knight twins tease Suki Kinghorn about?

Chapter Eighty-six

1. How does Ethel become visible again?

Chapter Eighty-seven

1. A writer can choose to make an impact with the final sentence, or even word, of a paragraph, or chapter. What's the final sentence of this chapter and why is it so important for Ethel?

Chapter Eighty-eight

1. Why does Gram keep saying sorry to Ethel?

Chapter Eighty-nine

1. Who has Jesmond's phone?

Chapter Ninety

1. Who does Ethel confront about being part of the dognapping with the twins?

Chapter Ninety-one


1. What does *bluffing* mean? If you don't know, use a dictionary to find out.



A. GUIDED READING QUESTIONS

THREE WEEKS LATER, including Chapters 92-93

Chapter **Ninety-two**

1. What do you think Ethel means when she says, "Who wants to be *that* visible?" To what extent do you agree with Ethel's point of view? 

Chapter **Ninety-three**

1. How does Boydy become more 'visible' to Ethel, when he tells her more about his parents?



A. GUIDED READING QUESTIONS

ONE WEEK LATER, including Chapters 94-95

Chapter **Ninety-four**

1. What does Ethel mean when she says that companies can be "invisible"?

Chapter **Ninety-five**

1. What's Ethel's real name?



A. GUIDED READING QUESTIONS

TWO MORE WEEKS LATER, including Chapters 96

Chapter **Ninety-six**

1. What name does Ethel finally decide on for herself? Why do you think this is? 

B: BOOK CLUB QUESTIONS (FOR WHEN YOU HAVE READ THE NOVEL)

1. To what extent do you agree with Gram's decision to lie to Ethel and keep her past a secret?
2. Why do you think that Ethel decides to remain as Ethel Leatherhead, even when she finds out her true identity?
3. How does Ethel compare with other characters you have come across in your reading?
4. What makes Boydy such a good friend for Ethel?
5. If you could question one of the characters, what would you ask?
6. Why do you think the novel is called, 'What Not To Do If You Turn Invisible'?
7. It's not just Ethel who is invisible in the novel. Which other characters are 'invisible' and why?

C: FURTHER ACTIVITIES

1. Imagine one of the events in the book from another character's point of view and write about it in the first person.
2. There are lots of family secrets in this story. Write your own story about a secret.
3. What makes a good friend? Write a two-minute speech to give to the class. Remember the **A FOREST** or **I PREFER CHATS** mnemonics to help you put together an engaging speech:

A FOREST

Alliteration

Facts

Opinion

Repetition & rhetorical questions

Emotive language

Statistics

Triples (Three, rule of).

I PREFER CHATS

Imperatives

Personal pronouns

Rhetorical questions

Emotive language & even comparisons e.g. metaphors and similes

Facts & Statistics

Expert opinions (quotes) & anecdotes and examples

Repetition for emphasis

Counterarguments & connectives

Hyperbole

Alliteration

Triples & tone.(e.g. humour to make a point)

Superlatives & starting sentences in different ways.

4. How can Boydy become more fit and healthy? Write a list of suggestions for him. Why not turn it into an inspirational poster?
5. Research the scientific developments on invisibility cloaks and present your findings as a Powerpoint.