

# Welcome!



Thank you for downloading this Reflective Reading resource pack to accompany the novel *Euro Spies* by Lindsay Littleton.

We really hope you enjoy reading and sharing Samia, Ava, and Frankie's escapades across Europe!

Please share your work with us on social media using the hashtag #EuroSpies. Be sure to tag the author @ljlittleton and @cranachanbooks too.

Happy reading!

Clan Cranachan

Lindsay Littleton is also available for author visits and school events.

Email: [lindsay-1@hotmail.co.uk](mailto:lindsay-1@hotmail.co.uk)

Web: [lindsaylittleson.co.uk](http://lindsaylittleson.co.uk)

Twitter @ljlittleton

Instagram: @lindsaylittleson



## Reflective Reading

Digital Pack for P4-P7



action  
adventure  
art  
Austria  
Belgium  
capitals  
culture  
clues  
danger  
Europe  
food  
France  
friendship  
languages  
MI6  
mystery  
spies  
sightseeing  
Switzerland  
travel

## READ AND UNDERSTAND

Who are the main **characters** in *Euro Spies*?

In your jotter, or on the sheet provided, begin a **Character Map**.

Draw pictures, add notes, facts and **quotes** as you learn more about each character during the novel. Fill in what you know so far.



## REFLECT & RESPOND

Ch1: '*Frankie looked small for his age ...but he seemed to have no fear of authority figures.*'

Can you find and note 3 examples in Chapters 1-2 of Frankie being unafraid of Miss Watson?

What are your initial thoughts about Frankie? Do you like him? Why/why not?

## INFER WHAT'S NOT THERE

Why do you think the author has chosen to write *Euro Spies* from Samia's perspective rather than Ava's?

Ch3: *She's lying, I'm sure of it. She knows more than she's letting on.*

How does the author show that Ava isn't being honest with Samia? Use **quotes** from the text to back up your answers.

## EXPLORE SOME MORE

Ch1: '*causing doubts to creep like spiders.*'

What type of **writer's craft tool/literary device** is the author using here? What effect does it have on the reader?

Find three **similes** in Chapters 1-3 and write them in your jotter. Which do you think is most effective and why?



## CHAPTERS 1-3



## CONNECT 4

Ch2: If you were asked to pick your favourite meal, what main course and dessert would you choose?

Samia feels that Miss Watson's no-phone-rule is "unjust and unreasonable". What are your feelings about it? Argue your case, for or against.



## EXPLORE SOME MORE

Choose two tricky/interesting words from the text (Ch1-3) and write all four words in your jotter. Discuss and note the **meanings/definitions** of the four words:

1. belied
2. indiscernible
- 3.
- 4.

## READ & UNDERSTAND

Take a new double-page spread in your jotter with the heading '**Chapter Summaries**'.

Summarise the events of each chapter briefly (no more than 2 sentences) using **Who, What, When, Where, Why,** and **How** to help you.

Add to this as you read the book.

## CREATE SOMETHING GREAT

Draw a map of the Glasgow Underground layout. Label all the stations.

OR

Read the descriptions of the Euro Metro in Chapter 1 & 2, both of its interior and exterior, and then create a detailed cutaway drawing, using the information in the text.



## READ AND UNDERSTAND

Ch4-6: What new information have you learned about the main **characters** in these chapters?

Discuss and add to your own **Character Map** and **Chapter Summaries**.



## REFLECT & RESPOND

Ch4: *'And the tour began, the children scuttling behind Miss Watson as she marched.'* What does scuttling mean? Can you think of any **synonyms** the author could have used instead?

*'Gabrielle... was poised by the breakfast trolley, sharp-eyed as a heron by a pond.'* Is this simile effective? Why/why not? Write your own simile. Sharp-eyed as...

## INFER WHAT'S NOT THERE

Ch6: Read the paragraph beginning *'As Miss Watson began her explanation...'*

What does the children's body language tell the reader about their different reactions?

Do you think Ava's disinterest is genuine or is she pretending not to care? Give reasons for your answer.

## EXPLORE SOME MORE

Complete the section on France in the **Spy's Guide to Europe**. Update the guide every time the spies move to a new country.



## CHAPTERS 4-6



## CONNECT 4

*'My winners were carefully chosen.'*

All three children have useful skills for this mission. In your group, work together to make a list of your own skills and positive traits.

Or *'a half baguette, filled with cheese and salad, a carton of fresh orange juice, a pear and a bar of chocolate'*

Create an illustrated menu of your own perfect picnic.



## EXPLORE SOME MORE

Ch5: *'Don't be such a philistine,' snapped Miss Watson.'* Find out the meaning of the word 'philistine' Who were the Philistines?

OR

*'Hermes in Greek myth, Mercury to the Romans. The cleverest of the Olympians.'* Draw Hermes/Mercury and annotate your drawing with some 'facts' about the god. <https://kids.britannica.com/kids/article/Hermes/353453>

## REFLECT & RESPOND

Ch6: *'I'm a spy for M16, and I am here in Europe on a mission.'* Were you surprised by this revelation? Why/why not?

Ch6: Samia had been floating in a little bubble of pleasure. What **figure of speech/literary device** is this? Is it effective? Why?

## CREATE SOMETHING GREAT

*The Mona Lisa* by Leonarda Da Vinci hangs in the Louvre in Paris. Create your own fabulous Mona Lisa inspired artwork using a cut out photo of the Mona Lisa's face and hands and black pen patterns on white paper.

<https://artprojectsforkids.org/mona-lisa-art-project/>

## READ AND UNDERSTAND

Ch7-9: Add to your own *Character Maps* and *Chapter Summaries*.

Ch7: Discuss in your group what you think these words mean. Find them in a dictionary and write the words and their *definitions* in your jotter. Can you think of a good *synonym* for each word?

1. panoramic
2. adjoining
3. enunciated



## REFLECT & RESPOND

Ch8: Find and write three phrases the author uses to show how upset Samia is when she realises she has made a mistake.

Ch8: Read from: '*Ava tried to dodge around the woman*' to '*the woman howled*.'

Write some of the words and phrases the author uses to *build tension*.

## INFER WHAT'S NOT THERE

Ch9 ends on a *cliffhanger*.

What do you think will happen next? Do you like *cliffhangers* in books? Why/why not?

How do you think Miss Watson will react to Ava's disappearance? Predict what is going to happen next.

## EXPLORE SOME MORE

Ch9: Rewrite the end of the chapter from Frankie's *point of view*, starting with these lines:

*'Outside, Frankie blinked, half-blinded by the bright sunlight. "Samia needs to chill," he muttered, as he and Miss Watson crossed the piazza. "Bet Ava's on her third ice-cream." But ...'*



## CHAPTERS 7-9



## CONNECT 4

Ch7: *'As they'd twirled round, all of them shrieking with laughter, clutching tightly to the spiralled poles, in case they slid off their horses' slippery saddles, Samia had reflected that this was a moment she'd remember, even when the memories of all the magnificent statues, artwork and buildings had gone.'*

Why do you think this memory will stick in Samia's mind? Using all your senses, describe a happy memory of your own.



## EXPLORE SOME MORE

*'The look Ava gave him should have frozen him like Mr Tumnus in Narnia.'*

Name the children's book that this simile references. Can you find any other references to children's novels in Ch 7-8?

John Keats was a famous Romantic poet. Listen to Ode to Autumn read by Ben Wishaw.  
[https://www.youtube.com/watch?v=fwn6Xaz\\_uLM](https://www.youtube.com/watch?v=fwn6Xaz_uLM)

## CONNECT 4

*'Samia felt her face flush and when she spoke, she didn't like the defensive note in her voice. "There's nothing wrong with being competitive. My dad says it keeps you motivated to improve." "Aye, but as my maw says, other folk doin well doesn't hurt you. Build folk up. No need to knock them down." Ava grinned, a genuine smile that lit her face. "Frankie's right, you know. You need to change your mindset. Other people don't have to lose for you to win.'*

Is Samia's Dad right? What's your opinion on Ava's comment? Discuss in your group.

## CREATE SOMETHING GREAT

Switzerland is famous for delicious milk chocolate bars. In your group, invent a fabulous bar of chocolate.

<https://www.chocolatarium.co.uk/wp-content/uploads/2019/11/Chocolatarium-Schools-Resources-1-Design-your-own-chocolate-bar-Lesson-ALL-RESOURCES.pdf>

## READ AND UNDERSTAND

Ch10: Read from *'The street was lined'* to ...  
*'What were we thinking?'*

Find 3 phrases the author uses to show us that Samia is very upset by Ava's disappearance.

Look up the word *'discombulated'* in the dictionary. Using a thesaurus, make a list of words which mean the same thing (*synonyms*).



## REFLECT & RESPOND

Who is your favourite character so far and why?

Are you enjoying the story? Why/Why not?

What's your favourite part so far?

What do you think will happen next?

## INFER WHAT'S NOT THERE

Ch10: *'Miss Watson, shouldn't we call the police?'* *The woman physically recoiled, as if Samia had sworn at her.'*

Why do you think Miss Watson reacts like this to Samia's suggestion?

Ch10 ends with Frankie revealing information about his home life. Why do you think he gives this information, but then quickly changes the subject?

## EXPLORE SOME MORE

*'She pictured the glorious images in European Landmarks: Piazza San Marco, the Grand Canal, the Rialto Bridge'*

Choose one of those Venetian landmarks and do some research. Find out 4 or 5 facts and present your findings to the rest of the class in any way you choose.



## CHAPTERS 10-12



## CONNECT 4

Ch12: *'She so hated being wrong. The prospect made her insides squirm.'*

Samia is clearly very afraid of making mistakes! This could lead to her avoiding challenges and missing out on opportunities. She needs some help to see mistakes as learning opportunities. Discuss some classroom strategies that might help pupils who feel like Samia.



## EXPLORE SOME MORE

Ch12: Rewrite this description using alternative *adjectives* and *verbs* (*synonyms* where possible) which maintain the author's style and tone.

*'The animals were almost full-size, and incredibly life-like. Hooves raised, snorting, they eyed each other, as they thundered around an invisible stadium, dragging a vanished chariot behind them.'*

## CREATE SOMETHING GREAT

Ch11: Imagine Euro Spies is being made into a film. Draw an *annotated storyboard* for the scary scene in the Pantheon. Include information on props, camera angles and close ups.

Pick out the main camera shots you think would make the most dramatic pictures and write a short description of each.

## CREATE SOMETHING GREAT

*Punchinello is a character from traditional Italian comic theatre. The character of Mr Punch from Punch and Judy shows is based on Punchinello. Punchinello masks are very popular at the Carnival held each year in Venice.*

Download, print and assemble the Punchinello mask from the Tate Gallery website.  
<https://www.tate.org.uk/kids/make/masks/make-venetian-mask>



## READ AND UNDERSTAND

Ch13: Why does Miss Watson say *'We shall discuss this at another time?'*

In your own words, give two reasons why Samia is glad she decided to come on the trip with Miss Watson.

Update your *Character Map* and *Chapter Summaries*.



## REFLECT & RESPOND

Ch15: *'Squealing with excitement, the nursery children started running round the case, followed by their frazzled teacher. The poor woman's mouth was open, and presumably she was yelling at the kids to stop, but she couldn't make herself heard over the screeching of her out-of-control charges and the roaring of the animatronic Allosaurus.'*

Draw this scene, using all the details described in the text. Add labels and speech bubbles to support your illustration.

## INFER WHAT'S NOT THERE

Ch15: *'their teacher stared out of the window, a kill me now expression on her face.'*

Explain in your own words how you imagine the teacher is feeling.

*'We're heading for Brussels.'* Miss Watson's shoulders straightened, and a smile flickered on her lips.

Why do you think Miss Watson smiles? What can you *infer* about her thoughts?

## EXPLORE SOME MORE

Ch14: Explain why the author has used these *similes*. Do you think they're effective? Why / why not? What do they suggest to the reader?

*As darkness fell, worries began to flap, scary as vampire bats, in Samia's head. Samia ...fell instantly asleep, like a wild animal hit by a tranquiliser dart.*

Re-write the sentences, replacing the *similes* with your own original ones.



CHAPTERS 13-15



## CONNECT 4

Imagine you are planning to interview the author of Euro Spies for a magazine article. In your group, choose 5 questions you would really like to ask her about the novel and its real-life themes. Email or tweet the questions to Lindsay Littleson!

Email: [lindsay-1@hotmail.co.uk](mailto:lindsay-1@hotmail.co.uk)

Twitter [@ljlittleton](https://twitter.com/ljlittleton)



## EXPLORE SOME MORE

Ch15: *In Latin, 'different lizard' is Allosaurus*

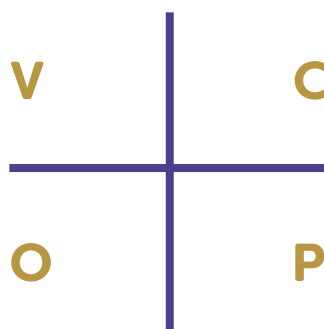
Do some dinosaur research. Choose 5 dinosaurs and write the meanings of their Latin names.

OR

In your group, each write a short message using one of the ciphers mentioned in the novel. Try and work out which cipher is being used and decode the message.

## READ & UNDERSTAND

### VCOP Hunt



## CREATE SOMETHING GREAT

Imagine you are the cover designer. Design a new cover for the book.

Imagine you are the author, write a new *blurb* for the back of the book.

Imagine you are the publisher, come up with a new *title* for the book.

## READ AND UNDERSTAND

Ch16: At the station, why does Samia decide not to tell the others that she has spotted the red-haired woman?

Find two phrases in this scene which show that Samia is tired.

*'the duvets... hung from the ends, like puffy ghosts.'*

What type of *figure of speech* is this? Is it effective? Why/why not?



## REFLECT & RESPOND

Write an online review of Euro Spies. You can tweet the author @ljlittleson

OR

Send your review and any questions about the novel to the author, Lindsay Littleson. (Postal address available on request from [hello@cranachanpublishing.co.uk](mailto:hello@cranachanpublishing.co.uk))

## INFER WHAT'S NOT THERE

*"So, this adventure's over, but there might be another one coming soon?" Ava sat up straighter, brightening at the prospect. Frankie grinned, and raised his can again. "To us...the Euro Spies."*

Speculate about the Euro Spies next adventure. In which country or countries could the adventure be set? Who is the villain and what's their evil plan? Create a title, cover and blurb for Euro Spies 2.

## EXPLORE SOME MORE

Do you think the *epilogue* is a fitting end for the story? Are you satisfied by the ending? Why/why not?

In what ways has Samia changed from the beginning of the story? What about Ava and Frankie? Who do you think has changed least and why?



CHAPTERS 16-END



## CONNECT 4

Ch18: Ava is in shock at the end of the chapter after getting some VERY good news.

Describe a time you were given a piece of good news. What was your immediate reaction? How does the memory make you feel now?



## CREATE SOMETHING GREAT

Create an application to become a Euro Spy.  
Euro Spy Job Application: please include:

1. Name (Give yourself a good spy name).
2. Age
3. Current job
4. Your skills and experience— why would you make a good spy?
5. Personal statement—why do you want to be a Euro Spy?

## READ & UNDERSTAND

Ch17: *There was a very long pause, and then Ava dropped a bombshell.*

In your own words, explain why Frankie, Samia and Miss Watson are shocked by Ava's 'bombshell'.

Write definitions for '*pensively*' and '*remonstrate*'. Find another tricky/interesting word in this chapter and write its meaning.

## CREATE SOMETHING GREAT

Write a newspaper article about the events at the Rijks Museum. Use *Who, What, Where, When\*, Why, How* to help you get started.

- Invent a gripping headline.
- Include the details about Marlena's arrest mentioned in the text.
- Add 'photographs' of some of the people involved.

## READ AND UNDERSTAND

What does the villain in the trailer say he is looking for?

What magical powers does the old merry-go-round possess?

The children are living in an abandoned building. What was its original purpose?



## REFLECT & RESPOND

*'The greatest thief in Venice.'*

If you hadn't been told, how would you know this film is set in Venice? Make a list of clues.

Venice is described in the trailer as *'a city of magic'*. What visual effects are used in the film to show that Venice is a magical place?

## CONNECT 4

*The Thief Lord* film is an adaptation of a children's novel by Cornelia Funke. Have you read any children's books that have been made into films? Did you prefer the book or the film? Why?

Which children's book would you like to see turned into a film? Why do you think it would make a good movie?



## EXPLORE SOME MORE

How does this trailer *persuade* people to go and see the film?

What *techniques* are used? Make a list with at least five examples.

Has the trailer made you want to see the film? Why/why not?



TEXT: TRAILER  
FOR THE THIEF  
LORD

[HTTPS://VIMEO.  
COM/253990854](https://vimeo.com/253990854)

## CONNECT 4

The adults in the trailer come across as very unpleasant and uncaring. The five children are the heroes, but they are also a gang of thieves, stealing to provide themselves with basic necessities.

*Is Stealing Ever Justified?*

Debate in your group.



## EXPLORE SOME MORE

Choose 3 close-up shots from the trailer.

What effect is each meant to have on the audience?

Draw and annotate a picture of Scipio, the young Thief Lord, in his Punchinello mask.



## REFLECT & RESPOND

Listen to the *soundtrack* at the beginning of the trailer. Make a note of your thoughts, feelings and any instruments you recognise.

How does the music change? Why do you think this is?

Share your answers as a class.



## CREATE SOMETHING GREAT

Using techniques and information from the trailer, draw a poster to advertise *The Thief Lord*.

OR

*Somewhere in a city of magic and mystery...*  
Use this tagline from the trailer as inspiration for your own short story.