



## Word Analysis

1. On **page 11** it says: “*Billy grasped his stubby sweeps’ brush ...*” Which word is the best synonym for ‘stubby’?
  - a) Thin
  - b) Thick
2. On **page 11** Billy has “*a fleeting memory of a tiny room up a narrow flight of stairs ...*” What do you think the word ‘fleeting’ means?
3. Find one adjective on each page. Write your own sentences about the job of a chimney sweep, using these adjectives
4. On **page 11**, find the simile used to describe Gerard’s beard.
  - Write your own description of your teacher, using similes to do with their job.
5. On **page 12**, Billy thinks about getting “*the odd swig of gin*”, and on **page 14** he feels “*oddly at peace*”. What does the word ‘odd’ mean in each of these sentences?
6. On **page 15**, Tosher is described as having a “*shock of bright red hair*”. What does the word ‘shock’ mean here?

## Inference

1. On **page 10** we read: “*It was only when the crying stopped that Billy knew he would not be coming down again.*” What happened to the unnamed boy?
2. On **page 11** Billy reflects that “*the chimney would swallow him alive if he gave it half a chance.*” What does this tell you about Billy’s job, and Billy’s attitude?
3. Do you think Billy enjoys his job? Give evidence from the text to support your answer.
4. Compare Billy and Tosher’s attitudes to their job. You can draw a table, or two spider diagrams. Find quotes from the text to support your answers.
5. Based on what you read on **page 16**, and what we know of Tosher, what do you think Tosher might have been showing to Billy?



## Activities

### Activity 1: Fireplaces

Read the description of the fireplace on pages 9 to 11.

- Based on that description, draw a side view of what you think the inside of the fireplace looks like.
- Compare your drawing to the photograph and diagram on the resources page.
- Write your own description of climbing into the fireplace

### Activity 2: Creative Writing

Re-write the beginning of the chapter, but with Tosher going up the chimney instead of Billy.

- What would be different?
- What would Tosher think?

### Activity 3: Timetables

Make a timetable of your typical school day.

- What time do you wake up and go to sleep?
- How many meals do you have a day?
- How much time do you spend in school?
- How much time relaxing or playing?

Now make a timetable for Billy's day, based on the information in chapter 1.

- Compare your timetable to Billy's timetable, and your meals to Billy's meals.
- What is the same? What is different?

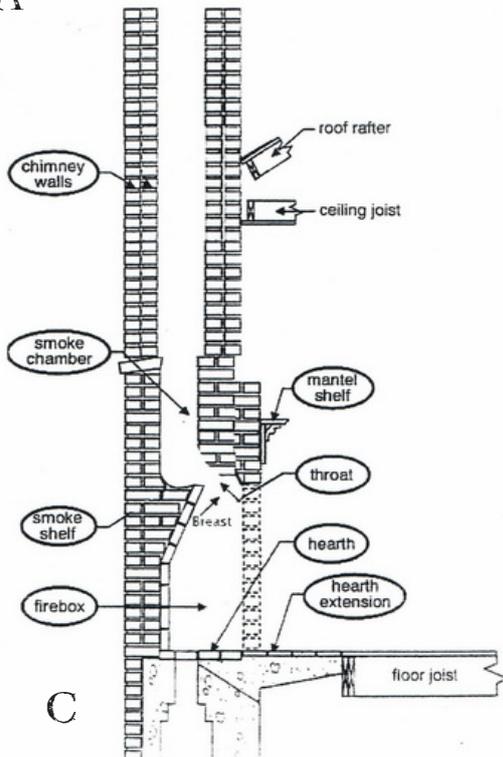


Resource Sheet



A

B



D

- A: A Victorian-style living room
- B: A Victorian fireplace
- C: Diagram of the inside of a chimney
- D: How a climbing boy would climb a chimney (“caterpillar-like”)