

THE INFINITE

PATIENCE AGBABI

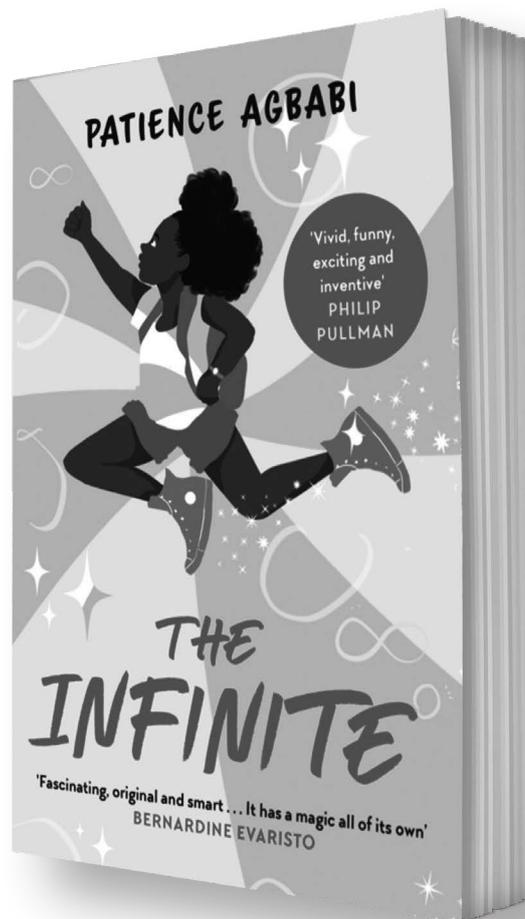
EXTRACTS AND NOTES FOR KS2 TEACHERS

INTRODUCTION

Suitable for: Ages 8+

Includes: Extracts from the text & corresponding discussion questions and activities

Themes: Culture and Heritage; Being Different; The Future of Our Planet; Crime across Time



CONTENTS

- **EXTRACT 1:** Culture and Heritage (taken from Chapter 01:00 – Elle)
Objectives: Discuss how culture and heritage shapes our identity; design a flag that celebrates your culture and heritage.
Subjects: Literacy, Art, Design and Technology, RSHE
- **EXTRACT 2:** Being Different (taken from Chapter 01:00 – Elle)
Objectives: Consider the theme of difference through key characters; explore your differences and why they are strengths.
Subjects: Literacy, Art, Design and Technology, RSHE
- **EXTRACT 3:** The Future of Our Planet (taken from Chapter 02:00 – The Predictive)
Objectives: Explore the issues of climate change and conservation in the story; create and perform a poem on these topics.
Subjects: Literacy: Creative Writing, Poetry, Science, Geography
- **EXTRACT 4:** Crime across Time (taken from Chapter 20:00 – The Predictive)
Objectives: Imagine what the world will look like in the future; write a report describing your experience of time travel.
Subjects: Literacy: Creative Writing, RSHE



ABOUT THE BOOK

Leaplings, children born on the 29th of February, are very rare. Rarer still are Leaplings with The Gift – the ability to leap through time. Elle Bíbi-Imbelé Ifiè has The Gift, but she's never used it. Until now.

On her twelfth birthday, Elle and her best friend Big Ben travel to the Time Squad Centre in 2048. Elle has received a mysterious warning from the future. Other Leaplings are disappearing in time – and not everyone at the centre can be trusted.

Soon Elle's adventure becomes more than a race through time. It's a race against time. She must fight to save the world as she knows it – before it ceases to exist . . .



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EXTRACT I: CULTURE AND HERITAGE

(Taken from Chapter 01:00 – Elle)

'When she comes through the flat door, even though she's out of breath from walking up the stairs, Grandma sings "Elle Bíbi-Imbelé!" and looks at me with her what-big-eyes. Most people just call me Elle. My full name is Elle Bíbi-Imbelé Ifiè. I write it with accents so people say it properly but they still get it wrong. Ifiè means time in Izon, which is a Nigerian language. Bíbi-Imbelé means mouth-sweet, as in sweet-talking. I like having time as one of my names and I like sweet-talking, except when I'm tongue-tied, and I love Elle because it's a palindrome like Hannah. It reads the same backwards and forwards. Before she died, Mum called me Elle after the fashion magazine. Grandma says Mum died before I was born. But that doesn't make sense, does it? Grandma says Mum was in a coma after the car crash, so it was like she was dead. Maybe that's what she means. After Mum died, my dad went back to Nigeria and married someone else. I don't miss my mum or dad because I don't remember them. Grandma's like a mum to me. She's very short for a grown-up.'



EXTRACT I: CULTURE AND HERITAGE

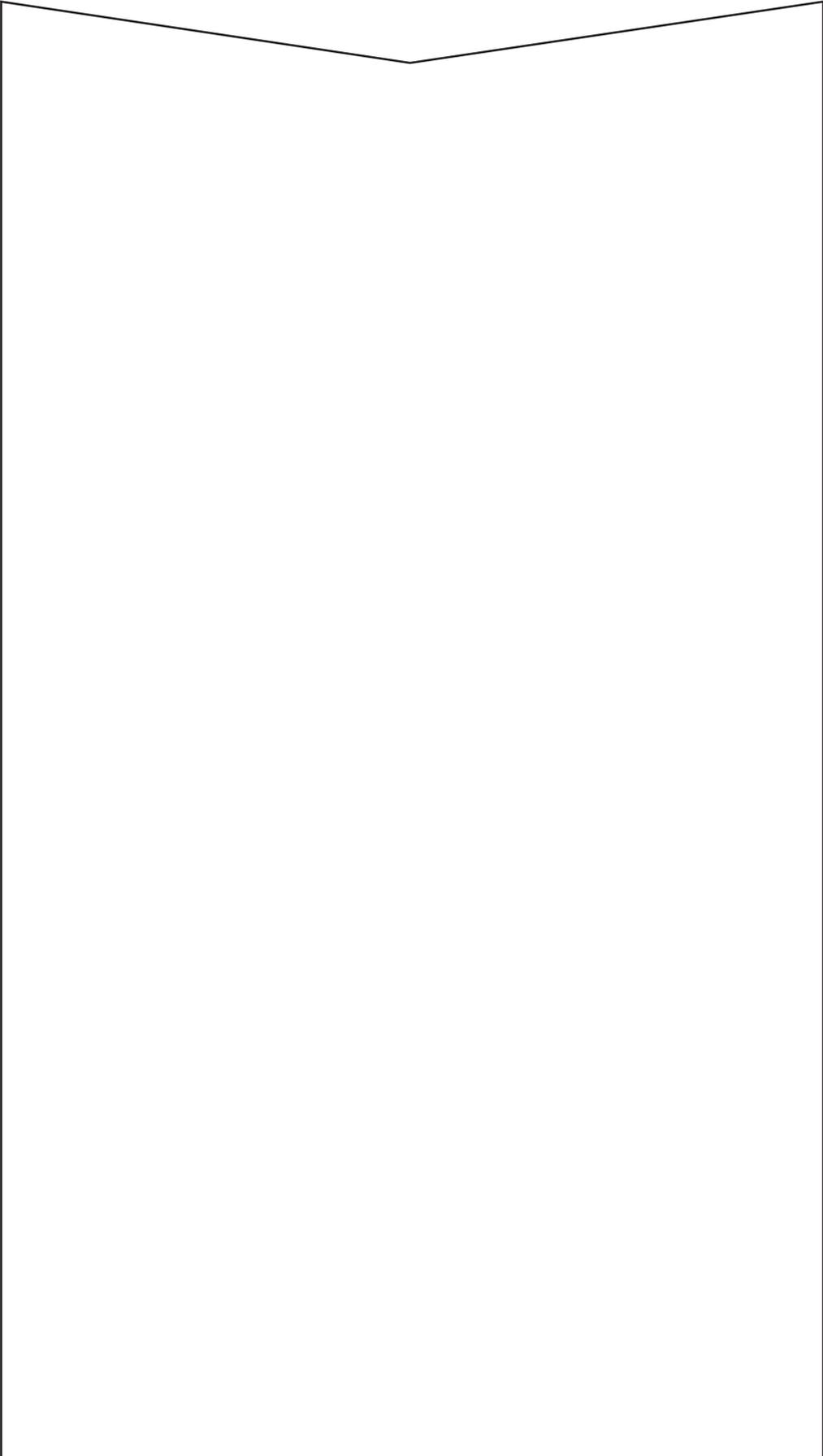
DISCUSSION QUESTIONS:

- What is so significant about Elle's name? How does her name represent elements of her character?
- What do the terms 'culture' and 'heritage' mean? What do we learn about Elle's culture and heritage in the extract?
- What does Elle learn from her Grandma's past and her experiences? How would you describe their relationship?
- How has your culture and heritage shaped your identity? i.e. made you, you!
- Why is it important to respect and celebrate different cultures and identities? How can we do this?

ACTIVITY: MY CULTURE AND HERITAGE FLAG

- In groups, discuss and make some notes about what CULTURE and HERITAGE mean to you. It might help to think about where you and/or your family members were born. Which other places are important to you? Does your family have any traditions or customs they participate in? What about beliefs and celebrations? How does the food you eat, hobbies you have, and clothes you wear reflect your culture and heritage? In your discussion, think about what you and your classmates have in common, as well as what makes you different.
- Then, celebrate some of the most important elements of your culture and heritage by designing your own flag. Think carefully about how your flag will show who you are and the different people and things that represent your family's past and present. Don't forget to include lots of colour, for instance, if your parents were born in Jamaica you could use some of the colours of the Jamaican flag in your design!
- When you have finished, participate in a show and tell on your tables with each student having 1 minute to hold up and explain each element of their flag.





EXTRACT 2: BEING DIFFERENT

(Taken from Chapter 01:00 – Elle)

'Big Ben's favourite car is a Lamborghini Asterion, which goes from 0 to 60 in three seconds, but his ambition is to time its acceleration down to a nanosecond. That's a billionth of a second. His uncle's a second-hand-car dealer. Last year he told Big Ben he'd teach him to drive when he was tall enough. He didn't expect that Ben would grow 6 inches that year. Now Big Ben can drive better than his uncle, even though he's exactly the same age as me and it's illegal to drive a car until you're 17.

Everyone thinks he's my boyfriend but he's not. I hang out with him because he's clever and kind and times me when I'm running. He says I'm the best sprinter in athletics club because I'm faster than boys the same age. Once I was crying at school because Pete LMS kept repeating everything I said in a silly voice so the teacher gave him detention. Big Ben gave me one of his socks straight off his foot. It was dark grey, at least a size 10 and smelled of cheese. I hid it in my bag because people might make more fun of me but it made me feel much happier. Big Ben doesn't care what people think. He'd never give me perfume or flowers just because I'm a girl. He says "Am I your boyfriend?" 100 times a day.'



EXTRACT 2: BEING DIFFERENT

DISCUSSION QUESTIONS:

- What makes Big Ben different to other kids his age? What are his talents? Which situations does he find difficult?
- What about Elle? What are her strengths? What situations does she find tricky to cope with? Give examples.
- What do Elle and Big Ben have in common? What makes them such good friends? Which other characters are 'different'?
- What challenges might students with 'specialist needs' face in a school environment? Give examples.
- Why do you think Pete LMS is nasty to Elle? How can we respect and support each other in our differences?

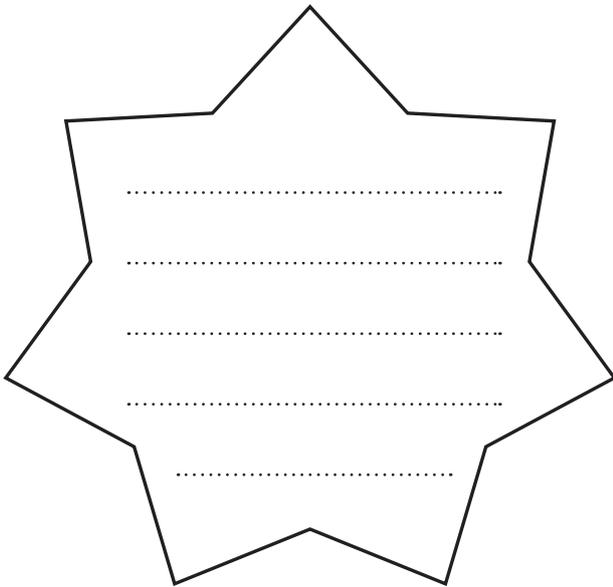
ACTIVITY: DIFFERENT STARS

- Being different can sometimes make life tricky but our differences are also our strengths; they are what make us unique! As a class, discuss what differences you have and why this is something to celebrate! Remember life would be very boring if we were all the same . . .
- Then, try to think of at least 4 things that make you different and note them down. For each one, think about the challenges you sometimes face, but also why it can be seen as a strength and why it makes you awesome! For example, if you are very tall, this might make you self-conscious at times, but it may also help you to be a brilliant netball or basketball player!
- When you have decided on your 4 differences, note them down on the 'Different Stars' worksheet. Then, write a sentence or two in each star explaining why this difference can sometimes result in difficult emotions but also why it makes you special!

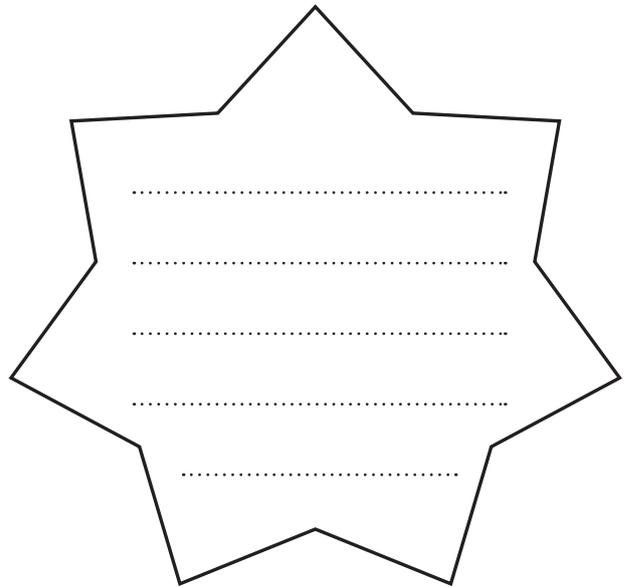


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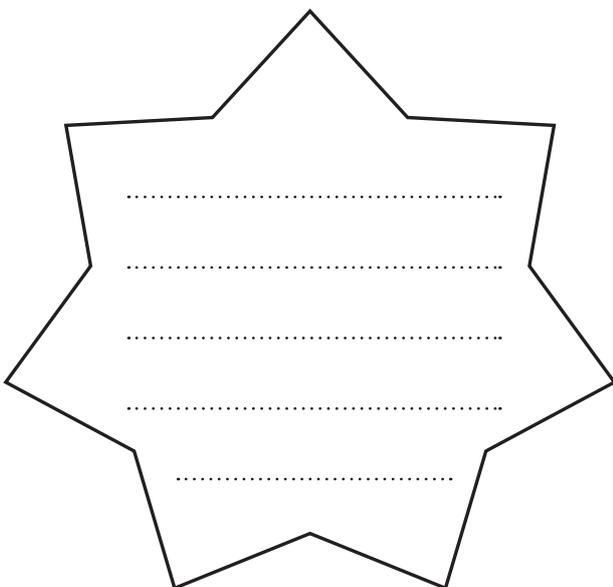
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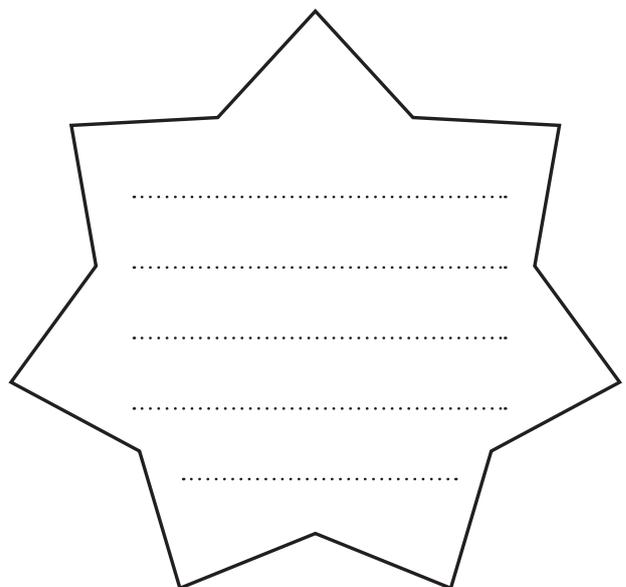
Difference 2:



Difference 3:



Difference 4:



EXTRACT 3: THE FUTURE OF OUR PLANET

(Taken from Chapter 02:00 – The Predictive)

'We were given the timetable for the Leap 2048 trip last week, but Mrs C Eckler said it might change because of the weather. In 2048 it rains so much due to global warming they've invented new words for it, like drizzle and catdogs. I was surprised they hadn't improved weather forecasts by then so people could plan things. I like plans. They help make things more predictable so I feel safe. When plans change, everything becomes unpredictable.

Then, Mrs C Eckler introduced us to the Meat Ration menu.

"Can anyone tell me why meat is rationed in the future? Yes, Elle." "Meat is rationed in the future because too many people want to eat it for dinner and they ran out of land to breed enough animals to be made into meat."

After that, lots of the meat became GM, which means genetically modified. I learnt that in science. Even now, scientists can change genes to make animals grow faster or lose their horns. In the future, people became scared it would make THEM grow faster or, worse still, GROW horns, so some stopped eating meat. But millions still wanted to eat meat that wasn't GM. So it had to be rationed.'



EXTRACT 3: THE FUTURE OF OUR PLANET

DISCUSSION QUESTIONS:

- How is Elle able to travel to 2048? What does she find when she gets there? What has changed and why?
- Is this how you imagine the future of the planet? Explain why or why not.
- Which mysteries does Elle try to solve at the Time Squad Centre? What does her visit to the future teach her?
- What do the words 'climate change' and 'conservation' mean? What can we do now in order to protect our planet's future?
- Which other characters want to help save the environment? Which characters act irresponsibly? Give examples.

ACTIVITY: MEGAMIX

- In the text, the character MC² speaks in poetry, especially when he wants to get an important message across to Elle and the others. Discuss what he is saying in his poem on page 131, and why poetry is a great way to tell a story or get a point across:

'Leap in The Round an' you'll never be seasick,
don't lose your hood or your hat for the scenic,
paint the trees red an' you'll end up anaemic ...'
- Using this for inspiration, write your own 'Megamix' poem on the subject of saving the planet. Like MC², you could use fairy tales, song lyrics, rhymes, or anything else to get your message across and make your poem more interesting.
- Use the ideas below to help you plan your poem. When you have finished, perform your poem to the class, reading it with energy and charisma just like MC²!
 - the storyline and characters from the text
 - worries about the future and what our planet will look like
 - what we can do to protect the environment and why this is really important



EXTRACT 4: CRIME ACROSS TIME

(Taken from Chapter 20:00 – The Predictive)

‘It makes a whirring sound as the screen lights up. “Since the Rations, I’ve made millions.”

“You’re a smuggler?”

“No, no. My Old Leapers do all that. They can leap. I can’t. They luggaged me to set it all up but now I leave it to the ancients and the robots.”

“That’s an Anachronism and it’s illegal and you should all go to prison.”

“It’s a bit naughty, yes. But people will always eat meat. Mange-Tout coined the slogan MAN=BEAST. The Vegetables still quote it. Equal rights for animals and people, they say.”

“That’s not true. MAN=BEAST doesn’t mean PEOPLE, it doesn’t mean men. It just means one man. You. You’re an animal!”

I take a slow step back towards the door.

“No, Elle. It’s not about me. The slogan’s a bit old, I give you that. But it gave me the idea. MAN=BEAST. What about a man-beast hybrid? Meat was rotting in transit, the animals’ bodies couldn’t withstand the leap. We needed a magic ingredient to preserve it. I thought human DNA . . .”



EXTRACT 4: CRIME ACROSS TIME

DISCUSSION QUESTIONS:

- What does Elle find out about Le Temps in the extract? How has he 'made millions' committing 'crime across time'?
- How does this shed light on the missing 'GIFTED Leapers'? Who tries to protect and defend Le Temps despite his crimes?
- What must Elle and the others do in order to put things right? Explain your ideas.
- If you could travel through time, which time(s) would you like to visit and why?
- When Elle visits the future again, who will she need to defeat? Why is this person out to destroy her?

ACTIVITY: REPORTING FROM THE FUTURE

- Imagine that you are a Leaping and a Level 1 Infinite just like Elle. You are going to leap into the future to stop eco-crimes! Roll a dice 3 times to complete the number of the year in this century that you are going to visit, i.e. 2 _ _ _
- When everyone has done this, close your eyes for 1 minute and picture what the world will look like in this year. Visualise: what is the weather like? Where are you visiting? Who is there? How do they dress? What other things do you notice about the future? What kind of eco-crime are you there to stop and why?
- Use these questions to plan a report that you will send to your teammates. The purpose of your report is to feedback what you find when you leap into the future. Try to be as descriptive as possible to paint a picture of the future in your reader's mind.
- When you have finished planning, write your report up in full using the 'Reporting from the Future' worksheet. Note: this could be used as a stimulus for an Art and Design activity at a later date.



REPORTING FROM THE FUTURE:

YEAR INFINITE NAME

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Handwriting practice area with 20 horizontal dotted lines.



We'd love to hear about how you're using these *The Infinite* resources in your classrooms, libraries etc.

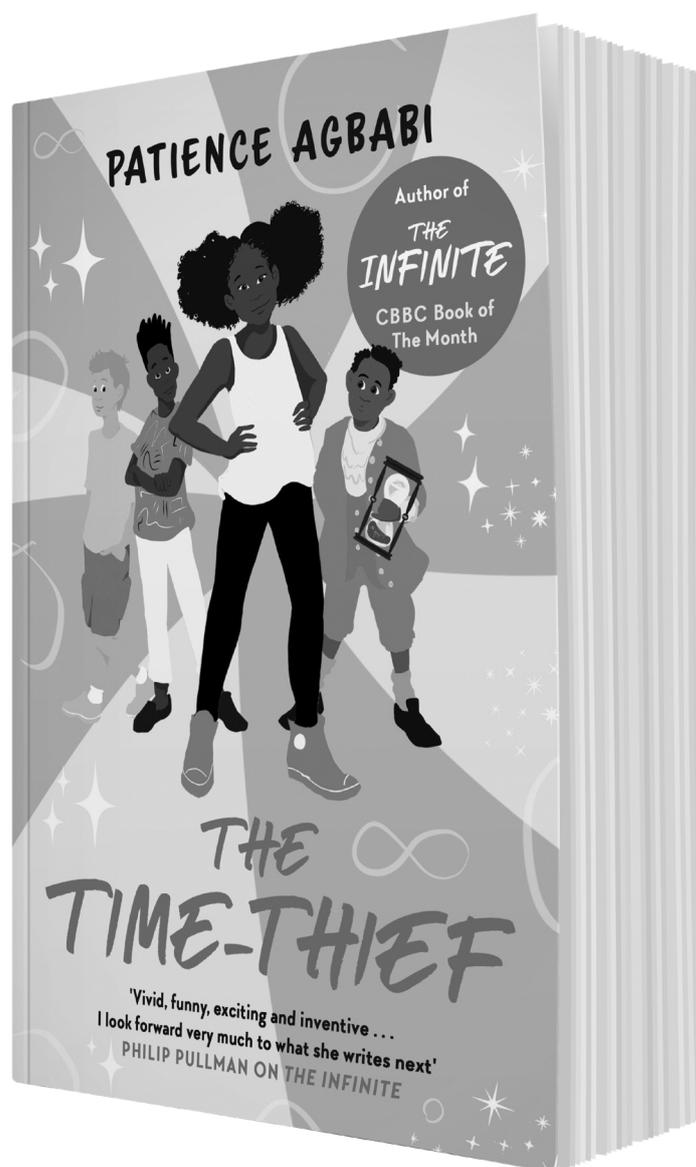
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COMING MAY 2021

Elle is back! This time she's leaping almost three whole centuries back in time, to catch a thief, help her friend and save our future



It's midsummer's day and thirteen-year-old Elle and her Leaping classmates are visiting the Museum of the Past, the Present and the Future. But on the day of the school trip, disaster strikes, and the most unique and valuable piece in the museum, the Infinity-Glass, is stolen! And worse still, Elle's friend and fellow Infinite, MC², is arrested for the crime!

To prove his innocence Elle must leap back centuries in time, to a London very different from today. Along the way she will meet new friends, face dangers unlike any she has ever known, and face an old enemy who is determined to destroy her. Can Elle find the missing Infinity-Glass and return it to its rightful home before it's too late?