

Five Children and It



The story

The five children (Robert, Anthea, Jane, Cyril and Baby) are staying at The White House in the country, while their mother visits their sick grandmother. Martha, a nursemaid, is looking after them. One day, while digging in a sand pit they find a furry sand fairy. The sand fairy tells them they can have one wish a day. The wish lasts until sunset, at which time everything goes back to normal.

Each day one of them makes a wish – sometimes it is something they have thought about carefully, sometimes one of them just wishes for something without thinking about it much. The results of their wishes lead them into many adventures.

On the first day, they wish that they could be ‘very beautiful’. The trouble is that their wish changes them so much that Baby doesn’t recognise them.

On the next day, they wish for the sand pit to be filled with gold, but they find everyone is suspicious of them and no one will accept the gold coins.

On the third day, Baby is being a nuisance and Robert inadvertently wishes that someone else will take Baby away. This has some unexpected consequences!

After this, the children wish for some wings and end up stranded on a tall tower.

On the following day, a wish is made that turns the house into a castle, which is attacked by some knights.

The children decide not to make a wish the next day, but when the baker’s boy arrives with some bread, Robert wishes he was twice as tall as the boy, with some amusing results.

Next, Cyril wishes Baby would grow up – and suddenly Baby turns into a young man.

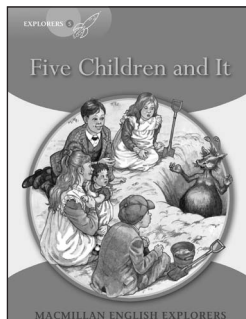
Cyril has been reading a book about cowboys and Indians, forgets himself and wishes for some Indians to fight! What an adventure the children have on that day!

The next day, a letter arrives from their mother telling them she is returning that afternoon. A lady in a nearby house has just had some jewellery stolen and Jane wishes that the jewels would appear in their mother’s room. Life gets even more complicated for the children and their mother until eventually the children ask the sand fairy to wish that the lady will find that she hasn’t really lost her jewels and that their mother would forget all about them. The sand fairy tells the children that this will be the last day of wishes and asks the children not to tell anyone about him. The children wish one day they may see him again – but that’s another story!

NB The story was written in the early 1900s and so some of the cultural aspects and ways of life may seem a little strange to today’s readers. You may wish to read the section ‘Living in the 1900s’ (on page 74) yourself to give you some background information before reading the story with the children, or you may wish to read it to and with the children at an appropriate point.

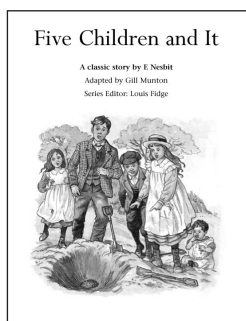
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class. Ask the children what they think the story might be about. Who do they think 'It' is?
- Discuss briefly the picture on the front cover.

The title page



- Now look together at the title page.
- Point out that it is a classic story that has been re-told and simplified. (A classic story is one which is very good and has been popular for a long time.)
- Ask who wrote the original story. (There is some information about the author on page 78.)
- Who adapted the story (made the story simpler and easier to read)?

- Ask *Where are the children? What are they looking at? How are they feeling?*

The contents page

Contents	
1 The sand fairy	3
2 Pockets full of gold	10
3 Baby is stolen	17
4 Wings	24
5 The castle	31
6 The knights attack	38
7 Robert the giant	45
8 Baby grows up	52
9 Indians	59
10 The last wish	65
Farewell to the farm	72
Living in the 1900s	74
About the author	78

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask how many chapters there are. Read the titles of the chapters to and with the class. What page does each chapter start on? (Note that at the end of the book there is a poem 'Farewell to the Farm' on page 72) and some information about how people lived in the 1900's on page 74. Finally there is some autobiographical information about the author on page 78.
- Read the title of each chapter to and with the class. Explain briefly any unfamiliar words. (NB Most of the unknown words will be covered in the specific chapters.)
- Ask a question about different chapters to get the children interested in the book, for example, What do they think the sand fairy is like in Chapter 1? (Look back at the front cover. The sand fairy is the 'It' referred to in the title.) Explain that fairies often have the ability to grant wishes. Do the children know any other stories containing fairies?

- Discuss the artwork around the contents page. Name the various things the children can see. Does the artwork relate to any specific chapter?
- Tell the children to do the related activity on page 1 of their Workbook.

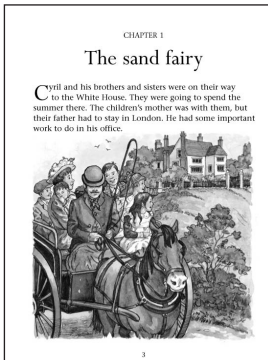


You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

The sand fairy

Pages 3 to 9



CHAPTER 1
The sand fairy

Cyril and his brothers and sisters were on their way to the White House. They were going to spend the summer there. The children's mother was with them, but their father had to stay in London. He had some important work to do in his office.



'Here we are!' said Mother. The children looked at the White House. The house stood on a hill. There were lots of flowers in the garden, and they could see fruit trees, too. There was a wood behind the house.
'Come on!' said Robert. 'Let's explore!' Robert was the younger of the two boys. He loved adventures, and he was always looking forward to the next one.
Anthea, Cyril, Robert and Jane jumped out of the pony cart and ran into the garden. Mother followed. She carried Baby in her arms.

Life at the White House was very different from life in London. There were trees, and woods, and flowers, and green, green grass. Every day, there was a new place to explore, and the five children were very happy. But they missed their father.
One day, Mother received a letter.
When she had read it, she said, 'Children, your grandmother is not well. I must go and look after her. I must go straight away.
'What about us?' asked Jane. 'Who will look after us?' Jane was the youngest child, and she didn't want her mother to go away.
'Martha, of course! Martha was the children's nursemaid. You must all be very good and do what she says.'
After breakfast the next day, Cyril said, 'Let's take our spades, and dig in the big sand pit behind the fruit trees. We can pretend we are at the seaside.' Cyril was the eldest, and he liked to take charge of his brothers and sisters.

So off they went to the sand pit. Each child carried a spade, and they took it in turns to carry Baby. First, they built a sandcastle. But it wasn't much fun, because there was no sea water to push in through the door and wash it away.
Then Cyril said, 'I know what we can do! Let's dig a great big hole! If we make it deep enough, we might get to Australia!' So they picked up their spades and started to dig. Baby wanted to eat some sand.
He thinks it's sugar!' said Anthea. Anthea was the second eldest child. She was very fond of Baby, and looking after him made her feel grown up.
They dug, and they dug, until they were hot and covered in sand. The hole was very deep.
'Let's stop now!' said Jane. 'If we do get to Australia, the Australian children will get sand in their eyes!' She went to explore a little cave with Robert and Cyril.
Anthea knew that Australia was still a long way away, and she carried on digging.
Suddenly, Anthea said, 'Cyril! Robert! Jane! Look what I've found! Oh! I think it's alive! Come on, before it runs away!' The children ran back to the hole and looked in.
'I can see a foot,' said Anthea. 'And fur!'
'Maybe it's a rat,' said Robert.
'It's much bigger than a rat!' said Anthea. 'And it hasn't got a... oh... It said something! I'm sure it did!' She started to dig with her hands.
Then they heard a hoarse, grumpy voice. 'I said, leave me alone!'

The children looked at each other in astonishment. Then Anthea said, 'We want to see you. We wish you would come out!' Two big, pointed ears poked up from the sand at the bottom of the hole, followed by the rest of the creature. It had a round, furry body, and furry arms and legs. Its hands and feet were like a monkey's. But the strangest thing was its eyes. They were on the end of long horns, like a snail's eyes.
'What is it?' said Jane. 'Can we take it home?'
'The creature turned its eyes to look at her. 'Take me home? Of course you can't take me home, you silly girl!'
'Don't be angry,' said Anthea. 'It's just that - well, we don't know who you are. Will you tell us?'
'I'm a sand fairy, of course.'
'How long have you lived here?' asked Robert.
'Oh, about a thousand years! Sand fairies used to live by the sea. People sent their children to ask us for wishes. One wish a day. It lasted until sunset.'
'Do you still give people wishes?' asked Anthea.
'Of course I do! I gave you a wish two minutes ago.'
'No, you didn't.'
'I did! You said, "We wish you would come out" - and I did.'
'Oh, yes. Well - can we have another wish? Please?'
'All right - but be quick. I want to go back to sleep.' But no one could think of a wish. Then Anthea remembered something she and Jane had wished for last summer.
'I wish - we were all very beautiful!' she said.



The sand fairy pushed out his eyes as far as they would go, and held his breath. His body grew much fatter, until it almost filled the hole. Suddenly, he let out his breath and went back to his normal size. Then he scratched at the sand with his monkey hands - and disappeared!
Anthea turned to speak to the others, but they had gone! All she could see was three beautiful children, with shining hair and large, sparkling eyes.
At first, no one spoke. Then Cyril said, 'Anthea! It's you! I can see your dirty handkerchief! You forgot to change it after you cut your finger, and you're Jane - I remember that hole in your dress!'
'Cyril!' said Anthea. 'Is that handsome young man really you?'
They all laughed.
'How beautiful we are!' said Jane. 'When we get home, Martha will think we are the most beautiful children in the world!'
Anthea went to pick up Baby, who was asleep on a heap of sand. He still looked like Baby. Perhaps he is too young to have a wish, thought Anthea.
But when Baby saw her, he frowned, and put a sandy finger in his mouth.
'Come to Anthea, darling!' Baby started to cry.
'He doesn't know who I am!' said poor Anthea. 'He wants his big sister back!'
Baby cried and wriggled all the way home. When they reached the White House, Martha ran out. She looked very worried.

'Give me that baby!' she shouted. She snatched Baby from Anthea. 'Who are you? Where are my children?'
'We're us, of course!' said Cyril. 'Anthea, Jane, Robert, and me, Cyril! Please let us in, Martha! We're hungry!'
But Martha just glared at them, and slammed the door. 'We'll have to wait until sunset,' said Cyril. 'The wish only lasts for a day.'
So they sat on the grass near the White House. They waited for sunset. They were hungry, and cross, and tired - and a little frightened.
'We shouldn't have wished for beauty,' said Anthea. 'It's made things worse, not better.'
After a while, the children fell asleep. When Anthea woke up, it was almost dark. She looked at the others. Oh, thank goodness - they were back to normal. Not exactly ugly - but not beautiful, either.
'Wake up!' she cried.
When Martha saw them, she was cross again.
'Where have you been, you naughty children? It's nearly dark! I've been so worried about you.'
'We're very sorry, Martha. But it's not our fault,' said Anthea. 'They wouldn't let us come home until sunset.'
'Who wouldn't?'
'The beautiful children.'
'They came here!' said Martha. 'I sent them away?'
'We'll never play with them again, Martha. We promise.'
Then Cook came in. She was carrying a big plate of cold beef, and soon everyone was happy again.

Active vocabulary

<i>adventure</i>	the 'ture' at the end is pronounced 'cher'
<i>astonishment</i>	the suffix 'ment' changes the verb into a noun: <i>astonish + ment = astonishment</i>
<i>creature</i>	see notes for <i>adventure</i>
<i>explore</i>	change 'expl' to 'sn' to make something you do in your sleep!
<i>frowned</i>	this rhymes with <i>ground</i>
<i>handsome</i>	compound word: <i>hand + some = handsome</i>
<i>important</i>	this word has an 'ant' in it!
<i>naughty</i>	the 'augh' is pronounced 'or'
<i>snatched</i>	note the 't' before the 'ch' in this word
<i>spade</i>	change the 'sp' to 'f', 'm', 'tr', 'sh', 'lemon' to make some other 'ade' words
<i>sunset</i>	other compound words beginning with 'sun' are: <i>sunshine, sunburn, sunbathe</i>
<i>worried</i>	the 'o' sounds like 'u' and rhymes with 'hurried'

Passive vocabulary

<i>glared</i>	<i>grown-up</i>	<i>held his breath</i>
<i>hoarse</i>	<i>horns</i>	<i>nursemaid</i>
<i>poked</i>	<i>pony cart</i>	<i>sand pit</i>
<i>scratched</i>	<i>snail</i>	<i>to take charge of</i>
<i>wriggled</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Look back at the cover of the book. This is the sand fairy. Ask *What do you think this chapter will be about?*
- Tell the children to look at the picture on page 3. Ask *Describe what you can see in the picture. How can you tell the picture is not in the present?* (Note the horse and cart as a means of transport and the style of clothes.) Ask *Why do you think the boy at the back is looking at the large house?*
- Tell the children to look at the picture on page 7. Ask *What have the children been doing?* Point out the spade and the hole in the sand. Ask *Can you describe the creature in the sand?* (It is the sand fairy.) Ask *Where do you think it came from? What are the children doing?* Draw attention to how they are bending, or leaning, forward. One of the girls is holding her brother's arm. Ask *Can you describe the expression on the children's faces? How do you think they felt when they saw the sand fairy? What do you think they are saying?* Describe how each child is dressed.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again to the class. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

1. *How many children were there on the cart?*
2. *Where were they going?*
3. *Why wasn't their father with them?*
4. *Describe the White House.*
5. *Who was the eldest boy?*
6. *What was the name of the younger boy?*
7. *What were the girls' names?*
8. *Why were the children happy at the White House?*
9. *What did Mother tell the children when she read the letter?*

10. *Who was the youngest child?*
11. *Who was Martha?*
12. *What was behind the fruit trees?*
13. *Cyril liked to take _____ of his brothers and sisters.*
14. *What did they do first at the sand pit?*
15. *What did Cyril want to do?*
16. *What did Baby think the sand was?*
17. *Who went to explore a little cave?*
18. *Who carried on digging?*
19. *What sort of voice did the sand fairy have?*
20. *What was strange about his eyes?*
21. *How long had the sand fairy been in the sand?*
22. *The sand fairy gave people wishes. True or false?*
23. *How long did a wish last?*
24. *What did Jane wish for?*
25. *What did the fairy do when Jane asked for a wish?*
26. *What happened to the four children?*
27. *Why didn't Baby know who Anthea was?*
28. *Did Martha know who the children were when they got home?*
29. *What did Martha do?*
30. *When did the children turn back to normal?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read them and point out how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing: 'ar'; 'ea'; 'oo'; 'ow', 'ou'.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *How do you think the children felt when they saw the White House?*
2. *How can you tell White House was a big house?*
3. *What can you find out about Robert on page 4?*
4. *How was the children's life different at the White House from their life in London?*
5. *What was the only thing that made the children a little unhappy?*
6. *How do you think Mother felt when she read the letter?*
7. *How can you tell Jane was worried about her mother leaving?*
8. *Why did Cyril say, 'We can pretend we are at the seaside.'?*
9. *Do you think it was a sensible idea to dig a hole to reach Australia?*
10. *How old do you think Baby was?*
11. *How do you think the children felt when Anthea called them back to the sand pit?*
12. *Why do you think Jane wanted to take the sand fairy home?*
13. *What special powers did the sand fairy have?*

14. Do you think Anthea's wish was very sensible?
15. How did Cyril recognise Anthea?
16. Why did they all laugh when they changed into beautiful children?
17. Why do you think Baby didn't change?
18. Why do you think Martha looked worried when the children reached home?
19. How can you tell Martha did not believe the children?
20. Why do you think the children were a little frightened?
21. Why do you think Martha was cross when the children arrived home after sunset?
22. How can you tell the children come from quite a wealthy family?

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph describing the sand fairy. Ask *How did it look? How did its voice sound? Where did it live? How old was it? What did it do? What else do you know about it?*

- Ask *Can you work out which order the children come in? Who is oldest? Who is youngest? Can you work out the order of the children in your class in terms of their ages?*
- These words from the chapter are all compound words: *sunset, grandmother, seaside, nursemaid, breakfast, sandcastle*. Write them on the board and ask the children to read them. Ask *Which two shorter words make up each long word?*
- Write the words *hoarse* and *horse* on the board, read them and ask the children the difference in meaning between them. These words are called homophones because they sound alike, but have different meanings. Here are some more homophones which appear in the chapter, with another word which sounds the same in brackets after each. Read the words and discuss their different meanings. *way* (weigh); *flower* (flour); *one* (won); *sea* (see); *hole* (whole); *through* (threw); *grown* (groan); *knew* (new); *here* (hear).
- Write the words *creature* and *adventure* on the board and read them. Ask the children to complete these words with 'ture' and say what they mean: *furni*____, *na*____, *fu*____, *pic*____, *mix*____, *tempera*_____.
- A pony pulled the cart the family travelled in. A pony is a young horse. Brainstorm and list more animals and their young (for example *cow/calf; sheep/lamb; cat/kitten; dog/puppy; goat/kid; chicken/chick; lion/cub*).
- Ask *What sort of things do you do in the summer holiday? Do you go away anywhere?*
- Ask *Do you like exploring new places? What makes it exciting to do this?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

Pockets full of gold

Pages 10 to 16

CHAPTER 2
Pockets full of gold

In the morning, Jane said, 'I had a very strange dream last night. I dreamed that we met a sand fairy.' 'I dreamed that we met a sand fairy, too,' said Robert. 'And so did I!' said Anthea.

Then they heard Cyril's voice. 'We mustn't be late for breakfast!' Cyril appeared in the doorway of the nursery, and Anthea said, 'Cyril - we all dreamed that we met a sand fairy!' 'It wasn't a dream!' laughed Cyril. 'We did meet a sand fairy. He gave us a wish, but it went wrong. That's why I want to make an early start this morning. We'll go and see the sand fairy again, and make another wish. But we must think about it more carefully this time.'

As they were eating breakfast, Jane said, 'Martha is taking baby to see her sister today. We can go to the sand pit when they've gone.'

So after breakfast, they waved to Martha (in her best blue hat) and baby (in his best white coat) as the pony cart clattered away. Then they set off for the sand pit. As they walked, they decided what to wish for.

'Hump!' said the sand fairy, as he brushed sand from his ears. 'So there you are! I thought you were a dream. I suppose you'd like a wish?' 'Yes, please! And we'd like a little extra one, too,' said Robert.

'We'll do the little extra one first,' said the sand fairy. 'We wish - that Martha wouldn't notice our wishes,' said Robert. 'It's very - inconvenient.'

'And the big wish?' 'We wish - for lots and lots of gold coins!' said Robert. 'Will a sand pit full be enough?' 'Oh, yes!' 'Then get out of the way!' The children climbed out of the sand pit, and ran as fast as they could. When they stopped and looked back, they were dazzled by the sight. The sand pit was completely full of glittering, gleaming gold.



At first, they just played with the coins. They picked up handfuls of them, and let them run through their fingers. The coins made a wonderful noise.

Then Cyril said, 'Remember - our wish will only last until sunset. Let's fill our pockets, and go and spend some of our money!'

The coins were heavy, and they had to put some back. But they were soon on the road to Rochester.

When they arrived, they were hot and thirsty. 'I'm going first!' Cyril said.

Cyril went into a shop to buy some lemonade. When he came out, he looked very cross.

'The man in the shop wouldn't take my gold coins. He laughed at them! I had to pay for the lemonade with my own money. And I only had two shillings and seven pence!'

They drank the lemonade, and then Anthea said, 'I'm the next oldest. It's my turn to buy something. I think I'll buy - a new hat.'

In the hat shop, Anthea chose a hat with pink roses on it. She held out three gold coins. But the lady said, 'I can't take those. Shops don't take money like that any more.'

It was the same everywhere. The children tried to buy a game, toys and books. But none of the shopkeepers wanted the gold coins, so they couldn't buy anything.

Then Cyril saw a sign:

FOR SALE
FINE HORSES AND CHARRIAGES

'Let's try one more time,' he said, and went into the stable yard.

A tall man was filling a bucket with water. 'Good morning!' said Cyril. 'I want to buy a horse and a cartage. Will you show me some, please? Then I can choose.'

The man looked at Cyril, and smiled. Then he started to laugh. 'How much money have you got?' Robert didn't like it when the man laughed at Cyril. Angry, he pulled out a handful of gold coins and showed them to the man.

The man snatched the coins, and stared at them for a moment. Then he called to his stable boy. 'William! Go and get the police! And close the gate behind you!'

While they were waiting for the police, the man said, 'Now, where did you get these gold coins?' 'Jane was a very trustful girl.'

'We got them from a fairy,' she said. 'A fairy who lives in a sand pit. He's got brown fur, and long ears, and eyes like a snail's - and he gives us a wish every day.'

'The poor child!' the man said, and he looked at Jane sadly. 'You children should be ashamed. You made your sister help you to steal - when she's not right in the head!'

Then a policeman arrived, and the tall man told his story. 'The children were angry and ashamed. As they walked, their eyes filled with tears. When Robert accidentally bumped into someone, he didn't know who she was.'

Then a well-known voice said, 'Master Robert! Oh, what have you done now?' 'It was Martha, with baby in her arms! As they walked, the policeman and the man from the stable yard told Martha about the gold coins. Baby started to cry.'

People stopped and looked at them as they walked through the town.

'Empty your pockets,' Martha whispered to Robert, while the two men were talking to a lady in a big hat. 'I want to know the truth!'

Robert put his hands in his pockets and pulled out handfuls of gold coins. But of course, because of the little extra wish, Martha couldn't see them.

'These children haven't stolen anything!' she cried. 'They're good children!'

'We'll see,' said the policeman.

In the police station, the children were taken to see an inspector.

'Empty your pockets!' he said. 'You first, boy!' Now we're really in trouble, thought Cyril. He put his hands in his trouser pockets.

He stood quite still for a moment. Then he started to laugh. There was nothing there! His pockets were empty! He looked out of the window to check. 'Yes, it was quite dark. The sun had set, just in time!'

Of course, Robert's pockets, and Anthea's, and Jane's were empty too.

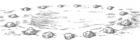
The policeman looked puzzled. 'They've played a trick on me!' he said. 'But I don't know how.'



Martha said, 'I told you - there are no gold coins. You've made a big mistake.' She glared at the policeman and the inspector and the man from the stable yard. 'Come on, children!'

And she marched out of the police station, followed by Cyril, Anthea, Robert and Jane.

But when they got home, Martha was angry with them. 'You shouldn't have gone into Rochester by yourselves!' she said, and sent them straight to bed. So instead of pockets full of gold, or fine horses and carriages, they had nothing - not even any dinner.



Active vocabulary	
<i>ashamed</i>	the prefix 'a' is quite common
<i>coins</i>	'oi' only ever appears inside a word
<i>dream</i>	change the 'd' to 'c' and eat it!
<i>glittering</i>	a three-syllable word
<i>mistake</i>	the prefix 'mis' means 'incorrect'
<i>pocket</i>	there's a 'ck' in the middle
<i>puzzled</i>	it's unusual to have 'zz' in a word
<i>thirsty</i>	remove the 's' and you have a number!
<i>truth</i>	rhymes with <i>tooth</i>
<i>whisper</i>	think of other words beginning with 'wh'

Passive vocabulary	
<i>accidentally</i>	<i>carriage</i>
<i>clatter</i>	<i>dazzle</i>
<i>inconvenient</i>	<i>inspector</i>
<i>nursery</i>	<i>right in the head</i>
<i>run through (fingers)</i>	<i>shillings</i>
<i>stable boy</i>	<i>stable yard</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 11. Ask *Where are the children? Is Baby with them? Where is the sand fairy? What is the sand pit full of? What do you think the children wished for? Why do you think they look so happy?*
- Tell the children to look at the picture on page 14. Ask *Why do you think the children look so unhappy? Who do you think the two men behind them are?* (Point out that one is wearing a policeman's uniform.) Ask *What do you think the children have done? Who is holding Baby?* (Martha) Describe how she is dressed.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

1. *What did Jane, Robert and Anthea dream about?*
2. *Where did Martha take Baby?*
3. *What was the extra wish the children asked for?*
4. *What was their big wish?*
5. *What did the sand fairy fill the sand pit with?*

6. *What did Cyril tell the others to do with the gold coins?*
7. *Where did they go?*
8. *Why was Cyril cross when he came out of the shop?*
9. *What else did the children try to buy in different shops?*
10. *What did the sign outside the stable say?*
11. *What did the man do when Cyril showed him some gold coins?*
12. *Did the man believe Jane when she told him where they got the coins?*
13. *Who went to get the police?*
14. *Where did the policeman take the children?*
15. *Who did Robert bump into?*
16. *Why couldn't Martha see the coins?*
17. *What happened when the policeman told the children to empty their pockets?*
18. *Why was Martha angry with the children when she got them home?*

- Ask the children to find examples of people speaking in the text. Draw their attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Point out the use of brackets on page 10 to include more information about Martha and Baby.
- Find and read example of words with two syllables, for example *morning, fairy, Robert*. As you read them out tap out or clap the syllables to help children hear them.
- Ask the children to find and read any words containing a double consonant, for example *appeared, carefully*.

- Ask the children to find and read aloud examples of verbs which end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense), for example *dreamed, appeared, clattered*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Jane, Robert and Anthea dreamed about the sand fairy?*
2. *What do you think the children felt as they walked towards the sand pit after breakfast? Did they really believe there was a sand fairy?*
3. *Why do you think the children wished that Martha wouldn't notice their wishes?*
4. *How do you think the children felt when their wish for gold coins came true?*
5. *Why didn't they take all the coins with them? Do you think they were worried when they left the rest of the gold coins in the sand pit?*
6. *Why do you think the children were hot and thirsty when they arrived in Rochester?*
7. *Why do you think the man in the first shop laughed at Cyril's gold coins?*
8. *How do you think the children felt when no shopkeeper would accept their gold coins?*

9. *Why do you think the man in the stable yard laughed at Cyril when he said he wanted to buy a horse and carriage?*
10. *Why do you think the man sent his stable boy, William, to fetch the police when he saw the gold coins?*
11. *Why do you think the man called Jane a 'poor child' and said that she was not 'right in the head'?*
12. *Why do you think the children felt angry and ashamed when the policeman took them to the police station?*
13. *Why do you think people stopped and looked at them as they walked through the town?*
14. *How do you think Robert felt when:*
 - a) *the inspector told him to empty his pockets?*
 - b) *he found there was nothing in his pockets?*
15. *How did the policeman feel?*
16. *Do you think Martha was right to be angry with the children?*
17. *Do you think it was fair that Martha sent them to bed without any dinner?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write what they have discovered about Cyril in the first two chapters. How many brothers and sisters does he have? Who are they? Is he the oldest/youngest? Is he the tallest/smallest? Does he like to take charge of the others? Do the others obey what he says? Is he sensible? Does he have good ideas?

- Play *Opposites*. Write these words from the story on the board: *night, late, appeared, wrong, full, sunset, heavy, hot, first, give, laugh, close, long, dark*. Divide the class into two halves. Ask who can give the opposite of each word, one team at a time. Award a point for each correct answer. The team with most points wins.
- Write these words from the chapter on the board: *Cyril, voice, notice, police, pence*, and read them aloud. Discuss what sound the 'c' in each makes. Tell the children we call this a soft 'c' sound. When 'c' is followed by 'e', 'i' or 'y' it sounds like 's'. Ask the children to read these soft 'c' words: *city, centre, icy, cinema, dance, difference, fence*.
- Write some of the words from the story on the board and 'forget' to put in the vowels. Leave spaces for them. Tell the children it is sunset and the vowels (like the gold coins) have disappeared! Ask the children to supply the missing vowels.
- Write the adjectival phrase *glittering, gleaming gold* on the board and read it. Stress the alliterative sound of the 'g' at the beginning of each word. Write some nouns from the chapter on the board, for example *fairy, horse, policeman, breakfast, dinner, stable, dream, lemonade, hat, book*. Brainstorm and ask the children to think of an adjective to describe each noun that begins with the same letter, for example *the fantastic, furry, famous, frightening, fierce, fine, flying, foolish fairy*. Use a dictionary if children can't suggest many ideas.
- Write the words *money* and *nothing* on the board and read them. Ask the children what they notice about the sound of the 'o' in them. Write these words on the board: l__ve, m_nth, s_n, w_nder, fr_nt, m_nkey. Ask the children to complete them with 'o', read them and give their meanings.
- Brainstorm and ask the children to list as many things as possible that the police do.
- The policeman thought the children were playing tricks on him. Ask the children to recount some tricks they have played on others.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

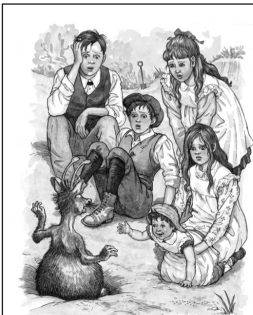
Chapter 3 Baby is stolen

Pages 17 to 23

CHAPTER 3
Baby is stolen

They had tried being beautiful, and they had tried being rich, but these things had not made them happy. At breakfast the next morning, the children tried to talk seriously about their next wish, but Baby was being naughty. He climbed out of his high chair. He hit Cyril on the head with a spoon. He put his hands in his bread and milk, and made a terrible mess. He sang loudly, he banged his little feet on the table, and he knocked over a cup. Finally, Baby pushed over the goldfish bowl. It rolled across the table. Water and goldfish poured out, and splashed onto the floor. Martha mopped up the water, picked up the fish and put them back in the bowl. Then she took Baby upstairs to change his clothes. At last, the children could talk. 'Our first wish was silly,' Cyril said. 'As for our second wish – money would be more useful than gold. Let's wish for fifty pounds today.' They set off for the sand pit. But Martha ran after them. 'Don't forget Baby!' she said. She put him into Anthea's arms. 'Do we have to take him with us?' asked Robert. 'He's so naughty – we don't want him.'

17



'Of course you want him, the dear little thing!' replied Martha. 'Anyone would want him.' Baby sat on Cyril's shoulders all the way to the sand pit. The others talked about what they would do with the fifty pounds. But when they arrived, Anthea said, 'We didn't mark the place where the sand fairy lives! We don't know where to dig!' They started to look for the sand fairy. They dug here, and they dug there, but they couldn't find him. After a while, they stopped to rest. Baby was still being naughty. He snatched a handful of sand, and threw it in Anthea's face. Then he stuck his head in the sand and waved his fat little legs in the air. Of course, he got sand in his eyes, which made him cry. Robert used a bottle of lemonade to wash Baby's face. 'Martha was wrong,' he grumbled. 'It's not true that anyone would want him. Even Martha doesn't want him, not really. That's why she gave him to us. I wish people would want him. Then we might get some peace.' There was silence. Then they heard, 'Good morning! Well, that was an easy one. Everyone wants Baby now.' There was the sand fairy, sitting next to them. 'Robert didn't mean it!' said Jane. 'Please, can we wish for something else?' 'No, you can't,' replied the sand fairy. 'You must be very careful about what you wish for.' Baby tried to grab the sand fairy, but he disappeared into the sand. The children marked the place with a circle of stones.

18

19

'Now we'll know where to find him tomorrow,' said Robert. On the way home, they met a horse and carriage. The lady inside the carriage was very grand. Her dress was made of white lace, with red ribbons. On her knee sat a little white dog, with a red ribbon round his neck. When the lady saw Baby, she smiled and called out, 'What a dear little baby! Will you give him to me? I'll look after him very well. I am Lady Chittenden. He will have the best of everything.' 'You can't have him!' cried Anthea. 'He's ours!' 'May I hold him, then? Just for a minute.' Lady Chittenden stepped down from her carriage. She wore red shoes, with high heels and shiny red buckles. Cyril put Baby into her arms. Suddenly, Lady Chittenden jumped into the carriage and slammed the door. 'Drive on!' she called to the coachman. And the carriage clattered away.



20

21

The children looked at each other. Then they ran, as fast as they could, after the carriage. The little white dog was barking, and Baby was crying. But he stopped crying very soon, and the children knew he was asleep. The carriage stopped at the gates of a grand house, and the children hid behind a hedge. Lady Chittenden stepped out of the carriage, and smiled down at Baby. He was asleep on the seat. 'I'm going to pick some flowers,' Lady Chittenden said to the coachman. 'I won't wake him, the dear little thing!' Lady Chittenden went to pick some flowers. 'What a fine baby!' said the coachman to the footman. 'I wish he was mine! I think I'll hide him in the hedge, and tell Lady Chittenden that his brothers and sisters have taken him. Then I'll come back for him later.' 'Oh, no!' said the footman. 'I want that baby! You've got six children already!' They were so busy quarrelling that they forgot about Baby. Cyril crept up to the carriage and opened the door. He lifted Baby out, and carried him behind the hedge. Soon, the five children were on their way home. But lots of other people saw Baby, and wanted him too. A boy who was collecting firewood stared at Baby, and wanted to hold him. A little girl followed them for a while, calling, 'Baby! Baby!' A man stopped to tickle Baby's cheek. 'I'm glad it's nearly sunset,' said Cyril. 'Isn't it strange? Every day, we can't wait for our wish to end. It should be the other way round.'

At last, the sun set, and they went on their way without any more interruptions. They were late for dinner, of course, and Martha was cross. But at least Baby was safe. 'You see,' said Robert, as they all kissed Baby goodnight. 'We did want him, after all.'



22

23

Active vocabulary

circle	the first 'c' is pronounced like 's'
disappear	the prefix 'dis' makes the verb 'appear' mean the opposite
grab	think of words beginning with 'gr'
grumble	'le' is a common word ending
hedge	note the 'd' in this word
quarrel	'q' is always followed by 'u'
serious	'ous' is pronounced 'us'
silence	the 'c' is a soft 'c'
slam	think of words beginning with 'sl'
useful	the suffix 'ful' has only one 'l'

Passive vocabulary

buckle	coachman	firewood
footman	goldfish bowl	grand
high chair	high heels	interruption
lace	mopped	peace
tickle		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 18. Ask *Where are the children? Where is the sand fairy? Point out the expressions on their faces. Ask How do you think they feel? What do you think has happened? What is Baby trying to do?*

- Tell the children to look at the picture on pages 20 and 21. Ask *Can you describe the lady who is holding Baby? Who do you think she is? Does she look rich?* (Look at the clues – her smart clothes, the fact that she is being driven in a horse and carriage with her own driver and so on.) Remind the children of the title of the chapter. Ask *Do you think the lady has anything to do with stealing Baby? How do Baby's brothers and sisters look? Do you think they know the lady?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

1. *List some of the ways in which Baby was being naughty at the beginning of the chapter.*
2. *Why did Martha take Baby upstairs?*
3. *What did the children decide to wish for?*
4. *Who carried Baby to the sand pit on his shoulders?*
5. *Why couldn't the children find the place where the sand fairy lived?*
6. *How was Baby naughty at the sand pit?*
7. *What did Robert wish for?*

8. *Why did the children mark the place where the sand fairy lived with a circle of stones?*
9. *Describe the lady in the carriage.*
10. *What was the lady's name?*
11. *What did she do with Baby?*
12. *Why did the children run after the carriage?*
13. *How did they know Baby was asleep?*
14. *Where did the carriage stop?*
15. *What did Lady Chittenden say to the coachman?*
16. *Why did the coachman and the footman quarrel with each other?*
17. *Who took Baby out of the carriage?*
18. *Who did the children meet on their way home?*

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- Notice that some words are written in italics. Read the sentences containing these words again with expression. Ask the children what they notice.
- There are several examples of compound sentences in the text which are joined using the conjunction 'and'. For example *He put his hands in his bread and milk, and made a terrible mess.* Find and read some of these sentences and discuss how they work, for example the two sentences *He put his hands in his bread and milk.* and *(He) made a terrible mess.* become one long sentence: *He put his hands in his bread and milk, and (he) made a terrible mess.*
- Find some adjectives in the text and discuss how they describe a particular noun and tell us more about it, for example *little feet.*

- Look for 'time marker' words or phrases and discuss how they indicate the passing of time in the story, for example *at breakfast, the next morning; finally; then; when they arrived.*
- Ask the children to find and read any words of seven or more letters in the chapter.
- Ask the children to find and read any compound words, for example *breakfast, goldfish, inside, coachman, footman, firewood.*
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why did the children want to talk seriously about their next wish?*
2. *Do you think Baby was being naughty – or was he just exploring like all babies do?*
3. *Why was it easier for the children to talk when Martha took Baby upstairs?*
4. *Do you agree with what Cyril said about gold and money?*
5. *Do you think it was fair of Martha to ask the children to take Baby with them to the sand pit?*
6. *How can you tell Robert was fed up with Baby?*
7. *Do you think Robert really meant the wish he made?*

8. *Do you think it was a good idea to mark where the fairy lived with a circle of stones?*
9. *Why do you think the lady wanted Baby when she saw him?*
10. *Do you think the lady was rich?*
11. *Do you think the children were surprised when the lady drove away with Baby?*
12. *Why did the children hide behind a hedge?*
13. *Why did Cyril get Baby from the carriage when he did?*
14. *Do you think the children really wanted someone else to have Baby? How can you tell?*

Stage 2 comprehension (extra)

Author's use of language Discuss how authors use words to help them make their stories come to life. Ask the children to write about how the author describes Lady Chittenden in the chapter.

- Ask if any of the children have a baby brother or sister. Ask them to talk about some of the things he or she does. Are they 'naughty' or just 'normal'? Talk about how babies learn by exploring and experimenting with things.
- The wishes that the children make change things. Play a word changing game with the class. Write some words from the chapter on the board and experiment by changing the first letter or letters to make new words. Here are some examples: Write the word *grand* on the board and read it. Rub out 'gr' and replace it with 'b', 'h', 'l', 's', 'st' and read the new words you make. Write the word *pit* on the board and read it. Change the 'p' to 'b', 'f', 'h', 'l', 's' and read the new words you make. Write the word *gold* on the board and read it. Change the 'g' to 'b', 'c', 'f', 'h', 's', 't' and read the new words you make.

- Find different prepositions in the text, for example *into*, *on*, *next to*, and read the sentences that contain them. Discuss their meanings. Ask the children to make up some sentences of their own and use the words correctly.
- Play a rhyming game. Write these words from the story on the board: *talk*, *chair*, *spoon*, *bread*, *floor*, *mark*, *rest*, *face*, *cry*, *stones*, *mess*, *neck*, *house*, *seat*, *flower*, *fine*, *round*.
Brainstorm and write on the board as many words that rhyme with each word as possible, for example *spoon* – *moon*, *soon*, *balloon*.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4 Wings

Pages 24 to 30

CHAPTER 4
Wings

Anthea woke up very early. She put on her clothes, and crept downstairs with her shoes in her hand. She had a plan, and she wanted to carry it out by herself.

She put on her shoes in the garden, and ran across the grass to the sand pit.

The sand fairy wasn't very pleased to see her.

"It's the middle of the night!" he grumbled. "And it's so cold! I suppose you want a wish?"

"I want to talk to you," said Anthea. "Will you sit on my lap? It will keep you warm."


"Thank you," he said, and hopped onto Anthea's lap. "I need your help," began Anthea. "We have had three wishes, and they have all gone wrong. Will you help us to wish for something more sensible next time?"

"I can't tell you what to wish for," replied the sand fairy. "The only advice I can give you is: think before you speak."

"Well, I was thinking of wishing for wings," said Anthea. "Do you think that's a good idea?"

"You could wish for worse things," said the sand fairy. He hopped off Anthea's lap, and disappeared into the sand.

Anthea was late for breakfast. When Martha wasn't looking, Robert picked up his spoon and poured some honey onto baby's clothes. While Martha was clearing him up, the other four children slipped out of the house.



Then Cyril said, "All this flying has made me hungry." "I can see a plum tree," said Jane. "Let's fly down and eat some plums!"

They sat on a branch of the tree, and picked some plums.

As they flew away, they saw a horrified face looking up at them.

"That must be the owner of the plum tree," said Anthea. "I'll throw him some money to pay for the plums."

"Don't be frightened!" she called. And she threw some money to the man.

But they were soon hungry again. They landed on top of a tall tower, and tried to decide what to do.

"We can't buy food from a shop," said Anthea. "People would be afraid of us. If we see some food, we'll just have to take it."


"We flew past an open window a moment ago," said Cyril. "I could see bits of food on a shelf inside the room. There was cold chicken, and bread, and a bottle of lemonade."

"All right," said Anthea. "But we must pay for what we take. Look in your pockets. See how much money you've got."

Altogether, they had two shillings and sixpence.

They flew down to the open window. They took the chicken, the bread, and the bottle of lemonade, and left the money on the shelf.

Back at the top of the tower, they had a lovely picnic. When they had finished, they fell down. Soon, all four children were asleep, wrapped in their soft, warm wings.



When they woke up, it was almost dark. "Our wings have gone!" said Robert. "It's after sunset! Cyril packed up the empty lemonade bottle. "Well, flying was a lot of fun," he said. "Now we must go down and put this bottle back."

But of course, they couldn't fly down.

"There's a little door here," said Cyril. "It must lead to some steps."

He turned the door handle. But the door wouldn't move.

"It's locked!" said Robert.

The children looked at each other. Jane started to cry. "I want to go home!" she wailed.

"Don't cry. We'll only be here for one night," said Anthea, and put her arm round her sister. "We can wave our handkerchiefs in the morning. Someone from the house will see them, and come and let us out."

"And they will see the lemonade bottle, as well!" said Cyril. "Then we'll be sent to prison for stealing."

"Oh, let's just throw the bottle into the trees," said Robert.

"What if it hits someone on the head?" asked Cyril. "I'll hide it in my jacket. And then we must all shout - as loudly as we can."

They had to shout for a long time before the front door of the house was opened. A man came out, and looked around him.

"Where are you?" he shouted.

"At the top of the tower!" replied Cyril.

"Come down, at once!"

"We can't - the door's locked!"

The man started to walk towards the tower. The children waited. Then they heard his voice on the other side of the door.

"How did you get up here?"

Cyril said, "We climbed up the stairs - but then someone locked the door, and we were stuck."

"I'm going to unlock it now," said the man. "But my wife tells me that someone has stolen some food from our house. If you are the thieves, I will call the police!"

But when he opened the door and saw them, he said, "My goodness! You're just children! Come down, and tell me what happened."

Soon, the children were sitting in a warm kitchen, drinking hot milk and eating cake.

"We fell asleep, you see," explained Robert. "When we woke up, someone had locked the door."

"I locked it yesterday," said the man. "But who unlocked it, and then locked it again?"

"I don't know, sir."

Then the man's wife looked hard at Cyril, and said, "What have you got in your jacket, young man?"

Cyril pulled out the lemonade bottle.

"All right," he said. "We did take some food from your house. The window was open. But we left two shillings and sixpence to pay for it."

"You still shouldn't have taken the food. And how did you get up to the window?" asked the man. "It's very high."


"We can't tell you that," said Cyril.

There was a long silence.

Then the man said, "Well, no harm has been done. And you did leave the money. I'll take you home now - it's very late."

He stood up, and went to get his horse and cart.

This time, Martha was very cross, and she told them to stay indoors the next day as a punishment.



Active vocabulary

<i>advice</i>	this is very cold at the end!
<i>early</i>	the 'ear' at the beginning is pronounced 'er'
<i>horrified</i>	note the 'rr' but only one 'f'
<i>locked</i>	the 'ed' sounds like 't'
<i>picnic</i>	note the 'ic' is repeated twice
<i>punishment</i>	the suffix 'ment' changes the verb 'punish' into a noun
<i>rainbow</i>	a compound word: <i>rain</i> + <i>bow</i> = <i>rainbow</i>
<i>sensible</i>	'ible' is a common suffix
<i>tower</i>	change the 't' to 'sh' and you'll get wet!
<i>wing</i>	think of other 'ing' words

Passive vocabulary

<i>drowsy</i>	<i>handkerchief</i>	<i>handle</i>
<i>harm</i>	<i>honey</i>	<i>lap</i>
<i>plum</i>	<i>slipped out</i>	<i>wailed</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?* (The picture on the opposite page will give them a clue!)
- Tell the children to look at the picture on page 25. What do the class notice about the children? Ask *How do you think they got their wings? Do the children look excited?*

- Tell the children to look at the picture on page 27. Ask *Where are the children? What sort of building do you think it is? How can you tell they are high up? What are they eating and drinking? Where do you think they got this food and drink from?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

1. *Who woke up early?*
2. *Why did she creep downstairs?*
3. *Who did she go to see?*
4. *Was the sand fairy pleased to see her?*
5. *Why did Anthea ask the sand fairy to sit on her lap?*
6. *What advice did the sand fairy give to Anthea?*
7. *Did the sand fairy think Anthea's idea was a good one?*
8. *What did Robert do to Baby at breakfast?*
9. *Did everyone like Anthea's idea about wings?*
10. *Where did the children fly when they got their wings?*

11. *What did the children eat first?*
12. *The children landed on a tall _____.*
13. *What did Cyril see in an open window?*
14. *How much money did the children leave for the food and drink they took?*
15. *What happened after the children felt drowsy?*
16. *When did the children wake up?*
17. *What had happened to their wings?*
18. *Why couldn't the children open the door on the tower?*
19. *Who heard the children shouting?*
20. *How did Cyril say they got up the tower?*
21. *How did the children get down from the tower?*
22. *What did the man's wife ask Cyril?*
23. *How did the children get home?*
24. *What punishment did Martha give the children for being late?*

- Ask the children to find examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Read some of the sentences from the chapter but 'forget' the verbs. This will demonstrate how important verbs are to the meaning of the sentences. Ask the children to supply the missing verbs.
- Ask the class to look through the text and to find and read all the words with two vowels coming next to each other, for example *early*, *downstairs*, *shoes*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Anthea did not want the others to know about her plan?*
2. *How can you tell the sand fairy was not pleased to see her?*
3. *In what way was Anthea kind to the sand fairy?*
4. *Do you think the sand fairy's advice was sensible? Why?*
5. *What did the sand fairy think of Anthea's idea?*
6. *Why do you think Anthea was late for breakfast?*
7. *Why do you think Robert poured honey onto Baby's clothes?*
8. *How do you think the children felt when they got their wings?*
9. *What do you think 'they saw a horrified face looking up at them.' means?*
10. *Why would people be afraid of them if they went into a shop?*
11. *Why do you think Anthea said, 'we must pay for what we take.'?*
12. *Why had the children's wings gone when they woke up?*
13. *What problem did they have when they woke up?*
14. *Why do you think Jane started to cry?*
15. *Why did Cyril hide the lemonade bottle in his jacket?*

16. *How can you tell the man was surprised when he unlocked the door and saw the children?*

17. *In what ways were the man and his wife kind to the children?*

Stage 2 comprehension (extra)

Plot In this chapter the author puts the children in situations in which they face moral dilemmas. Discuss the following situations and ask the class for their opinions: Was it right for Anthea to visit the sand pit on her own? Was it right for Robert to make Baby's clothes sticky? Why did he do it? Was it right for the children to creep out of the house while Martha was changing Baby? Was it right to take plums from someone's tree? Was it right to take food from someone's house (even though they left money for it)? Was it right for Cyril to tell the man they climbed the stairs to the tower?

- What would it be like to fly like a bird? What would be the good things? What would be the disadvantages? Talk about how things would look down below you.
- Write the word *wrapped* on the board and read it. Note that the 'w' is not pronounced. It is a silent letter. Complete these words with 'w' and read them, too: __rite, __rist, ans__er, __rong.
- Write the word *money* on the board. Rub out the 'one'. What word is left? (my) Ask the children to find smaller words 'hiding' inside these words: *clothes, cold, appeared, covered, feathers, throw, bread, lemonade.*

- Write the word *lock* on the board and read it. Add the prefix 'un' and read it again. Discuss the effect of adding the prefix. (It gives the word the opposite meaning.) Ask the children to read these words, and discuss their meanings: *happy, well, fair, cover, wrap, pack*. Now add 'un' to each word and discuss their changed meanings.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5 The castle

Pages 31 to 37

CHAPTER 5
The castle

Just half an hour, Martha. Please! It's very important! Martha looked at Robert, and then she looked at her watch.

"All right, Master Robert. You may go out for half an hour. But no more!"

It was a hot day, and the sand fairy was out of his hole. He turned to look at Robert.

"Where are the others?" he said. "I hope they haven't had an accident with those wings."

"No," said Robert. "But the wings did get us into trouble – just like all the other wishes. We have to stay in the house today, as a punishment. I have only been let out for half an hour. So can we do today's wish quickly, please?"

But he couldn't think of a wish. Toffee? A football? A penknife with three blades? No – they were just little things. And they were only for him, not for all of them.

"I can't think of a wish," he told the sand fairy. "I wish one of the others could choose – oh, no! I didn't mean it!"

But it was too late. The sand fairy was already puffing himself up.

Robert ran all the way home. He was sure that the others would wish for something silly. Pet mice, or chocolate ...

But the White House had gone! In its place stood – a castle!

31

Robert rubbed his eyes. The castle was still there. One of the others must have wished for it! He walked closer, and saw knights in armour standing near the huge wooden gate. They were going to attack! One of the knights saw Robert, and walked towards him.

"What are you doing here, boy?" the knight asked.

"This is a dangerous place – there is going to be a battle!"

"I – I just want to go home!" said poor Robert.

"And where is home?"

"It's – here!"

"I must tell our leader, Sir Wulfric," said the knight.

Sir Wulfric sat on a big, grey horse, and he wore a helmet with a red feather. He carried a long sword, and a shield with three red lions on it.

"Tell me why you are here, my boy," he said kindly to Robert, as he took off his helmet. "We will not hurt you."

So Robert told him all about the sand fairy, and the gold coins, and the wings.

"So you see," he said, "you are here because of a wish."

Sir Wulfric frowned.

"It's pretending to be mad!" said the knight. "He thinks you will let him go if you believe he's mad!"

Sir Wulfric thought for a moment. Then he said, "You have told me some strange things, my boy. But I have no reason to hurt you. You may go free. This is Jakin – he will go with you."

Robert ran back to the sand pit as fast as he could. Jakin went with him.

"Just one more wish! Please!" he begged the sand fairy. "Hurry up – I'm very tired," the creature grumbled.

32



31

"What is the wish?"

"I wish I was with the others!" said Robert. As the sand fairy began to puff himself up, Robert closed his eyes.

When he opened his eyes, he was standing in a square room with thick stone walls. He was inside the castle!

Anthea, Cyril and Jane were surprised to see him. He told them his story, and Anthea said, "You have been so brave. You can be our leader in the battle."

"We haven't done anything yet," Jane told him.

"But we are going to shoot at the knights through these narrow little windows. We can use the bow and arrows Uncle Richard gave you."

"I don't think that will work," Robert replied. "They've got real bows and arrows, and swords, and daggers. Jakin told me that they will attack us just before sunset. Let's get ready. We can start by exploring the rest of the castle."

So they explored. They wandered up and down stone steps, through archways, up and down towers, and through room after room after room.

After a while, they found themselves in a large garden. And there they saw the strangest sight.

In the middle of the garden stood Martha! Next to her stood Cook, who seemed to be holding something – but there was nothing in her hands. Baby was there, too – sitting on nothing, about to creep from the ground.

Anthea held out her arms to Baby, but Martha said, "Leave him alone, Miss Anthea. Let him sit quietly in his high chair."

34



35

Then Cook spoke. "Run along and play, children. Or there won't be any dinner. I'm late already!"

The children went back into the castle.

"What's going on?" said Anthea. "I don't like it. It's strange to see Martha and Cook and Baby in the castle."

"I think I can explain it," said Cyril slowly. "You see, the castle is in the same place as the White House. We are in the castle, because we are in the wish. But Martha, and Cook, and Baby – they can't see the castle, because they are in the house. Remember – they can't see any of our wishes. And we can't see the chairs, or the dinner – because they are in the house, too!"

"Stop, Cyril!" cried Jane. "My head is going round and round. All I know is, I'm hungry and I want my dinner. I hope that will be real!"

They watched Cook as he put an invisible pan into an invisible oven. After a while, Martha brought them an invisible tray. She started to carve an invisible leg of lamb with an invisible knife. As she served invisible potatoes and invisible cabbage with an invisible spoon, poor Jane started to cry.

36



37

Active vocabulary

accident the second 'c' is a soft 'c' and is pronounced 's'

armour the 'our' is pronounced 'er'

attack note the 'tt'

castle the 't' is a silent 't' and is not pronounced

dangerous the 'ous' is pronounced 'us'

huge the 'g' is a soft 'g' and is pronounced 'j'

invisible the prefix 'in' gives visible the opposite meaning

knight the 'k' is silent and is not pronounced

surprised the second 's' sounds like a 'z'

trouble the 'ou' is pronounced like a short 'u'

Passive vocabulary

battle *blade* *carve*

dagger *helmet* *lamb*

leader *penknife* *puffing*

shield *wander*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Elicit from the children anything they know about castles. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 33. Ask *Who is Robert talking to? Can you describe the knight and his horse?* Talk about how tall he looks, sitting on his horse. Discuss his armour, and talk about why soldiers in the past wore metal armour. Ask why he is carrying a shield and describe it. Ask *Why do you think there is a picture on his shield? What weapon is he carrying?* Point out, too, that he has taken off his helmet and is holding it in his left arm. Talk about his horse. Name the different parts of the horse. Ask *What do you think the knight and Robert are talking about?* Direct the children's attention to the other soldiers behind Robert and the knight and ask the children to describe them, too. Ask *Why do you think there are some tents?* Point out the flags on the tents. Ask the children what they think the purpose of flags is. Finally look at the castle in the distance. Ask *Why did people live in castles? Can you describe it?* (Point out that there is a moat around the castle – a deep wide hole filled with water.)
- Tell the children to look at the picture on page 35. Ask *Are the children inside or outside the castle? How do you know? Who are they looking at?* (Martha and Cook, with Baby.) Discuss why Baby looks so strange. (He seems to be sitting in mid-air!) Can the children explain this?
- Tell the children to look at the picture on page 37. Ask *What is Jane doing? Can you suggest why she might be crying? Who is she with? What do you think Cook is saying? Has she made Jane cry or is she trying to comfort her?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

1. *How long did Martha say Robert could go out for?*
2. *Where was the sand fairy?*
3. *What did Robert wish for?*
4. *What did Robert see when he arrived back at the White House?*
5. *Who spoke to Robert?*
6. *What was the name of the leader of the knights?*
7. *Sir Wulfric was riding a big, black horse. True or false?*
8. *Did Sir Wulfric believe Robert when he told him about the sand fairy?*
9. *Why did Sir Wulfric think Robert was pretending to be mad?*
10. *Where did Robert go when Sir Wulfric told Robert he was free? Who went with him?*
11. *What wish did Robert ask the sand fairy to grant him?*
12. *Where was Robert when he opened his eyes?*
13. *What did Anthea say to Robert?*
14. *When did Robert say that the knights were going to attack the castle?*
15. *What did they discover when they explored the castle?*
16. *Who was in the middle of the garden?*

17. What was strange about: a) Cook b) Baby?
18. When Anthea held out her arms to take Baby, what did Martha say to her?
19. Cook told the children to go and play because she wanted to make their _____.
20. Cyril said that Martha, Cook and Baby couldn't see _____.
21. Why did Jane cry?

- Find some pronouns in the chapter. Ask the children to say who or what each pronoun refers to.
- Find some examples of irregular past tenses in the chapter, for example *was, ran, stood, saw, sat, said, thought*. Consider how the spelling of these has changed in the past tense.
- Point out the use of dashes in some places in the chapter. These are rather like commas, and indicate a slight pause. Re-read the sentences containing dashes to demonstrate this.
- Ask the children to find and read some two-syllable words from the text.
- Ask the children to find and read words containing 'ee' and 'ea'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think the sand fairy was out of his hole at the beginning of the chapter?
2. When Robert arrived at the sand pit, he did not know what to wish for. Do you think this was silly of him?
3. How can you tell he was surprised when he first saw the castle?
4. Why do you think Sir Wulfric took off his helmet when he spoke to Robert?
5. Why did Sir Wulfric think Robert was pretending to be mad?
6. How can you tell the sand fairy was not pleased when Robert asked for another wish?
7. Why do you think Robert wanted to be with the others?
8. How can you tell the castle was a big place when the children explored it?
9. Why do you think Cyril spoke slowly when he was trying to explain things?
10. What do you think Jane meant, when she said her head was going 'round and round'?
11. Explain in your own words, why Martha, Cook and Baby could not see the castle, and why the children could not see the high chair and the food.

Stage 2 comprehension (extra)

Setting This chapter is set in a castle. Ask the children to write a paragraph and write all they can discover about the castle from the text and illustrations.

- Write the words *castle* and *knight* on the board and read them. Note that the 't' and 'k' are not pronounced – they are silent letters. Write these words on the board: *knife, listen, fasten, knee, know, knock, whistle, wrestle*. Ask the children to read them and to divide them into two groups – those with a silent 't' and those with a silent 'k'.
- Write the word *punishment* (a noun) on the board and read it. Rub out the suffix 'ment' and read the root word *punish* (a verb) again. Write these verbs on the board: *agree, astonish, entertain, govern, advertise, argue*. Ask the children to add the suffix 'ment' to each, to change them into nouns. (Note the spelling of *argument*.)
- Write *armour* on the board and read it. Ask the children to complete these words with 'our', read them and use them correctly in sentences: col___, flav___, neighb___, harb___.
- Ask the children to talk about the strangest thing they have ever seen.
- The knight thought Robert was pretending to be mad. We can pretend to show different emotions with different facial expressions. Ask the children to change their facial expression to pretend they are, for example, angry, bored, excited, amazed, tired, unhappy.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6

The knights attack

Pages 38 to 44

CHAPTER 6

The knights attack

Cyril pushed his hand into his pocket and brought out three biscuits. They were broken and crumbly, but they were food. Cyril shared them out.

As they ate the biscuits, Robert said, 'We can see the biscuits but we couldn't see the leg of lamb. Why's that?' Cyril thought for a moment. 'It must be because we've got them, and not Martha,' he said.

'Now,' said Robert, 'We'd better find out what's happening outside the castle.'

They all climbed to the top of a tower, and looked out of one of the narrow windows.

The knights were very busy now. They were sharpening their daggers, getting their horses ready, and polishing their shields. Cyril saw some horses dragging a huge tree trunk towards the castle. That's a *battering ram*, he thought. They will try to break the door down with it. Thank goodness the castle has a *moat*, and the *drawbridge* is up.


'We must defend the castle,' Cyril said. 'Just the four of us.'

'It's only a game, isn't it?' Jane asked.

But no one answered.

They went to search for weapons. There were plenty of swords and bows, but they were all too heavy for a child.

'We can throw these daggers,' said Cyril. 'They're much lighter. And I saw some stones in the courtyard. We can throw those as well, if they try to swim across the moat.'



38

While they were collecting the stones, they heard the sound of a trumpet.

'They're going to attack!' said Robert, and they all rushed to the windows. 'Let's get ready to defend the castle!'

'You are brave, Robert,' said Anthea.

Cyril's face turned red. 'I'm brave, too!' he said. 'I just wasn't ready.'

'Oh, I don't care which of you is braver!' cried Jane. 'We should never have wished for a castle! I hate this game! And I don't want to play!'

'It's all right,' said Anthea. 'They can't get in. And anyway, they wouldn't hurt women or children.'

They watched the knights move towards the castle. Then they heard a voice, far below them.

'In the name of our great leader, Sir Wulfric de Talbot, I order you to surrender!'

'Never!' shouted Robert in reply. The children cheered, and rattled their daggers.


It was getting dark outside. Nearly sunset, thought Jane. Anthea had been thinking, too. 'The moat is very narrow,' she said. 'It must be easy to swim across it.'

'Even if they do swim across, they can't get in,' said Robert. But as he spoke, they heard heavy footsteps on the stairs, and the clanking of armour.

Robert opened the door and crept up the stairs.

'Wait here!' he whispered. He peeped into the little room at the top of the stairs. Jakin was there, dripping with moat water and bending over something.

The machine that works the *drawbridge*! thought Robert. It's in that room!



40

As Jakin turned and rushed out at him, he banged the door shut and turned the big silver key.

Then he remembered the window. There was just one big window in the castle - big enough for a man to climb through.

'Quickly!' he called to the others, and they all ran to the room with the big window.

One of the knights was climbing through the window! Robert and Cyril pushed him, hard, and he fell back into the moat with a splash.

Then Robert and Cyril ran out of the room and locked the door.

The two boys looked at each other. They were breathing heavily.

Then they heard an enormous crash.

'It's the *drawbridge*!' cried Robert. 'It's down! I was too late!'

They heard the clatter of horses' hooves, and the sound of marching feet. The knights were crossing the *drawbridge* and coming into the castle!


'Quick!' shouted Robert. 'It's time to get the stones.'

The children dropped the stones through the narrow windows. They heard shouts from below as the stones landed on the knights.

'We won't surrender!' cried Robert as he picked up a big stone. 'Never!'

Then he heard the sound of the *battering ram*. The knights were trying to break down the castle door!

'Please let's wave a handkerchief and surrender!' begged Jane.



42

In answer to this, Robert looked round for something else to throw. He saw an iron pot full of water. He threw this out of the window, too.

Suddenly, the cries of the knights and the sounds of the horses grew fainter. The little room whirled round. It was sunny!

The children ran to the window. The moat and the knights had gone. All they could see was the garden of the White House, with its marginals and roses and iron railings.

'We didn't surrender, did we?' said Robert proudly.

'Are you glad we wished for a castle?' asked Cyril.

'I think so,' said Anthea slowly.

'Me too!' cried Jane. 'I wasn't frightened at all!'


Then Anthea said, 'All our other wishes have got us into trouble with Martha. But this one didn't, did it?'

But just as Anthea finished speaking, the nursery door flew open and Martha marched in.

'You should be ashamed of yourselves!' she said.

'Pouring water out of the window - just as I was cleaning the door knocker underneath! Now off to bed, all of you!'

'What were you saying, Anthea?' asked Cyril, when Martha had gone. 'A wish day without trouble with Martha - that would be too good to be true!'



44

Active vocabulary

<i>begged</i>	note the 'gg'
<i>biscuit</i>	the 'u' is silent and is not pronounced
<i>defend</i>	there's an 'end' at the end!
<i>enormous</i>	a three-syllable word. Tap it out and see!
<i>footstep</i>	a compound word: <i>foot</i> + <i>step</i> = <i>footstep</i>
<i>iron</i>	the 'r' is not pronounced (i-on)
<i>machine</i>	the 'ch' sounds like 'sh'
<i>polish</i> (vb)	change the 'p' to 'P' to mean someone from Poland!
<i>surrender</i>	there's an 'end' in the middle!
<i>weapon</i>	the 'ea' is pronounced like a short 'e'

Passive vocabulary

<i>battering ram</i>	<i>clanking</i>	<i>courtyard</i>
<i>crumbly</i>	<i>drawbridge</i>	<i>faint</i>
<i>hooves</i>	<i>marigold</i>	<i>moat</i>
<i>railings</i>	<i>rattled</i>	<i>sharpening</i>
<i>trumpet</i>	<i>whirled</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 39. Ask *Are the children inside or outside the castle? What shape is the window they are looking through?* (It is like an arch.) Ask the class to describe what is happening outside.
- Tell the children to look at the picture on page 41. Ask *Who is looking around the door? (Robert) Is the man in the room surprised to see him? How can you tell? What do you think the man is doing?* (Notice the chains on the machine. When the man turns the handle of the machine this winds up the chains and lifts or lowers the bridge over the moat of the castle. If the bridge is lowered, the knights will be able to cross it and enter the castle.)
- Tell the children to look at the picture on page 43. Ask *Did the man succeed in lowering the bridge over the moat?* (Note the chains on the bridge that can also be seen in the picture on page 41.) *Why do you think the soldiers on the bridge are carrying a long tree trunk? What are they trying to do?* Point out that all the other knights and soldiers are waiting to enter the castle so they can attack it, and that they are carrying weapons, shields and so on. *What are the children in the castle doing?* (They can't be seen in the picture but they are throwing rocks and stones, which can be seen, at the men on the bridge.)
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

1. *What did Cyril have in his pocket?*
2. *How did the children find out what was happening outside the castle?*
3. *What were the soldiers doing?*
4. *What did Cyril see?*
5. *What did Cyril think?*
6. *Why were the swords and bows in the castle no good for the children?*
7. *What did Cyril say they could throw at the soldiers?*
8. *How did the children know the soldiers were going to attack?*
9. *What did Sir Wulfric shout to them?*
10. *What did Robert shout back?*
11. *It was getting _____ outside.*
12. *What did Anthea think about the moat?*
13. *What noises did the children hear inside the castle?*
14. *Who was in the little room at the top of the stairs?*
15. *What machine was in that room?*
16. *What did Robert do as Jakin rushed out at him?*
17. *What did the children do to the knight who was climbing through the window?*

18. *What was the crashing noise the children heard?*
19. *How did the children know the knights were crossing the drawbridge?*
20. *What did the children drop onto the soldiers on the drawbridge?*
21. *What did Jane want to do?*
22. *What did Robert throw out of the window?*
23. *Suddenly, the cries of the knights and the sounds of the horses grew _____.*
24. *What did the children see when they looked out of the window?*
25. *Why was Martha cross with the children?*

- Find examples of dialogue in the text. Discuss the use of speech marks. In each case, ask the children what the exact words were that were spoken by the person. Point out that these are the words that go inside the speech marks.
- Point out that some words are in italics. On some occasions these show what someone is thinking, and on other occasions they are to show emphasis. Find the words in italics and tell children to say what their purpose is in each case.
- Ask the children to find and read any words ending with a consonant plus 'y', for example *nearly, very, easy*.
- There are quite a number of contractions in the chapter, for example *it's, they're*. Find these and ask the children what the long form of each is, for example *it's = it is*.
- Find these comparative adjectives in the chapter and discuss how they are used: *lighter, darker, braver, fainter*.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Cyril said 'Thank goodness the castle has a moat, and the drawbridge is up.'?*
2. *Why do you think no one answered Jane when she said, 'It's only a game, isn't it?'?*
3. *Why do you think Cyril's face turned red when Anthea told Robert that he was brave?*
4. *How can you tell Jane is worried and upset?*
5. *How does Anthea try to make Jane feel better?*
6. *Why do you think the children cheered and rattled their daggers when Robert told Sir Wulfric they would never surrender?*
7. *How do you think Jakin got into the castle?*
8. *Do you think Robert and Cyril were brave or foolish to push the knight out of the window?*
9. *How did the children know the drawbridge was down?*
10. *Who do you think let the drawbridge down?*
11. *How did the children know the soldiers were crossing the drawbridge?*
12. *How did the children know the stones had landed on the knights below?*
13. *What did the soldiers use to batter down the castle door?*

14. Was Robert frightened? What did he do?
15. Why do you think the noise of the attack suddenly grew fainter?
16. Jane said she wasn't frightened at all. Was this true?
17. Why did Martha say to the children, 'You should be ashamed of yourselves!'?

Stage 2 comprehension (extra)

Author's style and use of language Did you think this chapter was exciting? Which part of the chapter did you find most exciting? Say why. The author used some interesting words in the chapter. Ask the class to write their five favourite words from the chapter and say what they mean.

- Write the words *attack* and *defend* on the board and discuss their meanings. They are opposites. Ask the children what the opposite of each of these words is: *pushed, sharp, heavy, far, narrow, shut, enormous, throw*.
- Write these prepositions from the chapter on the board and read them: *into, outside, across, below, over, through, on*. Ask the children to make up sentences of their own and use the words correctly.
- There are lots of 'sound' words in the chapter. Write these on the board and read them: *heavy footsteps, the clanking of armour, splash, an enormous crash, the clatter of horses' hooves, the sound of marching feet*. Talk about other sounds the children might have heard during the attack.
- Play one of these games:
 - the 'Do you know this sound?' game A. If possible, record some everyday sounds, for example a car, a mobile phone, children talking. Play them to the class and ask them to identify each sound.
 - the 'Do you know this sound?' game B. Ask the children to shut their eyes and make different sounds in the classroom, for example closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
 - the 'How many sounds can you hear?' game. Ask the children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - the 'What noise do they make?' game. Name different animals and ask the children to say what sound each one makes.
- Write the word *hoof* on the board. Change it into the plural and write *hooves*. Ask the children to identify the rule. Now write these words on the board: *loaf, shelf, thief, leaf, half*. Ask the children to read them and change them into plurals using the same rule.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 7

Robert the giant

Pages 45 to 51

CHAPTER 7

Robert the giant

'We were trying too hard,' said Cyril. 'That's why our wishes went wrong. Let's not think about wishes today. Let's play a game. While we are playing, a really good wish might come into someone's head.'

'All right,' said Anthea. 'Let's play handits. But let's play in the sand pit. Then we will be near the sand fairy when we think of a wish.'

They collected Robert's bow and arrows, Jane's skipping rope, Martha's umbrella, and father's old walking stick. (These were the woods.) They covered baby's pram with a checked tablecloth. (This was the bandits' wagon - although baby was fast asleep inside it.)




45

The game did not go well, and the children started to quarrel. Then Cyril saw the baker's boy. He was coming along the road with his basket full of bread.

'Stop!' cried Cyril, and he waved the umbrella at the baker's boy. 'Come and play.'

But he didn't want to play. He just pushed Cyril away. Robert tripped the baker's boy up with the skipping rope, and he fell over. All the loaves of bread fell out of the basket, and rolled along the road.



46

'Why did you do that?' cried the baker's boy angrily. He stood up and brushed the dust from his clothes.

The baker's boy was much bigger than Robert. Robert looked up at his angry face, and started to run. The baker's boy chased Robert to the sand pit, and then went back to pick up the loaves of bread.

Sitting on the sand, Robert wiped away his tears. 'He's much bigger than I am!' he sniffed. 'That's why I ran away. I wish I was bigger than he is!'

He dug his fingers into the sand. He felt something furry, and jumped to his feet. It was the sand fairy, puffing himself up.

And Robert started to grow. Soon, he was bigger than the baker's boy. Much bigger. He was bigger than two men.

'We'd better ask for another wish!' said Anthea.

'We must make Robert go back to his normal size!' But the sand fairy wouldn't help. And he disappeared into the sand.

'What shall we do now?' wailed Jane.

'I know what I'm going to do!' said Robert. 'I'm going to go after that baker's boy.'

And in three giant steps, he was back on the road. He hid behind a cottage, and waited for the baker's boy.

After a while, he heard someone whistling. He peered round the wall of the cottage. There was the baker's boy, carrying his basket.

Giant Robert jumped out, and grabbed the boy's collar.

'How dare you chase a boy who is smaller than you!' he boomed. (His voice was much louder now, too.)

47

'There's a fair in the village,' Martha said, as she served the plum pie. 'My friend's going this afternoon.'

'I'd like to go to the fair,' said Robert, when Martha had gone.

'You can't go!' said Cyril. 'Giants don't go to fairs!'

'Oh!' cried Jane, and almost choked on a plum stone. 'I've got an idea! Listen - giants do go to fairs! People will pay money to see them! Let's take Robert to the fair!'

Robert didn't like the idea - until Anthea said, 'We couldn't do it without you, Robert. You can have most of the money.'

In the end, Robert took them to the fair. They climbed into an old pony cart, and Robert pulled it along. (This was easy for a giant.)

When they reached the village, Robert hid in a barn, and the others went into the fair. There were swigg-shaped like boats, and brightly painted roundabouts, and lots of other exciting things, but the children didn't stop to try them.

Cyril stopped at a coconut shy. He walked up to a lady in a red and white scarf, who was sorting out a pile of coconuts.


'Excuse me,' he said. 'I want to speak to the owner of this fair.'

'That's my husband, Bill. But he's asleep,' said the lady. She pointed to a red-faced man who lay under a tree.

He was snoring loudly. 'I'm Becca. What's this all about?'

'I've got a giant,' said Cyril. 'He's in that barn. He could make a lot of money for you.'

'I'll have a look at him. But if this is a trick ...'



48

Becca followed Cyril to the barn. He opened the door, and called out, 'Robert!'

A huge arm poked out of a pile of hay.

Becca's eyes were as big as saucers.

'My goodness!' she whispered.

A giant foot, and a leg, followed the arm. Then Giant Robert sat up, brushing off bits of hay.

'How much will you take for him?' asked Becca.

Her eyes were as big as dinner plates now. 'He'll have the best of everything. I've got a lovely old caravan - an elephant used to live in it. He can have that.'

'He won't take anything!' interrupted Robert. 'But I will take fifteen shillings.'

'Agreed!' smiled Becca, and handed him the money.

'Now come and meet Bill.'

Bill was very pleased with Robert and took him to a tent. It was very big, but Robert couldn't stand up in it.

Becca brought him some bread and cheese. Then Bill put a table in front of the tent, and stood on it.

'Ladies and gentlemen!' he cried. 'Come and see the biggest giant in the world! Three pence a go!'

Soon, a long line of people stood outside the tent. The children could hear 'Ooh!' and 'Aah!' - and sometimes a loud shriek.

At three o'clock, Robert said he wanted a cup of tea. Bill put up a notice.

49

The children went into the tent to talk to Robert.

'How am I going to get away?' he asked them. 'They must see me after sunset - I will be my normal size!'

Cyril thought for a moment. Then he went to find Bill.

'When the sun sets,' he began, 'the giant must be left alone. He gets very bad-tempered, you see. And a bad-tempered giant can make a lot of trouble.'

So just before sunset, another notice went up:

'Closed for half an hour. The giant is having his dinner.'

'There's one more thing,' said Cyril. 'He says that he's too hot. Will you open the tent up at the back - to give him some fresh air? Then I'll go and fetch his dinner.'

'All right,' said Bill. 'I'll be on guard at the front of the tent. Becca can stand at the back. Someone might try to steal our giant.'

Cyril sent his sisters home. In the tent, he told Robert the rest of his plan, and they settled down to wait.

One minute after sunset, a boy walked out of the front of the tent.

'I'm going to get the giant's dinner,' Cyril told Bill.

At the same time, a boy walked out of the back of the tent.

'I'm going to get the giant's dinner,' Robert told Becca.

And the two boys ran all the way home, laughing about the trick they had played.

50

51

Active vocabulary

<i>bad-tempered</i>	a compound adjective
<i>caravan</i>	note the three 'a's in this word
<i>choke</i>	change the 'ch' to 'j' and make someone laugh!
<i>cottage</i>	note the 'age' at the end of this word
<i>giant</i>	the 'g' is 'soft' and pronounced like 'j'
<i>normal</i>	'al' can come at the end or beginning of words, for example always
<i>notice</i>	this word is cold at the end! (ice)
<i>owner</i>	the suffix 'er' is a common ending for agent nouns
<i>village</i>	note the 'age' at the end of this word
<i>whistle</i>	the 't' is a silent 't' and is not pronounced

Passive vocabulary

<i>bandit</i>	<i>barn</i>	<i>boomed</i>
<i>checked (material)</i>	<i>coconut shy</i>	<i>collar</i>
<i>loaves</i>	<i>on guard</i>	<i>peered</i>
<i>pram</i>	<i>roundabout</i>	<i>settle down</i>
<i>shriek</i>	<i>wagon</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the question *Are you the youngest in your family?*
- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 7. Discuss what it might mean.
- Tell the children to look at the picture on page 45. Ask *What do you think this is?* (It is an old-fashioned baby carriage called a pram.) Ask the children to describe it. Note the handle at the back to push it, the four wheels, two big and two small, the container that the baby went in and the cover to protect the baby from rain or give shade from the sun. (Note that someone has put a checked tablecloth over this part of the pram. Ask the children why they think this is.) Ask *Can you identify and name all the things that have been put into the pram?*
- Tell the children to look at the picture on page 46. Ask *What is Robert doing?* (He is tripping up a boy with a rope.) Ask *Who do you think the boy on the ground is?* (It's the baker's boy – the boy who delivers bread to people's houses from the bakers. Point out the basket of bread he has dropped.) Ask *Why do you think Robert is tripping up the baker's boy? What is Cyril carrying?*
- Tell the children to look at the picture on page 48. Ask *What has happened to Robert?* (Remind the children of the title of the chapter.) Point out how big he is in relation to the baker's boy. Ask *Why do you think Robert is putting the baker's boy on the roof of a house? How does the baker's boy look?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

1. *Who suggested playing bandits in the sand pit?*
2. *a) What did they take with them?
b) Why did they take each thing?*
3. *Why didn't the game go well?*
4. *a) Who came along the road?
b) What was he carrying?*
5. *Why did Cyril wave an umbrella at the baker's boy?*
6. *What did Robert do to the baker's boy?*
7. *What did the baker's boy do to Robert?*
8. *What did Robert wish for?*
9. *How big did Robert grow?*
10. *Where did Robert hide and wait for the baker's boy?*
11. *What did Robert do to the baker's boy?*
12. *Why did Anthea ask Martha if they could have lunch in the garden?*
13. *How did Robert take Cyril, Anthea and Jane to the fair?*
14. *Where did Robert hide when they reached the fair?*
15. *Who did Cyril talk to at the fair?*
16. *How much did Becca agree to pay to buy Robert?*
17. *Who was Bill?*

18. *Where did Bill take Robert?*
19. *What did Bill do, when he stood on the table outside the tent?*
20. *At what time did Robert have a cup of tea?*
21. *What did Cyril tell Bill about Robert (the giant) at sunset?*
22. *What notice did Bill put up just before sunset?*
23. *What trick did Robert and Cyril play on Bill and Becca?*

- Point out the use of brackets on page 45. Explain that these contain more information about the bow and arrows, skipping rope, walking stick and umbrella, and the pram.
- Find some commas in the text. Read the sentences containing the commas and demonstrate how they tell the reader to take a short pause when reading aloud.
- Ask the class to find a word that begins with the prefix 'dis' and explain its meaning. (disappeared)
- Ask the class to find any three-syllable words in the text.
- Ask the children to identify the adjectives in the chapter and discuss which nouns they describe.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think the children started quarrelling?*
2. *Why do you think Cyril wanted the baker's boy to stop and play?*
3. *How can you tell the baker's boy didn't want to play?*
4. *Why do you think the baker's boy got angry?*
5. *How can you tell Robert was scared when the baker's boy chased him?*
6. *Why do you think Robert picked up the baker's boy and put him on the roof?*
7. *Do you think it was a good idea to eat lunch in the garden?*
8. *What made Robert change his mind about going to the fair?*
9. *Why do you think Robert hid in a barn near the fair?*
10. *How can you tell Becca was surprised when she saw Robert?*
11. *Why do you think Bill was pleased with Robert?*
12. *How can you tell the people who went into the tent to see Robert were surprised?*
13. *At what time did the children go into the tent to talk to Robert?*
14. *Why did Bill say he would guard the front of the tent and Becca would guard the back?*
15. *What did you think of the trick the two boys played on Becca and Bill?*

Stage 2 comprehension (extra)

Plot In this chapter more moral dilemmas are raised. Discuss the following situations and ask the class for their opinions: Was it right for Robert to trip up the baker's boy? Was it right for him to pick up the baker's boy and put him on the roof of a cottage? Was it right for the children to take money from Becca and Bill at the fair and then trick them?

- Write the word *sunset* on the board and show how it is made of two separate words. Write the first word of some other compound words and ask the children to suggest the second words to complete them, for example *foot (ball, step); hair (brush); sun (shine, light); sea (side, shore, shell); bath (room); book (case, shop); rain (fall, drop)*.
- Write the words *pile of hay* on the board. Explain that this is a collective noun (a group of something). Ask the children to complete these collective nouns:
a flock of _____; a library of _____;
a team of _____; a class of _____;
a packet of _____.
- Write the word *shriek* on the board and read it. Point out that the 'ie' makes an 'ee' sound. Ask the children to complete these words with 'ie', read them and say what they mean:
p__ce, n__ce, th__f, sh__ld, f__ld, f__rce,
bel__ve.
- In the text it says that Becca's eyes were 'as big as saucers'. When we compare one thing with another we call it a simile. Ask the children to think of suitable adjectives to complete each of the following similes:
as _____ as a giant; as _____ as a rock; as _____ as the sea; as _____ as a snake; as _____ as an apple.
- Write these words from the chapter on the board: *giant, cottage, huge* and read them. Discuss what sound the 'g' in each makes. We call this a soft 'g' sound. When 'g' is followed by 'e', 'i' or 'y' it sounds like 'j'. Ask the children to read these soft 'g' words: *bridge, hedge, gentle, gym, engine, imagine, magic, danger, strange*.
- Discuss with the class the advantages and disadvantages of being a giant.
- Have any of the children visited a fair or amusement park? Ask them to share their experiences with the rest of the class.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 8

Baby grows up


Pages 52 to 58

CHAPTER 8

Baby grows up

The next morning, Cyril went to see the sand fairy. 'I've had an idea,' he said. 'We always come to the sand pit to make our wishes. And we can never decide what to wish for. Can we try wishing at home, or when we are out playing? Those wishes might be more sensible.' The sand fairy stretched his furry brown arms, and yawned. 'Yes, you can,' he said sleepily, and disappeared into the sand.


It was a lovely sunny day, and the children decided to go into the woods to pick some nuts. After a while, they sat down on the mossy grass to rest. But Baby didn't want to rest. He pulled up handfuls of moss, and threw them at his brothers and sisters. He took Cyril's watch out of his pocket, and tried to dig with it. He trod on the watch, and broke the glass. 'Babies are babies for such a long time!' sighed Cyril. 'I can't wait for him to grow up at sunset!' 'He will grow up one day,' said Anthea dreamily, stroking Baby's hair. 'But when? He's so naughty! I wish he would grow up now!'



52


He leaned against a tree and asked, 'How far is it to the station? I might go to London for the afternoon!' Baby's brothers and sisters looked miserably at each other. What would happen to him at sunset? 'You can't do that!' cried Anthea. 'Come to Rochester with us!' 'I'm your big brother. I can do as I like,' said Baby. 'And now, I'd like to be alone. Go home - and don't wait for me. I'll be home very late.' 'Let me and Robert come with you,' suggested Cyril. He was very worried now. 'I've changed my mind,' said Baby. 'I think I'll ride my bicycle to Rochester.'

Anthea took a pin from her pocket, and quietly handed it to Cyril. He tiptoed away and ran to the road. A shiny new bicycle was leaning on a gate. Quickly, Cyril pushed the pin into both the tyres. The air hissed out of them, and the tyres soon went flat. When the others arrived, Robert said, 'Oh, dear! Your tyres are flat!' Anthea bent down to look. When she stood up, she showed Baby a sharp thorn. 'So that's what did it!' said Baby. 'I'll need some water to help me mend the punctures.' They went to look for some water. After a while, they saw a café. The lady in the café gave them a bowl of water. Baby mended his punctures, and the others ate these sandwiches and chocolate cake. When he had mended his punctures, Baby stood up.




54

He said, 'I can see a young lady! She's got a bicycle. A tyre on her bicycle is flat, too. I'll help her to mend it. Go home, all of you.' The children didn't go home. They went to hide in the garden. After a few moments, they heard Baby say, very politely, 'Have you got a puncture, Miss? I'd be very happy to mend it for you.' 'You are very kind,' replied the young lady. When the puncture was mended, Baby said, 'It's getting late. May I ride with you?' Anthea rushed out from her hiding place, and cried, 'Don't let him go with you! He's not what you think he is!' 'What do you mean?' she asked. 'What is he?' 'He's really just a baby! Or he will be when the sun sets.' The young lady stared at Anthea. She thought Anthea was mad! She got on her bicycle and rode away. When she had gone, Cyril spoke seriously to Baby. 'Let us take you home now,' he said. 'Things will look better in the morning.' 'You're all mad! Especially young Anthea,' replied Baby, looking puzzled. 'There's nothing wrong with me! I think I'd better take you home.' While Baby wasn't looking, Robert had pushed the pin into one of Baby's tyres again. The bicycle now had another puncture, and Baby agreed to push it home. They reached the White House just before sunset. Baby marched through the gate, and was met by Martha. 'Come to me, my darling Baby!' she cried, and picked him up.



56

Of course, to Martha, Baby looked the same as always. But the children saw a nursemaid carrying a tall young man in a grey suit and a green tie. He had a straw hat on his head - and a very cross expression on his face. Later, when Baby was a baby again, Cyril said, 'What a dreadful young man! I hope Baby doesn't really grow up like that.' 'He won't,' said Anthea, stroking Baby's cheek. 'We will make sure of that.'



58

Active vocabulary

<i>bicycle</i>	the prefix 'bi' means 'two'
<i>dreadful</i>	this literally means 'full of dread'
<i>expression</i>	the 'ssion' is pronounced 'shun'
<i>hissed</i>	the suffix 'ed' sounds like 't'
<i>miserably</i>	a four-syllable word. Tap it out and check!
<i>moustache</i>	the 'ch' sounds like 'sh'
<i>politely</i>	the prefix 'ly' shows us that this is an adverb
<i>puncture</i>	the 'ture' is pronounced 'cher'
<i>sharp</i>	take off the 's' and you are left with a stringed instrument to play!

Passive vocabulary

<i>mossy</i>	<i>straw hat</i>	<i>thorn</i>
<i>tiptoed</i>	<i>trod</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 53. Remind the children of the title of the chapter. Ask *Who do you think the man leaning against the tree is? What do they think has happened to him? Can you describe him? How do the other children look? Why do you think they are surprised?*

- Tell the children to look at the picture on page 55. Ask *Where do you think the picture is set?* Draw attention to the young lady in the background. Ask *Can you describe how she looks? What is she pushing? What do the children think Baby is doing in the foreground? What is he holding?* (He is holding the rubber inner tube from a tyre.) *What is he doing?* (He is trying to find and mend a puncture in the inner tube of a bicycle. To find out where an inner tube has a puncture, it is necessary to pump it up and submerge a little of it a bit at a time in a bowl of water. When the part with the puncture is submerged air escapes from the hole in the inner tube in the form of air bubbles and thus the puncture can be located.) Ask *Whose bike do you think has a puncture? What is Cyril eating? What do you think the two girls are eating and drinking?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

1. *What was the weather like?*
2. *What did the children decide to do?*
3. *What did Baby do when they all sat down to rest?*

4. *What did Cyril wish?*
5. *Describe how Baby looked when he grew up.*
6. *Where did Baby say he wanted to go for the afternoon?*
7. *Why were his brothers and sisters worried about this idea?*
8. *Where did Baby say he would ride his bicycle to?*
9. *What did Cyril do to the bicycle?*
10. *What did Baby think made his tyres flat?*
11. *Who gave them a bowl of water?*
12. *What did the others eat and drink?*
13. *Baby also mended a puncture on a young man's bicycle. True or false?*
14. *What did Baby ask the young lady when he had mended her puncture?*
15. *What did Anthea say to the young lady?*
16. *What did she think of Anthea?*
17. *Who pushed another pin into Baby's tyre?*
18. *How did Baby get his bicycle home?*
19. *When did they reach the White House?*
20. *What did Martha do to Baby?*

- There are many exclamation marks in the chapter. Find these and talk about their purpose and how they affect the reading of the sentences which contain them.
- Identify some of the adverbs in the passage and ask the class which verb they describe.
- Look at a sample of random words from the text and ask the children to see if they can find any smaller words 'hiding' in the longer words, for example *morning*, *fairly*.

- There are several examples of compound sentences in the text which are joined using the conjunction *and*, for example *It was a lovely summer day, and the children decided to go into the woods to pick some nuts*. Ask the children to find and read some of these sentences and identify the two shorter sentences within each longer sentence.
- Find any words or phrases that are 'time markers' which denote the passing of time, for example *the next morning, first, then*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *What do you think Cyril meant when he said, 'Babies are babies for such a long time!'*?
2. *Why do you think Anthea and Jane were horrified at Cyril's wish?*
3. *Were you surprised how Baby grew up? Was he different from what you expected?*
4. *Why did the children look at each other miserably when Baby said he might go to London?*
5. *Why do you think Anthea quietly handed Cyril a pin?*
6. *What are bicycle tyres full of?*

7. *What happens when you get a puncture in a bicycle tyre?*
8. *Why do you think Anthea showed Baby a sharp thorn?*
9. *Who do you think asked the lady in the café for a bowl of water?*
10. *Why do you think Baby told the others to go home when he mended the young lady's puncture?*
11. *Why did the young lady think Anthea was mad?*
12. *Why didn't Anthea want Baby to go with the young lady?*
13. *Why do you think Robert gave Baby's bicycle another puncture?*
14. *Why did it look funny to the children when Martha picked up Baby?*

Stage 2 comprehension (extra)

Characterisation Ask the children to compare what Baby is like as a baby and as a young man. What sort of things does he do as a baby? How does he look as a baby? (You may wish to turn back to an earlier picture in the book, for example page 21.) How does he look when he grows up?

- Write the words *mad* and *pin* on the board and ask the children to read them. Now add 'e' to the end of each and ask the children to read both words again (*made* and *pine*). Ask them to say what they notice about the sound of the middle vowel in each and to say what each new word means. Write these words on the board and read them: *cap, not, pip, cut*. Add 'e' to the end of each and repeat the process.

- Baby changed in some ways when he grew up. Play the word-changing game with these words:
Change the 'l' in *late* to 'd', 'g', 'h', 'pl', 'st'.
Change the 'r' in *ride* to 'h', 's', 't', 'w'.
Change the 'wh' in *while* to 'm', 'p', 't', 'sm'.
Change the br in *broke* to 'j', 'p', 'str', 'ch'.
- Write the words *straw* and *yawn* on the board, read them and ask the children what the common letter pattern is in both. ('aw') Ask the children to complete these words with 'aw', read them and make up sentences containing them: s___, j___, p___, dr___, cl___, cr___l, ___ful.
- Some prefixes relate to numbers, for example a bicycle has two wheels (bi means two). The prefix 'tri' means three as in the words *triangle*, *triplets*, *tripod*, *tricycle*, *triplane*.
- Ask the children what they think they will be like when they grow up. What do they want to do? Where do they think they will be?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 9 Indians

Pages 59 to 64

CHAPTER 9
Indians

Cyril was reading a book about cowboys and Indians. At breakfast the next morning, he said, 'I wish there were some Indians in the garden. Then we could all play cowboys and Indians. We could be the cowboys.'

'I don't think that's a very good idea,' said Anthea. 'It's the sort of wish that could go wrong.'

'That's true,' said Robert. 'Let's wish for money. Not gold coins, like last time. Let's wish for a hundred pounds.'

The others agreed, and they set off for the sand pit. But when they told the sand fairy their wish, he was quite cross.

'You've had today's wish! Have you forgotten? You can make wishes anywhere now. You don't have to be here. You've already made a wish this morning.'

'What did we wish for?' asked Robert. He frowned as he tried to remember.

'You'll soon find out!' laughed the sand fairy, and he disappeared into the sand.

All morning, they tried to remember the wish. Then Jane found Cyril's book behind a chair.

'Oh, no!' she wailed. 'I remember now! Cyril wished for Indians!'

'Real Indians?' said Cyril. 'We might have to fight them!'

59

Anthea thought for a moment. Then she said, 'The important thing is to keep Baby out of danger. Come with me, Jane. I've got an idea.'

Jane followed her sister into Mother's bedroom. There was a big glass jug on the table, and Anthea carefully picked it up. She carried it into the bathroom, held it up in the air – and dropped it onto the stone floor.

Crash!

'Why did you do that?' gasped Jane.

'You'll see,' said Anthea.

Then Martha rushed up the stairs.

'What was that noise?' she said. 'What have you broken now?'

'I've broken Mother's jug,' said Anthea sadly. 'She loved it. I must buy her a new one. Will you go into Rochester for me, Martha? You could take Baby. Don't worry – I've got enough money for a new jug.'

'You just want to get rid of Baby for the afternoon!' said Martha.

'Please, Martha!' said Anthea.

'All right,' said Martha. 'But you must all be good while we are out.'

When Martha and Baby had gone, Cyril looked out of the window and said, 'I don't think the Indians will come now. It's almost three o'clock – oh, look!'

They all looked out of the window. A young man was peeping in at them! He had a painted face, and two feathers poked out of his long, black hair.

'They're here!' whispered Anthea. 'I know it!'

60



61

The children ran round the house, looking out of the windows. They couldn't find any more Indians.

'They must be hiding in the trees!' gasped Robert.

'What are we going to do?'

'Let's dress up as Indians,' said Anthea. 'We'll try to frighten the real Indians. Robert, go and get some feathers from the hen house.'

Anthea went to get some blankets and scarves from the nursery. Jane found some black paper, to make their hair. Cyril fetched his paintbox, to paint their faces.

Anthea tied a white towel to her father's old walking stick. 'This is a white flag,' she explained. 'It means we want to make peace.'

The four Indians were soon ready to face the enemy. As they went out into the garden, Cook screamed with fright.

'Don't worry. It's only a game,' said Anthea. We must look very frightening, she thought.

Behind the hedge, they saw a row of feathers. Anthea stepped forward. She held up the white flag. One of the real Indians came to meet her.

'My name is Chief Golden Eagle!' he said.

'And I am – I am – Chief Black Panther!' said Anthea, thinking quickly.

'There are many of us,' Golden Eagle went on. 'If we fight, you will lose. Go back to your own land.'

'We will not,' said Anthea. 'We will fight you!'

Golden Eagle's men were coming closer. They carried bows and arrows, and axes.

'It's no good,' whispered Robert. 'Let's go back!'

But Anthea started to run towards the enemy.

62



63

The others followed her. A few Indians fell over, but the children kept on running – to the sand pit.

But the sand fairy wasn't there. And Golden Eagle's men were not far behind them.

Soon, the frightened children were surrounded by Indians. Their knives were gleaming in the sun.

'Make a fire!' ordered Golden Eagle, and ten of his men went to look for wood.

But they came back empty-handed.

'We can't find any wood, great leader,' said one man.

'No wood?' Golden Eagle was angry. 'No wood, to make a fire to burn our enemies! This is a strange country. I wish we were back in our own land!'

There was a flash of light – and the Indians disappeared! The sand fairy had been there all the time. And he had granted Golden Eagle's wish.

When Martha came back with Baby, she was carrying a big glass jug. It looked exactly like the broken one.

'Here you are,' she said to Anthea. 'And here's your money, too. My sister gave me this jug, so I didn't need to buy one.'

'Thank you, Martha!' cried Anthea. She put her arms round Martha's neck and hugged her.

'Hug me while you can,' said Martha. 'When your mother comes back, I'm going to tell her I'm leaving.'

'Martha!' gasped Anthea. 'Are you leaving because we've been naughty?'

'No,' smiled Martha. 'I'm leaving because – I'm going to get married!'

64

Active vocabulary

<i>blanket</i>	think of other words beginning with 'bl'
<i>country</i>	the 'ou' sounds like a short 'u'
<i>danger</i>	the 'g' is soft and sounds like 'j'
<i>enemy</i>	note the two 'e's
<i>feather</i>	rhymes with <i>weather</i>
<i>fire</i>	think of other words containing 'ire' (foreexample <i>wire, tire, hire, enquire</i>)
<i>gasped</i>	which small word is hidden in this word? (as)
<i>married</i>	rhymes with <i>carried</i>
<i>moment</i>	the stress is on the first syllable
<i>noise</i>	is it a coincidence that this rhymes with <i>boys</i> ?!
<i>surrounded</i>	this has a circle in the middle!

Passive vocabulary

<i>cowboys and Indians</i>	<i>get rid of</i>
<i>hen house</i>	<i>make peace</i>
<i>axes</i>	<i>granted</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 9. Ask the children if they have heard of *cowboys and Indians*. Explain that when America was first discovered and people began to explore the west of the country, many people became farmers and reared cows (hence the word *cowboy*). The original inhabitants of America, the native Americans, were often called Indians. There were frequent disputes and fights over land between the cowboys and Indians. At the time this story was written many children enjoyed playing games about cowboys and Indians.
- Tell the children to look at the picture on page 61. Ask *Who do you think the man is that is looking through the window?* (an Indian) Ask *Can you describe how he looks? How did the children feel when they saw him looking through the window?*
- Tell the children to look at the picture on page 63. Ask *Can you describe how Anthea is dressed up? Why do the children think she is carrying a white handkerchief tied to a walking stick?* (A white flag is usually seen as a sign of peace.) Ask *What do you think she is talking to the Indian about? Does the Indian look friendly or fierce? What is he carrying in his hand?* (a tomohawk – like an axe) Ask the children to describe how the Indian is dressed. (Point out his headdress of feathers, his leather coat and trousers with tassles and his leather moccasins; and his painted face and dagger.)
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page X of their Workbook.

1. *What was Cyril reading a book about?*
2. *What did he wish for?*
3. *When Cyril reached the sand pit, did he remember what he had wished for?*
4. *How did Jane remember what Cyril's wish was?*
5. *What did Anthea say to Jane about Baby?*
6. *What did Anthea drop on the stone floor?*
7. *What did Anthea ask Martha to do?*
8. *Who did Martha take with her to Rochester?*
9. *At what time did the Indian peep in the window at the children?*
10. *Where did Robert think the Indians were hiding?*
11. *Anthea said, 'Lets' _____ up as Indians.'*
12. *What did each of the children get?*
13. *Why did Anthea tie a white handkerchief to a walking stick?*
14. *Who screamed with fright as the children went into the garden?*
15. *Where were the Indians hiding?*
16. a) *What was the name of the Indian chief?*
b) *What did Anthea call herself?*
17. *What weapons did Golden Eagle's men carry?*
18. *Where did the children run to?*

19. Was the sand fairy there?
20. What did Golden Eagle tell his men to do?
21. Why did Golden Eagle want wood?
22. What did Golden Eagle wish?
23. What happened when he made a wish?
24. Why did Martha say she was leaving?

- Find a word on page 59 that rhymes with *cook (book); dish (wish); stay (play); strong (wrong); blue (true); honey (money); boss (cross); moon (soon); hand (sand); ground (found); night (fight)*.
- Point out how Anthea repeats 'I am – I am – Chief Black Panther' and the use of dashes. These show the reader that Anthea was thinking and paused between thoughts until the name she wanted came into her head.
- Ask the class to find and read any words longer than eight letters in the text.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why was the sand fairy cross with the children when they arrived at the sand pit?
2. Why do you think Cyril had forgotten what he had wished for?
3. Why do you think Jane wailed when she remembered the wish?

4. Why do you think Anthea thought Baby might be in danger?
5. Why did Anthea drop the glass vase? Do you think it was a good idea?
6. Do you think Anthea was surprised to see the Indian at the window?
7. What do you think of Anthea's idea to dress up and frighten the Indians?
8. What do you think Golden Eagle meant when he said, 'Go back to your own land.'?
9. Why do you think the children ran towards the sand pit?
10. How can you tell the Indians were not friendly?
11. Did it surprise you when the sand fairy granted Golden Eagle's wish? Why?
12. Why did Anthea think Martha was leaving?

Stage 2 comprehension (extra)

Characterisation In this chapter, Anthea takes on a leading role. Ask the children to find one example in the chapter where Anthea:

- a) thinks of others
- b) persuades someone to do something
- c) organises the others and tells them what to do
- d) shows bravery

- Write the word n_ _ ghty on the board and ask the children to fill in the missing vowel sound. Now write these words on the board: d_ _ ghter, exh_ _ sted, _ _ thor; _ _ tumn; s _ _ cer. Ask the children to complete each word with 'au', to read the words they have made and explain their meanings.

- Write the words *enemy* and *enemies* on the board and discuss how the singular has been changed into the plural. Write these singular nouns on the board and ask the children to change them into the plural: *fairy, story, family, baby, lady, lorry, berry*.
- Write these pairs of homophones on the board and ask the children to explain the difference between them: *peace, piece; sun, son; flower, flour; blue, blew; stair, stare*.
- Remind the children of the name of the Indian Chief – Golden Eagle. Often the chiefs chose names of strong animals to impress others. Ask the children to think of some suitable names for an Indian Chief.
- Ask the children to tell you about their favourite games.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

The last wish

Pages 65 to 71

CHAPTER 10
The last wish

The next morning, a letter from Mother arrived. Grandmother was much better, and Mother would be back at the White House that afternoon. The children were very happy.

'Today's wish must be something for Mother,' said Cyril. 'What would she like, do you think?'

'She would like us to be good,' said Jane. 'She often wishes for that.'

'Yes, but we can be good without help from the sand fairy,' said Cyril.

Then Martha came in with a pot of tea. 'Something terrible has happened!' she said. 'Someone has stolen all Lady Chittenden's jewellery! Her pearl necklaces, her diamond rings and her gold bracelets!'

'Lady Chittenden?' said Anthea. 'We know her! She lives in a very grand house, and she wears a red and white dress!'

'That's her,' said Martha. 'And she's very upset. Her jewellery was worth thousands of pounds. Now, I must clean this house before your mother arrives.'

When Martha had gone, Anthea said, 'I didn't like Lady Chittenden very much. She is so rich. Our mother only has two rings and a little pearl brooch – and she's got no diamonds at all!'

'When I'm a famous explorer, I'll buy her lots of diamonds,' said Robert.

65

'Wouldn't it be lovely...?' Jane said dreamily. 'If Mother found Lady Chittenden's jewellery – in her room? Oh, I wish she would!'

Robert stared at her.

'Jane! Why did you wish that?' he asked. 'The wish will come true! Then we'll be taken to the police station again, and Mother and Father will be so angry...'

'We must find the jewellery,' decided Cyril, 'and take it back to Lady Chittenden.'

They went upstairs to Mother's room, and started to look for the jewellery. They looked on the dressing table, and in the chest of drawers, and under the bed, and on top of the wardrobe. But they couldn't find anything.

'I know why we can't find the jewellery,' said Robert. 'Mother has to find it – that was what Jane wished for.'

'We'll have to tell Mother the truth,' said Anthea. 'We'll tell her all about the sand fairy and the wishes, and she'll give back the jewellery – and everything will be all right!'

'Do you think so?' asked Cyril. 'I don't think she would believe us. Would you believe in a sand fairy, if you had never seen one? She will think we're making it up.'

'Cyril's right,' said Anthea. 'A grown-up wouldn't believe in a sand fairy. But there's nothing we can do about it. So let's fill the house with flowers, and get ready to welcome Mother home.'

So they picked lots of red roses, and put them around the house in pots and jars.

Mother arrived after lunch, and was very pleased with the roses. They had lots of things to talk about, and the children almost forgot about the sand fairy and the wish.



67

But then Mother said, 'I need to take off my hat and unpack my case. I'm going to my room.'

'Oh, don't go to your room!' cried Anthea. 'I'll take your things upstairs for you!'

'No – I need to wash my hands and comb my hair.'

The children slowly followed their mother upstairs. She took off her hat and washed her hands. Then she went to her dressing table to comb her hair.

'Oh! What's this?' she asked. She picked up a small leather box. She opened it, and took out a glittering ring. 'Pearls and diamonds! How lovely! Father must have sent it for me. I'll go and ask Martha.'

'Of course, Martha knew nothing about the ring. It's a mystery!' smiled Mother. She put the ring on her finger. It sparkled in the light.

Then she opened her drawer to take out her comb, and she found a diamond necklace.

When she went to put her hat in the wardrobe, she found a gold brooch.

And the more she looked, the more jewellery she found. Mother was not smiling now. Jane started to cry.

'You know something about this, Jane,' said Mother. 'Now tell me the truth.'

'We – we found a fairy, in the sand pit,' said poor Jane. 'Don't be silly, Jane! Tell me the truth, please.'

Cyril said, 'We've never seen the jewellery before! But we know that burglars took all Lady Chittenden's jewellery last night. Maybe they hid it here, in your room!'

'Why would they do that? I'm going to the police,' Mother put her hat back on. 'Don't let anyone into the house.'



69

'What now?' said Jane, when Mother had gone. 'We can't wait until sunset,' said Anthea. 'We'll have to go to the sand fairy. If we beg him, he might give us another wish. Come on, Jane.'

The sand fairy was washing his whiskers in the sun. 'You again!' he said. 'I suppose you want another wish. Can't I have any time to myself?'

'Dear, kind sand fairy!' said Anthea. 'Please give us one more wish – and we will never ask again!'

'Do you mean it? I am so tired!'

'Yes,' said Anthea. 'I wish that Lady Chittenden had not been burgled!'

'Done!' said the sand fairy. 'Anything else?'

Jane said, 'I wish that Mother would forget all about the jewellery!'

'Done! Now, will you make a wish for me?'

'Can't you make wishes for yourself?'

'Oh, no. Now – my wish is that you never tell a grown-up about me.'

'Why?'

'Because then I would have no peace at all! Grown-ups would wish for all sorts of silly things.'

Anthea made the wish, and the sand fairy puffed himself out again.

'Thank you for everything,' said Anthea. 'I hope you have a good long sleep. And I hope we see you again.'

'Is that a wish?' asked the sand fairy, drowsily.

'Yes! It's our very last one!'

70

Back at the White House, Martha said, 'You'll never guess! Lady Chittenden wasn't burgled after all! She sent her jewellery away to be cleaned – and then forgot all about it!'

The children looked at each other, and smiled.

Then Mother came in. 'I went into Rochester to buy your school dresses,' she said. 'Will you ask Martha for a pot of tea, please, Anthea?'

'She has forgotten!' whispered Jane to the boys.

While Mother put Baby to bed, the four children sat in the garden.

'I wonder if we will ever see the sand fairy again,' said Jane.

'That was our very last wish,' said Anthea. 'I'm sure it will come true.'

The children did see the sand fairy again. But that, of course, is another story.



71

Active vocabulary

<i>bracelet</i>	the 'c' is soft and sounds like 's'
<i>brooch</i>	the 'oo' is pronounced 'oa'
<i>burglar</i>	the 'ar' ending is quite common, for example <i>sugar, collar, pillar</i>
<i>diamond</i>	this is a three-syllable word; tap it out and check!
<i>famous</i>	the 'ous' is pronounced like 'us'
<i>glittering</i>	note the 'tt'
<i>jewellery</i>	note the 'll'
<i>mystery</i>	note the 'ery' ending on this and 'jewellery'
<i>pearl</i>	the 'ear' is pronounced 'er'
<i>worth</i>	the 'or' is pronounced 'er' (werth)

Passive vocabulary

<i>wardrobe</i>	<i>dressing table</i>
<i>chest of drawers</i>	<i>make something up</i>
<i>whiskers</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *Guess what the children's last wish will be.*
- Tell the children to look at the picture on page 67. Ask *Which room are the children in? What do you think they are searching for? Where is each child looking?* Ask the children to describe the bedroom. Ask *Is it very different from your own room?*

- Tell the children to look at the picture on page 69. Ask *Who is in the centre of the picture?* (the children's mother) Do the class remember where she has been? (She has been caring for the children's sick grandmother.) Ask *What is she looking at?* (a ring) *Does she look happy or sad?* *Can you describe how she is dressed?* *How do the children look?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

1. *When did the letter from Mother arrive?*
2. *What did the letter say?*
3. *What news did Martha give the children?*
4. *Why didn't Anthea like Lady Chittenden very much?*
5. *What did Jane wish for?*
6. *Why was Robert worried about the wish?*
7. *Name the places where the children looked for the jewellery.*
8. *Why couldn't they find it?*
9. *What did Anthea suggest telling Mother?*
10. *Did Cyril agree? What did he say?*

11. *The children filled the house with pots and jars of _____.*
12. *When did Mother arrive?*
13. *Why did Mother go to her room?*
14. *What did she find in her dressing room?*
15. *Who did Mother think had sent her the ring?*
16. *What did she find in a) her drawer? b) the wardrobe?*
17. *Who started to cry?*
18. *What did Cyril say?*
19. *Where did Mother say that she was going?*
20. *What did Anthea suggest next?*
21. *What was the sand fairy doing when they saw him?*
22. *What wish did a) Anthea make first of all? b) Jane make? c) Anthea make for the sand fairy? d) Anthea make last of all?*
23. *What did Martha tell the children about Lady Chittenden when they got back to the house?*
24. *Where did Mother say she had been – to the police station or to Rochester?*
25. *Did Jane's wish for Mother come true?*

- Ask the children to find and read a number of words. As they read them ask them to tap out the syllables in each word, for example *An/the/a* has three syllables, *let/ter* has two syllables.
- Ask the children to find and read some words containing: a) double consonants b) double vowels.
- Tell the children to try reading a few sentences and missing out the verbs. Do they make sense? Can the children supply the missing verbs? Point out that all sentences must contain a verb (a doing word).

- Re-read the first sentence at the top of page 66. Jane is speaking dreamily and imagining things. Note the use of the ellipsis (...) to denote a pause for thinking as she is speaking.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think the children were very happy when they received the letter?*
2. *How can you tell Martha was excited when she came in with the pot of tea?*
3. *Do you think Anthea's reasons for not liking Lady Chittenden are good reasons?*
4. *How can you tell that Jane is not really thinking about the sand fairy when she makes her wish?*
5. *What do you think of Cyril's suggestion on page 66?*
6. *Were you surprised when the children couldn't find the jewellery?*
7. *Anthea suggested telling Mother all about the sand fairy. Do you think this was a good idea?*
8. *Why did Anthea change her mind?*
9. *Why do you think Mother had lots of things to talk about when she arrived?*
10. *Why did Anthea try to stop Mother going upstairs?*
11. *How do you think the children felt when they followed Mother upstairs?*
12. *How can you tell Mother was pleased when she found the ring?*
13. *What do you think Mother meant when she said 'It's a mystery!'?*
14. *Why do you think Jane started to cry when Mother found all the jewellery?*
15. *Why do you think Mother did not believe Jane?*
16. *Did Cyril tell the truth about the jewellery?*
17. *How do you think the children felt when Mother went to see the police?*
18. *Why do you think Anthea called the sand fairy, 'Dear, kind sand fairy,'?*
19. *The sand fairy can grant wishes for others but not for himself. How do you know this is true?*
20. *Why didn't the sand fairy want grown-ups to know about him?*
21. *Why did Anthea hope the sand fairy had a good long sleep?*
22. *How do you think the children felt when Martha told them that Lady Chittenden's jewellery had not been stolen?*
23. *How do you know Mother forgot about the jewellery?*
24. *Do you think the children ever saw the sand fairy again?*

Stage 2 comprehension (extra)

Author's style and use of language Ask *Did you think this chapter was exciting? Was it easy to guess how the story would end? Which part of the chapter did you find most exciting? Say why.* The author used some good describing words in the chapter. Ask the children to write their five favourite words from the chapter and say what they mean.

- Lady Chittenden's jewellery was stolen. Write some of the words from the story on the board and 'forget' to put in the vowels. Leave spaces for them. Tell the children the vowels have been stolen. Ask the children to supply the missing vowels.
- Ask the children to name as many different family relations as possible, for example *mother, uncle, niece* and to say whether each is masculine or feminine.
- Have a competition. See how many words the children can think of that end with *old* and *and*. (for example *cold, gold, told, sold, bold, fold, hold; band, hand, land, sand, grand*.)
- Write the word *unpack* on the board. Point out that the word begins with the prefix 'un'. Point out how adding the prefix to the word changes its meaning and makes it mean the opposite, for example *pack – unpack*. Ask the children to try adding 'un' to each of the following words to make the opposite: *well, fair, load, lock, cover, do, wrap*.
- Write the word *burglar* on the board, Ask the children to complete these words with 'ar', read them and explain their meaning: *gramm_ _; cell_ _; begg_ _; sug_ _; popul_ _*.
- What else could the children have done to welcome Mother home? Brainstorm ideas.
- Anthea changed her mind when she heard Cyril's point of view about whether to tell mother or not. Discuss the importance of listening to other people's points of view.
- Have a class discussion. Andrea did not like Lady Chittenden because she said she had more money than her mother. Do you think being rich is a bad thing?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Farewell to the farm

Pages 72 and 73

Before reading

- Much of the story takes place in the countryside. Read the title. Explain that *farewell* means *goodbye*. Tell the children to look at the picture. Ask the class to describe in detail everything they can see. Also encourage them to use their imaginations. Who do they think the children are? Where do they think they are going? Why have they been at the farm? Who is waving goodbye to them? Where are they going? How do they feel? Ask the class to use their other senses as well. What sounds would they hear? What would they smell? What things could they touch?

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

<i>chorus</i>	saying something all together
<i>cobwebs</i>	nets that spiders make to catch insects
<i>eager</i>	very keen or enthusiastic

<i>fare you well</i>	farewell or goodbye
<i>hayloft</i>	the area at the top of a farm building where hay is stored
<i>lawn</i>	an area of grass that is cut short, usually near a house
<i>meadow</i>	a field where grass and wild flowers grow
<i>mounting</i>	climbing on
<i>pump</i>	most houses had a water pump at this time for pumping water from the ground
<i>stable</i>	the building where horses are kept
<i>whip</i>	a long thin piece of leather with a handle at one end for making horses go faster
<i>woody turn</i>	the bend in the road near a wood

- Ask the class to read the poem together.
- Ask different children to read a verse each.

After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the number of verses, the chorus, the words that rhyme, the pattern of the rhyming words (every second and fourth line).

Living in the 1900s

Pages 74 to 77

Before reading

- Read the title. Explain that the 1900s means around that date – which is more than a century ago.
- Look together at the pictures. Discuss all the household appliances that can be seen in each picture. Ask the children to suggest what each one is used for.

During reading

- Read the text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Read the text again. Ask individuals to read a question each and others to read each answer.

After reading

- Discuss whether the children would like to have lived at this time.
- What are the main differences in the children's houses and those shown in the text?

About the author (page 78)

Before reading

- Look back at the title page of the book and re-read the name of the author.
- Turn to page 78, and read the title.
- Explain that this is some biographical information about Edith Nesbit.
- Look together at her picture and ask the children for their comments on her appearance.

During reading

- Read the information about Edith Nesbit.
- Explain any unfamiliar vocabulary as you do so.
- At the end, re-read the text. Ask different children to read it, too.

After reading

- Have a short quiz to see who can remember most about the author.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book Summary and Character Profiles) on pages 22 to 24 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Did you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters. Ask the children to name the children in the family. Which boy or girl did they like best and least? Give reasons. What did they think of Martha, the nursemaid? What was the sand fairy like (in appearance and character)? (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify each of the story settings.

Moral issues and themes

- Use any one of these themes from the story as a basis for a class discussion:
 - Fairness: Did the children always treat Martha, the nursemaid, fairly? Did the children ever cheat anyone or say things that were not quite true?
 - Leadership: Cyril, as the oldest, often took decisions and organised things. What do the children think the qualities of a good leader are?
 - Thinking of others: There are many examples of this in the story, for example the children planning a nice welcome for Mother. Discuss why it is important not to be selfish but to think of others.
 - Greed: The children took money from the fairground owner for Robert the giant! Was this right?
 - Kindness: There were many examples of people being kind, for example the people who rescued the children from the tower gave them food.

Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of the words.

Follow-up ideas

Drama The story lends itself well to dramatisation and most chapters involve several people, which is ideal for involving a lot of the children in the class. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art 1. Make a picture of a sand pit by sprinkling sand over a large area of paper covered with glue. The sand will stick to the glue. Lift up the paper and shake off any excess sand. Next make a large picture of the sand fairy and stick it onto the sand pit.
2. Draw and paint life-size pictures of each of the children (and Baby!). Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Arrange these around the picture of the sand fairy in the sand pit.

Writing Ask the children to imagine that the children made several other wishes that are not included in the book. Brainstorm some possible things that could have happened. Ask the children to write another chapter of their own.

Wishes Ask the children to imagine they could each have three wishes – one for themselves, one for someone else and one for the world. What wishes would they make? Share some of their thoughts and ideas together as a class.

Happiness In the story the children soon discovered that getting what you want does not always make you happy! (for example, the gold coins) Discuss what sort of things really do make the children happy. Does having money always do so?

Fairies The sand fairy was quite a bit different from the stereotypical fairy in fairy stories! Ask the children to suggest some of the main differences (for example its looks, its grumpiness).

Celebration At the end of the story, Mother returns home. The children are very pleased to see her. The story doesn't say so, but it is reasonable to expect that there was a big celebration to welcome her home. Have your own party to celebrate finishing the book.

Knights and castles In the story the children turned their house into a castle and came face to face with some knights. Use this as an opportunity to do some research and find out about related topics, for example what was life like inside a castle? How (and why) were castles built? Why did knights wear armour? What was it like? What weapons did they carry?

Narrow escapes The children experienced several narrow escapes from danger. Ask the class to recount any narrow escapes they have had.

Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Five Children and It*. Active vocabulary items are shown in *italic print*.

- accident** an unexpected event that causes injury or damage
- accidentally** something happening unexpectedly
- adventure** an exciting, unusual, and sometimes dangerous, experience
- advice** an opinion that someone gives about the best thing to do in a particular situation
- ashamed** feeling guilty or embarrassed about something you have done
- astonishment** very great surprise
- attack** to use violence against a person or place
- axe** a tool with a long handle and a metal blade, used for cutting wood
- bad-tempered** someone who gets angry quickly is bad-tempered
- bandit** a thief who attacks people while they are travelling
- barn** a large building on a farm where animals are kept
- battering ram** a long piece of wood, like a tree trunk, used to knock down doors
- battle** a fight between two armies
- begged** asked other people for money or food
- bicycle** a two-wheeled vehicle you ride
- biscuit** a small flat dry cake that is usually sweet
- blanket** a cover for a bed
- boomed** made a loud noise
- bracelet** jewellery you wear round the wrist
- brooch** a piece of jewellery you pin on your clothes
- buckle** a metal object used for fastening a belt, shoe or bag
- burglar** someone who enters a building in order to steal things
- caravan** a vehicle that people can live in and travel in
- carriage** one of the vehicles that are joined together to make a train or a vehicle pulled by horses
- carve** to cut into smaller pieces, or to make an object from stone or wood with a knife
- castle** a large strong building with thick walls that was built in the past to protect people
- checked** printed or woven in a pattern of squares
- chest of drawers** a piece of wooden furniture with drawers for storing things in
- choke** you do this when there is not enough air, or when something blocks your throat
- circle** a round shape
- clanking** making a metallic sound
- clatter** to make a lot of loud short noises when hit by something hard
- coachman** a man who drives a coach
- coconut shy** in a fair, a stall with coconuts resting on poles that you try and knock off and win, by throwing balls at them
- coins** flat round pieces of metal used as money
- collar** the part of your coat or shirt that goes round your neck
- cottage** a small house in a village or in the countryside

- country** an area of land outside a town or a city; an area of land with its own government
- courtyard** a square area that is surrounded by buildings or walls
- cowboys and Indians** a game played by children in which they pretend to be either cowboys (people who look after cows) or Indians (native Americans)
- creature** a living thing that is strange or frightening
- crumbly** something which easily breaks into small pieces
- dagger** a sharp knife used as a weapon
- danger** a situation in which harm or damage is possible
- dangerous** likely to cause harm or to have a serious effect
- dazzle** when a bright light shines in your eyes and you can't see
- defend** to protect someone or something from attack
- diamond** a very hard, clear, colourless stone, that is used in expensive jewellery
- disappear** to become impossible to see or find
- drawbridge** a wooden bridge which can be lowered or lifted
- dreadful** very unpleasant
- dream** to experience things in your mind while asleep; to think about something you hope to do
- dressng table** a piece of furniture with a mirror at which you sit and make yourself look nice
- drowsy** sleepy
- early** before the usual or expected time
- enemy** the opposite of friend
- enormous** huge
- explore** to travel around an area in order to learn about
- expression** a look on someone's face that shows what they are feeling
- faint** to fall down, unconscious
- famous** something or someone a lot of people know about
- feather** things that cover a bird's body
- fire** flames and heat from something that is burning
- firewood** wood for burning on a fire
- footman** a servant
- footstep** the sound of a foot touching the ground as someone walks by
- frowned** looked annoyed or worried it
- gasp** to breathe in suddenly because you are surprised, shocked or in pain
- get rid of** to throw something away or dispose of it
- giant** someone who is much bigger than usual
- glare** to look in an angry way
- glittering** bright and shining
- goldfish bowl** a glass bowl in which you can keep goldfish in water
- grab** to get hold of roughly
- grand** very impressive
- granted** allowed someone to have something they wanted
- grown-up** not a child – an adult
- grumble** to complain
- handkerchief** a piece of material used for blowing your nose in
- handle** the part of something that you hold
- handsome** good-looking
- harm** injury, damage or problems caused by something you do

- hedge** a line of bushes or small trees that are growing close together
- held his breath** did not breathe for a few moments
- helmet** a hard hat worn on the head for protection
- hen house** where hens are kept
- high chair** a chair in which babies sit to be fed
- high heels** heels on shoes worn by ladies that are high
- hissed** said something in a quiet and angry way
- hoarse** speaking in a low, rough voice
- honey** a sweet sticky yellow or brown food made by bees
- hooves** the hard parts of horses' feet
- horns** the hard pointed part of some animals which grows out of its head
- horrified** very shocked by something
- huge** very big
- important** something that has a major effect on someone or something
- inconvenient** causing difficulties
- inspector** someone who checks that people are doing what they should
- interruption** when someone stops someone else saying or doing something
- invisible** cannot be seen
- iron** a hard heavy metal
- jewellery** objects such as rings that you wear for decoration
- knight** a soldier in the past who wore a suit of armour
- lace** a light, delicate cloth with patterns of small holes in it
- lamb** a young sheep
- lap** top half of your legs above your knees when you sit down
- leader** someone who is in charge
- loaves** bread
- locked** shut a door with a key
- machine** a piece of equipment with moving parts that does a particular job
- make peace** to stop fighting and be friends
- make something up** to invent something such as an explanation or a story
- marigold** a yellow flower
- married** someone who has a husband or wife
- miserably** unhappily
- mistake** something you have not done correctly
- moat** a deep wide hole filled with water that surrounds a castle
- moment** a very short time, about the same as a second
- mopped** washed a floor using a mop
- mossy** covered with a layer of soft greeny brown plants
- moustache** the hair that men grow above their top lip
- mystery** something you cannot understand or explain
- naughty** badly-behaved
- noise** a loud or unpleasant sound
- normal** as expected, not surprising in any way
- notice** a written sign that gives information; to see, hear or feel something
- nursemaid** someone who looks after children
- nursery** a place where young children are looked after

- on guard** taking a turn to watch out for the enemy
- owner** the person that something belongs to
- peace** calm and quiet
- pearl** a small round jewel that is white and shiny
- peered** looked carefully at something because it was difficult to see
- penknife** a small knife that folds closed, that you can keep in your pocket
- plum** a soft fruit (purple, red or yellow) with a stone
- pocket** a small bag that is part of your clothing
- poked** pushed with a finger
- polish** to rub something to make it shine
- politely** behaving in a pleasant manner
- pony cart** a cart pulled by a small horse
- pram** a small vehicle with four wheels in which you push a baby while walking
- puffing** breathing noisily after running
- puncture** a hole that is made in a tyre
- punishment** doing something bad to someone because they have done wrong
- puzzled** confused because you can't understand something
- quarrel** to argue with someone
- railings** a fence made of narrow posts supported by an upper bar
- rainbow** a curved line of colours that appears when the sun shines while it is raining
- rattled** shook and made a noise
- right in the head** if you are not right in the head you are crazy
- roundabout** a ride at a fair which goes round and round
- run through (fingers)** to allow something to trickle through your fingers such as sand
- sand pit** a hole filled with sand
- scratched** pulled your nails across your skin
- sensible** reasonable
- serious** bad or dangerous enough to make you worried
- settle down** to become quiet
- sharp** able to cut
- shield** an object soldiers in the past carried to protect themselves from being hit
- shillings** old British coins
- shriek** to call out loudly
- silence** when there is no sound
- slam** to shut a door with great force
- slipped out** slid out of the position it was in
- snail** a small mollusc with a soft body and a shell
- snatched** took something quickly
- spade** a tool for digging with
- stable boy** a boy who looks after horses in a stable
- stable yard** the area of ground around horse stables
- straw hat** a hat made from straw
- sunset** the time of the evening when the sun goes down
- surprised** you feel like this when something happens that you are not expecting
- surrender** to stop fighting and admit defeat
- surrounded** to be all round something or someone
- take charge** to become the leader and make the decisions
- thirsty** to need a drink

- thorn** a sharp point that sticks out from the stem of a plant
- tickle** to make someone laugh by moving your fingers gently on them
- tiptoed** walked quietly on your toes
- tower** a tall narrow building
- trod** walked on or stepped on something
- trouble** to be in trouble means to be in a bad situation
- trumpet** a metal musical instrument you blow
- truth** the actual facts about something
- useful** helpful
- village** a small town in the countryside
- wagon** a covered vehicle with four wheels, pulled by horses
- wailed** cried loudly
- wandered** walked slowly from one place to another
- wardrobe** a wooden piece of furniture in which you hang clothes
- weapon** something used to fight other people with
- whirled** turned round in circles
- whiskers** long stiff hairs that grow near the mouths of some animals such as cats
- whisper** to speak very quietly
- whistle** to make a high sound by blowing through your lips
- wing** part of a bird used for flying
- worried** nervous and upset about something
- worth** the value of something
- wriggled** twisted and turned quickly

