

# The Secret Garden



## The story

It is 1910 and Mary Lennox lives in India. Her parents die of fever. She is sent to England to live in a large house in the country with her uncle, Mr Craven. His wife died ten years ago and he never goes out and never sees anyone. Mrs Medlock, the housekeeper, looks after the house. Martha, a housemaid, looks after Mary. When Mary explores the house she hears someone crying, but Mrs Medlock denies the fact and immediately takes Mary back to the nursery.

Mary spends a lot of time outside. Martha tells her that Mrs Craven's garden has been locked since she died, ten years ago. Mary finds a key in the soil. One day, she finds a door in a wall, overgrown with ivy. She unlocks it and discovers the 'secret' garden. The garden is overgrown and neglected. Mary begins to tidy up the garden. She becomes friendly with Ben, the old gardener, who looks after all the gardens of the house. Mary asks Martha for some garden tools and some seeds to plant. Martha's brother, Dickon, brings them to her and she shows him the garden.

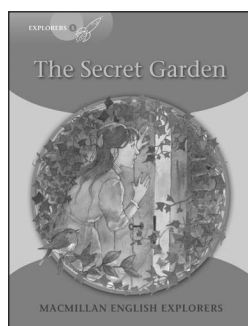
One night, whilst in bed, Mary hears crying again and goes to investigate. She finds Colin, Mr Craven's son, crying. Colin is ten and is very ill. He tells Mary his mother died when he was born. Mary tells him about the garden and Colin asks Mary to come and see him every day. Mary plans to take Colin to see the secret garden. Mary's visits make Colin feel a lot better. Martha's brother, Dickon, visits Colin one day with Mary and brings lots of tame animals with him. Colin is delighted.

Mary and Dickon take Colin secretly into the garden. Colin realises it is his mother's garden, and says he will come every day. Colin spends a lot of time in the garden with Mary and Dickon. He is determined to get well. With help, he begins to walk. Every day he gets stronger and walks better.

Still heart-broken about his wife, Mr Craven travels around Europe. One day, he mysteriously begins to feel better himself. He thinks about Colin and dreams about his wife. He decides to come home again. When he gets home he hears children laughing in the garden and then Colin runs out of the door. Mr Craven can't believe his eyes. The children show him the garden and tell him their story.

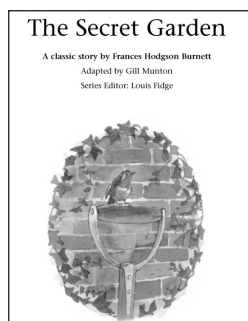
## Introducing the book

### 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. Discuss the meaning of *secret* with the class.
- Talk about the picture on the front cover. Ask *What do you think the story is going to be about? What do you think the door leads to?*

## 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 80.) Ask *Who adapted the story?* (She made the story simpler and easier to read.)
- Talk about the picture. Ask *Where is the bird sitting?* (on the handle of a spade) Ask *What is a spade for?* Describe the bird. (Note its red breast. This bird is called a robin, or sometimes called a robin redbreast.) The bird is common in England. What is behind the spade? (a wall) The wall is covered with ivy, a dark green plant that grows and spreads up walls.

## The contents page

Contents	
1 Mary comes to England	3
2 Martha and Ben	10
3 A cry in the night	17
4 The secret garden	24
5 Dickon	31
6 Colin	38
7 Colin and Mary	45
8 A roomful of animals	52
9 First steps	59
10 Mr Craven's dream	66
<i>The gardener's morning</i>	74
<i>How to grow a bean</i>	76
<i>Parts of a bean</i>	78

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Explain that Mary is a girl and Martha is her housemaid. Ben is an old gardener. Dickon is Martha's brother. Mary is staying at Mr Craven's house and Colin is his son.
- Point out that at the end of the book there is a poem ('The gardener's morning' on page 74) and some information about how to grow a bean (beginning on page 76).
- Ask questions about each chapter title to stimulate the children's interest, for example:  
 Note the ivy all around the outside of the page. Ask the children what they think each garden tool (the spade, the fork and the hoe) are used for.  
 Chapter 1: Where do they think Mary has come from?  
 Chapter 2: *Who are Martha and Ben?*  
 Chapter 3: Who does Mary think made the cry? Why?  
 In which chapter is the word 'secret' used?  
 In which chapter are there some animals?
- 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

## Mary comes to England

Pages 3 to 9

CHAPTER 1

Mary comes to England



Mary looked out of the window. She could see a stony road, with small bushes on each side. A strong wind was blowing, and Mary could hear a rustling sound.

"Is that the sea?" she asked.

"No, Miss Mary," replied Mrs Medlock. "That's the sound of the moor. Miles and miles of heather and gorse bushes, with the wind blowing through them. Nothing lives on the moor – nothing but sheep and wild ponies."

3

On and on they drove through the dark night. Mary shut her eyes, and thought about the last few weeks.

One hot morning, Mary had woken up and called her Indian nursemaid, Saldie. But she didn't come. Another servant girl came instead.

Mary felt cross. "Where's Saldie?" she snapped.

"Saldie can't come today," replied the girl. Mary started to cry.

Other strange things happened that day. No one came to look after Mary, and so she went to play in the garden. More servants were missing, and the others looked frightened. Mary could hear people crying in the servants' rooms.

At lunchtime, Mary went into the dining room. There were plates of half-eaten food on the table, and half-empty glasses of water. Where had everyone gone? She went back to the nursery, where she waited. She watched a little snake gliding along the floor. It had eyes like jewels.

After a very long time, she heard two men talking outside her door.

"Poor Mr Lennox! And Mrs Lennox! She was so beautiful, and so kind!" said one. "And they had a little girl called Mary. Only ten years old! She must be dead, too."

He opened the door, and stared at Mary. "There's a child in here! Who can she be?"

Mary was cross, hungry and tired. She stamped her foot.

"I am Mary Lennox," she said, with her head held high.

4

The man took Mary's hand. He told her that a terrible illness had come to the house. Her mother and father were dead, and so was Saldie. Most of the other servants were dead, too, and the others had run away. There was no one left but Mary – and the little snake with eyes like jewels.

First, Mary stayed with some friends of her father's. Their children laughed at her, and called her names. "You're going home next week," said one of the boys. "And we're pleased that you're going."

"So am I!" said Mary. "But where am I going to live?"

"Don't you know? You're going to England, to live with your uncle, Mr Craven. He lives in a big, old house on the moor. No one likes him."

Mary went to England by ship. Mrs Medlock, her uncle's housekeeper, came to meet her. She had bright black eyes, and she wore a black hat with purple flowers on it.

They stayed in a hotel for one night, and then they went on a train. On the way, Mrs Medlock told Mary about her new home.

"There are a hundred rooms, but most of them are locked. Mr Craven stays in his room most of the time. You'll have to look after yourself! Miss Mary. Since his wife died, he hasn't cared about anything or anyone."

"She died?" gasped Mary. She turned to watch the rain running down the window, and thought about her new life in this sad house.

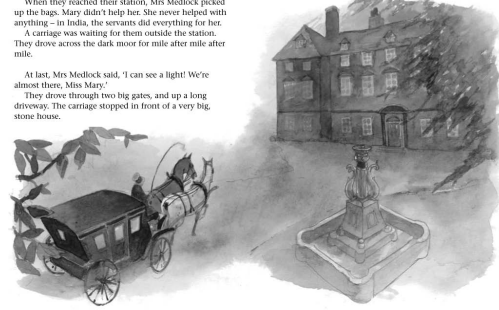
5

When they reached their station, Mrs Medlock picked up the bags. Mary didn't help her. She never helped with anything – in India, the servants did everything for her.

A carriage was waiting for them outside the station. They drove across the dark moor for mile after mile after mile.

At last, Mrs Medlock said, "I can see a light! We're almost there, Miss Mary."

They drove through two big gates, and up a long driveway. The carriage stopped in front of a very big, stone house.



6

7

A servant opened the large, wooden door, and Mary and Mrs Medlock went inside.


Standing on the cold, stone floor of the hall, in her long, black dress and coat, Mary felt small and alone. There were dark portraits on the walls, and the men and women seemed to be staring at her.

An old man came into the hall, and said, "Take her to her room, Mrs Medlock. Mr Craven doesn't want to see her. He's going to London tomorrow."

"That's Mr Fitcher," said Mrs Medlock, as she led Mary up a wide staircase. "He looks after Mr Craven."

They went down a corridor, up more steps, down another corridor, and another. At last, Mrs Medlock stopped in front of a door. She opened it and took Mary into a room where a bright fire was burning. Dinner for one was set out on a table.

"This is the nursery," said Mrs Medlock. "You must stay in here all the time, Miss Mary. Don't go into any of the other rooms – Mr Craven wouldn't like it. Martha will bring your breakfast in the morning."



8

9

### Active vocabulary

<i>alone</i>	many words begin with the prefix 'a', for example <i>awake</i> , <i>asleep</i> , <i>aboard</i>
<i>carriage</i>	note the slightly unusual 'iage' ending
<i>corridor</i>	the 'or' ending is very common
<i>frightened</i>	the 'gh' is silent
<i>illness</i>	note the 'll' and 'ss'
<i>locked</i>	the 'ed' is pronounced 't'
<i>nursemaid</i>	this is a compound word: <i>nurse</i> + <i>maid</i> = <i>nursemaid</i>
<i>nursery</i>	other 'ery' words are: <i>pottery</i> , <i>bakery</i> , <i>jewellery</i> , <i>machinery</i>
<i>servant</i>	there's an ant in this word!
<i>stared</i>	the 'are' sounds like 'air'
<i>stone</i>	change the 'st' to 'al', 'b' and 'ph' to make other 'one' words.
<i>strange</i>	the 'g' is a soft 'g' and is pronounced like 'j'

### Passive vocabulary

<i>driveway</i>	<i>gaped</i>	<i>gorse</i>
<i>heather</i>	<i>moor</i>	<i>ponies</i>
<i>portrait</i>	<i>rustling</i>	<i>stamped her foot</i>
<i>station</i>	<i>wailing</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.

- Tell the children to look at the picture on page 3. Ask *Which of the two characters is Mary? How is she dressed? How does she look? Who is the lady? How is she dressed? How does she look? Why do they both look so serious? Where are they sitting? How can you tell the characters lived in the past? Where do you think they are going?* Describe the countryside that can be seen out of the window.
- Tell the children to look at the picture on pages 6 and 7. Ask *What form of transport can you see? Describe the horse and carriage. Do we still see horse and carriages on the road today? Who is in the carriage? Where is the vehicle going? Describe the house. Who lives in the house? Is it a rich or poor person?* Talk about the grounds surrounding the house.
- Tell the children to look at the picture on page 8. Ask *Are Mary and Mrs Medlock inside or outside the house? How can you tell it is a big house? Describe what you can see. How do the girl and the lady 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

- Point out that the sequence of the events in the chapter is quite unusual. It begins with Mary on a train in England and then her thoughts flash back to her living in India and her parents dying of fever. The last part of the chapter explains how Mary came to England to live in a big house with her rich uncle, Mr Craven.
- 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. *What did Mrs Medlock say about the moor?*
2. *What strange things happened to Mary one hot morning when she woke up?*
3. *How old was Mary?*
4. *What terrible news did the man tell Mary?*
5. *What did the children do to Mary when she went to stay with some friends of her father's?*
6. *Where did the children say Mary was going to live?*
7. *How did Mary get to England?*
8. *Who met her?*
9. *Describe Mrs Medlock.*
10. *What did Mrs Medlock say about a) Mary's new home? b) Mr Craven?*
11. *Was the house far from the station?*

12. *What was the house like?*
13. *How did Mary feel when she stood in the hall of the house?*
14. *What were on the walls?*
15. *Who was Mr Pitcher?*
16. *What did Mrs Medlock tell Mary not to do?*

- Remind the children of the unusual sequence of events in the chapter. Ensure children understand that Mary is thinking about what has happened to her as she is travelling on the train. This is how the reader discovers about her parents and why she came to England. Discuss how sometimes we think of things that have happened to us in the past.
- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one aloud and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing 'ea'; 'oo'; 'ar' and 'or'.
- There are several words containing double consonants in them. Ask the children to find and read these words.
- 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 Mary asked 'Is that the sea?'?*
2. *When all the strange things happened one hot morning a) how do you think Mary felt? b) what did Mary think?*
3. *Why was the man surprised when he opened the door and saw Mary?*
4. *How do you think Mary felt when she heard the news about what had happened?*
5. *Why do you think the boys called Mary names and laughed at her?*
6. *What sort of things do you think Mary thought about while she was on the ship, coming to England?*
7. *Why did Mary think Mr Craven's house was a 'sad house'?*
8. *How can you tell that it was a long journey from the station to the house?*
9. *Why do you think Mary felt 'small and alone' when she stood in the hall of the house?*
10. *What was scary about the portraits on the wall?*
11. *How do you think Mary felt when she finally reached the nursery?*
12. *Why do you think Mr Craven did not want Mary to go in any of the other rooms in the house?*

### Stage 2 comprehension (extra)


*Plot* Encourage the children to understand the chronological sequence of events in this chapter by listing in order the facts they have learned. *Mary lived in India with the parents. Her parents and everyone else in her house except Mary died of a mysterious illness. Mary went stay at the house of one of her father's friends. She was told she was to come to England to live with her uncle, Mr Craven. She travelled to England on a ship.*

- Discuss what the children can discover about Mr Craven in this chapter.
- Have any of the class ever moved house? Discuss what it was like moving into a strange house and not knowing any people or the area. How did it feel? What did the children find difficult?
- Ask the children to tell you the strangest thing that has ever happened to them. Ask them to recount their experiences.
- Write some of the words from the story on the board and 'forget' to put in the vowels. Leave spaces for them. Ask the children to supply the missing vowels.
- Play a rhyming game. Write these words from the chapter on the board: *wife, small, sound, moor, night, cry, snake, kind, dead, house, dark, gate, coat, wall*. Brainstorm as a class, and write down on the board, as many words that rhyme with each word as possible.
- Elicit from the class anything they know about England.
- Write these compound words on the board: *staircase, driveway, everything, nursemaid, outside, housekeeper*. Then read them and ask the children which two words make up each word.
- Write the words *nurse*, *girl* and *servant* on the board and read them aloud. What do the class notice about the underlined letters in each word? (They make the same sound.) Write these words on the board: *person, bird, purse, shirt, Saturday, desert, verse, burn, first, term, thirsty, curve, lantern, third, purple*. Ask the children to read them, explain their meanings and divide them into three sets.
- 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 Martha and Ben

## Pages 10 to 16

CHAPTER 2  
Martha and Ben



**10**

“What’s that?” asked Mary. She pointed out of the nursery window. In the morning light, the moor looked like a purple sea.

Martha stood up. She had been lighting the fire, and her round cheeks were red. “That’s the moor, Miss! You’ll get used to it. It’s lovely in the summer, when all the flowers come out.”

“Are you going to be my servant?” asked Mary.

Martha smiled. “I’m Mrs Medlock’s servant. And Mrs Medlock is Mr Crover’s housekeeper. But I’ll help you when you need me,” she said.

“Who will dress me?”

Martha was surprised. “Dress you? You can dress yourself, can’t you?”

“My maidservant used to do it.”

“Then you must learn to do it yourself! It will do you good, Miss Mary!” Martha held up a white dress. “Put this on, I’ll help you with the buttons.”

Mary looked at the dress. “This is better than my old clothes,” she said slowly. “They’re all black.”

While she did up Mary’s buttons, Martha talked about her family. “In our house, all the children look after themselves. There are twelve of us! And Father only gets sixteen shillings a week! The young ones play on the moor all day – Mother says the air is good for them.”

**11**

“My brother Dickon is twelve. He loves animals. He’s made friends with a pony on the moor! He gives it bits of bread, and it lets him sit on its back.”

Mary thought about this. She had always wanted a pet.

Martha pulled out a chair for Mary. “Now, eat your porridge, before it gets cold,” she said.

“I don’t want it.”

“You don’t want it? If my brothers and sisters were here, they would want it!”

“Why?”

“Because there is never enough to eat in our house, Miss!”

Mary drank some tea, and ate a little bread and butter.

Then Martha said, “Now, put your coat on and play outside for a while. The wind will put some colour in your white cheeks.”

“But it’s so cold!”

Then Mary remembered Dickon and his animals. *There may not be ponies in the garden, she thought, but there will be birds to look at.*

“There’s a lot to see,” said Martha. “And there’s one little garden ... well, it’s always locked. No one’s been in it for ten years. When his wife died, soon after their son was born, Mr Crover locked it up. Then he buried the key.”

While Mary was walking up and down the winding paths, and looking at the tall trees and the wide lawns, she thought about this. Where was this little garden?

What did it look like?

She came to a garden with high walls round it. She went in through a green door. While she was looking at

**12**

the rows of parsnips and cabbages, she saw an old man leaning on a spade. He didn’t look very pleased to see her.

“What is this place?” she asked him.

“It’s the kitchen garden, Miss,” he said crossly.

“May I look round it?”

“You may – but there’s not much to see. Not in the winter.” He continued digging.

On the other side of the ivy-covered wall, a little bird was sitting in a tree. He was not like an Indian bird. His chest was bright red. While Mary was watching, he started to sing. He sounded so friendly that Mary smiled. For a moment she forgot about her poor mother and father, and the cold, stone house with all the locked doors, and the strange, purple moor.

Maybe this bird lived in the locked-up garden. Maybe the garden was on the other side of that wall. But why was it locked? If her uncle loved his wife so much, why did he lock the garden?

Mary went back to the old man.

“I saw a little bird with a red chest – in the secret garden,” she told him. “But I can’t see the door.”

A smile appeared slowly on his cross, old face. He whistled – and the bird with the red chest flew to him.


“Where have you been?” the old man said softly to the bird.

The bird looked at him with his head on one side. Then he started to hop about, looking for seeds to eat.

Mary felt happy. “Does he always come when you call him?” she asked.

“Oh, yes, Miss! We’ve been friends since he was born!”

**13**



**14**

“What sort of bird is he?”

“Don’t you know? He’s a robin! He’s very lonely – he was pushed out of the nest too early.”

“I’m lonely, too,” said Mary. Now she had said it, she knew it was true.

The old man pushed back his cap and looked at Mary. “Are you the little girl from India?”

Mary nodded. “Yes, I’m Mary. What’s your name?”

“Ben Weatherstaff. I’m a gardener. I get lonely myself – that robin’s the only friend I’ve got.”

“I haven’t got any friends at all,” said Mary.

The robin flew to a fruit tree, and started to sing again.

“There you are!” said Ben. “He wants to make friends with you, too!”

“With me?” Mary couldn’t believe it. “Will you make friends with me, little robin?” Her voice was soft and gentle.

“You sound like Dickon!” cried Ben. “That’s the way he talks to his animals.”

“Do you know Dickon?” asked Mary, in a surprised voice.

“Everyone knows Dickon. The fuses and the bins and the sheep and the ponies – even the trees and the flowers know him!”

Suddenly, the little robin shook his wings and flew back over the wall.

“He’s gone back to the secret garden!” cried Mary.

“He loves the rose trees,” chuckled Ben.

“Are there rose trees in the secret garden?”

Ben picked up his spade and started to dig again.

**15**

“There were rose trees ten years ago,” he said sharply. “But I want to see them! Where is the door?”

“There was a door ten years ago, but not now.”

“But there must be!”

“No one can find it. Now, Miss, I must get on with my work. Off you go – and don’t meddle in things you don’t understand.”

Ben put his spade on his shoulder, and walked away.

**16**

Active vocabulary	
<i>garden</i>	‘ar’ is a very common letter pattern
<i>gentle</i>	the ‘g’ is a soft ‘g’ and is pronounced like ‘j’
<i>kitchen</i>	there’s a ‘t’ in front of ‘ch’
<i>learn</i>	the ‘ear’ is pronounced ‘er’
<i>lonely</i>	there’s a number ‘hiding’ in this word! (one)
<i>robin</i>	this is a compound word: <i>rob</i> + <i>in</i> = <i>robin</i>
<i>secret</i>	the stress is on the first syllable of this two-syllable word
<i>smile</i>	never <u>smile</u> at a crocodile on the River Nile!
<i>surprised</i>	the second ‘s’ is pronounced like a ‘z’
<i>whistled</i>	think of other ‘wh’ words

Passive vocabulary		
<i>ivy</i>	<i>meddle</i>	<i>parsnips</i>
<i>porridge</i>	<i>shillings</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. Point out that Martha and Ben are names of people.

- Tell the children to look at the picture on page 11. Ask *Who is the woman who is helping Mary dress?* Draw attention to the way she is dressed. (She is Martha, a servant. She is the nursemaid who looks after Mary.) Ask *Describe how she and Mary are dressed. How do Mary and Martha look? What do you think they are talking about? Where are they? How can you tell the weather is cold? What other things can you see in the nursery?*
- Tell the children to look at the picture on page 14. Ask *Is Mary inside or outside the house? Where is she? How is she dressed? Who is she talking to? Is he young or old? How can you tell? What do you think they are talking about? How is Ben dressed? What is he leaning on? What can you see growing in the garden? What surrounds the garden?* Point out the tall walls which are covered with ivy. Ask *Do you recognise the bird from the cover of the book?*
- In each picture showing the garden, tell the children to look for signs which tell you what season of the year it is. (As the story progresses and the time passes, remember to draw the children's attention to the small changes that can be seen in the pictures of the garden throughout the book as things begin to grow and blossom.)
- 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 4) 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 had Martha been doing when Mary spoke to her?*
2. *What did Martha help Mary do?*
3. *What did Martha tell Mary about her family?*
4. *What did Mary have for breakfast?*
5. *What did Martha tell Mary to put on?*
6. *How long had the little garden been locked?*
7. *Where was the key to the little garden?*
8. *Who did Mary see in the kitchen garden?*
9. *Describe the bird that Mary saw.*
10. *What happened when the man whistled?*
11. *What sort of bird was it?*
12. *Why did the man say the bird was lonely?*
13. *What was the man's name?*
14. *Who did he say was his only friend?*
15. *Who did Ben say Mary sounded like?*
16. *Where did the robin fly to?*
17. *What sort of trees did Ben say were in the secret garden?*
18. *What did Ben say about the door to the secret garden?*

- 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?*
- Find and read examples of words with two syllables in them, for example *window, purple, morning*. 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 *dress, buttons*. Ask *Is the double consonant at the end of each word or in the middle?*
- 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 *asked, pointed*.
- Ask the children to find as many adjectives as possible in the chapter and say who or what they describe, for example *purple sea*.
- 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 Martha's cheeks were red?*
2. *Why do you think Martha was surprised when Mary asked who would dress her?*
3. *How can you tell Martha's family are poor?*
4. *What did Martha mean when she said to Mary, 'The wind will put some colour in your white cheeks.'?*
5. *Why do you think Mr Craven locked the little garden when his wife died?*
6. *Why do you think there wasn't much to see in the kitchen garden in the winter?*
7. *Why do you think Mary calls the locked garden 'the secret garden'?*

8. *How can you tell the old man and the robin are friends?*
9. *Why do you think the robin made Mary feel happy?*
10. *Why do you think Mary was lonely?*
11. *What do you think Ben meant about Dickon when he said, 'even the trees and the flowers know him!'?*
12. *Do you think Ben was telling the truth when he said that there was a door to the locked garden ten years ago, but there wasn't one now?*

#### Stage 2 comprehension (extra)

**Author's style** The author is clever because she makes the reader want to find out more about the mysterious secret garden. Using the word 'secret' is very clever, too, because it implies not many people know about it. Ask the children to write down everything they have found out about the 'secret' garden so far.

- Ben worked in the garden. He was a gardener. Notice how the 'er' suffix is added to give the name of a job. Add 'er' to these words: *build, teach, sing, paint, farm, clean, report, climb, box*. Ask the children what each word means and ask them to make up sentences containing them.
- When we change a singular noun ending in consonant + y into the plural, we change the 'y' to 'i' and add 'es', for example *pony – ponies*. Ask the children to change these nouns into the plural: *spy, baby, lady, lorry, party, city, family*.
- In the garden Mary saw parsnips and cabbages growing. Brainstorm and list as many different vegetables as possible.
- In the garden Mary saw a robin. Brainstorm and list as many different birds as possible.

- The robin cheered Mary up when she was feeling sad. Ask *What sort of things cheer you up?*
- Mary wanted a pet. Ask *Do any of you have any pets at home?* Ask them to tell the rest of the class about them.
- Mary and Ben were both lonely. Ask *What sort of things make a person lonely? What can we do if we know someone is lonely?*
- Various relatives are mentioned in the chapter, for example *father, mother, wife, sisters, uncle*. List as many other relatives as possible and say whether each is masculine or feminine.
- Ask *Are you any good at keeping secrets?*
- 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

## A cry in the night

Pages 17 to 23

CHAPTER 3  
A cry in the night

All Mary's days were the same. Every morning, she woke and watched Martha lighting the fire. Then, she got dressed, ate her breakfast – a little more each day – and went outside. The fresh air made her feel better. She looked better, too. Her cheeks were pink now, and her eyes were bright.

One day, she saw the robin again. He sang to her as he hopped along the wall, and Mary sang and hopped, too. Then he shook his wings and flew to the top of the tree behind the wall.

*He's in the secret garden again, thought Mary. The garden without a door. I wish I could go into it, too!*

While she was eating her dinner that evening, she asked Martha, "Why did my uncle lock the garden?"

"I shouldn't really talk about it," said Martha. "Mr Craven wouldn't like it. It was his wife's garden, you see, Miss. They used to work in it together. But that's where it happened. One of the trees had a low branch, like a seat. Mrs Craven had made roses grow round it. One day, while she was sitting on it, the branch broke. Mrs Craven was very badly hurt – and she died the next day. That's why Mr Craven locked the garden."

Mary stared at the fire, and listened to the wind blowing across the moor. For the first time in her life, she felt sorry for someone.

17

Then she heard a different sound.

"Martha!" she said. "Can you hear someone crying? Is it a child?"

Martha stood up suddenly, and started to clear the table. "No, Miss," she said. "There's nobody. It's just the wind."

The next day, it was raining. The moor was almost hidden by mist.

"What do you all do in your cottage when it rains, Martha?" asked Mary.

"We get in each other's way!" laughed Martha. "But Dickon goes out, whatever the weather is like. Sometimes, the animals need his help. One day he found a fox cub. He put it in his shirt and brought it home. He calls it Captain. Another time, he found a young crow and brought it home. He calls it Soot. It goes everywhere with him."

"I would like a fox cub to play with," said Mary. "But I have nothing."

"Can you knit?"

"No."

"Can you sew?"


"No."

"Can you read?"

"Yes. But I don't have any books. I left them all in India."

"That's a shame. There are thousands of books in Mr Craven's library. But I'm afraid Mrs Medlock won't let you go in."

When Martha had gone, Mary thought about the library. She decided to go and find it for herself. She wasn't really interested in the books, but Martha had reminded her of all the locked rooms, and she wanted to find out more about this strange house. Mrs Medlock wouldn't know – she hardly ever came to the nursery. Mary opened the door and went into the corridor.



18 19

She wandered through the house all morning. There were hundreds of corridors. Most of the walls were covered with portraits. Some were of children, wearing long silk dresses and lace collars. Where had they gone? What were their names? Why did they wear such strange clothes?

All the doors were closed, and Mary thought they must be locked. She turned the handle of one, to make sure. But the door opened slowly, and Mary went in.

It was a lady's sitting room. Mary found some little ivory elephants, which made her think of India. She played with them for a while. Then she heard a soft rustling sound. It was coming from a sofa, and Mary went to look. Two bright eyes peeped at her from a hole in a little velvet cushion. A mouse! In the hole, Mary could see six tiny, baby mice, all fast asleep. *Perhaps the mice are the only other living things in the hundred rooms, she thought.*


She was tired now, and she tried to find her way back to the nursery. But she was soon lost in the maze of corridors. She stood still, trying to think which way she had come. And then, suddenly, she heard it again!

"It is someone crying," she said to herself. "And it's nearer now!"

Then she heard footsteps, and turned to see Mrs Medlock marching towards her. She was holding a big bunch of keys, and she looked very cross.

"What are you doing here, Miss Mary?" she hissed, grabbing Mary's arm. "What did I tell you?"

"I'm sorry, Mrs Medlock. But I got lost – and then I heard someone crying."



20 21


"Nonsense! Now come back to the nursery!"

She led Mary along corridor after corridor, until they were standing at the nursery door.

"Now, Miss! You are to do as you are told, and stay in here. I've got enough to do, without running round after you all day!"

She pushed Mary into the nursery, and slammed the door shut.

Mary sat on the floor, white with anger. "There was someone crying – there was!" she sobbed.



22 23

### Active vocabulary

<i>branch</i>	other words containing 'nch' are: <i>bunch, lunch, punch, pinch, launch</i>
<i>breakfast</i>	the 'ea' is pronounced like a short 'e'
<i>different</i>	the first 'e' is often incorrectly left out by some children when spelling this word
<i>interested</i>	there is an 'er' in this word and in <i>different</i>
<i>library</i>	tap out the syllables in this three-syllable word as you say it
<i>nonsense</i>	the prefix 'non' means 'no' in this word
<i>reminded</i>	the prefix 're' is fairly common
<i>seat</i>	change the 's' to 'b', 'h', 'ch', 'm', 'tr', 'wh' to make some new words
<i>sobbed</i>	note the 'bb'
<i>wandered</i>	the 'an' is pronounced 'on'
<i>weather</i>	change the 'w' to 'f' to get part of a bird!

### Passive vocabulary

<i>cub</i>	<i>feel sorry for</i>	<i>ivory</i>
<i>knit</i>	<i>lace</i>	<i>marching</i>
<i>maze</i>	<i>mist</i>	<i>silk</i>
<i>velvet</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 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 19. Ask *Why do you think Mary has come out of the nursery? Where do they think she is going?*
- Tell the children to look at the picture on page 20. Ask *What is Mary looking at? Where is the mouse? Is Mary frightened of the mouse? Is she in the nursery? Whose room do you think she is in?* Ask them to describe everything they can see in the room.
- Tell the children to look at the picture on page 22. Mary is back in the nursery. Ask *Why do you think she is crying? How do you think she got back to the nursery?*
- 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 4) 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. *What was the first thing Mary watched Martha do every morning?*
2. *What happened when Mrs Craven was sitting on a low branch of a tree in her garden?*
3. *When did Mr Craven lock her garden?*
4. *When Mary heard about how Mrs Craven died how did she feel?*

5. *What did Martha say when Mary heard someone crying?*
6. *What did Dickon call a) the fox cub? b) the young crow?*
7. *How many books did Martha say were in Mr Craven's library?*
8. *When did Mary go out of the nursery and explore the house?*
9. *How long did she wander through the house?*
10. *What did Mary find in the lady's sitting room?*
11. *Why did Mary get lost on her way back to the nursery?*
12. *What noise did she hear?*
13. *Who came marching towards her?*
14. *How did Mrs Medlock look?*
15. *What did Mrs Medlock say when Mary told her she had heard someone crying?*
16. *What did Mrs Medlock do when they reached the nursery?*
17. *What did Mary do after Mrs Medlock slammed the door?*

- Ask the children to find some commas in the text. Check that the children know that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- There are several examples of compound sentences in the text which are joined using the conjunction 'and', for example *Every morning, she woke and (she) watched Martha lighting the fire.* Find and read some of these sentences and discuss how they work. For example, the two sentences *Every morning, she woke and (she) watched Martha lighting the fire.* become one long sentence: *Every morning, she woke, and (she) watched Martha lighting the fire.*

- Find some irregular past tenses in the text, for example *woke, ate, went*. Discuss how regular past tenses like *watched* are formed by adding 'ed', whereas irregular past tenses do not follow this rule.
- Look for 'time marker' words or phrases in the text and discuss how they indicate the passing of time in the story, for example *every morning, then, One day*.
- Ask the children to find and read any words of more than six letters in the chapter. Decide how many syllables each word contains.
- 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 Mary ate a little more breakfast every day?*
2. *Why do you think Mary wanted to go into the secret garden so much?*
3. *Why do you think Mr Craven locked the garden after his wife's death?*
4. *What do you think this tells you about Mary: 'For the first time in her life, she felt sorry for someone.'*
5. *Why do you think Martha said it was the wind, when Mary heard someone crying?*
6. *What can you discover about Dickon's love of animals on page 18?*

7. *Did Mary really go to look for the library or go to explore the house?*
8. *How can we tell it was a big house on page 21?*
9. *How do you think Mary felt when she tried a door – and it opened?*
10. *How do you think Mary felt when she heard someone crying again?*
11. *Why do you think Mrs Medlock had so many keys?*
12. *Why do you think Mrs Medlock looked cross?*
13. *Why do you think Mrs Medlock said 'Nonsense!' when Mary told her she had heard someone crying?*
14. *How can you tell Mrs Medlock was still cross with Mary when they reached the nursery?*
15. *What made Mary 'white with anger'?*

#### Stage 2 comprehension (extra)

**Characterisation** We can learn a lot more about Mary in this chapter. Ask the children to write down five more facts they have learned about her by reading Chapter 3.

- Mary went looking around the house to see what she could find. Write the word *branch* on the board. Ask the children which small word is 'hidden' inside it? (ran) Write these words on the board and look for smaller words inside each word: *breakfast, watched, pink, stared, listened, blowing, started, cottage, weather, thousands, interested, covered*.
- Write the words *strange* and *cottage* on the board and read them aloud. Point out that the 'g' sounds like 'j'. We call this a soft 'g'. Ask the class to complete these words with a soft 'g' and read the words they make: *\_entle, en\_ine, ima\_ine, ma\_ic, emer\_ency, chan\_e, \_iant, \_ym*.

- Write the words *hop* and *hopped*, *slam* and *slammed* and *sob* and *sobbed* on the board. Ask the children to say what happens to the spelling of the past tense of the verb when 'ed' is added. (The final consonant is doubled.) Tell the children that this happens with all single syllable regular verbs which end with a short vowel and consonant. Write these verbs on the board and ask the children to add the 'ed' suffix and write their past tenses: *hum*, *hug*, *zip*, *tap*, *beg*, *tip*, *stop*, *shop*, *jog*, *rob*.
- Mary said she couldn't knit or sew, but she could read. Write verbs on the board and ask the children which they can and cannot do, for example *play a musical instrument*, *whistle*, *stand on their heads*, *skip*, *climb a tree*, *hop*, *catch a ball with one hand*, *ride a bike*, *ride a scooter*, *drive a car*, *dance*, *dive*, *fly a kite*, *make a cup of tea*, *pick up a spider*, *run backwards*, *skate*, *snore*, *speak French*.
- Ask the children to tell you the sorts of things that make them sad.
- Mary was really curious about the secret garden, about all the locked rooms, about who was crying. Ask *What are you curious to know? What would you really like to do?*
- Dickon found a fox cub. Ask the children to name any other animal young they can.
- Ask *Have you ever been lost?* Ask them to share their experiences.
- 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

## The secret garden

Pages 24 to 30

CHAPTER 4

### The secret garden

In the morning, the rain stopped. The sky was a deep, clear blue.

When Martha went to help her mother in the cottage, Mary went outside. She went to see Ben in the kitchen garden.

"Spring is coming, Miss Mary," he said, as he leaned on his spade. "Can you smell the soil? It's getting ready to grow things. Soon you'll see the first green shoots coming up."

Then Mary heard the rustling of wings – and there was the robin! He pushed out his red chest.

"Do you think he remembers me?" she asked.

"Of course he does! I've never seen a little girl before. He wants to know all about you."


"Ben, you know the garden with the locked door? The garden where the robin lives? Will there be green shoots in there? Will there be roses?"

Ben picked up his spade and started to dig.

"Ask him," he said. "No one else has been in there for ten years."

I was *ten years ago*, thought Mary. As she walked away from the kitchen garden, she thought about all her new friends, Ben, and Martha, and the robin. Having friends was a new idea for Mary.

Then she saw the robin again. It was hopping about in a flower bed.



In the morning, Martha told Mary about her day at the cottage.

"Mother and I did the washing," she said, "and then we made little cakes for the children. They are them when they came in from the moor. The hot cakes smelled so nice, and we had a good fire. In the evening, we mended clothes. And I told the children all about you, Miss Mary! The little girl from India, who couldn't put on her own clothes!"

"India is different from England," said Mary. "If they want to hear more, you could tell them I have had a ride on an elephant! And there are tiger hunts!"

"They would love to hear about elephants and tigers!" said Martha. "But Mother is worried about you. All alone in this great big place. She says I must try to cheer you up. Look, I've brought you a present!"

She held out a skipping rope with a blue and red handle at each end.

Mary stared at it. "What is it?" she asked.


"Haven't you ever seen a skipping rope before? Don't they have skipping ropes in India?"

Martha ran into the middle of the room, and started to skip. One, two, three... she didn't stop until she had reached a hundred.

"Could I learn to skip like that?" asked Mary.

"Try it," said Martha, handing her the rope. "You will need to practice. Mother said it would do you good, skipping and breathing good fresh air. It will make your arms and legs grow strong."

Mary put on her hat and coat, and put her skipping rope over her arm. At the door, she stopped.



She skipped past the ivy-covered wall and into the kitchen garden. Ben was digging and talking to the robin.

"You've got some red in your cheeks, at last!" he said to Mary. The robin put his head on one side, and looked at her with his bright little eyes.

"I've never skipped before," she replied. "Now I can reach a hundred!"

She skipped round all the gardens, the key heavy in her pocket. She skipped back to the ivy-covered wall. There was the robin, sitting on a branch.


"You showed me where the key was yesterday," said Mary. "Will you show me the door today?"

The robin flew up to the top of the wall and started to sing. Then there was a gust of wind. The curtain of ivy was blown away from the wall, and underneath it, Mary saw a handle. A door handle. And next to it, a lock.

She took the key from her pocket and stretched out her arm, her hand shaking. The key fitted! She turned it, and pushed the door open. She stepped into the secret garden.

Everything was still and silent. The robin stopped singing and Mary looked around. The garden was tangled and overgrown, but nothing was green. She had seen roses in India, and although there were no flowers, she knew that these long, grey stems were rose plants, but were they alive or dead?

She skipped along the path which ran round the garden. In one place, she saw some green shoots. Perhaps they were stowdrops, or daffodils. She put down her skipping rope and walked slowly round the garden.



She found more green shoots, but they didn't have room to grow because of the grass and the weeds. Mary took off her coat, and set to work.

While she was eating her lunch, Mary spoke to Martha. She said, "I wish I had a little spade. Then I could dig in the garden, like Ben Weatherstaff, the gardener. And if I had some seeds, I could plant them and make them grow! I've got enough money to buy them." Of course, she said nothing about the secret garden.

Martha thought it was a good idea. "There's a little shop in the village," she said. "I think they sell garden tools, and I know they sell seeds. Dickon often goes there. He knows which seeds to get, and how to make them grow. You could write a letter to Dickon, and ask him to get the things for you. I'll give the letter to him."

Mary wrote the letter, and put it in an envelope with the money.

"Will Dickon bring the things?" asked Mary. "I would like to see him."

"You sure he will, Miss Mary?"

### Active vocabulary

<i>cottage</i>	'cottage' and 'village' both end with 'age'
<i>village</i>	see note above on 'cottage'
<i>handle</i>	'le' is a common word ending
<i>metal</i>	'al' sounds like the 'le' ending but is less common
<i>pocket</i>	there's a 'ck' in the middle
<i>practise</i>	as a verb the word ends in 'ise' and as a noun it ends in 'ice'
<i>present</i>	the 's' sounds like 'z'
<i>ready</i>	The 'read' in 'ready' sounds like 'red'
<i>remember</i>	note the multiple letters – 3 'e's, 2 'r's, 2 'm's
<i>soil</i>	Change the 's' to 'b' and make a 'hot' word!
<i>stretched</i>	Note the 'tch'

### Passive vocabulary

<i>damp</i>	<i>gust of wind</i>	<i>hunts</i>
<i>rusty</i>	<i>shoots (noun)</i>	<i>skipping rope</i>
<i>still</i>	<i>tangled</i>	<i>weeds</i>
<i>worms</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?*

- Tell the children to look at the picture on page 25. Ask *What has Mary found on the ground? What key do you think it is?* Point out the robin nearby. Ask *Do you think the robin had anything to do with Mary finding the key?*
- Tell the children to look at the picture on page 27. Ask *Where is Mary? Who is she talking to? What do you think they are talking about? What is Ben doing? What is Mary doing? Does she look happy?* Point out that she is no longer wearing a coat. Say *Perhaps the weather is getting warmer?*
- Tell the children to look at the picture on page 29. Mary is opening a door in the garden wall. Ask *What did she open it with? What do you think it leads to?* (Point out that it is nearly covered with ivy and would be quite difficult to see.) Ask *What do you think Mary is thinking? How is she feeling?*
- 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 4) 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. *What was the weather like in the morning?*
2. *When did Mary go to see Ben in the kitchen garden?*

3. *What time of the year was it?*
4. *What did Ben say Mary would soon see coming up from the ground?*
5. *What appeared in the garden with the 'rustling of wings'?*
6. *Then the robin hopped about on a flower \_\_\_\_\_.*
7. *He hopped up to a little \_\_\_\_\_ in the \_\_\_\_\_.*
8. *What did Mary see sticking up from the hole?*
9. *What did Mary do with the key?*
10. *What key did Mary think it was?*
11. *What did Martha tell Mary about her day at the cottage where her family lived?*
12. *What present did Martha's mother send for Mary?*
13. *How many times did Martha skip?*
14. *Why did Martha's mother say that skipping would be good for Mary?*
15. *Where did Mary go with the skipping rope?*
16. *What was in the garden with Ben?*
17. *What happened when a gust of wind blew the ivy on the garden wall?*
18. *Did the key fit the lock?*
19. *Mary stepped into the \_\_\_\_\_.*
20. *Was it noisy in the secret garden?*
21. *Where did the path in the garden go?*
22. *Why didn't the green shoots in the garden have room to grow?*
23. *Did Mary tell Martha about the secret garden at lunch-time?*
24. *Mary told her that she wished she had two things. What were they?*
25. *What did the little shop in the village sell?*
26. *Who often went to the shop?*



27. Martha told Mary to write a \_\_\_\_\_ to \_\_\_\_\_ to ask him to get the spade and seeds.

28. What else did Mary put in the envelope with the letter?

- Ask the children to find all the pronouns in the chapter and say who each pronoun refers to.
- 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 some words with two vowels coming next to each other, for example *seeds, rain, deep*.
- 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 did Ben say you could tell spring was coming?*
2. *Why do you think Ben told Mary that the robin 'wants to know all about you'?*
3. *Why was having new friends a 'new idea' for Mary?*

4. *Why do you think the robin was hopping about in a flower bed? Was he really looking for worms?*
5. *How can you tell Mary was surprised and excited when she found the key?*
6. *Do you think Martha's family is a happy family?*
7. *Why do you think Martha's mother is worried about Mary?*
8. *How do you know Martha was quite poor?*
9. *Did Mary enjoy learning to skip?*
10. *What made Mary's cheeks go red?*
11. *Do you think the robin wanted Mary to find the key and find the door to the secret garden?*
12. *How do you think Mary felt when she saw the door in the wall under the ivy?*
13. *Why do you think the robin stopped singing in the secret garden?*
14. *Why do you think the garden was tangled and overgrown?*
15. *How did Mary know the long grey stems were rose plants?*
16. *Mary 'set to work' in the garden. What do you think this means?*
17. *Why do you think Mary didn't tell Martha about the secret garden?*
18. *Why do you think Martha thought it was a good idea for Mary to do some digging and plant some seeds?*
19. *Why do you think Martha suggested that Dickon got the things for Mary? Why didn't she get them?*
20. *How do you know that Dickon could read?*

### Stage 2 comprehension (extra)

*Setting* At last Mary has discovered the secret garden! Ask the children to write a paragraph and say what they know about the garden. Ask *Whose garden was it? Why was it locked? How long had it been locked? Who buried the key to the door? How did Mary find it? Where was the door to the garden? How did Mary find it? What was the garden like when Mary first saw it?*

- Play *Opposites*. Write these words from the story on the board: *stopped, outside, up, remember, new, near, damp, find, morning, nice, strong, bright, heavy, locked, long, slowly, good, sell*. Divide the class into two halves. Ask the children to give the opposite of each word, one at a time. Award a point for each correct answer. The team with most points wins.
- Write the word *elephant* on the board, say it and underline the 'ph' in it. Write these words on the board: *\_\_one; dol\_\_in; \_\_otogra\_\_; al\_\_abet; ne\_\_ew; paragra\_\_*. Ask the children to complete each word with 'ph' and read the words they make. Ask them to make up some sentences and use the words correctly.
- Write the word *soil* on the board and ask the children to read it aloud. Now write these 'oi' words on the board and ask the children what the common letter pattern and sound is in each word: *boil, join, coin, point, voice, noise, toilet*. Encourage the children to explain the meaning of each.
- Ask *Which two animals have a 'key' hidden in their names?* (donkey and monkey!)
- Play *Hide and Seek*. Send a child outside the room and hide a key somewhere in the classroom. Invite the child back in and ask him or her to find the key. The class can encourage the child as he/she looks for the key. If he/she walks away from it the class call out 'You're getting cold.' If he/she walks towards where it is hidden the class call out 'You're getting warmer!'
- Why not have a skipping contest and see who can skip the most times?
- Ask *What is the most exciting present you have ever received?*
- In the secret garden the names of three flowers were mentioned: roses, snowdrops and daffodils. Brainstorm and list the names of any other flowers the children know.
- 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

# Dickon

## Pages 31 to 37

CHAPTER 5  
Dickon

Mary worked in the secret garden every day. And every day she saw more green shoots starting to come up through the soil. Sometimes, she talked to Ben Weatherstaff, and one day she asked him about plants.

"If you wanted to make a flower garden, what would you plant, Ben?"

"I'd plant some bulbs," the old man replied. "Daffodils, crocuses and snowdrops. And I'd plant lots of roses."

"Do you like roses?"

"I do."

"If a rose plant looks dry and grey, how can you tell if it's alive?" asked Mary.

"You have to wait until spring. That's when the buds come out, if the plant is alive. Then the sun and the rain make it grow."

Mary skipped along the path that led to the wood. As she went through the gate, she heard someone playing a pipe.

She followed the sound, and saw a boy sitting under a tree. A squirrel and two rabbits were watching him play. When he saw Mary, the boy hid up his hand.

"Stand still!" he told her. "Or you'll frighten them away."

Mary stood still.

"You must be Mary," said the boy. "I'm Dickon."

He smiled. His eyes were round and as blue as the sky.

31



32

"Did you get my letter?" Mary asked him. Dickon nodded. "Yes, I did," he said. He picked up a brown paper package and gave it to Mary. "Everything you want is in there."

Mary sat down on a log, and untied the string. Inside the package, she found a spade, a rake, a hoe and a trowel. There were packets of seeds, too, with a picture of a flower on each one. The robin came to have a look.

"I think he likes me," said Mary.

Dickon looked carefully at the robin as he twittered and chirped. Then Dickon made a little chirping sound.

"Yes, he does," he told Mary.

"Can you talk to all the animals?" she asked.

"I can. I've lived with them all my life."

Dickon told Mary how to plant the seeds, and how to water them. Then he said, "Where is your garden, Mary? If you take me there, I'll plant the seeds for you."

Mary didn't reply. What could she say?

"They've given you a bit of garden, haven't they?"

"Can you keep a secret?" Mary asked.

"Yes, I can," replied Dickon.

"I'll tell you, then. The garden isn't really mine. It isn't anybody's. No one wants it – and no one goes in, apart from me. I don't want it to die!" she said sadly.

"Can you show me where it is?" Dickon asked.

She led Dickon to the ivy-covered door and put the key in the lock. Soon, they were both standing in the secret garden.

Dickon looked around in amazement.

"What a strange, beautiful place!" he gasped.

33

Then he started to walk round the garden. He looked at everything. "I never thought I'd see this," he said.

"Did you know about this garden?" asked Mary.

"Martha told me there was a garden that no one went in. I used to wonder what it was like. He looked up at the grey branches. "There'll be lots of nests here this spring. It's a good place to build a nest. No one comes in, and the baby birds will be quite safe."

"Will there be roses?" asked Mary. "Or are the plants all dead?"

"Oh, no. Look at this!" He showed Mary a green bud on one of the lower branches.

They walked round the garden, and Dickon showed Mary which plants were alive. Then he showed her how to use her new tools.

Dickon noticed a patch of earth which Mary had weeded. "I thought you didn't know anything about gardening!" he said, and they both laughed.

"Gardening must be good for me," said Mary. "I think I'm getting stronger!"

"Gardening is good for you!" said Dickon. "I'll come and help you again tomorrow. And every day, if you like. There's nothing I'd like better than to make this garden come alive."

"Yes, please!" said Mary. "I've got five friends now – you, your mother, Martha, Ben – and the robin!"

Then, Dickon scratched his head. "I think someone else has been in here. Someone has cut back these plants."

"But that's impossible," said Mary. "The garden was locked, and the key was buried."

34



35



36

Dickon took some bread and cheese from his pocket. "Now, Mary, I'm going to have my lunch, and you'd better go and have yours."

"You won't tell anyone about the secret garden, will you?" said Mary.

"No," said Dickon.

37

### Active vocabulary

<i>amazement</i>	the verb 'amaze' is turned into a noun by adding the suffix 'ment'
<i>bulb</i>	note the two 'b's in this word
<i>impossible</i>	'possible' is made the opposite by adding the prefix 'im'
<i>package</i>	this word ends in 'age' (like <i>cottage</i> and <i>village</i> in Chapter 4)
<i>plant</i>	there's an 'ant' in this word!
<i>seed</i>	<u>seeds</u> don't grow well if there are a lot of <u>weeds</u> in the soil!
<i>spade</i>	change the 'sp' to 'm' to make a word that rhymes
<i>squirrel</i>	'q' is always followed by 'u'
<i>string</i>	other words starting with 'str' are: <i>strong, stretch, straight, stream, strike</i>
<i>tool</i>	add 's' to the beginning and get something you sit on!

### Passive vocabulary

<i>bud</i>	<i>chirped</i>	<i>crocuses</i>
<i>daffodils</i>	<i>hoe</i>	<i>patch</i>
<i>pipe</i>	<i>rake</i>	<i>snowdrops</i>
<i>trowel</i>	<i>twittered</i>	<i>weeded</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 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. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 32. Ask *Who do you think the boy in the picture is? Can you describe him? What is he holding in his hand? (a flute or pipe) What animals can you see in the picture? Where are Mary and Dickon? What are they both sitting on? What do you think they are talking about?* (Note the bag of garden tools and the packets of seeds near Mary. Remind the children that Mary wrote a letter and asked Dickon to buy these for her.)
- Tell the children to look at the picture on page 35. Dickon is looking closely at some plants in the secret garden and pointing out the green buds to Mary, showing that the plant is alive and growing. Draw children's attention to this. Ask *Does Mary look happy, interested?* Note that she has taken her bag of tools into the secret garden. What do the children think she is going to do with them?
- Tell the children to look at the picture on page 36. Ask *What is Dickon doing? Do you think Dickon and Mary are becoming friends? Why?* Ask the children to identify each garden tool and to say what they think the purpose is of each one.
- 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 4) 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 often did Mary work in the secret garden?*
2. *What sort of flowers did Ben suggest Mary should plant?*
3. *How can you tell if a rose plant is alive?*
4. *What did Mary hear in the wood?*
5. *Who was playing the pipe?*
6. *Why did the boy tell Mary to stand still?*
7. *What did Dickon bring for Mary?*
8. *How did Dickon talk to the robin?*
9. *What did Dickon say when he first went into the secret garden?*
10. *What did Dickon say would be up in the grey branches in the spring?*
11. *What did Dickon show Mary on one of the lower branches?*
12. *What did Dickon notice?*
13. *Mary said she had five friends. Who were they?*
14. *How did Dickon know that someone else had been in the garden?*
15. *Why did Mary think this was impossible?*
16. *What did Dickon have for his lunch?*

- Point out the use of commas
  - to separate sentence tags in some sentences, for example *Yes, I did* (on page 33)
  - to separate items in a list (see the list of tools on page 33)
  - to separate sentences into manageable chunks for reading (see the last sentence in the first paragraph on page 31).

- Ask *How many question and exclamation marks can you find?*
- Find and point out examples of pronouns in the text. Ask the children who each pronoun refers to.
- Find some examples of regular past tenses in the chapter, for example *worked*. Point out that these are made by adding 'ed' to the verb. Now find some examples of irregular past tenses, for example *saw*. Consider how the spelling of these has changed in the past tense.
- Ask the children to find and read two-syllable and three-syllable words.
- 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 did the green shoots coming up through the soil mean?*
2. *Do you think Mary was surprised to hear the sound of a pipe in the woods?*
3. *Do you think Mary was excited as she untied the package Dickon gave her?*
4. *Do you think Dickon could really understand animals and talk to them?*
5. *How can you tell Dickon is kind and thoughtful?*

6. *How can you tell Mary loves the secret garden?*
7. *Why do you think Dickon was amazed when he first saw the secret garden?*
8. *Why did Dickon think the trees in the garden were a good place for birds to build their nests?*
9. *Why do you think Dickon laughed when he noticed the patch of ground that Mary had weeded?*
10. *Why do you think gardening was good for Mary?*
11. *How do you know Dickon was keen to look after the secret garden?*
12. *Why do you think Dickon scratched his head?*
13. *Do you think someone else had been in the garden? Who could it have been? How could they have got in?*
14. *Why didn't Mary want Dickon to tell anyone about the secret garden? Do you think Dickon will keep the secret?*

#### Stage 2 comprehension (extra)

**Characterisation** Brainstorm and ask the children what they know about Dickon from previous chapters. Discuss what the reader can find out about him in this chapter. Ask *How do we know he loves animals? How can we tell he knows a lot about plants? Is he musical? In what ways does he show kindness to Mary?* Ask the children to write their own paragraph about Dickon.


- Write the words *grow* (long 'ow' sound) and *how* (short 'ow' sound) on the board and ask the children to read them. Note the difference in pronunciation of the 'ow' sound. Write these words on the board: l\_\_\_, h\_\_\_, thr\_\_\_, sh\_\_\_, c\_\_\_, arr\_\_\_, cr\_\_\_d, yell\_\_\_, all\_\_\_. Ask the children to complete each of these words with 'ow' and decide whether the 'ow' sound is long or short.
- Write the word *untied* on the board. Point out that it begins with the prefix 'un'. Discuss how adding the prefix to the word changes its meaning to the opposite, for example *tied* – *untied*. Write these words on the board: *well, fair, pack, cover, do, wrap, lock*. Add 'un' to each word to make the opposite:
- Write the word *package* on the board and read it aloud. Ask the children to complete each of these words with 'age', to read them and to say what each means: c\_\_\_, st\_\_\_, p\_\_\_, cott\_\_\_, cabb\_\_\_, post\_\_\_, bagg\_\_\_.
- We can often tell what a person wants us to do by the hand gestures they make. Dickon held up his hand to tell Mary to stop. Try out the following gestures with different children in the class. Point to one individual at a time and signal for them to stand up, sit down, come to the front, read a book, be quiet, go to sleep, open the door, put their chair on the desk etc.
- Ask *Can you play a musical instrument?* Ask some children to tell the others about the musical instrument they play. Brainstorm and ask the class to list as many different instruments as they can. Divide them into categories, for example stringed instruments, those you blow, those you bang or hit etc.
- Ask *What would it be like if we could all talk to animals? How would different animals speak?* Have any of the children seen the *Dr. Doolittle* film or read about him? (He has the ability to talk to animals.)
- Mary and Dickon planted seeds to grow. At the back of the book, from page 76 onwards, there is a section which explains how to grow beans in class or at home. Why not do this now and watch the beans grow as you continue to read the story?
- 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

## Colin

### Pages 38 to 44

CHAPTER 6  
Colin



That evening, after Mary had eaten her dinner, Martha said, 'I've got something to tell you, Miss Mary. Your uncle - Mr Craven - has come home. He wants to see you.' Mary was puzzled. 'Why? He didn't want to see me the day I arrived here.'

'My mother met Mr Craven in the village, and she told him all about you. He's going away again tomorrow, and he wants to see you this evening.'

The door opened, and Mrs Medlock marched in. She was wearing her best black dress and cap.

'Brush your hair, Miss Mary,' she said. 'Martha, help her to put on her best dress. I've come to take her to Mr Craven.'

Mr Craven was sitting in a chair by the fire. He had crooked shoulders, black eyes, and black hair streaked with white. His face was handsome, but very sad.

'Come here, Mary?' he said.

Mary did as she was told. She felt stiff and shy.

'Are they taking good care of you? You're very thin.'

'I'm getting fatter.'

'I must get a maidservant for you.'

'Please don't - I am too old for a maidservant. I just want to play in the gardens. It's good for me.'

'Yes, that's what Martha's mother said. Don't look so frightened. You may do what you like in the gardens.'

'May I really? Then may I have a bit of earth? To plant seeds in?'

Mr Craven's sad eyes were soft and kind now. 'You may have as much earth as you like,' he said, 'because you remind me of someone - someone who loved the gardens very much.'

'May I take the earth from anywhere?'

'Anywhere!' He rang the bell to call Mrs Medlock.

'Goodbye, Mary. I will be away all summer.'

That night, there was a loud storm. The noise woke Mary up. She heard the sound of raindrops splashing on her window. The wind howled across the moor.

She lay awake for about an hour, and tried to get back to sleep. Suddenly, she heard a noise that made her sit up in bed.

'That isn't the wind!' she whispered. 'It is someone crying. It's the sound I heard before.'

She got out of bed and put a shawl round her shoulders. She picked up her candle. 'This time, I'm going to find out who it is,' she said to herself.

She tiptoed down the long, dark corridor. Her candle flame flickered. She followed the crying sound.

Down this corridor, turn left and up the steps. The crying sounded very loud now. She came to a closed door with a glimmer of light underneath it. She turned the handle, and went in.

She was standing in a big room with a fire burning in the hearth. There was a large, carved bed in the middle of the room, and on it lay a boy. He was crying.

He had a thin, white face, with enormous, grey eyes and long, black lashes. He had short, brown hair. Mary crept towards him. The boy saw the candlelight, and looked round.

'Who are you?' he asked, in a frightened whisper.

'I am Mary Lennox. Mr Craven is my uncle.'

'I am Colin Craven,' he said. 'He is my father.'

Mary was shocked. 'Your father! No one told me he had a son! We're cousins, then?'

'I have such strange dreams,' said Colin. 'Are you a dream?'

'No. Feel my shawl - feel how thick and warm it is.'

'Where have you come from, Mary?'

'From my room. The wind kept me awake, and then I heard you crying. Why were you crying?'

'Because I couldn't sleep, and my head was hurting.'

'Didn't anyone tell you about me?' asked Mary.

'No. I am very ill. I'm not going to live for very long.'

'Does your father come and see you?'


'Sometimes - when I am asleep. He doesn't like to see my eyes. They remind him of my mother.'

'Tell me about yourself,' said Colin. So Mary told him all about India, and the journey to England, and her life in the nursery with Martha.

'How old are you?' asked Colin.

'I'm ten - and so are you. I know that because after you were born, the garden door was locked, and the key was buried. And that was ten years ago.'

Colin sat up in bed. 'What garden? I want to see it! I will make them dig up the key, and take me there!'



They will do anything I ask. If they don't, I will become ill.'

'Don't do that!' cried Mary. 'The garden wouldn't be a secret any more.'

'What do you mean, a secret?'

'Well, if we could find the door, we could go in, and work in the garden. We could plant daffodils, and lilies, and snowdrops. And no one else would know! She took a deep breath. 'I think I could find the door. We could get a boy to push your chair - and the garden would be our secret.'

'I've never had a secret before,' replied Colin. 'I want to show you something. Can you see that pink curtain?'

'Yes.'

'There is a cord hanging from it. Pull the cord, will you, please?'

Mary pulled the cord, and the pink curtain drew back to reveal a painting. It was a portrait of a pretty lady with laughing, grey eyes and a blue ribbon in her curly hair.

'That's my mother. I cover her up with a curtain because it's not fair. She looks so happy, and I am so sad.'

Then he said, 'I want you to come and see me every day, Mary. But we'd better keep that a secret, too. Martha will tell you when to come.'

So Martha knew about Colin! That was why she didn't like Mary's questions about the crying in the night.

'I'd better go now,' said Mary softly. 'You look tired.'

She held his hand, and started to sing a little song she had learned in India. Soon, Colin was fast asleep.

Active vocabulary	
<i>candle</i>	rhymes with <i>handle</i> (from Chapter 4)
<i>cousin</i>	the 'ou' sounds like a short 'u' (as in <i>up</i> )
<i>curtain</i>	other words containing 'ur' are: <i>nurse, burn, curve, burglar, Thursday</i>
<i>earth</i>	the 'ear' is pronounced 'er'
<i>enormous</i>	the 'ous' is pronounced 'us'
<i>evening</i>	this two-syllable word is pronounced <i>evening</i>
<i>handsome</i>	this is a compound word: <i>hand + some = handsome</i>
<i>journey</i>	the 'our' is pronounced 'er'
<i>puzzled</i>	'zz' is quite unusual
<i>shocked</i>	the 'ed' suffix is pronounced 't'
<i>shy</i>	change the 'sh' to 'wh', 'tr', 'fl' to make some new words
<i>storm</i>	other words containing 'or' are: <i>fork, short, thorn, morning, corner, important</i>
<i>whispered</i>	other words starting with 'wh' are: <i>wheel, whisk, wheat, whale, whisker, whistle</i>

Passive vocabulary		
<i>carved</i>	<i>cord</i>	<i>crooked</i>
<i>flicker</i>	<i>glimmer</i>	<i>hearth</i>
<i>howl</i>	<i>lashes</i>	<i>raindrops</i>
<i>shawl</i>	<i>splash</i>	<i>stiff</i>
<i>tiptoed</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 *Who do you think Colin is?*
- Tell the children to look at the picture on page 39. Ask *Who do you think Mary is talking to? (It is her uncle, Mr Craven.) Does he look a happy man? Describe how he looks and how he is dressed. Ask Does he look friendly? Does Mary look very comfortable? Point out how she is standing, arms in front of her and head slightly bowed. Point out too, that she is standing, whilst Mr Craven is sitting. Ask Does Mr Craven's chair look comfortable? Describe the room and all the things you can see in it. Point out that there is a fire burning in the fireplace, indicating that the weather outside is not warm. Ask What do you think Mr Craven is saying to Mary?*
- Tell the children to look at the picture on page 43. Ask *Where is Mary now? Who do you think the boy in the bed is? Remind the children of the title of the chapter. (It is Colin, Mr Craven's son.) Ask Does he look well? Does he look happy? How do you think Mary got to his room? Why do you think she is in his room? What time of day do you think it is? What do you think Mary and Colin are talking about? Can you describe all the things you can see in the room? What do you think is behind the pink curtain on the wall to the right of the fireplace?*
- 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 4) 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. *Who told Mr Craven all about Mary?*
2. *When did Mr Craven want to see Mary?*
3. *What was Mr Craven doing tomorrow?*
4. *How was Mrs Medlock dressed when she came in?*
5. *Where was Mr Craven sitting?*
6. *Describe how he looked.*
7. *How did Mary feel when she met Mr Craven?*
8. *Why did Mary say she didn't want a nursemaid?*
9. *What did Mary ask Mr Craven for?*
10. *How long did Mr Craven say he would be away?*
11. *What woke Mary up that night?*
12. *What noise did she hear that made her sit up in bed?*
13. *What happened when she tiptoed down the corridor?*
14. *What did Mary see underneath the closed door?*
15. *Describe the boy who was crying in the room.*
16. *Was the boy frightened when he saw Mary?*
17. *What was the boy's name?*
18. *Who was he?*
19. *How were he and Mary related?*
20. *Why did Colin say he was crying?*



21. Colin said, 'I am very \_\_\_\_\_.'
22. How old was Colin?
23. Why didn't Mary want Colin to tell anyone about the garden?
24. What was behind the pink curtain?
25. Colin said he wanted Mary to come and see him \_\_\_\_\_ day.
26. Did Martha know about Colin?
27. How did Mary help Colin go to sleep?

- 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. Note that these are the words that go inside the speech marks.
- Ask the children to find and read any words containing 'ch', 'sh', 'th' or 'wh'.
- Ask the children to turn to page 40. Ask them to find a word that rhymes with: *day* (may); *mad* (sad); *mind* (kind); *well* (bell); *poor* (moor); *deep* (sleep); *same* (flame); *turning* (burning).
- 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 Mr Craven wanted to see Mary?

2. Why do you think Mrs Medlock was wearing her best black dress and cap?
3. Why do you think Mary felt 'stiff and shy' when she met Mr Craven?
4. Why do you think Mr Craven looked very sad?
5. Who do you think Mary reminded Mr Craven of?
6. Why do you think Mary could not get back to sleep after she woke up?
7. How do you think Mary felt when she tiptoed down the dark corridor with a candle?
8. How did Mary know there was someone in the room behind the closed door?
9. Why do you think the boy was frightened when he saw Mary?
10. Why was Mary shocked when Colin told her who he was?
11. How did Mary make Colin believe that she wasn't a dream?
12. Why do you think no one told Colin about Mary?
13. How can you tell that Colin liked the idea of having a secret?
14. Why do you think Colin kept the portrait of his mother covered?
15. How can you tell Colin liked Mary?

### Stage 2 comprehension (extra)

*Author's use of language* The author uses some interesting verbs in the chapter. Write these verbs on the board: *marched, splashing, howled, whispered, tiptoed, flickered, locked, buried, cried, plant*. Find them in the chapter and read the sentences which contain them. Ask the children to explain their meanings. Ask the children to pick their favourite five verbs and write their own sentences containing them.

- Write the word *cry* on the board. What sound does the 'y' make in it? ('igh') Now write the word *Mary* on the board. What sound does the 'y' make in this word? ('ee') Now write these words on the board and ask the children to read them: *my, lady, by, baby, try, cry, only, lorry, sky, sunny, noisy, reply, dry, really*. Ask them to decide whether the 'y' sounds like 'igh' or 'ee'.
- Mary heard a crying noise at night. Play one of these games:
  - *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.
  - *Do you know this sound? game B*. Ask the children to shut their eyes and make different sounds, for example closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
  - *How many sounds can you hear?* 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.
  - *What noise do they make?* Name different animals and ask the children to say what sound each one makes.
- Write these pairs of homophones on the board: *sea, see; here, hear; moor, more; hour, our; hair, hare; son, sun; nose knows*. Ask the children to read them and explain the difference between them. Make up sentences containing each word.
- Write the word *candle* on the board and read it aloud. Brainstorm and write any other words the children can suggest that end with 'le'.
- Have some fun playing a word game. Write the word *cap* on the board. The rules are simple – you can change any one letter at a time to make another word, for example *cap – cup – cut – cat – bat – fat – fit* etc. See how long the class can keep the word 'chain' going and making different words.
- Ask the children to recount the worst illnesses that they have had.
- 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

## Colin and Mary

Pages 45 to 51

CHAPTER 7

### Colin and Mary

The next morning, it was raining, so Mary couldn't go outside. She wanted to talk to Martha, and she found her mending clothes beside the fire.

'What is it?' said Martha. She put down her needle.

'I've found out about the crying sound. I heard the sound again last night. I followed it, and I found Colin.'

Martha's face went pale. 'Oh, Miss Mary,' she said, 'you shouldn't have done that. You'll get me into trouble.'

'Well, I talked to him for a long time. And he showed me his mother's portrait.'

'What will Mrs Medlock say?'

'She won't say anything because she won't know. It's a secret. Colin won't tell anyone. And he says that you must tell me when he wants me to go and see him. What's wrong with Colin, Martha?'

'Nobody really knows. Lots of doctors have been to see him. My mother says he needs some fresh air, instead of being shut up in that room all the time.'

'Perhaps it would do him good to go into the garden,' said Mary slowly. 'He could watch things grow.'

The bell rang, and Martha went out of the room. When she came back, she said, 'Master Colin is out of bed! He's looking at his books. And he wants you to go and see him.'

'I'll go straight away,' said Mary.

45

Colin was sitting on his sofa. He was very pleased to see Mary. This time, she told him about Martha's brother, Dickon.

'He's not at all like you. All the animals come to him. He can talk to them.'

'Tell me more about him!' Colin said.

'He knows all about birds and their nests. He knows where foxes and badgers live. He loves the moor.'

'I could never go on the moor. I'm going to die soon. Dr Craven often comes to see me. He's my father's brother.'

Mary thought. What would make this poor boy happy? Then she had an idea. 'You should talk to Dickon. He never talks about sad things.'

They talked some more about Dickon and his family, and they talked about Ben Weatherstaff and the robin. Soon, Colin was laughing.

Suddenly, the door opened and Mrs Medlock marched in. She was followed by a tall man - Dr Craven.

'What is going on here?' he thundered. 'Mrs Medlock?'

Mrs Medlock stared at the children. She looked cross. 'I don't know how this has happened, sir. I don't know who told Miss Mary about Master Colin.'

Colin stared at her. 'No one told her,' he said. 'She heard me crying, and came to find me. She's my cousin, Mary Lennox. I like her, and I want her to come and see me every day. She makes me feel better.'

'He does look a little better, sir,' said Mrs Medlock. 'Perhaps we should leave them alone.'

Dr Craven looked at Colin's bright eyes and pink cheeks, and he had to agree.

46



47

After that, Mary and Colin spent a lot of time together. They talked about Dickon and his family, and they looked at Colin's books.

One day, Mrs Medlock said 'You were wrong to go wandering about that night, Miss Mary. But some good has come from it. Master Colin is not as bad-tempered as he was, and he's more interested in things.'

Mary thought about her idea of taking Colin to the secret garden. Could she trust him to keep the secret?

One morning, she woke very early and looked out of the window. The rain had stopped, and the moor looked purple-blue in the sunshine. She put her hand out of the window. The sun is warm! she thought. The green shoots will be starting to grow!

Soon she was in the secret garden. A big black crow was sitting on the branch of a tree, and a fox cub was lying curled up underneath it. Both creatures were watching a boy with curly red hair weeding a flower bed. Mary ran up to him.

'Dickon! Isn't it a wonderful day?'

'It is,' smiled Dickon. He picked up the fox cub. 'This is Captain,' he told her. 'And that is Soot.' He pointed to the crow.

The children ran round the secret garden, followed by Captain and Soot. Everywhere, green shoots were pushing through the soil and buds were appearing on the trees. The robin flew past with a twig in his beak.

'He's building a nest,' explained Dickon.

Then Mary told Dickon about the night she had heard the crying sound, and had found poor, unhappy Colin.

48

She told him that Colin liked her to visit him, and to talk to him about cheerful things.

'I'm glad you know about Master Colin,' said Dickon. 'Mr Craven can't look at him, because his eyes are just like his poor mother's.'

'We could bring Colin to the garden,' said Mary.

Dickon nodded. 'He could watch things growing,' he said. 'That's better than all the doctors and all the medicine in the world.'

When Mary went to the house for her lunch, Martha said, 'Master Colin wants you to go and see him.'

'I can't go yet,' said Mary. 'I'm too busy in the garden. I'll go after tea.'

But when Mary went back at the end of the afternoon, Martha looked worried. 'He's very angry, Miss Mary. He's been waiting for you all afternoon.'

Colin was lying in bed. He didn't look at Mary.

'Who are you in bed?' she asked him.

'I did get up this morning. But you didn't come, and my head started to hurt, and so I went back to bed.'

'I didn't come because I was working in the garden with Dickon. But I'm here now.'

Colin frowned. 'I won't let that boy come here again,' he snapped. 'Not if you spend time with him, and not me.'

'If you send Dickon away,' said Mary crossly, 'I will never come into this room again.'

'You will if I want you to,' said Colin.

They glared at each other.

'You're a selfish girl!' cried Colin.

49



50

'Not as selfish as you!'

'And I'm not as selfish as your friend Dickon! He keeps you away from me, when he knows I am ill. Remember - I am going to die!'

'No, you're not! You say that to make people feel sorry for you!'

'Get out of my room!' He sat up, and threw a pillow at Mary.

'I'm going! And I will never come back!' She marched out of the door, and slammed it behind her.

51

### Active vocabulary

<i>agree</i>	other words that end in 'ee' are: see, tree, three
<i>bad-tempered</i>	a hyphen joins the two words together
<i>cheerful</i>	this really means 'full of cheer' (happiness)
<i>frowned</i>	the words 'row' and 'own' are 'hiding' in this word
<i>medicine</i>	the 'c' is a soft 'c' and is pronounced 's'
<i>pale</i>	change the 'p' into 'm' and make the word into a man!
<i>pleased</i>	how many other 'pl' words can you think of?
<i>selfish</i>	take off the 'sel' and you are left with a word that can swim!
<i>trouble</i>	the 'ou' is pronounced like a short 'u' (as in <i>cousins</i> in Chapter 6)
<i>trust</i>	begins and ends with the same letter
<i>underneath</i>	how many other words ending in 'th' can you think of?

### Passive vocabulary

<i>badger</i>	<i>glared</i>	<i>soot</i>
<i>thundered</i>	<i>twig</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 class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *How do you think Colin and Mary's friendship will develop?*

- Tell the children to look at the picture on page 47. Ask *Where are Mary and Colin sitting? Why do you think they look so surprised? How can you tell Mrs Medlock is not pleased?* (Note the way she is folding her arms in front of her!) *Who do you think the man is behind Mrs Medlock?* (It is Dr Craven, Mr Craven's brother, who is a doctor and looks after Colin.) *How does he look? Do you think the two adults are pleased to see Colin out of bed, sitting up, talking to Mary?*
- Tell the children to look at the picture on page 50. Ask *Where is Colin now? What do you think has happened? How does Colin look? What do you think has made him angry? Why do you think he is holding up a cushion? How can you tell Mary is angry too?* (Look at her face and the way she is leaning forward, her hands clenched tightly.) *What do you think they are saying to each other?*
- 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 4) 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. *Why didn't Mary go outside?*
2. *Where did Mary find Martha?*

3. *What was Martha doing?*
4. *Why wasn't Martha pleased when Mary told her that she had been to see Colin?*
5. *What did Martha say when Mary asked her what was wrong with Colin?*
6. *When did Martha go out of the room?*
7. *When she came back, what did she say Colin was doing?*
8. *What did Mary tell Colin about Dickon?*
9. *Which doctor often came to see Colin?*
10. *Who suddenly marched into the room?*
11. *What did Colin say to Mrs Medlock and Dr Craven about Mary?*
12. *Mrs Medlock said that Colin looked a little \_\_\_\_\_ .*
13. *After that, did Mary and Colin spend more or less time together?*
14. *How did Mrs Medlock say Colin had got better?*
15. *Who was in the garden one warm sunny morning? What animals did he have with him?*
16. *What was Dickon doing?*
17. *What was the robin doing?*
18. *Did Dickon agree that it was a good idea to bring Colin into the garden?*
19. *Why did Dickon think that would be good for him?*
20. *When Mary went in for some lunch, what did Martha tell her?*
21. *Why didn't Mary go and see Colin straight away?*
22. *Mary said to Colin, 'If you send \_\_\_\_\_ away, I will \_\_\_\_\_ come in this room again.'*
23. *Why did Colin say Dickon was selfish?*
24. *What did Colin throw at Mary?*

25. *What did Mary say to Colin when she went out of the door?*

- Ask the children to look at page 45 and find the words that mean the same as *speak* (talk); *next to* (beside); *discovered* (found out); *white* (pale); *picture* (portrait); *many* (lots); *left* (went out); *returned* (came back); *immediately* (straight away).
- Ask the children why the word *you* on page 45 is written in italics.
- Ask the class to find any adjectives in the text and explain which nouns they describe.
- Ask the class to find and read any words containing double vowels in them.
- Find some contractions in the text, for example *I've*, *you'll*. Ask the children what each means.
- 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 Martha say 'You'll get me into trouble.' to Mary?*
2. *Do you think it would do Colin good to go into the garden and watch things grow?*
3. *Who do you think rang the bell?*
4. *Why do you think Mary went to see Colin straight away?*

5. *Who do you think told Colin he was going to die soon?*
6. *Why did Mary think Colin should talk to Dickon?*
7. *How can you tell Dr Craven is angry?*
8. *Why did Mary say 'Isn't it a wonderful day?' to Dickon?*
9. *How can you tell things were beginning to grow in the garden?*
10. *Did Dickon think coming into the garden was better than medicine for Colin?*
11. *Why do you think Colin frowned when Mary told him she had been working in the garden with Dickon?*
12. *Why did Colin get so angry?*
13. *How can you tell Mary was angry too?*
14. *Do you think Mary meant it when she said, 'I will never come back!'?*

### Stage 2 comprehension (extra)

*Plot* Ask the children to list the main things that happened in this chapter. Write their ideas together on the board in the correct sequence, for example: *Mary told Martha she had been to see Colin. Colin called Martha. He told her to send Mary to see him. Mary sat and talked to Colin in his room. Mrs Medlock and Dr Craven found them together, and so on.*

- Write the word *wonderful* on the board and ask the class to read it. Explain to the children that the suffix 'ful' means 'full of'. Write these words on the board: *use, care, hope, pain, power, help, colour*. Add 'ful' to each word. Ask the children to use the words in sentences to show that they know their meanings.

- Write the word *medicine* on the board and ask the class to read it. Note the 'c' sounds like 's'. 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*.
- Many words which tell you about the jobs people do, end in 'or', for example doctor. Ask the children to complete each of these jobs with 'or' and say what each person does: *auth\_\_, edit\_\_, act\_\_, profess\_\_, sail\_\_, conduct\_\_, tail\_\_, collect\_\_*.
- Ask the children what being *jealous* means. Colin was very jealous of Dickon.
- Ask the children what sort of things make them cross. Talk about ways you can stop yourself from getting angry.
- 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

## A roomful of animals

Pages 52 to 58

CHAPTER 8

### A roomful of animals

**T**hat night, Mary lay in bed and made plans for the next day. I'll work in the garden with Dickon, she thought, and then - I think I'll go and see Colin. He didn't mean to be unkind. He threw his pillow at me because he is ill and unhappy.

Mary was tired after her busy day, and she soon fell asleep.

In the middle of the night, she was woken by terrible screams. Then she heard running footsteps. It's Colin, she thought. She put her hands over her ears. *Why doesn't someone stop him?*

The door opened, and Colin's nurse came in. Her face was very pale. 'Will you come, Miss Mary? Master Colin won't talk to anyone else.'


Mary ran down the corridors to Colin's room.

Colin was curled up in bed, screaming and beating the pillows with his fists. Mrs Medlock and Martha were watching him in silence.

'Stop it!' shouted Mary. 'Stop that at once!'

Colin was surprised that someone could be cross with him, and he stopped. He stared at Mary, his face red with anger.

'If you scream again,' Mary went on, 'I will scream louder.'



52 53

'I can't stop!'

'You can! You're not as ill as you think - you're just had-tempered! All you need is fresh air and something new to think about!'

Tears ran down Colin's face, but he didn't scream again. 'Will you take me outside?' he whispered. 'You and Dickon? I would really like to meet him and his animals.'

The nurse tidied Colin's bed and brought him some milk. Colin said quietly to Mary, 'I have you found the way into that garden yet?'

'I have,' Mary replied.

Mary talked softly about the roses, and the daffodils, and the snowdrops, and the robin, until Colin fell asleep.

In the morning, Mary and Dickon worked in the secret garden. Dickon had brought two squirrels with him, and they liked to sit on his shoulders. While they were working, Mary told Dickon about Colin.

Then she said, 'I've got an idea. You could take some of your animals to see him! Then, when more flowers are out and there are more leaves on the trees, we'll bring him to the secret garden!'

After Colin's night of screaming, Dr Craven came to see him. 'How is he this morning?' he asked Mrs Medlock when he arrived.

'Well, he, you won't believe it, but Miss Mary went to his room and shouted at him. She told him to stop screaming. And he did! This morning, she's with him again. He's being as good as gold.'

From outside Colin's door, Dr Craven heard happy voices. When he went into the room, Colin and Mary were looking at a book about plants and laughing together.

'I'm sorry to hear you were ill last night,' said Dr Craven.

'I'm much better now. I'm going outside soon. I want some fresh air.'

Dr Craven stared at him. Colin hated fresh air! Then he said, 'You must choose a fine day, and you must not get too tired. And of course, your nurse must go with you.'

'Not my nurse. My cousin Mary will come with me. And we know a boy who will push my carriage.'

'He must be a strong, sensible boy. And he must be someone I know.'

'It's Dickon,' said Mary.

Dr Craven smiled. 'Oh, you will be quite safe with Dickon,' he said.

Mary and Colin were eating breakfast.

'Listen!' said Mary, and held up her hand. 'Did you hear that?'

'I think I can hear a lamb-bleating!' said Colin. 'He's coming! Dickon's coming!'

Then Martha opened the door and said, 'Dickon's here, Master Colin. With his animals!'

Dickon came in. He was smiling his widest smile. A lamb was in his arms and Captain, the fox cub, was by his side. Soot, the crow, sat on his right shoulder, and one of the squirrels sat on his left shoulder. The other squirrel was in his pocket.

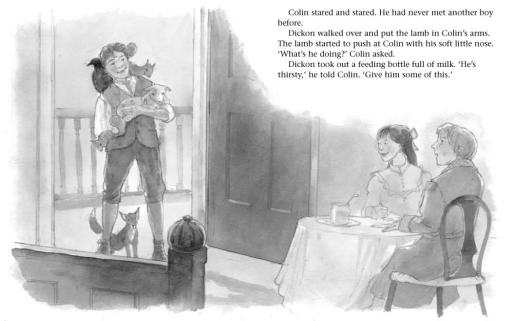
54 55

Colin stared and stared. He had never met another boy before.

Dickon walked over and put the lamb in Colin's arms. The lamb started to push at Colin with his soft little nose.

'What's he doing?' Colin asked.

Dickon took out a feeding bottle full of milk. 'He's thirsty,' he told Colin. 'Give him some of this.'



56 57

While Colin was feeding the lamb, Dickon told them how he had found him on the moor, all alone because his mother had died. Soot flew in and out of the open window, and the squirrels ran up and down the tree trunks outside. Captain, the fox cub, lay at Dickon's feet.

When the lamb was asleep, Colin and Mary showed Dickon the book about plants. He knew all their names.

'I'm going to see those plants!' cried Colin. 'I'm going to see the secret garden!'

58

### Active vocabulary

<i>fine</i>	take off the 'e' and make something a shark has
<i>pillow</i>	there are several smaller words 'hidden' in this word
<i>plan</i>	add 'e' after the 'n' and make somethings that flies!
<i>safe</i>	is it <i>safe</i> to leave money in a <i>safe</i> ?
<i>scream</i>	I scream for ice-cream!
<i>sensible</i>	many words end in 'ible'
<i>shoulder</i>	the 'ould' is pronounced 'old'
<i>silence</i>	the 'c' is a soft 'c' and is pronounced 's'
<i>tears</i>	take off the 't' to make the things you hear with!

### Passive vocabulary

<i>bleating</i>	<i>feeding bottle</i>	<i>fist</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 *Whose animals do you think the title refers to?*
- Tell the children to look at the picture on page 53. Ask *What is happening? Describe what Colin is doing.* (He is curled up in bed, screaming.) Ask *Why do you think he is doing this? Where is Mary? How does she look? What do you think she is saying to Colin?* Note how anxious and worried Mrs Medlock, Martha and Colin's nurse are.

- Tell the children to look at the picture on page 56. Ask *What animals has Dickon got with him? Ask the children to name them. Ask Where is Dickon standing? How do Mary and Colin look? Are they excited?* (Remember, Colin has never seen another boy, or any animals, before.) Ask *What were Colin and Mary doing before Dickon came in?* (They were sitting at a table eating breakfast together.)
- 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 4) 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. *Why did Mary soon fall asleep?*
2. *When was she woken by terrible screams?*
3. *Who came into Mary's room?*
4. *What did Colin's nurse want?*
5. *What was Colin doing?*
6. *What did Mary say tell Colin to do?*
7. *Why did Colin stop?*
8. *What did Mary say she would do if Colin screamed again?*
9. *Mary told Colin that he wasn't ill – he was just \_\_\_\_\_.*
10. *What did Mary say he needed?*

11. *What did Dickon say he would like?*
12. *What did Mary talk to Colin about?*
13. *When Mary spoke to Dickon, what idea did she have?*
14. *When did Dr Craven come to see Colin?*
15. *What were Colin and Mary doing when Dr Craven went into Colin's room?*
16. *Why did Dr Craven stare at Colin when he said he was going outside soon?*
17. *What did Dr Craven say when Mary told him Dickon would go outside with them?*
18. *What animal noise did Colin hear when he and Mary were eating breakfast?*
19. *What animals did Dickon have with him?*
20. *Why did Colin stare at Dickon?*
21. *What did Dickon ask Colin to do to the lamb?*
22. *What did the other animals do?*
23. *What did Colin say he was going to see?*

- There are many exclamation marks in the chapter. Ask the children to find some, and point out their purpose and how they affect the reading of the sentences which contain them.
- 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 *pillow*.
- 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 Mary think Colin threw his pillow at her?*
2. *Do you think Mary fell asleep happy? Why?*
3. *How do you think she felt when she was woken by screams in the night?*
4. *How can you tell Colin's nurse was worried?*
5. *How can you tell Mary was worried about Colin when his nurse told her about him?*
6. *Why do you think Colin was surprised when Mary shouted at him?*
7. *How can you tell Colin was really angry?*
8. *Why do you think tears ran down Colin's face?*
9. *Why do you think Colin wanted to go outside and to meet Dickon?*
10. *Why do you think Mary spoke softly to Colin?*
11. *Why do you think Mary told Dickon about Colin?*
12. *Why do you think Dr Craven was surprised when he heard Colin laughing?*
13. *Why do you think Dr Craven said, 'You will be quite safe with Dickon.' to Colin?*
14. *How can you tell Colin was excited when he heard a lamb bleating?*
15. *How can you tell the animals felt safe with Dickon and trusted him?*
16. *Why did the lamb start to push at Colin with its soft little nose?*
17. *How do you think Colin felt when he gave the lamb some milk?*

18. *How can you tell Dickon knew a lot about plants?*

19. *How can you tell Colin was excited about going outside with Dickon and Mary?*

### Stage 2 comprehension (extra)

**Author's style** Point out how the chapter is written in five sections, with a gap between each section. Explain that this is the way the author shows the passing of time. Each section is about events at a particular time and each section denotes that some time has passed since the previous section. Ask the children to say briefly what happens in each section of time.

- Write the word *squirrel* on the board and ask the children to read it. Ask the children to write and complete these 'squ' words, read them and explain their meanings: \_\_\_eak, \_\_\_ash, \_\_\_eeze, \_\_\_are.
- Write the word *lamb* on the board and read it. Point out that the 'b' at the end is silent and is not pronounced. Ask the children to complete these words with a silent 'b', to read them and explain their meaning: clim\_\_\_, com\_\_\_, thum\_\_\_, crum\_\_\_, bom\_\_\_.
- Write the verb *tidy* on the board and the past tense *tidied*. Ask the children to suggest the rule used. Write these verbs on the board: *cry, try, fry, reply, multiply*. Ask the children to spell the past tense of each verb.
- Write the word *middle* on the board. Show children how it can be broken down into two syllables: mid/dle. Note how the word which has a double consonant in the middle is split up. Ask the children to read these words and split them into two syllables: *happy, pillow, squirrel, bottle, little*.

- *Animal noises* Give the children this list of animals and animal sounds and ask them to match which sound goes with which animal:
  - animals: *lamb, horse, dog, cow, cat, mouse, duck, bird, wolf, monkey, lion*
  - animal sounds: *barks, roars, bleats, quacks, chirps, neighs, purrs, howls, moos, chatters, squeaks*
- Dickon really wanted to go outside and see the secret garden. Ask the children to tell each other about something they really would like to do (not some object they really want!).
- 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

## First steps

Pages 59 to 65

CHAPTER 9  
First steps

The weather was cold and windy, so Dr Craven made Colin stay indoors. The children made plans for his first visit to the secret garden.

Finally, after a week of cold winds, the weather turned fine and sunny. It was time for Colin to go outside! A servant carried him downstairs. At the front door, Dickon was waiting with Colin's carriage – a sort of chair on wheels.

It was a beautiful day. The sky was blue, with a few tiny, white clouds. The wind from the moor smelled sweet. Colin asked Dickon lots of questions while they walked through the gardens.

At last, they came to the ivy-covered wall.

'I can't see a door,' said Colin.

'Look!' said Mary. She pulled back the ivy, and showed Colin the door. She put the key in the lock. 'Push Colin in quickly, Dickon! No one must see!'

Colin closed his eyes. As soon as they were in the secret garden, he opened them, and gasped with delight.

The ever trees were covered in fresh, green leaves, and there were bright flowers all around. Birds chirped, and bees hummed as they buzzed from flower to flower. The sun was warm on his face.

'I will get well!' he cried. 'Mary, Dickon – I will get well! I will live for ever and ever!'

59



60

Dickon pushed Colin's carriage under a plum tree. Colin watched Mary and Dickon working in the garden. Sometimes they brought him things – a feather, or a piece of shell from a bird's egg.

'Look! Here's our friend the robin!' Dickon cried.

The little bird was carrying a worm in his beak. This made the children feel hungry, too, and Mary went back to the house to fetch a picnic. Soon, they were eating buttered toast and cake, and drinking hot, sweet tea.

Colin laughed when Soot stole a piece of cake. 'I want to come here every day!' he said. 'I've seen the spring, and now I want to see the summer.' His face and neck were pink from the sunshine and the fresh air.

'Soon,' said Dickon, 'you will be walking about, and digging in the soil – just like me and Mary!'

'Will I? Will I really?'

'You've got legs, haven't you?'

'Yes – but they are so thin and weak. I am afraid to stand.'

'Then you must stop being afraid. And you will stand. Suddenly, Colin said, 'Who is that old man?'

Mary turned and saw Ben Weatherstaff, the gardener, looking over the wall. He was standing on a ladder.

'How did you get in there, Miss Mary?' he shouted crossly.

'The robin showed me the way, Ben,' Mary replied.

Then Ben saw a strange sight. Young Dickon was pushing a carriage. In it sat a boy with a thin face and huge, grey eyes. Dickon stopped the carriage near the wall.

'Do you know who I am?' the boy demanded.

Ben stared. 'Oh, yes, sir,' he said. 'I know those eyes –

61

they're just like your mother's. You're the poor little lad who is too sick to walk.'

'I'm not! I'm not! Look!'

Colin threw his blanket on the grass – and stood up! Dickon held his arm. Mary and Ben gasped in amazement.

'Look at me!'

The old man looked. 'You're thin,' he said, 'but there's nothing wrong with you: you will grow up to be a man, after all.'

'While my father is away, I am your master,' Colin went on. 'And I want you to keep this garden a secret. Do you understand?'

'Yes, sir. A secret.'

'Come into the garden, Ben. Mary will show you where the door is.'

'Then Colin said, 'I'm going to walk to that tree, Dickon. And, with Dickon holding his arm – he did! When Ben came through the door, Colin was standing next to the tree. He smiled at the old man.'

'You see! I can walk! Now, tell me what you do in the gardens.'

'I do anything that's needed, sir,' replied Ben. 'I was your poor mother's favourite gardener.'

'This was her garden, wasn't it?' said Colin quietly.

'Yes, sir. It was.'

'You may come in here,' said Colin, 'but no one must see you. No one except us has been in this garden for ten years.'

'I have,' said Ben with a smile. 'I climbed over the wall. I knew someone had been in here!' cried Dickon.

62



63

Ben looked at Colin. 'How would you like to plant something?' he said.

'Oh, yes, please!'

Ben fetched a red rose in a pot. Colin picked up Mary's spade, and began to dig. His thin, white hands shook a little as he placed the plant in the hole.

'I've done it! I've planted a rose in my mother's garden. And there he stood, tall and straight, as the sun went down behind the ivy-covered wall.'

Every day that summer, the three children worked in the garden. Every day, Colin felt a little better and he walked a little further. All Dickon's animals walked with him. One day, he walked right round the garden.

'What will Mr Craven say?' laughed Mary.

'We won't tell him. This is to be the biggest secret of all. Every day, you must bring me to the garden in my carriage, and take me back in it. And by the time my father comes home, I will be able to walk and run like any other boy. I will walk into his study and say, 'Here I am! I am quite well, and will live to be a man.'

64



65

One day, Dickon told his mother the whole story – about Mary, the key, the robin, the secret garden, and Colin.

'Mary and Colin can't get enough to eat!' he told her.

'They're out all day in the sunshine, and they work so hard in the garden that they get really hungry!'

Dickon's mother laughed. 'Tomorrow, you must take them some fresh milk and some currant buns!'

Every day after that, Mary and Colin ate three large meals in the house – and one of Mrs Sowerby's picnics in the garden.

### Active vocabulary

<i>blanket</i>	note the 'et' at the end, as in <i>pocket</i> in Chapter 4
<i>delight</i>	take off the 'de' and you are left with a word that is not heavy!
<i>favourite</i>	the 'our' is pronounced 'er' (as in <i>journey</i> in Chapter 6)
<i>grass</i>	note the 'ss' at the end
<i>indoors</i>	the opposite of <i>indoors</i> is <i>outdoors</i>
<i>picnic</i>	'ic' is used twice
<i>question</i>	'q' is always followed by 'u'
<i>straight</i>	rhymes with <i>late</i>
<i>tiny</i>	change the 'n' to 'd' to make another word
<i>weak</i>	note the difference between <i>weak</i> and <i>week</i>

### Passive vocabulary

*currant buns*      *hummed*

### 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 *What do you think the title means?*
- Tell the children to look at the picture on page 60. Ask *Who is pushing Colin's carriage? Where are they? What season is it? How can you tell from the picture? How does Colin look? How do you think he is feeling? (Remember, Colin knows this was his mother's garden, and he has never seen it before.)*

- Tell the children to look at the picture on page 63. Ask *Where are the children? Who is holding Colin? What is Colin doing? How do you think he feels? How can you tell Mary is excited and pleased? How can you tell Ben is amazed?* (Note the way he is holding his hand to his head as if he can't believe what he is seeing!) Even the robin is excited, flapping its wings in the foreground!
- 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 4) 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 19 of their Workbook.

1. *When did the weather turn fine and sunny?*
2. *How did Colin get downstairs?*
3. *What was Colin's carriage like?*
4. *Describe the weather.*
5. *What did Colin do when he opened his eyes in the secret garden?*
6. *Describe what he first saw.*
7. *What did Colin watch Mary and Dickon do?*
8. *What made the children feel hungry?*
9. *What did the children have for their picnic?*
10. *What did Colin say about his legs?*
11. *Where did Mary see Ben?*

12. *What happened when Ben said to Colin, 'You're the poor little lad who is too sick to walk.'?*
13. *What did Mary and Ben do when Colin stood up?*
14. *Did Ben think Colin was ill?*
15. *What did Colin tell Ben to keep a secret?*
16. *Did Colin do any walking in the garden?*
17. *Colin said, 'No one except us has been into this garden for ten years.'. Was this true?*
18. *How had Ben got into the garden?*
19. *What did Ben help Colin plant?*
20. *How often did the children go into the garden that summer?*
21. *One day Colin walked \_\_\_\_\_.*
22. *What did Colin say he would be able to do by the time his father came home?*
23. *Why did Mary and Colin get really hungry?*
24. *What did Mrs Sowerby send Mary and Colin each day?*

- Lots of words in this chapter are written in italics. Find and read the sentences containing these words and discuss why they have been written in italics.
- Find a word on page 61 that rhymes with *hum* (plum); *see* (tree); *weather* (feather); *bell* (shell); *coast* (toast); *lake* (cake); *feet* (sweet); *chair* (air); *win* (thin).
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns and note that each begins with a capital letter.
- Ask the class to find and read some of the adjectives in the chapter. Which nouns do they describe?
- Ask the class to find and read words in the text ending with double consonants, for example *will*, *egg*, *wall*.

- 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 Colin felt when the day came for him to go outside?*
2. *Why did Mary tell Dickon to push Colin into the garden quickly?*
3. *Why do you think Colin closed his eyes when he went into the garden?*
4. *Why do you think Mary and Dickon took things to show Colin when he sat under the plum tree?*
5. *How can you tell Colin was frightened to stand?*
6. *How did Ben know who Colin was?*
7. *How can you tell Ben and Mary were surprised when Colin stood up?*
8. *Why do you think Ben told Colin there was nothing wrong with him?*
9. *Why do you think Colin told Ben to keep the garden a secret?*
10. *How did Colin get to the tree?*
11. *Why do you think Colin smiled at Ben?*
12. *What do you think made Colin go quiet when he discovered the garden was his mother's garden?*
13. *Why do you think Ben had been into the garden in the past ten years?*

14. *How do you think Dickon knew Ben had been in the garden?*
15. *Why do you think Colin's hands shook a little as he planted the rose?*
16. *How do think Colin felt when he walked right round the garden?*
17. *Why do you think Colin did not walk to the garden, but wanted to be taken in his carriage every day?*
18. *Why do you think Dickon's mother sent food every day for Colin and Mary?*

#### Stage 2 comprehension (extra)

**Characterisation** This is an exciting chapter for Colin. At long last he went outside for the first time in ten years and walked! Elicit from the children what they have discovered about Colin up to this point. Then ask the class to recount the things that happened to Colin in this chapter. Ask them what we can learn about Colin's character from what he does and says. (For example, his determination, his curiosity, the excitement and pleasure he feels at learning and doing new things.)

- Say the word *watch* and write *wa\_ \_ \_* on the board. Ask the children to fill in the missing letters. Now write these words on the board: *ma\_ \_ \_*, *scra\_ \_ \_*, *ki\_ \_ \_ en*, *ca\_ \_ \_*, *swi\_ \_ \_*, *stre\_ \_ \_*. Ask the children to complete each word with 'tch', to read the words they have made and explain their meanings.
- Write the word *garden* on the board and ask the children to read it aloud. Note the sound of 'ar' in it. Now write these words on the board: *gaped*, *master*, *last*, *fast* and read them aloud. Note that the 'a' in these words sounds like 'ar'!


- Sometimes the letter 'o' sounds like the 'u' in *fun*. Write the words *some* and *nothing* from the chapter on the board and ask the children to read them. Now write these words on the board and complete them with 'o':  
fr\_nt, l\_ve, m\_ney, \_ne, m\_nth, s\_n,  
w\_nderful, \_nce. Ask *What sound does the 'o' make?*
- Discuss the pleasure of learning to do something for the first time, for example learning to swim, skate, whistle, stand on your head! Talk about the effort it takes, the need to take risks sometimes, and the need to continuously practise. Discuss how the children learned these skills. Did they do it on their own? Did someone show them? Did people encourage and support them while they were learning (like Dickon and Mary did to Colin)? Talk about the pleasure and the sense of achievement when they succeeded (like Colin).
- Colin was afraid to stand up. If appropriate, ask the children to share some things they are worried about doing, or things they are afraid of.
- The children enjoyed a picnic in the chapter. Ask *Do you like having picnics? Where do you have them? What do you like to eat on a picnic?*
- 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

## Mr Craven's dream

Pages 66 to 73

CHAPTER 10  
Mr Craven's dream



One day, Dickon's mother came to the secret garden, and saw how well Colin and Mary were. Colin practised walking every day. It was too wet to go out, he walked up and down the corridors with Mary. One morning, while the two cousins were eating their breakfast in Colin's room, Mary noticed something. 'Colin! Your mother's portrait! You've pulled the curtain back!'

'Yes. Last night, I couldn't sleep, so I got out of bed. There was a patch of moonlight on the pink curtain, and I pulled it back. She looked down at me, laughing, as if she was glad to see me. She doesn't make me angry any more. I like looking at her face now.'

'You look so much like her. That must make your father happy.'

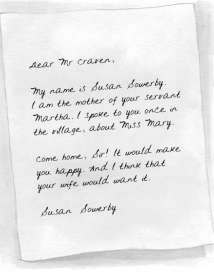
'No. He hates me because I look like her. And he's ashamed of me. I wish he would come home, Mary. Then I could show him how much I've changed.'

Mr Craven spent the whole summer in Europe. Everywhere he went, he thought only of his dead wife, Lilies, and nothing could brighten his thoughts. One evening, while he was walking near a lake in Italy, he thought about his home and his son. How would he feel the next time he stood by the boy's bed, and saw that thin, pale face with the sad, grey eyes? He put the thought out of his mind. He walked down to the edge of the lake, and sat on a wooden seat. He looked across the water. Everything was quiet and still, and he could smell the trees in a nearby garden. He was tired after his long walk, and soon he was asleep. He dreamed that a sweet, soft voice was calling him. 'Archie! Archie!'

It was his wife's voice! 'Lilies! Lilies! Where are you?' he asked. 'In the garden!'

And then the dream ended. In the morning, he remembered his dream. But what did it mean? The garden was locked, and the key was buried.

Back at the house where he was staying, a servant brought him a letter on a silver tray. He opened it, and read:



Dear Mr Craven,

My name is Susan Sowerby. I am the mother of your servant Martha. I spoke to you once in the village, about Miss Mary. Come home, so I'll be with you. You'll be happy, and I know that your wife would want it.


Susan Sowerby

Mr Craven stared at the letter. He read it again. Yes, he thought, I will go home. He went to his room to pack.

While he was travelling to England, he thought about Colin. Had he been unkind to his son? It wasn't the boy's fault that his mother had died. Or that he was such a weak, unhappy child. As he was passing Mrs Sowerby's cottage on the moor, seven or eight children rushed out, chattering and grinning at him. He smiled at the sight of their plump, pink cheeks, and gave a gold coin to the eldest girl. 'Share that with your brothers and sisters,' he told her. He came near to his big, stone house, and thought of his dream again. In the garden! He would try to find that key. In his study, he sent for Mrs Medlock. 'How is my son?' he asked. 'He's better, sir. He stays outside all day with Miss Mary and Dickon.'

Mr Craven was surprised. 'Where is he now?' he asked. 'In the garden, sir.'

Mr Craven stood up, and left the house. He walked slowly through the garden, and soon found himself next to the ivy-covered wall. This is where the door is, he thought. But where is the key? Then he heard voices, whispering to each other. Someone started to laugh, and another voice said, 'Shhh!' They sounded like children. Was he going mad? No one could be in the secret garden!



Then came the sound of running feet. Suddenly, the curtain of ivy swung back and the door was flung open. A boy ran out, and nearly bumped into Mr Craven. He put out his hand to steady the boy. Then he stared at him. He was tall and handsome. His cheeks were pink, and his grey eyes were laughing. Those eyes!

'Are you Colin?' whispered Mr Craven, astonished. 'Yes, I'm Colin, Father! I know you can't believe it. I can hardly believe it myself!'


He touched his father's arm. 'Aren't you glad? I'm going to live for ever and ever!'

Mr Craven's voice shook. 'Take me into the garden,' he said.

The secret garden looked beautiful. Roses were blooming, and the leaves on the trees were turning a golden brown. Red and white lilies were bright in the autumn sunshine. 'I thought the garden would be dead!' whispered Mr Craven. 'No! It was the garden that made me well again! The garden, and my cousin Mary, and Dickon and his animals!'

Mr Craven smiled at Mary and Dickon who were standing behind his son. 'Tell me all about it,' he said.

Ben Weatherstaff was taking some vegetables to the kitchen. Mrs Medlock made him a cup of tea. 'Did you see Mr Craven?' asked Mrs Medlock. 'Or Master Colin?'



'I saw them both! I was up on the ladder.' 'And what...?' 'Quick! Look out of the window!' Mrs Medlock looked - and then she held up her hands, and started to laugh. All the servants came rushing into the kitchen, and crowded round the window. Across the grass came Mr Craven, smiling as they hadn't seen him smile for ten years. And at his side, tall and strong, walked Master Colin!

### Active vocabulary

<i>ashamed</i>	other words starting with the prefix 'a' are: <i>awake, asleep, aboard</i>
<i>astonished</i>	there's a 'shed' at the end of this word!
<i>autumn</i>	the 'n' at the end of the word is silent
<i>believe</i>	<i>never believe a lie!</i>
<i>crowded</i>	there's a big black bird at the beginning of this word!
<i>fault</i>	the 'aul' sounds like 'all'
<i>hate</i>	take off the 'e' and this becomes something you wear on your head!
<i>lake</i>	change the 'l' to 'b', 'c', 'm', 'r', 't', 'w', 'sh' to make some new words
<i>vegetables</i>	the second 'e' is not pronounced

### Passive vocabulary

<i>blooming</i>	<i>lilies</i>	<i>plump</i>
<i>steady (verb)</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 *What do you think Mr Craven dreamed about?*
- Tell the children to look at the picture on page 66. Ask *What are Mary and Colin looking at? Who is the portrait of? (Colin's mother) Describe her. Where is the picture? (in Colin's bedroom) Do you think Colin looks like his mother? Discuss any similarities.*

- Look at, and read, the letter on page 68. Ask *Who sent it? Who is it written to? Why do you think Dickon's mother sent the letter? What do you think Mr Craven will think when he reads it?*
- Tell the children to look at the picture on page 70. Ask *Who is running out of the door to the secret garden? How can you tell Mr Craven is surprised to see his son running?*
- Tell the children to look at the picture on page 72. Ask *Does Mr Craven look happy? Does Colin look happy? How do Dickon and Mary look? Who else is looking at Mr Craven and Colin? How do they look? Why do you think everyone is so happy?*
- 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 4) 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. *Who came into the garden one day?*
2. *What did Colin do if it was too wet to go out?*
3. *What did Mary notice one day while she was eating her breakfast?*
4. *What did Colin say about his mother's face?*
5. *Why did Colin say his father hated him?*

6. *Where did Mr Craven spend the summer?*
7. *What did Mr Craven think about one evening near a lake in Italy?*
8. *What did he dream?*
9. *What did a servant bring him on a silver tray?*
10. *Who was the letter from?*
11. *What did the letter ask Mr Craven to do?*
12. *Why did Mr Craven go to his room and pack?*
13. *Who did he see as he was passing Mrs Sowerby's cottage?*
14. *What did he give to the oldest girl?*
15. *What did Mrs Medlock tell him about Colin?*
16. *What sounds did he hear in the secret garden?*
17. *Who ran out of the door to the garden?*
18. *Describe the boy Mr Craven saw coming out of the garden door.*
19. *Where did Mr Craven ask Colin to take him?*
20. *Describe how the garden looked.*
21. *What did Colin say made him well?*
22. *Where did Ben tell Mrs Medlock to look?*
23. *Who came rushing into the kitchen?*
24. *Who did they see coming across the grass?*
25. *How did Mr Craven and Colin look?*

- Identify some of the pronouns in the passage and ask the class who or what each pronoun stands for.
- There are many proper nouns in the chapter. Ask the children to find them. Ask *Which are people's names and which are the names of places?*
- Ask the children to find and read compound words in the chapter, for example *breakfast, something, moonlight, everywhere, nearby, someone, handsome, sunshine.*



- 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 can you tell Colin was determined to learn to walk better?*
2. *Why was Mary surprised to see the curtain pulled back on Mrs Craven's portrait?*
3. *Why do you think Colin wasn't angry with his mother any more?*
4. *Why did Colin want his father to come home?*
5. *Why do you think Mr Craven thought of his wife all the time?*
6. *Why didn't he like to look at his son's face?*
7. *What do you think Mr Craven's dream meant?*
8. *Why do you think Mrs Sowerby wrote to Mr Craven?*
9. *What do you think made Mr Craven decide to go home?*
10. *Why was Mr Craven surprised when Mrs Medlock told him where Colin was?*
11. *Why did Mr Craven think he was going mad when he heard voices in the secret garden?*
12. *Why do you think he said, 'Are you Colin?' to Colin when he saw him?*
13. *How do you think Colin felt when he saw his father?*

14. *Why do you think Mr Craven's voice shook when he asked Colin to take him to the garden?*
15. *Why did Mr Craven think the garden would be dead?*
16. *Why do you think Mrs Medlock started to laugh when she looked out of the window?*
17. *How do you think she felt?*
18. *Why was Mr Craven smiling?*
19. *How long was it since he had smiled?*
20. *What do you think had made Colin strong?*

### Stage 2 comprehension (extra)

**Characterisation** Elicit from the children what they have discovered about Mr Craven in the story so far. Ask *What can we discover about him in this chapter?* Ask these questions to encourage the children to think more about Mr Craven's character. *Why do you think he spent so much time away from his home? Why do you think he hated his son? Why was he so unhappy all the time? Did he really think Colin was ill? Did he blame Colin for his wife's death? Did he think Colin would ever grow up and walk? How do you think he felt when he discovered how Colin had learned to walk? Do you think he was proud of Colin? Do you think Mr Craven will now be a different man? Will he now be a proper father to Colin? Will he stay at home and spend time with Colin?*

- Write the word *at* on the board and read it. Now add 'e' and read the word *ate*. (Note how the 'magic e' changes the sound of the short vowel 'a' and gives it a long sound.) Write these 'magic e' words from the chapter on the board: *like, lake, whole, wife, pale, name, make, came, stone, take, smile, side*. Ask the children to read them.

- Write these pairs of homophones on the board: *sea, see; sun, son; pale, pail; weak, week; eight, ate; know, no; through, threw*. Ask the children to read them and explain the difference between them. Make up sentences containing each word, using each word correctly.
- Colin had changed a great deal since Mr Craven had last seen him. Play a word changing game. Write the word *pack* on the board and read it. Now change the 'p' to 'b', 'r', 's', 'sm', 'cr', 'bl', 'tr'. Ask the children to read each new word one at a time. Repeat this activity with *wet, night, pink, lake, big*.
- Ask *Have you ever had any strange dreams?*
- 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?*

## The gardener's morning

Pages 74 and 75

### Before reading

- Much of the story takes place in or around the secret garden. This poem picks up the theme of gardens. Read the title.
- Tell the children to look at the picture. Ask the children to describe the gardens of the house, and then the house itself. Talk about the gardener in the foreground – his appearance, his age, what he is doing. Ask the children to talk about some of the jobs a gardener does. Point out the fence and the open gate in the foreground and the bird singing on the branch of a tree at the bottom left of the picture. Do the children recognise the bird as a robin?

### During reading

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

### Vocabulary notes

<i>clarion call</i>	a sound that wakes you up
<i>earnest</i>	keen
<i>flee</i>	run away
<i>magic spell</i>	a mysterious, powerful desire to do something
<i>resist the summons</i>	stop yourself doing something you feel a call to do

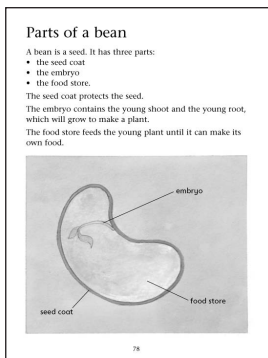
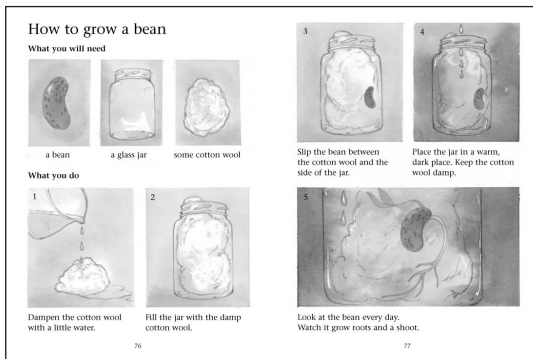
- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

### 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 name of the poet, the number of verses, the words that rhyme, the pattern of the rhyming words.

## How to grow a bean and Parts of a bean

### Pages 76 to 78



– the second text (page 78) is a short explanatory text giving information on parts of a bean.

- Explain any unfamiliar vocabulary as you read.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

### After reading

- You may wish to try growing beans with the class by following the instructions.
- Have a short quiz after reading pages 76 to 78 to see how much the children can remember.

### Before reading

- Brainstorm and ask the children what they remember from the story about what grew in the garden and what the different characters planted.
- Ask the children if they have ever planted and grown anything. If any children have, ask them to talk about their experiences.

### During reading

- Read the information texts. There are two types of text:
  - the first text (pages 76 to 77) 'How to grow a bean' is an instructional text, explaining what is need to grow a bean and how to do it;

## About the author

### Page 80

#### Before reading

- Look back at the title page of the book and re-read the name of the author.
- Turn to page 80, and read the title.
- Explain that this is some biographical information about Frances Hodgson Burnett.
- Look together at her picture and ask the children for their comments on her appearance.

#### During reading

- Read the information about Frances Hodgson Burnett.
- 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 about the author.

## After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it is appropriate. There are written after-reading activities (a Book Review 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 *What did you think of Mary? How did she change during the story?* Ask a few questions about each of these characters: Martha, Mr Craven, Mrs Medlock, Dickon, Colin. (See the activity on page X of the Workbook.)

### Plot

- Encourage the class to re-tell the basic story in their own words. (See the activity on page 24 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 the basis for a class discussion:
  - *Loneliness*: Mary was very lonely at the beginning of the story.
  - *Friendship*: Martha became a friend to Mary, as did Dickon. What did this mean to Mary?
  - *Bereavement*: Coming to terms with a loved one's death can be a very difficult thing, as Mr Craven's actions show.
  - *Love of nature*: Both Dickon and Ben the gardener were characters who loved nature.
  - *Courage*: Mary showed courage finding and helping Colin; Colin showed tremendous courage learning to walk.
  - *Persistence*: Mary did not give up when trying to discover who was crying; Colin did not give up when working hard to get stronger.
  - *Kindness*: There were many examples of kindness in the story, for example Martha caring for Mary so well; Mrs Sowerby sending food for Mary; Mary and Dickon helping Colin.

### 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. Encourage the children to act out the story. 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. Draw and paint life-size pictures of some of the characters from the story. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Make sure the costumes and clothes of the period are clear.

2. Ask the children to draw or paint pictures of their own imaginary 'secret garden'. It does not have to be like the one in the book and could contain fantastic imaginary flowers and trees.

**Celebration** The story doesn't say so, but it is reasonable to expect that there was a big celebration when Mr Craven and Colin were re-united at the end of the story. Have your own party to celebrate finishing the book.

**Writing** Ask the children to imagine that the story continued. Ask them to imagine some adventures that Mary, Colin and Dickon might have enjoyed together. Brainstorm some possible ideas. Ask the children to write another chapter of the story themselves.

**Flowers** Ask the children to do some research and find out all they can about some of the flowers mentioned in the story, for example roses, daffodils, snowdrops.

**Birds** Ask the children to do some research and find out all they can about some of the birds mentioned in the story, for example robins, crows.

**Animals** Dickon made friends with lots of animals. Ask the children to do some research and find out all they can about some of the animals mentioned in the story, for example sheep, foxes, squirrels.

**Seeds** Get some flower seeds and try to grow some flowers in a suitable patch of ground at school or at home.

## Glossary of Vocabulary

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

- agree** to have the same opinion as someone else
- alone** no one else is with you
- amazement** a feeling of being very surprised
- ashamed** feeling guilty or embarrassed about something you have done
- astonished** very surprised
- autumn** the season that comes between summer and winter
- badger** a grey animal with a white face and black stripes. It digs holes in the ground.
- bad-tempered** someone who gets angry quickly is bad-tempered
- believe** to think that something is true
- blanket** a cover for a bed
- bleating** making a sound like a sheep
- blooming** growing in a healthy way
- branch** one of the parts of a tree that grows out from the trunk
- breakfast** the first meal of the day
- bud** the part of a plant that opens to form a leaf or flower
- bulb** looks like an onion and is planted in the soil
- candle** a stick of wax with string that is burned to give light
- 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
- cheerful** happy
- chirped** made a noise like a bird
- cord** a strong thick string
- corridor** a long passage inside a building with doors on each side
- cottage** a small house in a village or in the countryside
- cousin** a child of your uncle or aunt
- crocuses** yellow, white or purple flowers that grow in the spring
- crooked** not straight
- crowded** containing a lot of people or things
- cub** a young wild mammal of some sort
- currant buns** buns with currants in
- curtain** a long piece of cloth that hangs down to cover a window
- daffodil** a yellow flower that grows in the spring
- damp** slightly wet
- delight** a feeling of happiness
- different** not the same as another person or thing
- driveway** a wide path in front of a house for a car
- earth** the ground, the soil
- enormous** huge
- evening** the time between the afternoon and the night
- fault** being responsible for a bad or unpleasant situation
- favourite** something you like the best
- feeding bottle** a bottle for feeding animals or babies milk
- feel sorry for** feeling sadness for someone
- fine** good
- fist** the hand when the fingers are closed tightly



**flicker** a light or flame that does not burn

**evenly** or goes on and off

**frightened** being afraid

**frowned** looked annoyed or worried

**garden** an area of land outside a house, usually with plants or grass growing in it

**gasp** to breathe in suddenly because you are surprised, shocked or in pain

**gentle** calm

**glare** to look in an angry way

**glimmer** a very weak light

**gorse** a prickly bush with small yellow flowers

**grass** thin green leaves that cover the ground

**gust of wind** a sudden strong wind

**handle** the part of something that you hold

**handsome** good-looking

**hate** dislike very much

**hearth** the place in a room where a fire is lit

**heather** a plant with small purple or white flowers

**hoe** a tool for digging up weeds

**howl** to make a loud, long sound

**hummed** made a musical sound with your lips closed

**hunts** catches and kills animals

**illness** being ill

**impossible** something you cannot do, or something that cannot happen

**indoors** in the house

**interested** wanting to know about something

**ivory** the bone that elephants' tusks are made of

**ivy** a dark green plant that grows up walls

**journey** when you travel from one place to another

**kitchen** the room in which food is prepared and cooked

**knit** to make clothing with wool, using long needles

**lace** a light, delicate cloth with patterns of small holes in it

**lake** a large area of water surrounded by land

**lashes** the hair that grows on your eyelids

**learn** to gain knowledge of something

**library** a place where books are kept

**lilies** large flowers in the shape of a bell

**locked** shut a door with a key

**lonely** unhappy because you are alone and have no friends

**marching** walking quickly

**maze** lots of paths separated by trees or walls

**meddle** to become involved in something that does not concern you

**medicine** something you take when you are ill, to make you better

**metal** a hard and shiny element used to make things such as tools and pans

**mist** like a thin fog

**moor** a large area of land that is covered with grass and bushes, with soil that is not very good

**nonsense** does not make sense

**nursemaid** someone who looks after children

**nursery** a place where young children are looked after

**package** something that is wrapped in paper or is in a box

**pale** light, not looking healthy

**parsnip** a long white vegetable, like a carrot

**patch** an area of ground

**picnic** a meal that you take with you to eat outside

- pillow** a soft object on which you rest your head
- pipe** an object that is used for smoking tobacco
- plan** an idea about what you will do in the future
- plant** to put seeds in the soil so they will grow
- pleased** happy with
- plump** slightly fat
- pocket** a small bag that is part of your clothing that you can put things in
- ponies** young horses
- porridge** a hot food made from oats and milk, eaten for breakfast
- portrait** a painting or drawing of someone
- practise** to repeat something regularly so you get better at it
- present** something you give to someone
- question** what you ask when you want to know something
- raindrops** drops of rain
- rake** a tool for making the ground level
- ready** prepared for what is going to happen
- remember** to be able to bring something into your mind when you want to
- reminded** helped someone remember something
- robin** a small bird with a red breast (chest)
- rustling** the sound of leaves moving
- rusty** covered in rust
- safe** not likely to be harmed or hurt
- scream** to cry out loud
- seat** something you sit on
- secret** something you only tell a few people
- seed** you plant this in the ground to grow
- selfish** thinking only about yourself
- sensible** reasonable
- servant** someone who cooks, cleans and does other work in someone else's house
- shawl** a large piece of material worn by a woman around her head or shoulders
- shillings** old British coins
- shocked** to feel surprised by something
- shoots** the new parts of a plant that is growing
- shoulder** the part of your body between the neck and the arm
- shy** nervous and embarrassed with other people
- silence** when there is no sound
- silk** thin smooth cloth
- skipping rope** a rope for skipping with
- smile** to make your face show that you are happy
- snowdrops** tiny white flowers that grow in the winter
- sobbed** cried sadly
- soil** the ground in which you plant things
- soot** dirty black powder that is produced when you burn something
- spade** a tool for digging with
- splash** the sound of liquid hitting something noisily
- squirrel** a grey mammal with a long thick tail
- stamped her foot** put her foot down noisily to show her anger
- stared** looked at someone for a long time
- station** the place where trains stop, so that people can get on or off
- steady** to hold something firmly without moving it
- stiff** firm and difficult to bend
- still** not moving

- stones** small pieces of rock
- storm** when a lot of rain falls and it is very windy
- straight** without bends or curves
- strange** unusual
- stretched** made longer
- string** thin rope
- surprised** you feel like this when something happens that you are not expecting
- tangled** untidy and twisted
- tears** drops of liquid that come from your eyes when you cry
- thundered** made a loud noise
- tiny** very small
- tiptoed** walked quietly on your toes
- tools** things you hold to do a job
- trouble** to be in trouble means to be in a bad situation
- trowel** a small tool with a handle used for digging
- trust** to believe in someone
- twig** a small thin branch of a tree or bush
- twittered** noise made by birds
- underneath** below something
- vegetables** plants you eat that are not usually sweet
- velvet** cloth that is soft on one side and smooth on the other
- village** a small town in the countryside
- wailed** cried loudly
- wandered** walked slowly from one place to another
- weak** not strong
- weather** rain, snow, ice, fog, wind and sun
- weed** a wild plant that grows in places where they are not wanted
- weeded** dug up the weeds from the soil
- whisper** to speak very quietly
- whistle** to make a high sound by blowing through your lips
- worms** small soft animals with no bones or legs that live in the soil

