

The Railway Children



The story

Roberta, Peter and Phyllis live happily with their parents until one day when two men come and take their father away. Their mother looks worried and tells them their father will be away for a long time. They then move to the country to live.

Mother and the children get used to their new life. Their new house is near a railway line and so the children explore the area and the railway station. Unfortunately, the family can't afford to buy coal for their fire now, so Peter takes some coal from the railway station. He is caught by the station master, who decides not to do anything about it.

The children become fascinated with the railway. One day an old man goes past on a train and waves to them. This becomes a regular event. To earn money, their mother writes books for children, but one day she becomes ill. The children write a letter to the old man and ask him for food to help their sick mother. Mother writes and thanks the old gentleman.

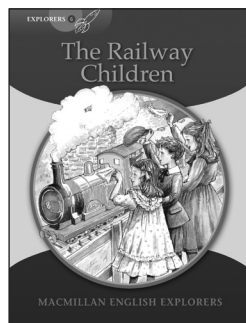
The children have lots of adventures. Roberta and Peter have a ride on a train engine. On another occasion there is a landslide onto the railway track and the children manage to stop the oncoming train before there is an accident. Another time, the children watch a running race and help one of the boys, who has slipped and broken his leg. Jim, the boy, stays with Roberta's family while his leg gets better. Jim's grandfather comes to see the boy – and turns out to be the old gentleman!

By chance, Roberta sees a newspaper article about her father which says he has been sent to jail for five years for being a spy. Mother tells her the full story and says her father is innocent. Roberta writes to the old gentleman and asks for his help.

One day Roberta feels restless and is sure something exciting is going to happen. She goes to the station. To her amazement, when a train comes in her father gets off it. Her father tells her that the old gentleman persuaded the police to free him from jail. Roberta and her father return home – and the family is happily reunited again!

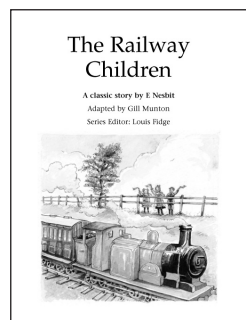
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask the class where they think the story takes place. Elicit from the class anything they know about steam engines.
- Ask *What do you think the story is going to be about?* (As the title suggests, the book is about children who live near a railway.)

Title page



- Ask the children to turn to the title page. Explain that this story is a classic story (one that is very good and has been popular for a long time) and that it has been adapted (made simpler). Ask *Who is the author? Who adapted the story?*
- Ask if any of the children has ever been on a railway journey. If they have, encourage them to recount their experiences to the class.
- Hold up your own book and point to the picture. Ask *What can you see in the picture? Is it a modern train? Why is there smoke coming from the engine?* (It is a steam engine.) *Do you know what makes a steam engine work?* (Coal is used to make a fire inside an 'oven' in the engine. This heats water that is stored inside the 'body' of the engine. The resulting steam provides power to turn the wheels. The rest of the steam can then be seen coming out of the 'chimney'.) Point out that the train runs on metal railway lines. Ask *What are the three children doing? How many girls are there? What are their clothes like? When do you think the story takes place?*

The contents page

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- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Explain that Peter and Jim are boys who appear in the story.
- Point out that at the end of the book there is a poem (on page 90), some facts about trains (beginning on page 92) and some information about the author (on page 96).
- Ask questions about each chapter to stimulate the children's interest, for example:
 - Chapter 1: *Do you know what a chimney is?*
 - Chapter 5: *Why do you think someone wants to stop a train?*
 - *In which chapter is the word 'secret' used?*
 - *In which chapter is there a surprise?*
- 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

Three Chimneys

Pages 5 to 13

CHAPTER 1

Three Chimneys



They weren't railway children at first. They were just ordinary children. Roberta, Peter and Phyllis had a very happy life. They lived in a big red brick house with their father and mother. Father worked in an office and Mother spent her days at home with the children. She played with them and read to them and helped them with their homework. She wrote stories for the children and read them aloud after tea. They had a cook and three maids to look after them all. They had nice clothes and good food and lots of toys and a dog called James. But one day, everything changed.

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It all started just after Peter's tenth birthday. Mother and Father gave him a toy engine. Peter loved it. He played with it all the time ... until it broke three days later. 'Father will mend it,' said Peter. 'He can mend anything.'

After dinner, Peter showed Father the broken engine. Father looked at it carefully.

'I can mend it,' he said. 'I'll do it on Saturday afternoon. You can all help me if you like.'

Peter frowned.

'Can girls help to mend engines?' he asked.

'Of course they can,' Father laughed. 'Girls are just as clever as boys. Peter. Would you like to be an engine driver, Phyllis?'

'I would,' replied Phyllis, 'but my face would always be dirty and I'd probably break something.'

Phyllis was the youngest of the three children. She was rather clumsy.

'I'd love to be the fire woman: the one who keeps the fire burning to power the engine,' said Roberta. She was the eldest.

Just then, someone knocked on the door. Two men had come to see Father.

He went into another room to talk to them. Through the wall, the children heard the men's loud voices as they talked. Mother started to tell them a new story about a princess with green eyes. Then one of the men came in and asked her to join them.

After a while, the voices stopped and the children heard the front door open and shut. Mother came back into the room. Her face was white and she was crying.

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'It's bed time, children,' she said softly. 'But ...' said Roberta. 'Father has gone away, on business. And now it's bed time.'

Peter and Phyllis went upstairs to bed. Roberta whispered to her mother, 'What's happened, Mummy? It is something terrible?'

'I can't tell you, Roberta. Now go to bed, please,' replied her mother.

In the morning, Mother was nowhere to be seen. Both the maid told the children that Mother had gone to London. Then she made them breakfast. Mother was not there at lunch time either or at tea time. When Mother finally came in at seven o'clock, she looked very tired.

So Phyllis took her hat, Roberta made her a cup of tea and Peter fetched her slippers.

At last Mother spoke.

'I have some bad news for you,' she said. 'Father will be away for a long time. I will be away sometimes, too.'

'Is it something to do with the Government?' asked Roberta. She knew that Father worked in a Government office nearby.

'Yes, it is,' replied Mother. 'But we will be all right. While Father is away, you must all help me. Now please don't ask me any more questions.'

She kissed the children goodnight.

The next few weeks were terrible. Mother was away a lot so Aunt Emma came to stay. Aunt Emma was kind, but she was much stricter than Mother.

One morning, Mother came down to breakfast looking very pale.

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'I have something to tell you,' Mother said. 'We are going to leave London to live in the country.'

'How long will we be there?' asked Peter.

'I don't know. But I've found a pretty house called Three Chimneys. You'll love it,' replied Mother.

For the rest of the week, the family packed up all their furniture. Then a van came and took it to Three Chimneys.

Ever went to bed on the sofa that night.

'This is fun,' he said, as Mother and Roberta kissed him goodnight. 'I wish we could move house every day. Don't you, Mother?'

'I don't,' she said with a smile. She turned away, but Roberta saw the tears in her eyes.

In the morning, the family put the rest of their things in boxes. After lunch, a taxi came to take them all to the station. They said goodbye to Aunt Emma and set off to Three Chimneys.

It was a long train journey and they soon got tired of looking out of the window at the countryside. One by one, the children fell asleep.

Eventually, Mother whispered, 'We're here. Wake up.'

Sleepily, the children looked around. It was dark in the carriage now. Carefully, they climbed off the train and stood shivering in the cold night air on the dark platform. Some men took their boxes off the train and put them on a cart. They all felt cold and lonely as they watched the train's tail lights disappear into the darkness and back to London.

At that moment they didn't know how important the station and the trains would become to them. They didn't know they were going to be the railway children. They just hoped that Three Chimneys was not too far away.

As there were no taxis at the station, the family had to walk to their new house. They stumbled along the dark and muddy road, following the cart of luggage. Then Phyllis fell into a muddy puddle. She stood up and carried on walking, damp, muddy and unhappy.

At last, Mother cried, 'Look! There's the house.' She pointed to a dark shape on their right. 'Mrs Viney will be there, but I can't see any lights.'

'Who's Mrs Viney?' asked Roberta.

'She's a lady from the village,' replied Mother. 'I sent her some money and asked her to clean the house for us, sort out the furniture and make us some dinner.'

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On the other side of a low wall were some gloomy black trees.

'That's the garden,' explained Mother.

The children looked at it unhappily while the cart clattered round the back of the house and stopped at the back door. Mother and the children followed. They all knocked on the door, but no one came.

'Your train was late so Mrs Viney must have gone home,' said the man who drove the cart.

'But I haven't got a key,' sighed Mother. 'We can't get in without a key. What can we do?'

'Look under the mat,' the man said. He bent down, picked up a key and unlocked the door. He went in and put his lantern on the table.

'Have you got any candles?' he asked.

'I don't know,' replied Mother. 'I'll look for one.'

Mother found a candle and the man lit it. Now they could see the room more clearly. It was a large, bare kitchen with a dirty stone floor. There were no rugs or curtains. Some of their furniture was there. But there was no fire and no dinner.

The man brought in the boxes from the cart. As he turned to go, they heard a rustling sound.

'What's that?' asked Phyllis.

'Don't worry,' said the man. 'It's only the rats.'

He went out and shut the door behind him. Phyllis went pale. She hated rats.

'What fun!' Mother laughed. 'It's quite an adventure, isn't it children?'

Their faces looked gloomy in the candlelight.

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'Now, let's go and find our dinner,' suggested Mother. 'Perhaps Mrs Viney put it in the dining room.'

The dining room was dark and cold, and full of their old furniture. There was a table and chairs, but no dinner. They looked in the kitchen again, but there was nothing to eat. They found a cake tin in the pantry, but it was empty. Mother was very upset.

'The house is dirty, the furniture is in a muddle and there is no food,' she sighed.

Phyllis was very hungry.

'Can't we have any dinner?' she asked.

'I'll find something,' replied Mother. 'I'll open one of those big boxes.'

Peter held the candle while Mother opened the box. It was quite difficult because it was nailed shut.

'We need to pull the nails out. Where's the hammer, Mother?' asked Peter.

'It's inside the box,' said Mother, as she tried to poke out the nails with a coal shovel.

At last, the box was open. They looked inside.

'Oh, good! Some more candles,' cried Mother. 'Go and light them, girls.'

'How many?' asked Roberta.

'As many as you like,' replied Mother.

Roberta and Phyllis lit fourteen candles. Then Roberta fetched coal and wood from the cellar and lit a fire. The room looked much more cheerful now. The children tidied the furniture and Mother got a picnic ready. They were all very tired, but they laughed as they ate biscuits, timed fish, raisins and jam.

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'What a funny dinner,' laughed Mother. 'We must thank Aunt Emma. She packed up everything that was left in the pantry.'

Aunt Emma had packed clean sheets, too, and the beds were soon ready.

'Goodnight, children,' said Mother. 'I'm sure there aren't any rats. But if you hear one, call me, and I'll come straight away.'

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Active vocabulary

country	the 'ou' sounds like a short 'u' in this word
disappear	the prefix 'dis' gives the word <i>appear</i> the opposite meaning
engine	the 'g' is a soft 'g' and sounds like 'j'
fetch	other words containing 'tch' are: <i>catch, ketchup, kitchen</i>
frown	rhymes with <i>crown</i> and <i>brown</i>
gloomy	the noun <i>gloom</i> is changed into an adjective by adding the suffix 'y'
lonely	the 'y' is pronounced 'ee', as in <i>country, gloomy</i> and <i>ordinary</i>
ordinary	there's a loud noise 'hidden' in this word (<i>din</i>)
railway	this is a compound word: <i>rail + way = railway</i>
shivering	contains the 'hidden' word <i>ring</i> at the end

Passive vocabulary

<i>bare</i>	<i>cellar</i>	<i>cheerful</i>
<i>clattered</i>	<i>clumsy</i>	<i>coal</i>
<i>government</i>	<i>in a muddle</i>	<i>pantry</i>
<i>platform</i>	<i>puddle</i>	<i>raisin</i>
<i>rustling</i>	<i>sheet</i>	<i>shovel</i>
<i>stumble</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 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 5. Ask *Where is the picture set? What clues are there? Who do you think the woman is? What is she wearing? What is she doing? Which child do you think is the oldest? Which is the youngest? What is the boy wearing? What are the girls wearing? What do you think they are doing?*
- Tell the children to look at the picture on page 8. Ask *Who is leaving the room? Why do you think she is crying? Are all the children you saw before in the picture? Who is missing? Where is the boy lying? Why do you think this is? Does he look ill? Point out that from what we have seen so far, the children seem to live quite comfortably in a pleasant house.*
- Tell the children to look at the picture on page 11. Ask *What room is this? (a kitchen) What clues are there? Do you think the family is still in the same house? Is the house a modern house? (Point out the kettle hanging in the fireplace and the candle.) What are the children and their mother wearing? Do you think they are about to go out or have they just come in? What do you think their mother is saying to them? Why do you think they are standing in a line, listening carefully?*

- Tell the children to look at the picture on page 13. Ask *What time of day do you think it is? How can you tell it is a cold day? What are the children and their mother doing? Why do you think they are sitting on the floor, not at a table, to eat?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. 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 are the names of the three children?
- 2 Where did they live?
- 3 Where did Father work?
- 4 How did Mother spend her days?
- 5 Who looked after them all?
- 6 How old was Peter?
- 7 What present did he get for his birthday?
- 8 When did he break it?
- 9 Who was the youngest child?
- 10 Who came to see Father?
- 11 When Mother came in her face was ____ and she was ____.
- 12 Father went out with the men. Where did Mother say he had gone?
- 13 The next day Mother was in London until ____ o'clock.
- 14 What bad news did Mother give the children?
- 15 Was Mother at home for the next few weeks?
- 16 a) Who came to stay? b) What was she like?
- 17 Where did Mother say they were going to live?
- 18 What was the name of the house they were moving to?
- 19 Where did Peter sleep?
- 20 Was it a long or a short journey to their new house?
- 21 a) Was it light or dark when they arrived at the station? b) Was it hot or cold?
- 22 Why did they walk to their new house?
- 23 Who fell into a muddy puddle?

- 24 What three things did Mother ask Mrs Viney to do to their new house?
- 25 How did their luggage get to the house from the station?
- 26 Why wasn't Mrs Viney at the house?
- 27 How did they get into the house?
- 28 How did they light the room?
- 29 Describe the kitchen.
- 30 What made a rustling noise?
- 31 Did the children look happy or gloomy?
- 32 Describe the dining room.
- 33 Did they find any dinner in the kitchen or dining room?
- 34 What did they find in one of the big boxes?
- 35 What did they use to light a fire?
- 36 What did they eat for their picnic?
- 37 What did they do when they finished their picnic?

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.
- Ask the children to find and read aloud examples of adjectives in the text and ask them which nouns they describe, for example *They lived in a **big red brick** house*, where *big red brick* describes the house.
- There are many words containing double consonants. Ask the children to find and read aloud some of these words.
- Ask the children to find and read some words from the text. Ask them to tap out the syllables in each word as they read it, for example *or-din-ar-y* has four syllables, *rail-way* has two syllables.

- 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 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 the family was quite rich?*
- 2 *How do you think Peter broke his train engine?*
- 3 *Why do you think Phyllis said she would probably break something if she was an engine driver?*
- 4 *Why do you think the men's voices were loud when they talked?*
- 5 *How can you tell Mother was upset when she came back in the room?*
- 6 *Why do you think Father didn't say goodbye to the children when he left?*
- 7 *Why was the next day unusual?*
- 8 *Why do you think Aunt Emma came to stay for a few weeks?*
- 9 *How do you know Mother did not want to leave their house in London and move to the country?*
- 10 *Why do you think Peter said, 'I wish we could move house every day'?*
- 11 *Why do you think the children fell asleep on the train journey?*
- 12 *Why do you think they felt 'cold and lonely' as they stood on the platform?*

- 13 *How do you think they felt as they walked along the road towards Three Chimneys?*
- 14 *How do you know Three Chimneys was in or near a village?*
- 15 *How do you think they felt when they first lit a candle and looked around the kitchen?*
- 16 *Why do you think Mother said, 'What fun! It's quite an adventure' to the children?*
- 17 *a) Did Mrs Viney do what Mother asked her to do? b) What do you think of Mrs Viney?*
- 18 *What did Mother really think of the house? (see page 12)*
- 19 *How do you think they opened the big box?*
- 20 *What do you think made the room look 'much more cheerful'?*
- 21 *Why do you think they laughed as they ate their picnic?*

Stage 2 comprehension extra

Plot Help the children to identify some of the key points of the plot so far.

1. Discuss how the chapter opens with the family living comfortably and happily in a large house in London. Ask *What can we learn about Father's job in the chapter?*
2. Next, there's the visit of the two men, and some sort of argument with Father. He disappears with them without even saying goodbye. Ask *Why do you think this is? Why do you think Mother is so upset?*
3. Then there is a period of a few weeks when Mother is away a lot and Aunt Emma comes to stay. Ask *What do you think Mother is doing during this time?*
4. Finally, the family moves to another house in the country. Ask *Why do you think this is? Is Three Chimneys as nice as their home in London? Why isn't Father with them?*

- The children's father obviously had an important job to do with the government. Discuss what this could have been.
- Ask *Have any of you ever moved house?* Encourage them to share their experiences. Ask *Were you excited to move? Did you like your new house at first? What did you find difficult about the move?*
- On page 6 Peter asks his father if girls can help to mend engines. This raises the possibility of discussing the differences between boys and girls and what they can and can't do.
- The children were taken away from their home. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example c_n d l _ (*candle*). Tell the children that they have been taken away. Ask the children to supply the missing vowels.
- The children heard a rustling sound. Play a 'sound' game involving rhyming. Write these words from the chapter on the board: *cook, life, house, good, broke, frowned, boys, dirty, door, wall, heard, cry*. Brainstorm as a class and write on the board as many words that rhyme with each word as possible (for example *life: knife/wife*). Draw attention to those rhyming words that contain the same letter patterns (for example *door/floor*) and those that don't (for example *door/snore*).
- There are several examples of compound words in the chapter: *railway, homework, everything, someone, upstairs, goodnight, countryside, candlelight*. Write them on the board and discuss how each word can be broken into two smaller words, for example *rail + way = railway*.
- 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

Peter's coal mine

Pages 14 to 22

CHAPTER 2

Peter's coal mine

Roberta woke up early the next morning. She tiptoed across to Phyllis's bed. Gently, she patted her young sister's hair.

'What do you want?' murmured Phyllis. She was still half asleep.

'Wake up! We're in the new house. There are no servants here. We must help Mother now. I'll go and wake Peter,' whispered Roberta.

There was no water in their room. The girls dressed quickly and went to wash their faces at the water pump in the back garden.

'This is fun,' cried Phyllis, as the water splashed over her hands.

'Now we must go in and do some work for Mother,' said Roberta when they had finished.

Carefully the three children lit the fire and filled a kettle with water from the pump. They hung the kettle above the fire. They found plates and cups in one of the big boxes and put them on the table, ready for breakfast.

'Mother isn't awake yet,' said Peter. 'Let's go outside and explore.'

Three Chimneys stood on top of a hill. Grey and yellow stones peled up through the grass. At the bottom of the hill was the railway line and the large black mouth of a tunnel.

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'Let's sit on that flat stone,' said Roberta. 'Perhaps we will see a train go by.'

When Mother came out at eight o'clock, they were all fast asleep in the sunshine. They had put the kettle on the fire at five o'clock three hours ago. All the water had boiled away and there was now a hole in the bottom of the kettle. The fire had gone out. The plates and cups were covered in dust because the children hadn't thought to wash them.

'Never mind,' laughed Mother. 'We can boil some water in a pan and then we can all have a cup of tea. And I've found the dinner.'

She led them into the kitchen and pointed to a door.

'Last night, I thought this was a cupboard. It was so dark. But look,' she said.

Mother opened the door and the children saw a little room with a table in the middle. On it there was roast beef, bread and butter, cheese and an apple pie.

'Apple pie for breakfast,' cried Peter. 'What fun!'

'Mrs Vinny did leave us some dinner, after all,' said Mother. 'She left me a note as well. She left early yesterday because her son was ill.'

It was a wonderful breakfast. Everyone was very hungry. It feels like dinner because we were up so early,' said Peter, as he passed his plate for more apple pie.

When the children had finished, they helped Mother to unpack some of the boxes and put everything away in the right place.

Then Mother said, 'I'm tired. I'm going to lie down for a while. Go out to play if you like, but please be careful.'

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Roberta, Peter and Phyllis looked at each other. They were all thinking the same thing.

'Let's go down to the railway,' cried Roberta.

The children scrambled down the grassy slope to a wooden fence. On the other side was the railway line. They stood behind the fence and looked down the line.

'Listen!' said Phyllis. 'I think I can hear a train.'

They all looked at the mouth of the tunnel. There was a rustling, hissing sound. Suddenly a train rattled out of the tunnel and chugged past them, picking up speed as it left the station. Thick smoke poured from the engine. The little stones on the railway line jumped and rattled.

'Did you see that?' sighed Roberta. 'It was like a big dragon.'

'And the tunnel is like a dragon's cave,' laughed Phyllis. Peter asked, 'Do you think it's going to London?'

'Father is in London,' replied Roberta. 'Let's go to the station and find out.'

They walked along the little path beside the railway line. Phyllis counted the tall telegraph poles until they reached the station.

They peeped into the porter's room. A porter sat half-asleep behind a newspaper. Peter walked along the platform where he found a huge stack of coal with a white line painted around the top.

When the porter came out of his room, Peter said, 'Why do you need all that coal, Sir?'

'There is a fire in a train's engine to make it go. The fire man puts coal on the fire to keep it burning,' he explained.

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'What is that white line for?' asked Peter.

'It shows the station master how much coal there is,' came the reply. 'So don't think of asking any young man!'

The children often thought about father and about their old school. Life was very different now. Mother was busy all day. She wrote stories for children and sold them to make money for the family. She read the stories aloud at tea time and they all enjoyed this.

Mother told them they were 'quite poor', although they still had nice clothes and plenty of food. But in the middle of summer, the weather turned very cold and it rained every day. Nobody could go out and everybody shivered.

One day, the children went upstairs to Mother's room. They knocked on the door and went in. As usual, Mother was sitting at her desk with a pen in her hand.

'What do you want, my little ones?' she asked.

'We're so cold. May I light a fire, Mum?' asked Roberta. 'I know how to do it.'

'No, we can't have fires in the middle of summer,' Mother replied. 'Coal costs so much money. We can't afford it.'

'But I don't need much coal,' said Roberta.

'I'm sorry, Roberta,' said Mother. 'If you're cold, run around for a while. That will warm you up. Now off you go. I'm very busy.'

Phyllis whispered to Peter, 'Mother's always busy now! But Peter wasn't listening. He was thinking.

They went to play in the attic where they found an old pram. Phyllis pushed the pram around the attic while

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Roberta and Peter chased her. Soon, they felt warmer.

When the children came down for their tea a few hours later, they were very hungry. Phyllis started to spoon jam on her bread and butter.

'Jam or butter, Phyllis,' said Mother. 'You can't have both.' Phyllis finished her bread and butter in silence. Peter was still thinking.

After tea, the children went back to the attic.

'I've got an idea,' said Peter, leaning on the pram.

'It's about being poor... and cold.'

'What is it?' asked Roberta.

'I can't tell you,' he replied.

'Why not?' asked Phyllis.

'I'm going out now. If Mother asks where I am, just tell her I am out,' he said.

Roberta and Phyllis were puzzled.

The next day, Peter called the girls outside.

'Come with me, you two. And bring the old pram from the attic,' he said.

Peter led the way down the hill towards the station. Roberta and Phyllis followed with the pram. Peter stopped next to a pile of stones. He moved them away to reveal some coal. Roberta and Phyllis looked at the coal in surprise. How did Peter know it was there? He must have filled the pram with coal and pushed it back to the house. They emptied it into the coal shed and went back to the station for more. They made three journeys because the coal was so heavy. But soon, a big pile of coal was safely stored in the coal shed at Three Chimneys.

19

After that, Peter often went out after tea. And the children laughed when Mrs Vinny said to Mother, 'There's still plenty of coal in the coal shed, madam. It's lasting a very long time.'

But one day, the station master looked at the white line painted on his stack of coal.

'I think someone may be stealing my coal,' he said to the porter. 'I'm going to keep watch tonight.'

When it was dark, the station master crept onto the platform. He heard a rustling noise coming from inside the stack of coal. He chuckled and hid behind a pile of boxes like a cat waiting for a mouse.

A small figure appeared at the top of the stack of coal and dropped to the ground. It was a boy and he was carrying something.

'Got you!' cried the station master. He jumped out of his hiding place and grabbed Peter's collar. He looked at the bag of coal in Peter's hand. 'You young thief!'

'I'm not a thief,' cried Peter.

'Come to my office. Are you by yourself or are there more of you?' asked the station master.

Two more small figures appeared from the shadows. Peter stared at Roberta and Phyllis in surprise.

'You followed me!' he cried crossly.

'We know what you were doing, Peter,' said Roberta. She turned to the station master. 'It's our fault, too,' she said. 'We're Peter's sisters. We know about it and we helped him to take the coal away.'

The station master lit a match. He looked at the children in his flickering light.

20



21

'You're the children from Three Chimneys!' he said in surprise. 'You live there with your mother. Why did you do it? Why did you take the coal? Don't you know that stealing is wrong?'

Peter said, 'Yes, of course we do. But I didn't take very much. There is still plenty of coal left for the train.'

'Why did you want the coal, anyway? Did you take it for fun?' asked the station master.

'Pushing the pram up that hill isn't much fun,' Peter grumbled. 'We were cold and we wanted to make a fire. But Mother said we were too poor to buy coal so I thought...'

'I see,' said the station master. His voice was kinder now. He rubbed his chin thoughtfully. 'I will let you go this time,' he said. 'But remember, all of you, it's wrong to steal.'

22

Active vocabulary

<i>afford</i>	note the 'ff' in this word
<i>explore</i>	think of other 'ex' words, such as <i>exciting, expect</i>
<i>fault</i>	other words containing 'au' are: <i>author, autumn, saucer, caught</i>
<i>fence</i>	the 'c' is a soft 'c' and sounds like 's'
<i>puzzled</i>	it is unusual to see 'zz' in a word
<i>shadow</i>	this is something we all have!
<i>slope</i>	change the 'sl' to 'r' to make another word
<i>smoke</i>	change the 'sm' to 'j' to make you laugh
<i>tunnel</i>	other words ending with 'el' are: <i>parcel, camel, travel, vowel, label</i>

Passive vocabulary

<i>attic</i>	<i>boiled</i>	<i>chuckled</i>
<i>chugged</i>	<i>collar</i>	<i>dragon</i>
<i>figure</i>	<i>flickering</i>	<i>match</i>
<i>murmured</i>	<i>porter</i>	<i>pram</i>
<i>servant</i>	<i>shed</i>	<i>stack</i>
<i>station master</i>	<i>tiptoed</i>	<i>water pump</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 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. Explain what coal is and that a mine is what we dig to get coal from.
- Tell the children to look at the picture on page 17. Ask *Who do you think the man is?* (the porter – he helps carry passengers' luggage and makes sure the station is clean and tidy). Point out the luggage on a trolley behind them and the platform they are standing on. Ask *What are they looking at?* (a pile of coal) *Why do you think the white line is on the coal?*
- Tell the children to look at the picture on page 21. Ask *What has happened to the pile of coal? Where do you think the coal is? Why do you think the children have taken the coal? What time of day is it? How can you tell?* (It is dark and the man has had to strike a match to see clearly.) *Why do you think the children are taking the coal at night time? How do the children look? Why do you think they look upset and ashamed? What is the man wearing?* (a uniform with a cap) *Who do you think the man is? What do you think he is saying to the children?*
- 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 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 did Roberta do to Phyllis when she woke up?*
- 2 *Where did the girls wash their faces?*
- 3 *What did the children do to help Mother?*
- 4 *a) Was Three Chimneys at the top or the bottom of a hill? b) Where was the railway line?*
- 5 *At what time did Mother come out?*
- 6 *What were the children doing when she came out?*
- 7 *What had happened to the water in the kettle and to the fire?*
- 8 *What did they find when Mother opened the door in the kitchen?*
- 9 *What was on the table in the room?*
- 10 *a) Who left the food on the table? b) Why had Mrs Viney left early?*
- 11 *Where did the children go after breakfast?*
- 12 *What sounds did they hear in the tunnel?*
- 13 *What poured from the engine?*
- 14 *What did Phyllis say the train was like?*
- 15 *What did Phyllis do as they walked towards the station?*
- 16 *What did they see when they peeped into the porter's room?*
- 17 *Why did Mother write stories for children?*

- 18 *Mother told them they were now 'quite ____'.*
- 19 *What happened in the middle of the summer?*
- 20 *Why did Mother say they could not have a fire?*
- 21 *What did they find when they went to play in the attic?*
- 22 *Where did Peter take the girls the next day?*
- 23 *What did they find next to a pile of stones?*
- 24 *What did they use the pram for?*
- 25 *Where did they put the coal they took?*
- 26 *What did the station master think when he looked at his stack of coal one day?*
- 27 *a) Where did he creep when it was dark?
b) Where did he hide?*
- 28 *When he saw Peter, what did he grab?*
- 29 *The station master called Peter a 'young ____'.*
- 30 *Where were the two girls hiding?*
- 31 *Why did Peter take the coal?*
- 32 *The station master told the children 'it's wrong to ____'.*

- Ask the children to find examples of people speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *early*, *tiptoed*, *young*).
- Ask the children to find and read aloud examples of verbs that end with 'ed', the suffix which indicates that the verb has a regular past tense (for example *tiptoed*, *pulled*, *murmured*).

- Ask the children to find some pronouns in the chapter. Ask them who or what each pronoun refers to.
- 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 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 Roberta pulled Phyllis's hair?*
- 2 *How can you tell Roberta is a kind girl?*
- 3 *Why do you think the children fell asleep on the flat stone?*
- 4 *How can you tell Mother was not cross with the children when she found them asleep?*
- 5 *Do you think the children were surprised when Mother showed them the little room?*
- 6 *Why do you think it says it was a 'wonderful breakfast'?*
- 7 *Why do you think they all wanted to go and look at the railway line?*
- 8 *Do you think they were sensible to stop at the fence and stand behind it?*
- 9 *How can you tell the train was getting faster as it came out of the tunnel?*
- 10 *Why do you think the little stones on the railway line 'jumped and rattled'?*
- 11 *How can you tell the porter was tired?*
- 12 *In what ways was life 'very different now' for the family?*

- 13 How can you tell the family were poorer now?
- 14 What do you think Peter did when he went out on his own after tea?
- 15 How do you know there was a lot of coal the next day?
- 16 Why do you think Peter often went out after tea?
- 17 Why did the children laugh when Mrs Viney said that the coal in the shed was lasting a long time?
- 18 How do you think the station master knew someone was stealing his coal?
- 19 Why do you think he chuckled when he heard a rustling noise coming from the stack of coal?
- 20 Do you think Peter knew that his sisters had followed him to the station?
- 21 a) How do you think the station master felt when he caught Peter? b) How do you think Peter felt?
- 22 Do you think the station master was really a kind man?

Stage 2 comprehension extra

Author's use of language The author uses lots of interesting words and phrases in this chapter. Look at and discuss with the class some of the ways she uses words to make the text come alive.

1. Read again the paragraph in the middle of page 16 that describes the train. The author uses many 'sound' words in it.
2. Draw attention to the use of similes: the train was 'like a great big dragon'; the tunnel 'like a dragon's cave'; the station master waited for Peter 'like a cat waiting for a mouse'.

3. Discuss some of the interesting verbs used in the chapter, for example *tiptoed*, *murmured*, *scrambled*, *peeped*, *shivered*, *crept*, *chuckled*.

- The porter at the station helped to carry things for people. The names of many people's jobs end with the 'er' suffix, for example *porter*. Write these words on the board: *build*__, *teach*__, *sing*__, *paint*__, *farm*__, *clean*__, *report*__, *climb*__, *box*__. Ask the children to complete each job with 'er', say what each person does, and use the words in sentences of their own.
- When we change a singular noun ending in consonant + 'y' into the plural, we change the 'y' to 'i' and add 'es', for example *story* – *stories*. Ask children to change these nouns into the plural: *spy*, *baby*, *lady*, *lorry*, *party*, *city*, *pony*, *family*. However, when the noun ends with a vowel + 'y' we just add 's' to make the plural, for example *chimney* – *chimneys*. Ask children to change these nouns into the plural: *journey*, *boy*, *trolley*, *valley*, *tray*, *holiday*.
- Write the words *work* and *warm* on the board and read them. Point out that the 'or' sounds like 'er' when it comes after 'w', and the 'ar' sounds like 'or' when it comes after 'w'! Write these words on the board: w__d, w__ning, w__ld, rew__d, w__se, sw__m. Ask the children to complete them with either 'ar' or 'or' and to explain their meanings.
- Write the word *engine* on the board and say it. Point out that the 'g' sounds like 'j'. We call this a soft 'g'. Write these words on the board: _entle, ima_ine, ma_ic, emer_ency, stran_e, chan_e. Ask the class to complete each with 'g' and read the words they have made.

- Write the word *station* on the board and say it. Point out that the 'tion' ending is quite common. Write these words on the board: perfec__, inven__, educa__, popula__, informa__, competi__, collec__. Ask the children to complete each with 'tion' and read the words they have made.
- The breakfast was 'wonderful'. Explain to the children that the suffix 'ful' means 'full of'. Write these words on the board: *use, care, thought, hope, pain, help, colour*. Ask the children to add 'ful' to the end of each noun to make it into an adjective, and use them correctly in sentences of their own.
- The children tried to help their mother around the house. Brainstorm with the class and make a list of ways of helping at home.
- Ask the class to explain how to make a cup of tea. Ensure they list what they need first, and then carefully explain, one step at a time, what to do.
- Have a discussion about stealing. Ask *What do you think about people who steal? Can you understand why Peter decided to take the coal? Can stealing ever be right? What else could he have done?*
- 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

The old gentleman

Pages 23 to 31

CHAPTER 3

The old gentleman

The children loved the station. They loved the trains and they loved all their names. Their favourite was the Green Dragon which went past every morning at 9.15.

One day, they stood behind the fence and waited for the Green Dragon to come rattling out of the tunnel. 'I think the Green Dragon goes to London,' said Phyllis. 'That's where father is. He hasn't written to us yet, has he? I wonder why not.'

'Mother says he's been too busy,' replied Roberta. 'He'll write soon. I'm sure.'

'When the Green Dragon goes by, let's wave to it,' said Phyllis. 'To send father our love.'

So when the train appeared from the tunnel, all the children waved their handkerchiefs. And someone waved back. It was an old gentleman who went to London on the Green Dragon every morning. He had white hair, a pink, smiling face and a funny little hat. After that, the children and the old gentleman waved to each other every day.

While the children were waving at the train, Mother was very busy at home writing her stories. One day, she heard that one of them might be printed in a magazine called *The Children's Globe*.

'Let's celebrate!' cried Mother. 'Peter, go to the village and buy some cakes for our tea.'

23

On his way to the village, Peter met the station master. His face went red and he looked down at his feet in shame. But the station master smiled at Peter.

'Good morning,' he said. 'He knew Peter was really a good boy.'

'Good morning,' replied Peter. 'I'm sorry about the coal.'

Peter looked down at his feet again. 'That's in the past,' smiled the station master. 'Let's say no more about it. Now, where are you off to this morning?'

'I'm going to buy some cakes for tea,' said Peter.

'But I thought you were poor,' replied the station master. 'We are. But Mother writes stories for children and when she sells one, we have cakes for tea,' explained Peter.

'You must be very proud of your clever mother,' the station master smiled. 'Now, I must go back to the station. Come and see us one day.'

The next morning, after they had waved to the old gentleman on the train and he had waved back, the children set off to the station.

'It will be all right,' said Peter. 'I met the station master yesterday and he invited us to visit him.'

When they arrived, they found the porter on the platform. They had plenty of questions for him and he seemed to enjoy answering them. They saw the station master, too. He gave each of them an orange and he gave Peter a little notebook.

'You can write down the names of the trains you see,' he said. 'It's called train spotting.'

The next day, Mother was ill. She had to stay in bed.

24

'Your mother has flu, my dear,' said Dr Forrest to Roberta. 'She will need looking after. Do you want to be my nurse?'

'Yes, please, Dr Forrest,' said Roberta. 'Tell me what I can do to help.'

'I've left her some medicine. Now you must make sure that she gets good food to make her stronger. Cold meat and cheese, fresh fruit and milk. That sort of thing. I will make a list for you.'

When Dr Forrest had gone, Roberta showed the list to Mother. She smiled and shook her head sadly.

'We can't afford those things,' said Mother. 'Tell Mrs Vinny to make us all some soup. Roberta, please will you wash my hands and feet? I feel so hot.'

Roberta made Mother comfortable and then she went downstairs.

'We will have to try to find enough money to buy the things on the list. I've got a shilling,' Roberta told the others.

'We need much more than our pocket money,' said Peter. Roberta agreed.

'We must think of another way to get the things Mother needs,' she said. 'Everybody, think as hard as you can.'

They all thought hard for a few minutes. Then they talked. Later, when Roberta was sitting with Mother, Peter and Phyllis found some scissors, a paintbrush and some black paint. Phyllis took an old white sheet from the cupboard. Then they set to work.

Roberta slept in Mother's room that night. Mother was very ill and Roberta often had to give her water or milk to drink. But in the morning, Mother looked better.

26



'My head hurts,' she said, 'and my throat is sore. And my face is so hot.'

In the evening, she felt much worse.

'Please go and fetch Dr Forrest,' she whispered to Peter. So off he went to the village to fetch the doctor.

When Peter arrived at the doctor's house, he said, 'Please come and see my mother, Dr Forrest. She is sick.'

Dr Forrest picked up his medical bag and followed Peter down the road. Peter and Dr Forrest talked as they walked back to Three Chimneys. The doctor was interested in important things such as railways and rabbits. Peter decided that he liked him.

When they arrived at the house, Peter led Dr Forrest up to Mother's room. After a while, Dr Forrest came back downstairs.

25

We have something to give you. Please be ready.

The old gentleman looked out of the open window. So did several other passengers. At first, they saw nothing unusual, just the fence and the trees and the wild flowers at the side of the track. But then, as the train picked up speed, a little girl reached over the fence. She had something white in her hand.

27

'I thought I'd missed you!' she gasped. She gave the old gentleman an envelope. And then the Green Dragon gave a long hiss and puffed away down the track.

The old gentleman opened the envelope and took out a letter. This is what he read:

Dear Mr (we do not know your name)
Our mother is ill and the doctor says that she needs cold good food like meat and bread, fruit and cheese. But we can't afford to buy these things. Our father is in London and we do not have his address so we can't ask him for money. Will you help us? Our father will pay you back when he can. If he has lost all his money, we promise that we will pay you when we grow up.

Signed,
Roberta, Phyllis

P.S. We do not know which train you take in the evening. Please remind your parent to take the station master? Tell him it is for Peter - the boy who took the coal.

The old gentleman smiled to himself and put the letter in his pocket.

28

At about six o'clock that evening, the porter arrived holding a large basket.

'All old gentleman left this at the station,' he said. 'The station master told me to bring it to you straight away.'

'Thank you!' cried Peter. 'I'm sorry. I can't pay you.'

'I don't want anything,' smiled the porter. 'Here, these are for your mother.'

He lifted his cap and handed Roberta a bunch of sweet-smelling pink roses.

'Thank you very much,' said Roberta.

When the porter left, the children looked in the basket. Inside they found two chickens, some cold beef, apples, peaches, grapes, cream, jam, cakes and biscuits.

Dear Roberta and Peter and Phyllis
Here are the things for your mother. She will want to know where they come from. Tell her they are from a friend. When she is quite better, you can tell her the whole story. If she says you were wrong to ask me for the food, I will be glad to thank you. And the right thing, and I am happy to help. I hope she is feeling a little better.

Yours,
Mr. Peckham

They couldn't read the name at the bottom of the letter.

29

'I think it was the right thing to do,' said Phyllis. 'Of course it was,' agreed Roberta. 'Maybe it was,' said Peter. 'But I don't look forward to telling Mother.'

One morning, about two weeks later, Mother sat up in bed and said, 'I feel much better today. I'm going to get up and do some writing.'

The children found the rest of the old sheet and wrote another message in big black letters:

Mother is better. Thank you.

They pinned it to the fence by the railway. 'We must tell Mother all about the old gentleman now,' said Roberta.

So they went home and told her the whole story. Mother was very angry. She cried and the children all cried with her. Then Mother dried her eyes on her handkerchief.

'I'm sorry I was so angry,' she said. 'And it's true that we are poor now. But we have enough money for the things we need. You mustn't tell strangers about our problems. And you must never ask them for things. You will remember that, won't you?'

30

The children promised tearfully that they would. 'And now, I shall write a letter to the old gentleman to thank him,' she continued. 'He was so kind. You can give the letter to the station master. And then we will say no more about it.'

Mother wrote the letter and the children took it to the station master. They found him in the little ticket office. Then they went to the porter's room.

They talked to the porter for some time and learned some interesting facts. They learned that the porter's name was Mr Perks and that he had a wife and three children. And they learned that the lights at the front of a train were called the headlights, and the lights at the back were called the tail lights.

'So trains really are dragons,' whispered Phyllis. 'With proper heads and tails.'

31

Active vocabulary

- celebrate** the 'c' is a soft 'c' and sounds like 's'
- fact** take away the 'f' and it's something you can do on a stage!
- favourite** the 'our' is pronounced 'er' and 'ite' is pronounced 'it' – we pronounce the word as 'faverit'
- gentleman** this is a compound word: *gentle + man = gentleman*
- medicine** the 'ine' is pronounced 'in'
- message** take away the 'mess' and you are left with your age!
- passenger** note the 'ss' in this and in *message* (above)
- proud** rhymes with *loud* and *cloud*
- sore** add 'n' after 's' to make something some people do when they are asleep

Passive vocabulary

- envelope* *handkerchiefs* *invite*
- look forward to* *magazine* *medical bag*
- printed* *scissors* *stranger*
- tearfully* *train spotting*

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 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 25. Ask *Who is in bed? How can you tell she is ill?* (flushed cheeks, hand to her throat, the medicine bottle) *What do you think is wrong with her?*
- Tell the children to look at the picture on page 27. Explain that this is a message written by the children in large letters on an old sheet. Ask *Who do you think the message is for? Why do you think the children have written it on a large sheet? What do you think the children are going to give to the person?*
- Tell the children to look at the picture on page 28. Read the letter to and with the class. Ask *Who wrote the letter? Who do you think they wrote it to?* (We can infer from the PS at the end that the letter was given to a man the children see on a train.) *Why did they write to him? Why can't their father give them the money? Who will pay the man back? How will the man get the food to them?*
- Tell the children to look at the picture on page 29. Read the letter to and with the class. Ask *Who wrote this letter? Did he get them what they wanted? Does he think the children were wrong to ask for his help? How can you tell the man was a kind man?*
- Tell the children to look at the picture on page 30. This is another message written by the children in large letters on an old sheet. Ask *Who do you think the message is for? Why do you think the children have written it on a large sheet? Do you think the man on the train will be pleased to see the message?*
- 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 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 a) *What was the children's favourite train?*
b) *What time did it go past?* c) *Where was it going?*
- 2 *Describe the old gentleman on the train who waved to the children.*
- 3 *One of Mother's stories was to be printed in a magazine called ____.*
- 4 *What did Peter go to buy in the village?*
- 5 *Who did Peter meet?*
- 6 *Who did Peter tell the station master about – his mother or his sisters?*
- 7 *Who did the children see on the station platform the next morning?*
- 8 *What did the station master give them?*
- 9 a) *Why did Mother have to stay in bed?*
b) *What was wrong with her?*
- 10 *Who did Peter go and fetch?*
- 11 *Dr Forrest told Roberta that Mother had ____.*
- 12 *What sort of things did Dr Forrest say Mother should eat?*

- 13 Where did Roberta sleep that night?
- 14 What did Peter and Phyllis paint on the white sheet for the old gentleman on the train to read?
- 15 What did Phyllis give to the old gentleman?
- 16 What did the children ask the old man for?
- 17 At what time did the porter bring a large basket to the house?
- 18 What did he give to Roberta to give to her mother?
- 19 List the food that was in the basket.
- 20 In the letter in the basket, the old gentleman asked the children to tell their mother that the things came from a _____.
- 21 About _____ (one, two, three) weeks later, Mother sat up in bed and said, 'I feel much better today'.
- 22 What message did the children write for the old gentleman next?
- 23 When the children told Mother about the old gentleman, what did she do?
- 24 Mother wrote a _____ to the old gentleman and the children took it to the _____.
- 25 What did the children learn about the porter?

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- There are several examples in Chapter 3 of compound sentences which are joined using the conjunction *and*. Find and read some of these sentences out loud and discuss how they consist of two short sentences joined by the conjunction *and*, for example *Dr Forrest picked up his medical bag. He followed Peter down the road.* becomes *Dr Forrest picked up his medical bag and followed Peter down the road.*

- Ask the children to find examples of irregular past tenses in the text, for example *went, stood, said*. Discuss how regular past tenses like *learned* are formed by adding 'ed', whereas irregular past tenses do not follow this rule.
- Ask the children to find 'time marker' words or phrases and discuss how they indicate the passing of time in the story, for example *One day, The next morning, In the evening*.
- Ask the children to find and read any words of more than six letters and decide how many syllables each word contains. Ask them to tap out the syllables as they read the words (for example, chil-dren, fa-vour-ite).
- 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 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 Phyllis missed her father?
- 2 How can you tell the old gentleman liked the children (on page 23)?
- 3 Why do you think Mother wanted everyone to celebrate?
- 4 Why do you think Peter's face went red when he met the station master?
- 5 Do you think the station master was a kind man?
- 6 How do you think the children felt when Mother was ill?

- 7 Why do you think Mother whispered to Peter (on page 25)?
- 8 Why did Peter like Dr Forrest?
- 9 Why do you think Dr Forrest spoke to Roberta about Mother's illness?
- 10 Why do you think Roberta slept in Mother's room that night?
- 11 What did you think of the children's idea to get the old gentleman's attention?
- 12 How can you tell that the porter was a thoughtful man (on page 29)?
- 13 How do you think the children felt when the porter arrived with the large basket of food?
- 14 Do you think the children were right to ask the old gentleman for his help?
- 15 Why do you think Mother was so angry when she discovered that the old gentleman had sent the food for her?
- 16 Why do you think Mother did not want the children to 'tell strangers about our problems'?
- 17 What do you think Mother wrote in her letter to the old gentleman?
- 18 Why do you think Phyllis said, 'So trains really are dragons'?

Stage 2 comprehension extra

Characterisation As a class, review what they have learned about the children so far – their ages, any interests they have, any aspects of their characters, etc. After the discussion, ask the children to write down three facts about each child.

- Sometimes the letter 'o' sounds like the 'u' in 'fun'. Write the words *love* and *London* on the board and ask the children to read them. Now write these words on the board: m_ney, _ne, an_ther, n_thing, m_nth, w_nderful, s_n. Ask the children to complete each with 'o'. What sound does the 'o' make in them?
- Write the words *face*, *celebrate*, *fence*, *parcel*, *office*, *medicine* on the board and read them. Discuss what sound the 'c' in each makes. Explain that when 'c' is followed by 'e', 'i' or 'y' it sounds like 's' and that we call this a soft 'c' sound. Now write these words on the board: *city*, *centre*, *icy*, *cinema*, *dance*, *difference*. Ask the children to read them.
- The words *tunnel* and *parcel* end with 'el'. Write these words on the board: cam_ _, trav_ _, jew_ _, tow_ _, nov_ _, vow_ _, lab_ _. Ask the children to complete each word with 'el', and to explain their meanings.
- Write these pairs of homophones on the board: *sure/shore*, *way/weigh*, *right/write*, *poor/pour*, *sea/see*, *whole/hole*, *flu/flew*. Ask the children to read them and explain the difference between the two words in each pair and use them correctly in sentences of their own.
- The children's favourite train was the Green Dragon. Ask the class about their favourite things, such as TV programmes, colours, food, sports.
- Peter felt ashamed and embarrassed when he met the station master. Discuss why this was. Ask the children what sort of things make people feel ashamed or embarrassed.
- The station master forgave Peter for stealing the coal. Discuss why it is important to learn to forgive people for things they have done wrong.

- Discuss the importance of being friendly to people, but also talk about some potential dangers of speaking to strangers.
- Mother made the children promise never to ask strangers for things. Talk about why people make promises and why it is always important to keep the promises we make.
- 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

A ride on an engine

Pages 32 to 40

CHAPTER 4

A ride on an engine

The next day was Roberta's 12th birthday. After lunch, she walked to the canal. She stood on the bridge in the sunshine and looked her arms on the warm stone. She watched the horses pulling long boats through the flat green water. The men who led the horses shouted to each other and told jokes. Roberta smiled and waved to them.

When Roberta returned to Three Chimneys, Peter and Phyllis met her at the door. They both looked very clean and tidy. Roberta ran upstairs to wash her hands and face. Then she combed her hair and tied it up with a long red ribbon.

'Come down now, Roberta. Your surprise is ready for you,' called Phyllis.

Roberta stood in the dining room doorway. It looked beautiful. The shutters were closed and the room was lit by 12 white candles. One for each year. Mother, Peter and Phyllis were singing, 'Happy birthday to you.'

When the song finished, Mother cried, 'Three cheers for Roberta! And they all cheered and hugged her. Then Mother said, 'Now open your presents.'

Roberta happily unwrapped her presents. Mother gave her a little silver brooch and Phyllis gave her a needle case. There were two blue glass vases from Mrs Viney and four birthday cards.

'Now look at the table,' said Peter.



'We've been to the station,' said Peter. But he didn't tell his little sister about their great adventure.

On Friday, the three children walked along the railway line to the station. They stood on the platform and waited for the 3.19 train.

Soon, they heard the train puffing and hissing its way into the station. It screeched to a halt and Bill leaned out of the engine.

'Here you are,' he smiled, holding out a brown paper parcel.

'It's the toy engine!' cried Roberta. 'Oh thank you, Bill. And thank you, Jim.'

Jim looked out of the engine window and waved to them.

When they got home, Peter played with the toy engine in the dining room.

'It's as good as new,' he said. And then he and Roberta told Phyllis all about their ride on a real engine.

Active vocabulary

- carriage** note the 'i', which is often missed when children spell this word
- curious** change the 'c' to 'f' to make an angry word
- dangerous** the noun *danger* is changed into an adjective by adding the suffix 'ous'
- honest** the 'h' is a silent letter and is not pronounced
- metal** other nouns ending with 'al' are: *animal, signal, decimal, capital*
- parcel** the 'c' is a soft 'c' and sounds like 's'
- polite** change the 't' to 'c' to make a new word
- slice** it's cold at the end of this word! (*ice*)
- whistle** the 'h' and the 't' are silent letters and are not pronounced
- worried** rhymes with *hurried*

Passive vocabulary

- brake* *brooch* *canal*
- handle* *long boats* *needle case*
- properly* *scratch* *screamed*

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.

The table was covered in flowers. In the middle, there was a large white cake with 'Happy birthday, Roberta' spelled out in pink sweets. Around the cake, Peter had made a little map from tiny flowers.

'It's a map of the railway,' cried Roberta. 'I can see the station and the Green Dragon and the tunnel.'

Peter pointed and said, 'Here's Three Chimneys. And this is Mother standing at the door. She's looking for us because we're late for tea.'

'They all laughed.

Then Peter said, 'This is my present.'

'It's your engine!' cried Roberta, when she opened it. 'It's the engine that Mother and Father gave you for your birthday. The broken one. And it's filled with little sweets. Is it really for me?'

'Well, the sweets are for you,' said Peter. Then he said, 'You can have half of the engine, if you like.'

Roberta smiled to herself.

'I will have the broken half,' she thought. *Father didn't have time to mend it. But I will find someone else to do it. Then I will give it back to Peter.*

'It's time to cut the cake, Roberta,' said Mother.

Roberta picked up the knife and carefully cut four big slices.

After tea, they played games. Then Mother read the children a new story before they went to bed.

'Don't stay up too late, Mother,' called Roberta as she went upstairs. Mother often wrote her stories when the children were asleep.

In the middle of the night, Roberta woke up and thought about her presents. She wanted to look at them so she crept downstairs to fetch them. She saw Mother sitting at the table with her head in her hands. She was crying.

Roberta crept back to bed. What a sad ending to a wonderful birthday.

The next afternoon, Mother took Phyllis into town to do some shopping. Roberta and Peter stayed at home.

'I've had an idea about your engine. I think I know who can mend it,' Roberta said to Peter.

They wrapped the engine in brown paper and went down to the railway line. They walked to the station and climbed up onto the end of the platform. They had behind a bush.

'When the 3.19 train stops, the engine will stop here,' Roberta whispered to Peter. She pointed to the track.

Soon, they heard a puffing, chugging noise. A big black engine arrived in the station in a great cloud of steam and came to a stop. The children came out from their hiding place and walked up to the side of the engine. They felt very small beside this huge puffing dragon.

'Excuse me,' said Roberta.

But the driver and the fire man were leaning out of the other side of the engine, talking to the porter. And the engine was still hissing and puffing loudly. No one heard her. She tried again, a little louder. But still the men did not hear her.

'We will have to get closer to them,' Roberta told Peter. 'We shouldn't really do this, but the train isn't moving. Be careful, Peter.'

'I did call out to you,' she explained, 'but you didn't hear me. The engine was making so much noise and you were talking to the porter and so we climbed up. We only wanted to speak to you, but then the train started to move and we fell onto the coal - oh, we're so sorry. Please don't be angry with us.'

'We're not angry, are we, Bill?' said Jim the fire man. 'We're just... curious. And it's dangerous to climb onto an engine. Why did you do it? Why did you want to talk to us?'

Roberta started crying again. Bill patted her on the back. Peter didn't know what to do.

'Cheer up!' Bill said. 'It can't be as bad as all that. Can it?'

That made Roberta feel much better. She sniffled and picked up the brown paper parcel from the pile of coal. Her hands shook as she unwrapped the toy engine.

'This belongs to my brother,' she said to Bill. 'It was a present from our mother and father. But it got broken, and Father didn't have time to mend it. Can you mend it? You are an engine driver, so you thought...'

'I drive engines, but I don't mend them. Now we have got a bigger problem. You are both a long way from home now. How am I going to get you back to your family?'

Roberta saw him wink at Jim.

'It was silly of us to climb onto the engine,' she said. 'We can get off at the next station. If you lend us the money for our tickets, I will pay you back, I promise.' Bill laughed.

Roberta put her foot on a high metal step and pulled herself up into the engine. Peter climbed up after her. They fell onto a large pile of coal. Roberta got up as quickly as she could and tried to speak to the driver.

'Excuse me,' she said again. But at that moment, the station master blew his whistle, the engine puffed out a huge cloud of steam and the train moved forwards. This was terrible. The train wasn't going very fast, but it was going too fast for the children to climb off again. They were trapped on the train.

The train went faster and faster and the fire man started to shovel the coal into the fire. Roberta put out her hand and pulled at his sleeve. For a moment they just stared at each other. Then the fire man saw Peter and Roberta started to cry.

'Two children. Well!' said the fire man. 'He took off his cap and scratched his head. Then the driver looked round. He stared at Roberta and Peter.

'What are you doing here?' he asked. 'This is a dangerous place for children.'

Roberta cried harder and Peter looked down at his feet. He didn't know what to say.

'Don't cry, Miss,' said the driver in a kinder voice. 'Sit here both of you and keep still.' He pointed to a little metal seat. 'What are you doing here? Tell us all about it.'

Peter and Roberta sat down. Roberta rubbed at her nose with her handkerchief and sniffled. Although she was so upset, she had one happy thought. They were in an engine, a real engine, chugging along the track. Peter had dreamed of this all his life.

'All right,' he said. 'You're a very polite little girl and honest, too. I'll make sure you get home safely. And I'll mend your little engine as well. Give it to me. It will be ready on Friday.'

'Thank you!' said Roberta. She felt much better now. She looked around her and pointed to a little handkerchief.

'What's that for?' she asked.

'That's the brake, Miss. It makes the train stop so it's very important.'

'What's that little clock for?' asked Peter.

'It tells me whether or not the brake is working properly. And this little clock here tells me how fast we're going,' explained the driver.

By the time Roberta and Peter reached the next station, they knew all about steam trains. Bill and Jim helped them to get down from the engine.

'Get on that train,' said Bill. He pointed to a train which was standing at the other platform. 'I'll ask the guard to look after you.'

He led Roberta and Peter to the other train and introduced them to the guard.

Soon, Roberta and Peter were sitting in a railway carriage on their way home. It wasn't nearly as exciting as riding on the engine. But the guard was very friendly. He showed them the guard's van where he put parcels and boxes.

When Roberta and Peter finally arrived home, Phyllis met them at the door.

'Where have you two been?' asked Phyllis. She had been very worried.

'I did call out to you,' she explained, 'but you didn't hear me. The engine was making so much noise and you were talking to the porter and so we climbed up. We only wanted to speak to you, but then the train started to move and we fell onto the coal - oh, we're so sorry. Please don't be angry with us.'

'We're not angry, are we, Bill?' said Jim the fire man. 'We're just... curious. And it's dangerous to climb onto an engine. Why did you do it? Why did you want to talk to us?'

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Roberta saw him wink at Jim.

'It was silly of us to climb onto the engine,' she said. 'We can get off at the next station. If you lend us the money for our tickets, I will pay you back, I promise.' Bill laughed.

- Ask 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 33. Ask *Whose birthday do you think it is? What clues are there? How old do you think Roberta is? What present do you think is in the parcel she is holding? Can you see any other presents or cards?*
- Tell the children to look at the picture on page 36. Ask *What is Roberta doing? Do you think Peter is going to follow her? Why do you think she's getting onto the engine? Can you see the engine driver? Do you think he knows what Roberta is doing? Do you think it's a dangerous thing to do? Do you think the engine is standing still, or is it moving?*
- 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 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 *How old was Roberta on her birthday?*
- 2 *What did she do after lunch?*

- 3 *What did Roberta see as she stood on the canal bridge?*
- 4 *How did Peter and Phyllis look when they met Roberta at the door?*
- 5 *What did Roberta run upstairs to do?*
- 6 *What did Roberta see when she stood in the dining room doorway?*
- 7 *Who gave Roberta a) a silver brooch? b) a needle case? c) two blue glass vases? d) a toy engine filled with sweets?*
- 8 *What was Roberta's cake like?*
- 9 *Who cut the cake – Mother, Roberta, Phyllis or Peter?*
- 10 *Why did Roberta get up in the middle of the night?*
- 11 *What did she see?*
- 12 *Who did Mother take shopping the next afternoon?*
- 13 *a) Where did Roberta and Peter go? b) What did they take with them?*
- 14 *How did the children feel when they stood beside the train?*
- 15 *Why didn't the driver and the fire man hear Roberta when she spoke to them?*
- 16 *What happened when Roberta and Peter climbed into the engine?*
- 17 *What happened when the station master blew his whistle?*
- 18 *Why didn't the children climb off the engine?*
- 19 *How did Roberta get the fire man to notice her?*
- 20 *What did Roberta do when the fire man saw her?*
- 21 *What happy thought did Roberta have?*
- 22 *What was a) the fire man's name? b) the driver's name?*
- 23 *How did the fire man try to stop Roberta from crying?*

- 24 *What did Roberta ask the driver to do?*
- 25 *By the time Roberta and Peter reached the next station, they knew all about ____ ____.*
- 26 *What did Bill do at the next station?*
- 27 *How did Roberta and Peter get back home?*
- 28 *What happened on Friday afternoon?*

- Ask the children to find all the pronouns in the chapter and say who or what each pronoun refers to.
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *stood*, *boats*, *tied*).
- 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 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 the men who led the canal boat horses were happy?*
- 2 *Who do you think a) decorated the dining room? b) made the cake for Roberta?*
- 3 *How do you think Roberta felt when she looked in the dining room?*

- 4 *What did you think of the way the cake was decorated?*
- 5 *Which present do you think Roberta liked best?*
- 6 *Were you surprised about the present Peter gave Roberta?*
- 7 *Why do you think Mother wrote her stories when the children were asleep?*
- 8 *a) How do you think Roberta felt when she saw her mother crying? b) Why do you think she didn't go and talk to her?*
- 9 *Why do you think Roberta and Peter hid when they got to the station?*
- 10 *How did they know the train was coming?*
- 11 *Why do you think the train was described as a 'huge puffing dragon'?*
- 12 *Do you think it was sensible for Roberta and Peter to climb onto the engine?*
- 13 *Why were the children 'trapped' on the engine?*
- 14 *Do you think the fire man was surprised to see the children?*
- 15 *Why do you think Roberta started to cry?*
- 16 *How can you tell the driver was a kind man?*
- 17 *Do you think Peter was happy to be on the engine?*
- 18 *Why do you think the children's ride home 'wasn't nearly as exciting' as riding on the engine?*
- 19 *What did the guard keep in the guard's van?*
- 20 *Why do you think Phyllis had been worried about Roberta and Peter?*
- 21 *Why do you think Peter didn't tell Phyllis about 'their great adventure' when they got home?*
- 22 *How do you think Peter felt when Bill mended the toy engine?*

Stage 2 comprehension extra

Setting Most of the action in the book takes place around the railway tunnel, railway line and station. Review with the class what they have learned about this setting so far. Ask *Where was the railway line in relation to where they lived? Why was there a fence along by the line? Was there a tunnel nearby?* (Discuss why tunnels are necessary.) *How close was the station? Who worked at the station?* Talk about what the class has learned about steam trains, too.

- Play the opposites game. Write the following words from the story on the board: *after, warm, long, clean, tidy, late, upstairs, asleep, afternoon, mend, careful, high, noise, better, silly, new*. Divide the class into two teams. Explain that you will read out some words and each team must decide what the opposite of each word is. Say each word in turn, allow a short time for the teams to discuss their answer, then select one person from each team to give you their team's answer. Award a point for each correct answer. The team with most points wins.
- Write the words *surprise, birthday* and *afternoon* on the board and read them. Ask the class what they 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 according to their common letter patterns.
- Write the word *wrap* on the board and read it. Point out that the 'w' is silent and is not pronounced. Write these words on the board: *_rist, _rite, _rong, s_ord, ans_er*. Ask the children to complete each with a silent 'w', read the words they have made, and explain their meanings.
- Write the word *knife* on the board and read it. Point out that the 'k' is silent and is not pronounced. Write these words on the board: *_nee, _now, _not, _nock*. Ask the children to complete each with a silent 'k', read the words they have made, and explain their meanings.
- It was very dangerous to climb onto the engine. Ask the children to complete these words with 'ous', read them and use them correctly in sentences. Write these words on the board: *danger___, curi___, nerv___, fam___, mysteri___, furi___*. Ask the children to complete each with 'ous', read the words they have made, and use them correctly in sentences of their own.
- Roberta had a surprise when she got home. Talk about why people like surprises. Ask *What is the nicest surprise you've ever had?*
- Ask *How did you celebrate your last birthday? Did you have a party or go somewhere special?*
- Peter had always wanted to go on a steam train. Encourage individuals to tell the rest of the class about something they have always wanted to do.
- Ask *What is the most exciting present you have ever received?*
- 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 Stop that train!

Pages 41 to 48

CHAPTER 5
Stop that train!

One morning after breakfast, Roberta said, "Do you remember the cherry trees near the railway tunnel? We saw their pretty white blossom in the spring."

"I remember," said Phyllis.
"Well, it's cherry time now," Roberta replied. "Shall we go and pick some?"

"That's a good idea," said Peter. "I love cherries." So Mother made them a picnic.

"Don't eat all the cherries," she said. "Bring some back in the picnic basket. We can have them for tea."

The three children set off towards the railway line. It was a lovely warm day and the track glistened in the sunlight. There were lots of trees near the mouth of the tunnel.

As well as the cherry trees, there were birches and oaks and beeches. They grew among the grey stones on the bank which ran down to the railway line. There were some rough wooden steps leading down to the mouth of the tunnel and the children could see ripe red cherries on the cherry trees.

"Let's go down the bank," said Peter. "We can reach the cherries from the steps. Look, there's a little gate at the top." But just as they were about to open the gate, Roberta held up a finger.

"Shh!" she said. "I can hear a strange sound." They all listened.

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"You're right, there is a rustling, whispering sound," said Phyllis. Soon, it was a loud rumbling sound.

Then Peter cried out, "Look! Look at that tree. It's moving!"

"So do the others!" exclaimed Roberta. "They look as if they're walking down the bank. But that's impossible. It's magic," whispered Phyllis. "But it's frightening. Roberta, let's go home!"

But no one moved. The three children watched, wide-eyed, as the trees slowly slid down towards the railway line. Then some stones and earth came loose and rattled down onto the track. They were followed by some large rocks.

Then suddenly trees, stones, rocks, earth, grass, bushes – everything – tumbled down the slope and fell onto the railway line with a great crash.

The children were standing in a cloud of dust. "It's a landslide," explained Roberta. "It will take a long time to clear up!"

"It's right across the track," said Phyllis. "Yes," said Peter slowly. "Look! There's a head in the track. When the 11.29 comes, the driver won't be able to see it. There will be a terrible accident!"

"We must go and tell the station master," said Roberta. She started to run towards the station. Peter looked his watch.

"There's no time for that!" he said. "It's 11 o'clock already." His face was white with fear. "If we are going to save the people on the train, we will have to think of something fast."

"But what can we do?" asked Phyllis.

42



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"We need some red flags to wave. Then we could send a signal to the driver," said Peter. "But we haven't got any red flags," sighed Roberta.

"Let's just wave our hands," suggested Phyllis. "No," said Peter. "We always wave at the train. The driver will not know it's an emergency."

"Let's go down the bank," said Roberta. The children scrambled down the steep steps.

"I'm so hot!" grumbled Phyllis. "I wish I were wearing a thick petticoat..."

"Petticoats," interrupted Roberta. "We're both wearing bright red petticoats under our dresses. They would make very good flags. Hurry up, Phyllis. Let's take them off!"

So the girls quickly took off their petticoats. They put them under their arms and followed Peter past the landslide and round the bend in the track.

"Now," said Peter, as he held up a petticoat. "You're not going to tear them, are you?" asked Phyllis, shocked. "What will Mother say? We don't have enough money for new ones!"

"Phyllis!" cried Roberta. "I don't mind if he tears them into tiny pieces. If we don't stop the train, there will be a terrible accident. People may be killed!"

Peter tore each petticoat into three pieces. "We've got seven minutes," he said looking at his watch. "Let's find some sticks, quickly!"

Peter cut six long sticks from a tree with his penknife and pulled off the leaves. Then he cut holes in the pieces of petticoat and pushed the sticks through the holes. "There!" he exclaimed. "Six red flags!"

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"Take care near the track," said Roberta. "It's a very dangerous place." They stuck two of the flags in the earth next to the track. "You two can have one each," said Peter. "I'll have the other two because it was my idea!"

"But that's not fair!" complained Phyllis. They were out.

"Stop it, Phyllis!" Roberta said angrily. "I don't care how many flags I have. I just want to stop that train."

The children held their flags and waited for the train. Soon they heard a rumble and a hiss and saw a puff of white smoke in the distance. The train was coming.

"Wave your flags, both of you!" shouted Peter.



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Phyllis leaned forward to see the train and stepped onto the track. "Stand back, Phyllis!" shouted Peter.

He grabbed his sister's arm and pulled her back off the track. The children waved their flags at the fast-approaching train.

As the train thundered towards them, one of the flags beside the track fell over. Roberta grabbed it and stepped onto the track.

"Roberta!" shouted Peter. "Stand back." But Roberta wasn't listening. Desperately, she waved her two flags.

"Stop! Stop! Oh, please stop!" she cried. No one heard her because the train was making so much noise. But just when she thought it was too late, the huge black engine slowed down, puffed out a cloud of smoke and came to a stop just a few metres away from her.

The driver and the fire man climbed down from the engine and Peter and Phyllis ran to meet them. They couldn't wait to tell their story. But Roberta was lying quite still on the track. She was still holding her flags. The engine driver picked her up gently and carried her back to the train.

"She's fainted," he said. "She can lie down in this carriage while I take the train back to the station. Don't worry, she'll be all right."

Peter and Phyllis sat next to their sister as the train started to move backwards. Roberta's face was very pale and her lips were almost blue.

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After a few minutes, she sighed and opened her eyes. Then she started to sob. Phyllis hugged her sister. "Don't cry," said Peter. He put his arm round Roberta. "We did it. We stopped the train."

When the children reached the station, they found that news of their bravery had quickly spread. They were welcomed as heroes.

"Well done," said the station master. He shook each child's hand warmly. "You have saved many lives today." Phyllis and Peter enjoyed all the attention. But Roberta just wanted to go home. As the three children walked away from the station, they heard a huge cheer. Phyllis looked back over her shoulder.

"That's for us," she laughed. "They are all cheering us: the station master, the porter, the engine driver, the fire man, the guard and all the passengers."

"I'm glad I had the idea about the flags," said Peter proudly.

"And I'm glad we wore our red petticoats," added Phyllis. Roberta said nothing. She was thinking about that huge pile of trees and earth and rocks and the big black train speeding towards it. She was thinking about the terrible accident that almost happened.

"We saved them!" cried Peter, still excited. "The three of us." Suddenly Phyllis remembered something. "We didn't pick any cherries, did we?" she cried. "And we forgot about the basket. What will Mother say?"

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Active vocabulary

<i>accident</i>	the second 'c' is a soft 'c' and sounds like 's'
<i>attention</i>	the 'tion' at the end is pronounced 'shun' and is a common word ending
<i>complain</i>	take off the 'com' and you are left with something simple! (<i>plain</i>)
<i>emergency</i>	there's a soft 'g' and a soft 'c' in this word
<i>frightening</i>	contains a 'hidden' number (<i>ten</i>)
<i>heroes</i>	note how the spelling of <i>hero</i> changes in the plural
<i>impossible</i>	the prefix 'im' gives the word <i>possible</i> the opposite meaning
<i>landslide</i>	this is a compound word: <i>land</i> + <i>slide</i> = <i>landslide</i>
<i>rough</i>	rhymes with <i>tough</i> and <i>stuff</i>
<i>signal</i>	other nouns ending with 'al' are: <i>animal, metal, decimal, capital</i>

Passive vocabulary

<i>beech</i>	<i>birch</i>	<i>blossom</i>
<i>desperately</i>	<i>faint</i>	<i>oak</i>
<i>petticoat</i>	<i>slid</i>	<i>sob</i>
<i>thundered</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 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 43. Ask *What do you think has happened to the tree? Why are the children looking worried? What is on the railway track? Why is this dangerous?*
- Tell the children to look at the picture on page 45. Ask *Why do you think the children are waving red flags? How many flags are there? Who are they waving to? What are the flags made of? Where do you think the material came from? Where do you think the sticks came from?*
- Tell the children to look at the picture on page 47. Ask *What do you think has happened to Roberta? Why is the driver carrying her onto the train? Where is he taking her? How do Phyllis and Peter 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 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 *What did Roberta suggest the children did?*
- 2 *What was the weather like?*
- 3 *There were lots of trees near the _____ of the _____.*
- 4 *What led down the bank to the mouth of the tunnel?*
- 5 *What sound did they hear?*
- 6 *What tumbled down the slope and fell onto the railway line?*
- 7 *Why did Peter think there would be a 'terrible accident'?*
- 8 *What did Peter say to Roberta when she said she would go and tell the station master?*
- 9 *What did Peter say they needed?*
- 10 *What did Roberta say would make good flags? Why?*
- 11 *Where did Peter get six sticks from?*
- 12 *Why did Peter grab Phyllis's arm and pull her?*
- 13 *What did Roberta do as the train thundered towards them?*
- 14 *Did the train stop in time?*
- 15 *Why did the driver pick Roberta up and carry her to the train?*
- 16 *How did Roberta look?*
- 17 *When did she wake up?*
- 18 *How were the children welcomed when they reached the station?*
- 19 *Who cheered the children?*
- 20 *What did the children forget to do?*

- Point out and discuss the use of commas in the text.
- Ask the children to find any examples of exclamation and question marks in the text and to read the sentences with appropriate expression.

- Point out the use of ellipsis (...) on pages 44 and 45 and explain that they show that the sentences in which they appear were not completed.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Ask the children to find examples of regular past tenses in the text, for example *replied*. Discuss how they are made by adding 'ed' to the end of the verb. Now find some irregular past tenses in the text, for example *made*. Elicit that these do not end with 'ed' and discuss how the spelling has changed in the past tense.
- Ask the children to find and read any two-syllable and three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, morn-ing, remem-ber).
- 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 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 time of the year do you think it is – spring or summer?*
- 2 *Why do you think the track 'glittered'?*
- 3 *How do you know the cherries were ready to eat?*

- 4 *What made the trees look as if they were 'walking down the bank'?*
- 5 *Why was Peter worried about the bend in the track?*
- 6 *How do you know they had less than half an hour before the train came?*
- 7 *Do you think it was sensible or silly to use the girls' petticoats for flags?*
- 8 *Why do you think Peter said they had to wave flags and not their hands?*
- 9 *What time was it when Peter tore up the petticoats to make flags?*
- 10 *How did they know the train was coming?*
- 11 *How do you think Roberta felt when she was standing on the track and the train was thundering towards her?*
- 12 *Why do you think Roberta fainted?*
- 13 *Why did Phyllis hug her sister when Roberta opened her eyes?*
- 14 *Do you think the children were heroes?*
- 15 *Why was Roberta quiet on the way home?*

Stage 2 comprehension extra

Characterisation Brainstorm with the class what they know about the three children from previous chapters. Discuss what the reader can find out about each of them in this chapter. For example, ask *How can we tell Peter sometimes has good ideas and is quite practical? How can we tell Roberta also has good ideas? How can we tell Phyllis is the youngest and doesn't always think in a grown-up way?* (One clue is that she worried about tearing up the petticoats instead of thinking how they could be used to help prevent a terrible accident.) *In what way were all the children sensible and brave?* Ask the children to each write a paragraph about one of the children.

- Write the word *rip* on the board and read it aloud. Now add 'e' and read the word *ripe*. Point out how the 'magic e' changes the sound of the short vowel 'i' and gives it a long sound. Write the following 'magic e' words from the chapter on the board and ask the class to read them: *time, made, line, gate, home, wide, slide, white, wave, knife, place, smoke*.
- When we change a singular noun ending in consonant + 'y' into the plural, we change the 'y' to 'i' and add 'es', for example *cherry – cherries*. Ask children to change these nouns into the plural: *spy, baby, lady, lorry, party, pony, city, family*.
- Write the word *rough* on the board and read it. Now write *thought, through* and *cough*. Elicit what the common letter pattern is ('ough'). Point out that each word contains the same letter pattern but it is pronounced differently each time.
- Read the title again: *Stop that train!* Explain that *stop* is an imperative. Play the imperatives game with the children. Give a number of commands to the children, for example *Stand up! Hop on one leg! Point to the board!* The last one to obey the command is out each time.
- The children heard the sound of the landslide and the train as it approached. Play one of these 'noise' games:
 - the 'Do you know this sound?' game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.
 - the 'Do you know this sound?' game B. Ask the children to shut their eyes while you make different sounds such as closing a book, shutting the door, writing on the board, tapping your desk, etc. Ask the class to identify each sound.
 - the 'How many sounds can you hear?' game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - the 'What noise do they make?' game. Name different animals and ask children to say what sound each one makes.
- Ask *What is the most dangerous situation you have ever been in? What happened? Was anyone hurt?*
- Peter thought quickly and creatively about how to make some flags from everyday materials. Brainstorm with the class as many uses as possible for an ordinary household brick, for example to stand on, to use as a door stop, to use as a paper weight.
- Ask the class *What is the bravest thing you have ever done?*
- 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

Heroes

Pages 49 to 56

CHAPTER 6
Heroes

One morning, a letter came for the children. They didn't get many letters so they were very excited. Roberta opened it. She read it to the others:

Dear Sir and Ladies

I am writing to you to thank you for what you did last week. Your bravery saved many lives. We would like to give you a small gift. Please come to the station at 3 o'clock on 7th August.

We look forward to seeing you.

Yours sincerely,
J. Ingleswood
The Great Southern Railway Company.

The children felt very proud. They rushed to show the letter to Mother.

'That's wonderful news,' she cried. 'I'll wash your best dresses, girls, and Peter's best shirt.'

'We can do that,' said Roberta.

'But not to me. Why not?' asked Mother.

Roberta went to the long window and looked out at the distant hills. She didn't know what to say.

'Come here, Roberta,' said Mother.

Roberta walked over to Mother and she put her arm round Roberta's shoulder.

'Try to tell me why,' asked Mother.

'Well, you are very sad because Father isn't here with us. When we talked about him, it made you even sadder. So we stopped.'

'Yes, it's true,' said Mother. 'I am sad without Father. But there's something else: a terrible secret. I can't tell you what it is. But if you all forget him, that will be even more terrible.'

'This terrible secret. Will it go on for ever?' asked Roberta.

'No,' replied Mother. 'When Father comes home, it will all be over.'

'I wish I could do something to help,' sighed Roberta.

'You always help me, Roberta,' said Mother. 'You all do. You don't quarrel as much as you used to. And you do lots of things for me. You fill my room with pretty flowers. You clean my shoes and make my bed. These things help me a lot. And now I must get back to work. Please don't say anything to Peter or Phyllis.'

That night Mother didn't read to them. Instead, she told them funny stories about when she and Father were children. Soon they were all laughing.

Active vocabulary

chatter note how two-syllable words containing a double consonant are split: chat-ter

director change the 'dir' to 'insp' to make a new word

distant there's an 'ant' at the end of this word!

gift remember the phrase: *Can you lift a heavy gift?*

invitation the 'tion' at the end is pronounced 'shun' and is a common word ending

model other words ending with 'el' are: *parcel, camel, travel, vowel, label, tunnel*

quarrel another 'el' word

secret the 'se' is pronounced 'see'

wonder rhymes with *thunder*

Passive vocabulary

leather *medal* *rinsed* *scrubbed*
speech *waistcoat*

So the three children spent the morning at the big stone sink in the kitchen. As they washed and scrubbed and rinsed, they thought about the letter.

'I wonder what the gift will be,' said Peter. He carried the basket of washing into the garden and they hung the clothes on the washing line.

'It could be anything,' said Phyllis. 'I've always wanted a baby elephant.'

'Don't be silly, Phyllis,' said Roberta. 'Perhaps it will be a model of a steam engine.'

'Or a medal for bravery,' suggested Peter.

'Anyway, we must reply to the letter,' said Roberta.

'We can use my best pink notepaper.'

It took them a long time to write the letter, but at last it was finished. This is what it said:

Dear Mr Ingleswood

Thank you very much for your letter and your kind invitation. We didn't expect a gift. We just wanted to save the people on the train. But we will come to the station at 3 o'clock on 7th August.

Yours sincerely
Roberta, Peter Phyllis

When the great day arrived, the children put on their best clothes and went to the station. The station master came out of his office. He smiled at the children and led them to the waiting room.

'He's wearing his best clothes, too, thought Roberta.

There was a red carpet on the floor of the waiting room and large pots of pink roses stood on the windowills. Peter's porter was there, as well as several other ladies and gentlemen in smart clothes. Some of the passengers from the train were there, too. Then they saw the old gentleman in his funny hat.

Everyone shook hands and they all sat down. Then Mr Ingleswood made a long speech. He said that the children were very brave and that they had saved many lives. When he sat down, everyone clapped.

Then the old gentleman stood up and made another speech. He told everyone that he was a Director of the Railway. Then he spoke very kindly about the children and gave each of them a gift in a blue leather box. Carefully, they opened the boxes and looked inside.

'Gold watches,' whispered Peter.

'On long gold chains,' added Roberta. 'What wonderful presents.'

On the back of each watch, it said, 'From the Great Southern Railway Company for bravery.'

Then the station master whispered to Peter, 'You must make a speech now.'

He pushed Peter forward.

'Oh, dear! Er, ladies and gentlemen,' he began. He heard his heart beating very fast. 'Ladies and gentlemen,

My sisters and I would like to thank you for your kind words and for the beautiful gold watches. We shall look after them all our lives. But we didn't really do much – although it was very dangerous and exciting – and, well, thank you all very much.'

Everyone clapped loudly and shook hands again.

When everyone started to leave, Roberta went up to the old gentleman. 'Will you come and see us at Three Chimneys one day?' she asked. 'I know our mother would like to meet you.'

'I should love to,' replied the old gentleman.

Then the children ran up the hill to Three Chimneys, holding their watches tightly. At home, they showed them to Mother. She was very proud of her three brave children.

A few days later, the children were sitting on the flat rock looking down at the railway line. They saw the 521 leave the station. A few passengers got off for the village, but one of them started to walk up the hill.

'He's coming to Three Chimneys!' exclaimed Peter.

'Who can it be?'

'I don't know,' said Roberta. 'He's too far away. I can't see him clearly.'

'Let's go and find out,' suggested Phyllis.

They stood up and ran down the hill.

'It's the old gentleman!' cried Peter breathlessly. And so it was. He was wearing a white waistcoat with gold buttons which sparkled in the sunlight.

'Hello!' called the children. 'Thank you for coming!'

'Hello!' called the old gentleman. 'It's very nice to see you all.'



They walked back up the hill to Three Chimneys and the children chattered excitedly all the way.

Roberta opened the door and led the old gentleman into the house.

'Mother, this is the gentleman who has been so kind to us,' she said.

'It's lovely to meet you,' said Mother. 'I don't know how to thank you for being so good to me and the children.'

'May I give the children a present?' asked the old gentleman.

'Of course,' laughed Mother.

He took three large pink and green boxes out of his bag and handed one to each child. Inside, they found lots of sweets and chocolates.

'Thank you,' they said.

Mother went to make some tea for them all.

'Now,' said the old gentleman. 'You must tell me all about yourselves.'

So the children told him their names and how old they were and how long they had lived at Three Chimneys.

'We had to leave our old house in London,' Roberta told him. 'Father had to go away, but we don't know why. We are quite poor now. Mother writes children's stories to earn money.'

'After tea, it was time for the old gentleman's train. They all went to the station to see him off.

'Goodbye!' called the old gentleman, as he stepped onto the train.

'Goodbye!' they all called.

As they walked back up the hill, Roberta looked at her mother.

'You look tired, Mummy,' she said. 'Let me take your arm. Peter, take Mother's other arm.'

They set off up the hill, with Roberta on one side of Mother and Peter on the other. Phyllis skipped along beside them.

'Father would like the old gentleman, wouldn't he?' she chattered. 'It's so long since we saw him. I'm nearly nine now. Will he think I've grown, Mummy?'

'I'm sure he will,' said Mother, turning her face away. Roberta pulled a face at Phyllis.

'Don't speak about Father,' whispered Roberta in Phyllis' ear.

'Why not?' asked Phyllis.

'I'll tell you later. Come on, I'll race you to Three Chimneys,' she replied.

Together the two girls ran off up the hill.

A few days later, when Mother was sitting in her room, Roberta took her a cup of tea. Mother's room was very simple with just a table, a chair and a small rug. But it was always full of flowers. The children made sure of that.

'Here's some tea, Mummy,' said Roberta.

Mother put down her pen and turned to Roberta.

'Tell me, Roberta, do you think Peter and Phyllis are forgetting about their father?' she asked.

'No, of course not,' replied Roberta.

'I never hear them talking about him,' sighed Mother. Roberta stood on one leg and then on the other.

'We ... we do talk about him,' she said.

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *Who do you think the heroes are?*
- Tell the children to look at, and read, the letter on page 49. Draw attention to the formal way it begins and ends. Ask *Who is the letter from? Who is it to? Who are the 'Sir' and 'Ladies' referred to in the opening? The letter is an invitation. What are the children being invited to?*
- Tell the children to look at, and read, the letter on page 50. Ask *Who is the letter from? Who is the letter to? The letter is a reply to the invitation, but have the children accepted the invitation? Where have they got to go? When? What is going to happen then? How do you think the children feel about the invitation?*
- Tell the children to look at the picture on page 53. Ask *Who do you think the man is? What is he wearing? Are his clothes formal or informal? Where do you think he's going? Why? Do you think this is a difficult walk for an old man? Why? Can you see anyone else in the picture?*
- 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 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 opened the letter and read it to the others?*
- 2 *How did the children feel?*
- 3 *Who did they show the letter to?*
- 4 *What did the children do that morning?*
- 5 *What did each child think the gift would be?*
- 6 *What sort of paper did they write their reply on?*
- 7 *How did the children dress when they went to the station?*
- 8 *What other people were at the station?*
- 9 *Who made a long speech first?*
- 10 *What was the old gentleman's job?*
- 11 *What gift did he give the children?*
- 12 *What did it say on the back of each watch?*
- 13 *What did the station master whisper to Peter?*
- 14 *At the end of Peter's speech, what did everyone do?*
- 15 *What did Roberta ask the old gentleman?*
- 16 *Did Mother go to the station with the children?*
- 17 *When did the old gentleman come to see them at their house?*
- 18 *What did the children do when they saw someone coming up the hill towards their house?*
- 19 *What was special about the old gentleman's waistcoat?*
- 20 *What did Mother say when she met the old gentleman?*
- 21 *What present did the old gentleman give to the children?*

- 22 *Did the old gentleman return to the station before or after tea?*
- 23 *Who went to the station with the old gentleman?*
- 24 *What did Mother do when Phyllis talked about Father?*
- 25 *What did Mother ask Roberta when Roberta took her a cup of tea a few days later?*
- 26 *What did Roberta say about Father?*
- 27 *Why couldn't Mother tell Roberta anything more about Father?*
- 28 *How did Mother say the children all helped her?*
- 29 *Why did the children laugh a lot that night?*

- Ask the children to find examples of dialogue in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Read aloud the sentence '*That's wonderful news,*' she cried (page 49). Ask *What other words could have been used instead of 'cried'.* Ask the children to look through the chapter and find words used instead of *said*, for example *asked, called, laughed, cried, suggested, whispered.*
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, such as *Roberta, Ladies*, and elicit that each begins with a capital letter because it is the particular name or title of a person, place or event.
- Ask the children to find and read any adjectives in the text, for example *excited, proud, wonderful.* Ask them which nouns they describe.

- Ask the class to find a word on page 51 that rhymes with: *date (great), test (best), faster (master), brain (train), sunny (funny), beach (speech), snapped (clapped), socks (box).*
- 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 children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the children felt proud when they received the letter?*
- 2 *Were you surprised when the children washed their own clothes?*
- 3 *Why didn't they use a washing machine?*
- 4 *Why do you think it took a long time to write the reply?*
- 5 *What was different about the station?*
- 6 *Why do you think everyone clapped when Mr Inglewood finished his speech?*
- 7 *What did you think of the gifts the old gentleman gave the children after his speech?*
- 8 *How can you tell that Peter did not realise that he had to make a speech?*
- 9 *Why do you think Mother did not go to the station with the children?*
- 10 *Why didn't the children recognise who was walking towards their house when they first saw him?*

- 11 *Why do you think Peter was 'breathless' when he reached the old gentleman?*
- 12 *How can you tell the children were pleased to see the old gentleman?*
- 13 *Why do you think Mother was pleased to meet the old gentleman?*
- 14 *Do you think the old gentleman enjoyed his afternoon?*
- 15 *Why do you think Roberta held Mother's arm as they walked back up the hill?*
- 16 *Why do you think Mother got upset when Phyllis spoke about Father?*
- 17 *How can you tell Phyllis didn't understand why Mother was upset?*
- 18 *Why did Mother think that Phyllis and Peter were forgetting about Father?*
- 19 *Why do you think Roberta stood on 'one leg and then on the other'?*
- 20 *Why do you think the children did not talk to Mother about Father?*
- 21 *How can you tell Mother missed Father?*
- 22 *Why do you think Mother asked Roberta not to tell Phyllis or Peter about their conversation?*

Stage 2 comprehension extra

Plot Running throughout the whole story, often in the background, is the mystery surrounding Father. This is a good time (half way through the story) to think more about him. Review some of the facts with the class.

1. The story began happily with the whole family together in their house in London. They were quite rich. Father worked for the Government, but we don't know what job he did.

2. Next there was the visit of the two men, and some sort of argument with Father. He disappeared with them without even saying goodbye.
3. The children then move to the country to another house and become quite poor. Mother has to write books to earn money. Father does not get in touch with them at any time. Mother is often very sad and upset.
4. The children meet the old gentleman and tell him about Father.
5. Mother talks to Roberta on her own and tells her that Father will return one day, but says that the reason he is away is a 'secret'.

Ask children a number of questions (note that there are no 'right' answers): *Why do they think the family had to move? Why did they suddenly become poor? Why didn't they ever hear from Father? Why is he away for so long? Where can he be? What can he be doing? What is the 'secret' Mother cannot tell Roberta? Will the old gentleman help in any way?*

- Write the words *elephant* and *Phyllis* on the board, say them and underline the 'ph' in each word. Write these words on the board: __one; dol__in, __otogra__, al__abet, ne__ew, paragra___. Ask the children to complete each word with 'ph', read the words they have made, and use them correctly in sentences of their own.

- Write the words *room* and *shook* on the board and say them. Point out that the sound of the 'oo' is short in *shook* and long in *room*. Explain that the same letter patterns are not always pronounced the same. Brainstorm other 'oo' words and check to see if the 'oo' in them is short (for example *wood, stood, book, cook, hood, look, good*) or long (for example *cool, roof, moon, boot, food, school, mood, snooze*).
- Write these words on the board: *clapped, skipped, stepped*. Now write: *clap, skip, step* and ask the children what happens when we add 'ed' to each verb. (We double the final consonant and add 'ed'. This happens with all one-syllable regular verbs that end with a short vowel and a consonant.) Ask the children to use the same rule to write the past tense of these verbs: *rob, hug, pop, hum, rip, fit*.
- Ask the children about their heroes.
- Discuss occasions when we write letters or invitations.
- Find out if any of the children have ever won an award or prize. Ask them to share their experiences with the rest of the class.
- The three children helped their mother a lot. Discuss some of the ways in which they did so, and ask the class to suggest ways in which they could help at home.
- Roberta pulled a face at Phyllis to tell her to stop talking about Father. We can often tell what a person is feeling by their facial expressions. Ask the class to show different emotions, using facial expressions only, for example happiness, sadness, fear, surprise, boredom, uncertainty.
- 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

The terrible secret

Pages 57 to 65

CHAPTER 7

The terrible secret

Roberta wondered about the terrible secret. What could it be? She knew that Father wasn't dead and he wasn't ill. She knew they were poor, but it wasn't that. It was something really important.

"I'll try not to think about it," she said to herself. "And I'm pleased Mother has noticed that we quarrel less."

But that afternoon there was a quarrel. It was a very bad one. Each of the children had a little patch of garden. Mother let them plant whatever they wanted. Phyllis's garden was full of flowers.

Peter tried to grow carrots, onions and turnips in his garden. But he liked digging canals in it, too, and making castles for his toy soldiers. The vegetables didn't have a chance to grow.

Roberta planted rose bushes in her garden. But one day she tried to move them and they shrivelled and went brown. Soon they were all dead.

Perks the porter came to look at their gardens. "Never mind, Mrs.," he said to Roberta. "Dig them all up and burn them. Then I'll bring you some new plants from my garden."

So Roberta dug up the dead plants and gathered them together with a rake. But when she brought the last bundle of plants to put on the fire, Peter was using the rake to knock down one of his mud castles.

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"I was using that," said Roberta. "Well, I'm using it now," replied Peter. "But I had it first," insisted Roberta. "And now it's my turn," answered Peter.

That was how the argument started. Soon, Roberta was pulling on one end of the rake and Peter was pulling on the other. Then Roberta remembered what Mother had said about arguing. She wanted to say, 'Let's be friends, Peter.' But she couldn't.

"Take it, then!" she said. Roberta let go of her end of the rake and Peter lost his balance. He staggered and stepped on the teeth of the rake. He lay quite still for a moment. Then he started to scream. Mother ran out to see who was screaming.

"What happened?" she asked. "It was the rake," said Phyllis. She stared at Peter's foot. "They were fighting and Peter stepped on the rake."

"Are you hurt, Peter?" asked Mother. "I think my foot is broken," he murmured.

Peter went very white and fainted. Roberta grabbed her brother as he fell. "Hold him gently, Roberta. I'm going to take his boot off and have a look at his foot," said Mother.

Mother and Roberta looked at Peter's foot. It was covered in blood. They could see three marks where the teeth of the rake had hurt him. Roberta was very concerned. It looked very painful. "Fetch me some water, please, Phyllis," said Mother.

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Phyllis fetched a bowl of water from the pump. She spilled most of it on the way. Mother cleaned away the blood and used her handkerchief to wipe Peter's foot. Then Peter opened his eyes. Mother and Roberta carried him into the house and laid him on the sofa.

"Go and fetch Dr. Forrest, Phyllis," said Mother. "Then she sat next to Peter and talked to him while Roberta went to make some tea."

Roberta stood by the back door. "What if Peter dies?" she thought. Or what if he can never walk again? I will all be my fault."

Then she heard footsteps. Perks the porter appeared. He was carrying a box full of plants.

"What's the matter, Miss?" he asked. "Peter's hurt his foot with a rake and it's my fault," she cried.

"Has the doctor seen him?" asked Perks. "Phyllis has gone to fetch him," she replied. "Your brother will be all right, Miss," smiled Perks. "I'm quite sure of that. Now, I'll go and plant these for you. You don't want to think about gardening today."

When Doctor Forrest arrived, he looked at Peter's foot and then put a bandage on it. "Don't try to walk for a week," he told Peter. "He will be all right, won't he?" asked Roberta. "He will walk again!"

"Goodness me, yes. In two weeks his foot will be as good as new," promised the doctor. Mother went to the front door with the doctor, leaving Roberta and Peter alone.

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"Yes, of course," said Perks. Perks went over to a pile of magazines in the corner. He wrapped them in newspaper and tied the bundle up with string.

"There are lots of pictures in them," he said. "Your brother can colour them in if he wants to."

"Thank you," said Roberta. She set out for Three Chimneys with the magazines under her arm. They were heavy and after a while she stopped to rest. She put the bundle of magazines on a little wall and glanced at the newspaper wrapping.

Roberta's heart seemed to jump in her chest. She gripped the bundle tightly and read the headline again. Her father's name was printed underneath.



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Roberta went straight home, tipped up to her room and locked the door. She sat on the edge of her bed with ice-cold hands and feet and red, hot cheeks. She took a deep breath.

"So now I know the secret," she said to herself. "Oh, Daddy! It's not true. Whatever it is, you didn't do it. Someone knocked on the door."

"It's me!" called Phyllis. "It's tea time!" Roberta went downstairs and into the dining room. She pretended that nothing was wrong, but everyone stared at her pink, unattractive face.

"Whatever is the matter?" asked Mother. "My head hurts," she replied. "That part was true."

"Has something happened?" asked Mother. "No, I'm all right, really," she answered. They ate their bread and butter in silence. Phyllis stroked her sister's hand under the table and knocked over her tea cup. Roberta was glad to escape to the kitchen to get a cloth.

At last Mother stood up and took the tea things into the kitchen. Roberta followed her. She took hold of her mother's hand.

"Come up to my room, please, Mother," she said. When they were both in her room, Roberta locked the door. She put her arms round her mother and started to cry. Mother held her tightly and waited.

Then Roberta went over to her bed and lifted the mattress. She took out the sheet of newspaper and handed it to Mother who read it in silence.

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"Then Mother said, 'You don't believe it, do you? You don't believe Father is guilty of a crime?'"

"No, of course not," cried Roberta. "Your father is a good man. He may be in prison, but he's done nothing wrong," said Mother. "Please tell me about it," said Roberta. "I want to understand!"

So Mother told her the whole story. "Do you remember the night those two men came to see Father? Well, they came to arrest him. They said he was a spy. He had a trial and he was found guilty. He was sent to prison for five years," explained Mother.

"But why? Why did everyone think he was a spy?" asked Roberta. "They found some papers in his desk. In his office. The papers showed that he was a spy. That's what they said at the trial," she explained.

"But Father isn't a spy," cried Roberta. "How did those papers get into his desk?"

"Another man put them there. You see, he was jealous of your father. He wanted to get your father into trouble. And he did," continued Mother.

"We must explain all that to someone. They will have to listen to us," cried Roberta. "I've tried everything," said Mother. "But no one will listen to me. All we can do is to be brave and patient. Now wash your face and we'll go out into the garden."

"Peter and Phyllis were very kind to Roberta. They didn't ask her any questions."

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The next day, Roberta locked herself in her room and wrote this letter:

*My dear friend,
Please read this paragraph from the newspaper. It's about our father. But he didn't do it! Someone put some papers in his desk because he was jealous. And now no one will listen to Mother. You are so clever and so good. Can you find the guilty man? Then they will let Father out of prison. Mother is getting so thin, and she is so worried. Peter and Phyllis don't know about it. Please help.
Yours sincerely,
Roberta.*

PS I haven't told Mother about this letter.

She cut out the paragraph about Father and put it in an envelope with the letter. Then she took the envelope to the station. She handed the letter to the station master and asked him to give it to the old gentleman.

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Active vocabulary

<i>argument</i>	the verb <i>argue</i> is changed into a noun by adding the suffix 'ment'
<i>bored</i>	contains a 'hidden' colour (<i>red</i>)
<i>crime</i>	change the 'cr' to 't' to make another word
<i>glanced</i>	the 'c' is a soft 'c' and sounds like 's'
<i>guilty</i>	we pronounce the word as 'gilty'
<i>jealous</i>	'ous' is a common word ending and is pronounced 'us'
<i>spilled</i>	you don't feel well in the middle of this word (<i>ill</i>)
<i>spy</i>	have fun saying: <i>Why do you try to be a spy?</i>
<i>visitor</i>	another word ending with 'or', like <i>director</i> in chapter 6

Passive vocabulary

<i>arrest</i>	<i>concerned</i>	<i>headline</i>
<i>patch</i>	<i>rake</i>	<i>shrivelled</i>
<i>tear-stained</i>	<i>trial</i>	<i>turnips</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 children to do the activity 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 *What 'terrible secret' do you think the title refers to?*
- Tell the children to look at the picture on page 59. Ask *Where are Roberta, Peter and Mother? Why are Mother and Roberta bending down to help Peter? Why do they look concerned? How does Peter look? Why is he holding his foot? What is on the grass? (a rake) What do you think has happened?*
- Tell the children to look at the picture on page 62. Explain that this is part of an article from a newspaper. Read the headlines and any of the text that is legible to and with the class. Explain any unknown vocabulary as you do so. Ask *Who do you think the article is about? Discuss how this explains the long absence of the children's father and why they have not heard from him. Ask Who do you think is reading this newspaper?*
- Tell the children to look at, and read, the letter on page 65. Ask *Who wrote this letter? Who is it to? Who do you think 'My dear friend' refers to? Why has Roberta written the letter? What has Roberta enclosed with the letter? Does Roberta think her father is guilty? Why does Roberta say she is worried about her Mother? Draw attention to the PS at the end of the letter. Explain that we sometimes add a post script (which literally means 'after writing') when we want to add something extra. Ask Why do you think Roberta hasn't told her Mother about the letter?*
- 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 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 *What did each child grow in their patch of garden?*
- 2 *Why did Roberta's flowers all die?*
- 3 *What garden tool did Roberta use?*
- 4 *Why did she quarrel with Peter?*
- 5 *What happened?*
- 6 *Why did Mother come out of the house?*
- 7 *How did Mother clean the blood off Peter's foot?*
- 8 *Who did Phyllis go to fetch?*
- 9 *Whose footsteps did Roberta hear?*
- 10 *What did Perks bring for Roberta?*
- 11 *How long did Dr Forrest say it would take for Peter's foot to get better?*
- 12 *Did Roberta and Peter become friends again?*
- 13 *What visitors did Peter have?*
- 14 *Why did Roberta go to see Perks at the station?*
- 15 *What did Perks wrap the magazines in?*
- 16 *Why did Roberta stop to rest on her way back to the house?*
- 17 *What did she read about on the newspaper wrapping?*
- 18 *a) Where did Roberta go when she got home? b) What did she do? c) Did she think her father was guilty?*

- 19 *What did Roberta say when Mother asked her what was wrong?*
- 20 *Where did Roberta ask Mother to go with her?*
- 21 *Mother told Roberta the whole story. Two men came to ____ Father. They found some ____ in his desk. They said he was a ____.*
Father was sent to ____ for ____ years.
- 22 *How did Mother say the papers got into Father's desk?*
- 23 *Why did Roberta write a letter to the old gentleman?*
- 24 *How did she get the letter to the old gentleman?*

- Draw attention to the way Roberta's thoughts are written on page 60. Discuss why they are in italics.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *could*, *dead*, *poor*).
- Ask the children to find examples of contractions in the text, for example *I'm*, *I'll*, *won't*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *I'm* = *I am*.
- 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 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 *Do you think Peter was really interested in growing vegetables?*
- 2 *How was Perks kind to Roberta?*
- 3 *Do you think Roberta and Peter were right to argue about the rake?*
- 4 *How can you tell Peter was in pain?*
- 5 *Why was Peter's foot covered in blood?*
- 6 *Why do you think Mother and Roberta carried Peter into the house?*
- 7 *How can you tell Roberta was very worried about Peter?*
- 8 *Was Peter's injury serious?*
- 9 *Do you think it is right to make friends again after an argument? Why?*
- 10 *Why do you think Peter got bored during the next week?*
- 11 *Do you think Roberta's idea about the magazines was a good one?*
- 12 *Why do you think Perks tied the magazines in a bundle?*
- 13 *How can you tell there were a lot of magazines?*
- 14 *How can you tell Roberta was shocked when she read the newspaper?*
- 15 *Why do you think she went to her room and locked the door?*
- 16 *Why do you think Roberta felt her father was not guilty?*
- 17 *How did everyone know that something was wrong with Roberta when she went downstairs?*

- 18 How did Phyllis try to be kind to Roberta at the table?
- 19 Why do you think Roberta wanted to talk to Mother on her own, and not in front of Peter and Phyllis?
- 20 Why do you think Roberta put the newspaper under her mattress?
- 21 Do you think Mother was pleased to be able to tell Roberta the truth at last?
- 22 What do you think of the man who placed the papers in Father's desk to get him into trouble?
- 23 Why do you think no one would listen to Mother when she told them what had happened?
- 24 Why do you think Roberta asked the old gentleman to help?

Stage 2 comprehension extra

Characterisation In this chapter, Roberta can be seen to be sensitive, kind, caring and thoughtful. Discuss how she worried about Peter when he hurt his foot. Discuss the fact that she was prepared to say sorry to him, even though he was also to blame for what happened. Find other examples of her kindness to Peter, such as helping to carry him into the house, or offering to go and get some magazines for him to read. Talk about her reactions to reading the piece about her father in the newspaper. Draw attention to the fact that she did not want to upset her brother or sister with the news and so made sure she spoke to her mother on her own. Ask the class to discuss whether they think she was right to ask the old gentleman for his help. What does this tell us about Roberta's character?

- The children each grew things in the garden. Have some fun 'growing' words. Write the word *fun* on the board. The rules are simple: you can change any one letter at a time to make another word, for example *fun* – *bun* – *bin* – *bit* – *bat* – *cat* – *fat*, etc. See how long the class can keep the word 'chain' going.
- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *plant*, *vegetables*).
- Say the word *fetch* and write *fe_ _ _* 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', read the words they have made, and explain their meanings.
- Some plural nouns are irregular. Write these singular nouns on the board: *tooth*, *foot*, *child*. Ask the class what their plural forms are.
- Write the word *argument* on the board and read it. Point out that it ends with 'ment'. Write these words on the board: *amuse_ _ _*, *enjoy_ _ _*, *improve_ _ _*, *excite_ _ _*, *astonish_ _ _*, *amaze_ _ _*, *advertise_ _ _*. Ask the children to complete each with 'ment', read the words they have made, and explain their meanings.
- Ask the class if they have ever tried growing anything. Ask them to share their gardening experiences. See how many different gardening tools they can name, for example *rake*, *hoe*, *spade*, *wheelbarrow*.
- Divide the class into two teams and have a competition. See which team can think of the names of the most vegetables and/or flowers.
- Peter and Roberta had an argument. Ask *Do you ever argue with your brothers or sisters? What sort of things do you disagree about?*

- Discuss what sort of things make the children cross. Talk about ways you can stop yourself from getting angry.
- Peter had a nasty accident. Ask *Has anyone ever had an accident? How did it happen?* Discuss the importance of first-aid (cleaning wounds, keeping them clean, etc.).
- Discuss what jealousy is. Consider how damaging this can be by referring to what happened to Father because of one man's jealousy.
- 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 Trouble in the tunnel

Pages 66 to 74

CHAPTER 8

Trouble in the tunnel

'There's going to be a race tomorrow,' cried Roberta. 'I think I'll race.'
'What sort of race?' asked Peter.
'A running race. The oldest boys from the school in the town are racing. They will run the railway line and through the tunnel. Shall we go and watch them?'
The next morning, Mother made them a picnic and they set off down the hill towards the railway line. The huge pile of branches and earth and rocks from the landslide had gone and the railway line was clear. The children had watched the men working hard with their spades and their wheelbarrows.
A tall boy with a pink face ran past them. He was breathing heavily.
'It's one of the runners,' said Roberta.
The three children stood back and watched as the boy ran all the way along the railway line until he disappeared into the tunnel.
More runners appeared in groups of two or three. They ran past the children and into the black mouth of the tunnel. When the last runner, a boy in a red shirt, had disappeared, Roberta turned to the others.
'It won't be easy to run in the dark,' she said. 'And it's a long tunnel with several bends in it. It will be a long time before they come out again.'

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'Let's climb the hill that the tunnel runs through,' suggested Phyllis. 'We can watch them come out of the tunnel from the other side.'
The others thought this was a good idea. They walked up the little wooden steps and climbed the steep hill. Rocks and branches kept getting in the way. It was very hard work.
'It's like climbing a mountain,' gasped Phyllis.
'Come on, you lazy thing,' laughed Peter.
But everyone was finding it hard work.
At last, they reached the top. They lay down on the grass to rest and get their breath back. Roberta sat up and looked around.
'Look over there,' she said. 'I can see the station. Three Chimneys and the houses in the village.'
'Come on,' said Peter. 'Let's walk down to the other end of the tunnel.'
They soon reached the low brick wall above the far end of the tunnel. It was like standing on a bridge. They looked down onto the railway line.
'I can't see any runners,' said Phyllis. 'Perhaps we have missed them.'
'I don't think we have,' said Roberta. 'But this is a good place for watching trains. We've never seen the top of a train before.'
Suddenly, Peter cried out. 'Here's the first runner.'
They all looked down. The first boy was running out of the tunnel. He was soon followed by the other runners, one by one. They all looked very tired as they trotted off along the railway line.

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'What shall we do now?' asked Roberta.
'Eat our picnic,' suggested Phyllis. 'I'm hungry.'
'Not yet,' said Peter. 'The boy in the red shirt hasn't come out yet. Let's wait for him.'
They waited... and waited. But the boy didn't come out of the tunnel.
'Let's go down to the railway line,' said Peter. 'Perhaps he stopped for a rest. We might see him from there.'
So they climbed down the hill to the mouth of the tunnel. There was no sign of the boy.
'Oh, let's have a sandwich,' cried poor Phyllis. 'She was tired and hungry.'
'Give her a sandwich,' Roberta, said Peter crossly. 'It might keep her quiet.'
'Let's all have one,' suggested Roberta.
As Peter ate his sandwich, he thought about the boy. 'I'm worried about that boy,' he said. 'I think he's had an accident in the tunnel.'
Roberta swallowed the last bit of her sandwich. 'We can't go on the railway track,' cried Phyllis.
'Mother said we must never do that.'
'And we mustn't! But if we don't try to help that boy, he may be hit by a train. I'm sure Mother would want us to look for him,' said Roberta.
They climbed over the fence and walked into the tunnel. When you go into a tunnel on a train, the noise of the engine changes and gets louder and people close the windows. Everything outside the train goes dark and there is only lamplight in the carriage.

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When you walk into a tunnel, slippery stones crunch under your feet. It feels cold and damp, and the walls of the tunnel are green and slimy. If you speak, your voice sounds strange. Soon, you are in total darkness.
Phyllis grabbed Roberta's skirt.
'I want to go home,' she cried. 'I don't want to go on.'
'Don't be silly,' said Peter. 'I've got a candle and some matches in my pocket.'
Then the railway line started to hum.
'It's a train,' cried Roberta. 'Stand back, everyone.'
'Let me go home,' screamed Phyllis.
Roberta grabbed her hand and started to tightly.
The rattling noise became a roaring and they could see the train's headlights. They glowed like a dragon's eyes in the dark. Terrified, the children pressed themselves against the slimy wall of the tunnel.
The train rumbled past them with a roar and a rattle and a flash of carriage windows. Roberta and Phyllis held each other tightly and even Peter grabbed Roberta's arm.
Then it was all over. The train's tail lights grew smaller and smaller and the train was gone. Now it was silent in the tunnel.
Peter's hand shook as he lit the candle.
'We must keep going,' he said. 'We must find that boy. Peter led his sisters further into the tunnel. And then they saw a flash of red in the candlelight. Phyllis shut her eyes.
'Is it blood?' he asked.
'No,' said Peter. 'He's wearing a red shirt, remember?'

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Now they could see the boy clearly. He was sitting on the ground with his back against the wall of the tunnel. His eyes were closed.
'He's fainted,' said Phyllis. 'What shall we do?'
'Sprinkle cold water on his face,' said Peter. 'But we haven't got any. We could use milk.' Roberta suggested.
Roberta took out a bottle of milk. She splashed some on the boy's face.
'Wake up, please wake up,' she murmured.
Peter took the boy's arm and shook it. The boy opened his eyes, closed them again and said, 'Stop that.'
'He's slow,' gasped Roberta and started to cry.
'Why are you crying? I'm all right,' said the boy.
Peter put the bottle of milk to the boy's lips.
'Drink this,' he said. 'It will do you good.'
When he had finished drinking, the boy said, 'I feel much better now.' He tried to stand up. 'My leg! It's gaped. It really hurts. I think it's broken.'
'Did you fall over?' asked Phyllis.
'I tripped over some wire,' he replied. 'And now I can't stand up again. But where did you come from?'
'We saw the boys running into the tunnel. We came round to the other side to watch you run out. The others ran out, but you didn't so we came to look for you.'
'I think you're all very brave,' said the boy.
'Do you think you can walk if we help you?' asked Peter. 'I'll try,' he answered.
Peter and Roberta helped the boy to stand up on one leg. 'Let me sit down again,' he gasped.

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The boy fell to the ground and closed his eyes. The children looked at his pale face in the candlelight.
'We need to get some help,' said Roberta. 'Phyllis, you will have to run to the nearest house and tell them what's happened. Peter and I will stay here and look after him. But first we must move him to a safer place. I will take his head and you two can take his feet.'
The boy was older than they were and he was heavy. But they managed to move him into a little archway, further from the railway line. Then he fainted again. Peter took out his pocket and the little candle into two pieces.
'You take this piece, Phyllis. I'll light it for you. We'll keep the other piece, old you go now,' he said.
They watched Phyllis disappear into the blackness.
Then Roberta said, 'Give me your knife, Peter. I'm going to take his boot off.'
She managed to cut the lace and pull off the boot. Then carefully she pulled the long brown sock off the boy's swollen leg.
There was a cloth in the picnic basket. Roberta folded it and gently placed it under the boy's leg.
He woke up then and smiled at Roberta and Peter.
'What's your name?' asked Roberta.
'Jim,' he replied.
'My name is Roberta. And this is my brother, Peter,' said Roberta.
'There was another girl, wasn't there?' asked Jim. 'That was our sister Phyllis. She's gone to get help,' explained Peter.

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Phyllis walked out into the light with candle wax dripping on her hand. She had torn her dress on some wire and fallen over twice. The tunnel had seemed endless. She took a deep breath and looked around her. There was a roof among the trees so she walked towards it.
As she came nearer, she saw that it wasn't a house. It was a signal box. She looked up at the window and called, 'Hello.'
There was no answer. Phyllis climbed the steps and looked through the open door. The signalman was sitting in a chair. His mouth was open, but his eyes were closed. He was asleep.
'Wake up!' shouted Phyllis. If a signalman fell asleep, there was no one to work the signals. There could be a train crash.
Phyllis looked at the signalman. He was sitting in a chair. His mouth was open, but his eyes were closed. He was asleep.
'Wake up!' shouted Phyllis. If a signalman fell asleep, there was no one to work the signals. There could be a train crash.

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The signalman jumped to his feet.
'What time is it?' he cried. 'Has the 12.20 gone past yet?'
'It's 12.13,' she said, looking at the clock on the wall.
'That's all right then,' sighed the man. He wiped his face with a large red and purple handkerchief. 'I was so tired. I fell asleep. My son is ill and we stayed up late with him last night.'
The man pulled a lever and pushed another one. A bell rang and the 12.20 thundered past.
'What are you doing here, anyway?' asked the man.
'I need help,' replied Phyllis. 'There's a boy in the tunnel with a broken leg.'
'I can't leave my signal box. But there's a farm nearby. Look, over there. You can see the smoke from the chimney.'
'Thank you,' said Phyllis. She set off again.

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Active vocabulary

alive	the prefix 'a' is quite common, as in <i>awake, asleep, aboard</i>
bends	the end is 'hidden' in the middle!
crash	think of other words ending in 'sh', such as <i>push, fish, punish</i>
damp	change the 'd' to 'l' to give some light
slimy	the noun <i>slime</i> is changed into an adjective by adding the suffix 'y'
slippery	take off the suffix 'y' and you are left with something you can wear (<i>slipper</i>)
sprinkle	think of other words beginning with 'spr'
terrified	note what happens to the spelling when <i>terrify</i> becomes <i>terrified</i>
wire	change the 'w' to 'f' to make a hot word

Passive vocabulary

archway	lace	lever	swollen
trotted	wheelbarrow		

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 children to do the activities on page 16 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 69. Ask *Where are the children? Can you see anything in the tunnel? Why not? What do you think the children are doing? Do you think it is sensible to stand by the railway track?*
- Tell the children to look at the picture on page 73. Ask *Who do you think the man is? What is he doing? What do you think Phyllis is doing? Where do you think Phyllis is? (She is in a signal box by the side of the railway. The man is a signalman.)*
- 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 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 *What did the children go to the railway line to see?*
- 2 *Who were racing?*
- 3 *The runners ran into the ____.*
- 4 *The last runner was a boy in a ____ ____.*
- 5 *Why did the children climb the hill and walk down the other side?*

- 6 *How did the boys look as they came out of the tunnel?*
- 7 *Why were the children worried about the boy with the red shirt?*
- 8 *Why did the children go into the tunnel to look for the boy?*
- 9 *What was it like in the tunnel?*
- 10 *Who said she wanted to go home?*
- 11 *How did they know a train was coming?*
- 12 *What did the children do when the train went past them?*
- 13 *What did Peter light?*
- 14 *What was the boy doing when they found him?*
- 15 *Why did they sprinkle milk on his face?*
- 16 *What happened when the boy tried to stand up?*
- 17 *Was the boy able to walk?*
- 18 *Where did they move the boy to?*
- 19 *Where did Phyllis go?*
- 20 *Why did Roberta want Peter's knife?*
- 21 *What was the boy's name?*
- 22 *What did Phyllis see among the trees when she came out of the tunnel?*
- 23 *It wasn't a house. It was a ____ ____.*
- 24 *When Phyllis looked inside the signal box, what did she see?*
- 25 *Why was it dangerous for the signalman to be asleep?*
- 26 *Why did the man say he fell asleep?*
- 27 *Where did the signalman tell Phyllis to go?*

- Ask the children to find any examples of question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out the effect they have on the way you should read these sentences.

- Ask the children to find some commas in the text. Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- There are a lot of prepositions in the text, for example *along, through, towards*. Ask the children to find them. Check that the children know the meaning of them by using them in sentences of their own.
- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *branches*).
- 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 children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why was the tall boy with a pink face 'breathing heavily'?*
- 2 *Do you think it is sensible to run along a railway track?*
- 3 *Why do you think it says the 'black' mouth of the tunnel?*
- 4 *Why did Roberta say, 'It will be a long time before the runners come out again'?*
- 5 *Why was it hard work climbing the hill?*
- 6 *Do you think Peter was excited when he saw the first runner coming out of the tunnel?*

- 7 *How can you tell Phyllis was hungry?*
- 8 *Why didn't Phyllis want to go on the railway track?*
- 9 *How can you tell Phyllis didn't like it in the tunnel?*
- 10 *How do you think they felt when they heard a train coming?*
- 11 *Why do you think Roberta and Phyllis held each other tightly when the train went past?*
- 12 *Why do you think Peter's hands shook when he lit the candle?*
- 13 *Why do you think the boy had his eyes closed?*
- 14 *Why do you think Roberta started to cry when they discovered the boy was still alive?*
- 15 *Why did the boy say, 'I think you're all very brave'?*
- 16 *Why did the boy gasp when he tried to walk?*
- 17 *Do you think it was easy or hard to carry the boy and move him to a safer place?*
- 18 *Do you think it was a good idea to take the boy's boot off?*
- 19 *What do you think 'The tunnel had seemed endless' means?*
- 20 *Why was Phyllis worried when she found the signalman was asleep?*
- 21 *Why was the signalman worried when Phyllis woke him up?*
- 22 *Was it lucky that Phyllis woke him up?*
- 23 *Why do you think the signalman could not leave his signal box to help Phyllis?*

Stage 2 comprehension extra

Author's style and use of language Ask the children what makes this an exciting chapter. Then focus on one or two key passages.

1. Read the first paragraph on page 70, which describes what it is like inside a tunnel. Ask *Do you think this is a good description? Why?*
 2. Now read the rest of the page down to where Peter lights the candle. Discuss how the author describes the train approaching, the train passing and the train going away. Draw attention to the use of sound words, such as *hum, rattling, roaring*. Point out the use of simile when the author says the train's headlights '*glowed like a dragon's eyes in the dark*'. Ask the children to close their eyes and imagine they are there.
 3. Read again the parts that tell of the children's reactions to the passing train. Can the class imagine their fear?
- The prefix 'dis' often makes the root word mean the opposite (for example *appear – disappear*). Write the words *agree, honest, trust, approve, connect, obey* on the board. Discuss the meaning of each word. Now add the prefix 'dis' to each and discuss the change it makes to the meaning.
 - Write the word *tunnel* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: tun-nel. Point out how a word with a double consonant in the middle is split up. Write the words *running, appear, followed, worried, swallowed, carriage, silly, rattling, bottle, dripping* on the board. Ask the class to decide how each can be split into two syllables.
 - Write the word *carriage* on the board and read it. Point out that it ends with 'age'. Write these words on the board: c__, st__, p__, cott__, cabb__, post__, bagg__. Ask the children to complete each with 'age', read the words they have made, and explain their meanings
 - There are several examples of compound words in the chapter: *landslide, wheelbarrow, lamplight, candlelight, headlight, penknife, archway, signalman*. Write them on the board and discuss how each word can be broken into two smaller words, for example *land + slide = landslide*.
 - To give children an idea what it is like to be in darkness, blindfold a volunteer so they can't see. Ask the child to move to different parts of the classroom using the sense of touch only.
 - Discuss why tunnels are necessary. Ask *What tunnels have you been through? Have you ever been through a tunnel in a train?*
 - Have some races. These could be running, hopping or skipping races outside, or they could be competitive races inside the classroom, for example the first person to find a particular word in the dictionary or in the chapter.
 - The children were very frightened in the tunnel. Ask the class to share any frightening experiences 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 9

Jim's surprise grandfather

Pages 75 to 82

CHAPTER 9

Jim's surprise grandfather



Robera heard voices and saw a flash of light in the distance.

"Thank goodness. They're here, Peter," she cried. Jim woke up.

A farmer and three men came into view. They were carrying a piece of fencing and two blankets. Phyllis was following them.

The men made Jim comfortable on this unusual stretcher. The farmer knelt over Jim.

"Where do you live, young man?" he asked.

"I'm at the boarding school in the town," replied Jim. "Can you take me back there?"

75

"We'll ask the doctor to look at you first," the farmer said. "Let's take him to our house," cried Robera. "It's called Three Chimneys. It's not far and our mother won't mind. We can send for Dr Forrest from there."

"Are you sure, Mum?" asked the farmer.

"Quite sure," said Robera.

"Very well," he replied. "Come on then men. Let's lift him after the count of three. One... two... three."

The four men lifted the stretcher and followed Peter who was leading the way. Robera ran on ahead.

Back at Three Chimneys, Mother was busy writing in her room. Suddenly, the door opened and Robera rushed in. Her face was very pink.

"Oh, Mother," she cried, "you must come downstairs. We found a boy called Jim. He broke his leg in the tunnel and the farmer's men are bringing him here on a stretcher."

"Oh my goodness," said Mother. "What a shock. Are Peter and Phyllis all right?"

"Yes, they're quite safe," said Robera.

"We must take the boy home," said Mother.

"He goes to the boarding school in the town. It's too far away and he is not well so I told the men to carry him here," explained Robera.

Mother sighed and put down her pen. She was glad Robera was such a kind child, but she was very busy. She didn't have time to look after sick children.

When the men carried Jim into the house on the stretcher, his face was white and his lips were blue. He looked very ill. Mother smiled at Robera. She had been right to insist on bringing him to Three Chimneys.

76

"The poor boy. I'm glad you brought him here. Now, Jim, let's make you comfortable." Mother said.

Jim looked up into her kind smiling face and felt better at once. He knew he was safe now.

"I'm sorry to give you so much trouble," he said.

"You're the one with the trouble, Jim," said Mother. "Don't worry about anything. You must stay with us until you feel better."

Dr Forrest came to see Jim that evening. When he came downstairs, he found the family waiting for him.

"Will he be all right?" asked Peter.

"Yes, he'll be all right," replied Dr Forrest. "He has broken a bone in his leg, but it will mend. He's a very brave boy. Now, I need someone to come to my surgery with me. Your mother will need medicine and bandages for Jim. Will you come, Peter?"

"Yes, of course I will," smiled Peter.

So Peter and Dr Forrest set off together. On the way, Peter told Dr Forrest all about the adventure in the tunnel. Dr Forrest told Peter some exciting stories he knew about people being rescued.

When Peter came back with the medicine and the bandages, he knocked on the door of Mother's room.

"Come in," she said. "Is anything wrong?"

Peter went in. There were two candles on Mother's desk. Their orange flames flickered. Mother put down her pen and looked up.

"I'm writing a letter to Jim's grandfather," explained Mother. "He lives near here and he's Jim's nearest relative during the school term. Jim has given me his address."

77

"I want to talk to you about Jim, Mother. Do we have to tell his grandfather about the accident?" asked Peter. "He will want to take Jim away. Can't we keep him here until he's quite better and then tell his grandfather? It would be a surprise for him, but at least Jim would be better by that time."

Mother was shocked.

"We can't do that," she said. "We have to tell him now. He must be very worried. I'm writing to Jim's headmaster as well. He must be told that Jim is safe with us and will not be returning to school."

"But I like having Jim here," sighed Peter. "I like having another boy to talk to, even if he's much older than me. It's no fun having sisters. Can't he stay? Can't you look after him?"

"I have my writing," Peter. "I can't write and be a nurse at the same time," explained Mother.

"Perhaps Jim's grandfather can pay for a nurse," said Peter. "He's probably very rich, like a grandfather in a book."

"But he's not in a book, is he? He is a real grandfather," said Mother.

"He could be. You could write a book about all of us and give it a happy ending. Jim's leg would get better and Father would come home," sighed Peter.

"Do you miss Father very much, Peter?" asked Mother.

"Yes I do," he replied.

Mother put her arm round him.

After a few minutes, she said, "Don't be sad. I expect Jim will be here for a week or two. Now, will you post these letters for me, please, Peter?"

78

Peter picked up the letters and sadly walked to the post box, thinking about his father.



79

A few days later, there was a knock at the door.

"That must be Dr Forrest," said Mother. "Stay in the dining room, please children, while I take him to see Jim."

She went out of the room to open the door. The children listened from the dining room. They could hear a man's voice, but it didn't sound like Dr Forrest's voice. Then they heard footsteps going up the stairs, but they didn't sound like Dr Forrest's footsteps. They heard a laugh, but it didn't sound like Dr Forrest's laugh. Who could it be?

After a while, Mother opened the door of Jim's room and called down to the children.

Jim's grandfather is here and he wants to meet you all. But first you must wash your hands and faces," she said. "Of course," cried Peter. "It's Jim's grandfather. Why didn't we think of that?"

"I wonder who he is like," said Phyllis. "I hope he is a kind man."

"Of course he will be," said Robera. "It's Jim's grandfather so he must be a kind man."

When they were clean, the three children hurried to the dining room. Mother was sitting next to the window and opposite her sat the old gentleman from the train. But what are you doing here? I thought the visitor was Jim's grandfather," gasped Robera.

Mother smiled.

"This is Jim's grandfather," she said.

Everyone laughed.

"I'm so glad it's you," laughed Phyllis. "I can't think of anyone nicer to be Jim's grandfather."

80

Then Peter said, "You're not going to take Jim away, are you? I like having him here and we are good friends."

"I'm not taking him home yet," said the old gentleman. "I've been talking to your mother about it. We've decided that she will stop writing for a little while and look after Jim. I will pay her to be Jim's nurse until he is well enough to go back to school."

"What a good idea," laughed Peter.

"When will Mother continue her writing?" asked Robera.

The old gentleman smiled at her.

"I don't know yet," he said. "Something nice may happen and she won't have to earn money by writing."

"What does Dr Forrest want?" Robera wondered, but she didn't say anything.

The old gentleman stood up.

"Take care of your mother, children," he said. "She is a wonderful woman and she cares for you all very much. Now, where's my hat? Robera, will you walk to the gate with me?"

Robera looked a little puzzled.

"Yes, of course," she agreed.

When they reached the gate, the old gentleman stopped and turned to Robera.

"Thank you for your letter, my dear," he said. "I read about your father's trial in the newspapers. I didn't believe he was a spy. Then I got your letter and I realised the man in the paper was your father. I've been trying to help him. There is still more to do, but we mustn't lose hope."

Robera's eyes filled with tears.

81

"Keep your secret a little longer," the old gentleman continued. "Don't tell your mother until I am sure I can do it. I don't want to let her down."


"I know you can do it," cried Robera. "And you really don't think Father is a spy?"

"I know he isn't," said the old gentleman, as he opened the gate.

Robera watched the old gentleman, as he walked up the road and disappeared out of sight.

"Please help my father," she whispered.

Then she turned and went back inside.



82

Active vocabulary

blanket have fun saying: *Thank you for the blanket*

comfortable the noun *comfort* is changed into an adjective by adding the suffix 'able'

gate think of other 'ate' words, such as *late, plate, date*

nurse have fun saying: *The nurse is holding a purse*

relative a three-syllable word: rel-a-tive; tap out the syllables as you say it

rescue other words ending with 'ue' are: *blue, clue, glue*

shocked the 'ed' sounds like 't' – we pronounce the word as 'shockt'

sigh rhymes with *cry*

surgery the 'g' is a soft 'g' and sounds like 'j'

Passive vocabulary

boarding school *insist*

let someone down *stretcher*

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 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? Point out that the word *surprise* is used here as an adjective, not a noun. It means that it was a surprise to discover who Jim's grandfather was.
- Tell the children to look at the picture on page 75. Ask *Why is Jim sitting down? How does he look? Which leg is broken? How can you tell? Why is Roberta looking up? Does she look happy or worried? Who or what is coming through the tunnel? Why isn't Phyllis with Roberta and Peter?*
- Tell the children to look at the picture on page 79. Ask *What is Peter holding? What do you think he is going to do with the letters? Where is he going? Who do you think wrote the letters? Who do you think the letters are to? How does Peter look? Where is the post box? What is the old house near the post box like?*
- Tell the children to look at the picture on page 82. Ask *Who is talking to Roberta? Where are they? Why do you think the old gentleman has visited Three Chimneys again? Do you think there is any connection between this picture and the title of the chapter?*
- 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 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 *Who came to fetch Jim from the tunnel?*
- 2 *What did they use to carry him on?*
- 3 *Where did Jim live?*
- 4 *Where did the men take Jim?*
- 5 *Why did Mother sigh when Roberta told her about Jim?*
- 6 *How did Jim look when the men brought him into the house?*
- 7 *How long did Mother say Jim could stay at Three Chimneys for?*
- 8 *What did Dr Forrest say a) was wrong with Jim? b) Jim needed?*
- 9 *a) Who did Mother write to? b) Why did she write to both these people?*
- 10 *Why did Peter want Jim to stay?*
- 11 *Why did Mother say she couldn't look after Jim?*
- 12 *What did Mother ask Peter to do with the letters?*
- 13 *What did Peter think about as he walked to the post box?*
- 14 *A few days later Jim's ____ came to see him.*
- 15 *What did Mother tell the children to do before they met Jim's grandfather?*
- 16 *Why was Roberta surprised when she saw who Jim's grandfather was?*
- 17 *What did Mother agree to do for the old gentleman?*
- 18 *Who walked to the gate with the old gentleman?*

19 *What did the old gentleman say he had been doing for Father?*

20 *Did the old gentleman think Father was guilty?*

- Draw attention to the way the sentence *What does he mean?* on page 81 is written. Discuss why it is in italics.
- Ask the class to find a word on page 77 that rhymes with: *floor (poor/door)*, *place (face)*, *bubble (trouble)*, *wheel (feel)*, *ground (found)*, *phone (bone)*, *friend (mend)*, *hum (come)*.
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, and elicit that each begins with a capital letter.
- Ask the children to find and read any three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, rel-a-tive).
- Ask the children to find and read any words in the chapter containing double consonants. Ask them to say if they are in the word, for example *carrying*, at the end of the word, for example *well*, or both, for example *address*.
- 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 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 Roberta felt when she saw a flash of light in the distance?*

2 *Why do you think Roberta ran ahead of the men and the stretcher?*

3 *How did Mother react when Roberta told her about the boy?*

4 *Why do you think Mother changed her mind about letting Jim stay?*

5 *Why do you think Jim felt safe at Three Chimneys?*

6 *Why do you think Dr Forrest said Jim was a 'brave boy'?*

7 *Why do you think Peter did not want Mother to write to Jim's grandfather?*

8 *How can you tell that Peter missed Father?*

9 *What clues made the children think that the visitor who came a few days later was not Dr Forrest?*

10 *Why do you think Mother made the children wash their hands and faces before they met Jim's grandfather?*

11 *How can you tell Roberta is surprised when she sees who Jim's grandfather is?*

12 *Do you think Peter was pleased when he heard that Jim's grandfather was going to pay Mother to look after Jim?*

13 *Why do you think Roberta cried when Jim's grandfather talked to her about Father?*

14 *Why do you think Jim's grandfather wanted to help Father?*

15 *How can you tell Roberta wanted him to help, too?*

Stage 2 comprehension extra

Characterisation The old gentleman on the train, Jim's grandfather, features more and more throughout the book. Review what the children have learned about him so far.

1. Start with his physical appearance. Ask children to recall what he looked like, without referring to the book. Then check by looking at the picture on page 53.
 2. Ask *When did the children first see the old gentleman?* (see page 23.) *How did he first help them?* (When Mother was ill and they asked him for food for her.)
 3. Ask *How did the children discover he was the Director of the Railway Company?* (When they prevented a train accident and he gave them gold watches in Chapter 6)
 4. Ask *When did he first visit their house and learn more about them?* (If necessary, read pages 52–54 again.)
 5. Ask *Why did Roberta write the second letter to him?* (see page 65)
 6. Now review what we can learn about him from Chapter 9. For example, he is Jim's grandfather; he is thoughtful and kind; he is rich. Ask *What do you think he meant when he said, 'Something nice might happen, and she (Mother) won't have to earn money by writing'?* *What do you think he meant when he said 'I've been trying to help him (Father). There is still more to do but we mustn't give up hope'?*
- Write the words *nurse*, *first* and *farmer* on the board and read them. Ask the class what they 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 according to their common letter patterns.
 - Write the word *unusual* on the board and read it. Point out that it begins with the prefix 'un'. Discuss how adding this prefix to a word makes it mean the opposite (for example *usual* – *unusual*). Write these words on the board: *well*, *fair*, *pack*, *cover*, *do*, *wrap*. Ask the children to add 'un' to the beginning of each to make it mean the opposite. Encourage the class to use the words in sentences of their own.
 - Write the word *comfortable* on the board and read it. Ask the children what the following 'able' words mean: *miserable*, *valuable*, *fashionable*.
 - When Jim's grandfather visited, the children thought at first that it was Dr Forrest. Then, when they heard his voice, they knew it was not. Invite one child to the front and ask him or her to close their eyes and to try and identify different children in the class by their voices only.
 - Jim went to a boarding school, which meant living away from his parents during term time. Discuss what the children think of this idea. Have any of them been away from home for any time? How did they feel about their experiences?

- Jim broke his leg. Choose some longer words from the text and write only the beginning of each word on the board, for example childr___ (*children*). Ask the children to 'mend the broken word' by supplying the missing part.
- The old gentleman was Jim's grandfather. Brainstorm and list as many family relationship words as possible, for example *mother, aunt, nephew*.
- Discuss what the children think Mother put in each of the two letters she wrote.
- At the end of the chapter, Roberta makes a wish. She wishes, 'Please help my father'. If the children could make any wish, what would it be?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

A very special passenger

Pages 83 to 89

CHAPTER 10
A very special passenger

After the old gentleman's visit, life at Three Chimneys changed. Jim's grandfather paid for a cook and a housemaid. Mother had less housework to do so she had plenty of time to play with the children. They spent some lovely afternoons together in the garden. In the evening, Mother read them more of her stories.

There was also time for lessons. Once again, Roberta, Peter and Phyllis had to learn maths, history and Latin. They spent time with Jim, too. His leg was getting better and he enjoyed telling the children stories about his boarding school. He and Peter became great friends. Jim taught Peter to play chess and draughts and dominoes.

One morning, Phyllis looked sad.

"What's the matter?" asked Roberta.

"We never go down to the railway line any more," replied Phyllis. "We're too busy with our lessons and talking to Jim."

"Perhaps the porter sometimes comes up to see us," said Peter. "He asks about Jim and tells us news from the station. He told us that the signalman's little boy is better now."

"But it's not the same," said Phyllis.

"We always used to watch the 9.15 go past in the morning," sighed Roberta.

"Let's go and watch it today," cried Phyllis.

It was September now and the grass on the hill was yellow and dry. Roberta stopped to pick some flowers. Jim will like them, she thought.

"Come on you two, hurry up!" said Peter. "or we'll miss the 9.15 train!"

The girls ran after him, but Phyllis tripped and fell. "Quick, the train's coming," cried Peter.

He hurried to the fence, leaving the girls behind. Roberta helped Phyllis up and dusted her down.

"I'm so clumsy," sighed Phyllis.

"Come on," said Roberta. "The train's coming."

The three children stood behind the fence and waved their handkerchiefs at the train.

"Send our love to Father," they cried.

The old gentleman waved from his carriage window. And so did all the other passengers. Hands, newspapers and handkerchiefs appeared at every window.



"He must have told everyone about us," said Phyllis, when the train had gone.

Roberta said, "The old gentleman's wave was different today. It was special, somehow. Did you notice?"

"No," replied Phyllis.

"Why did you think that?" asked Peter.

"He was waving his newspaper as if he was trying to explain something. I think something exciting is going to happen. But I don't know what it is," explained Roberta.

Peter and Phyllis looked at her in surprise.

"What on earth are you talking about?" asked Peter.

"He thought his sister was behaving in a very strange way. Maybe it's nothing," said Roberta. "Come on, let's go back to Three Chimneys. Mother will be waiting to give us our lessons."

Roberta couldn't concentrate on her lessons that day. "Don't you feel well?" asked Mother.

"I don't know," sighed Roberta. "I don't know how I feel. I'm sorry. Mother, I don't think I can do lessons today. I just want to be alone."

She rushed out of the room. Mother followed her and found her looking for her hat among the umbrellas.

"Why don't you go and lie down?" said Mother.

She stroked her daughter's hair.

"No, I'll go into the garden. That will make me feel better," answered Roberta.

But it didn't make her feel better. As she wandered round the garden, even the flowers seemed to be waiting for something to happen.



When Roberta arrived at the station, the station master came out and shook her hand.

"How lovely to see you this morning, Miss. The 11.54 is a bit late today. Everyone's coming back from their holidays and there's a lot of luggage."

Then he went back into his office and closed the door.

Perks was nowhere to be seen so Roberta wandered down the platform. She saw the station cat. Normally the cat was a shy animal, but today it walked up and rubbed against Roberta's legs, purring loudly.

Roberta bent down to stroke her.

"I wonder why everyone is so friendly today," she laughed. "Even you, Puss."

She could hear the 11.54 in the distance. Then Perks appeared, carrying a newspaper.

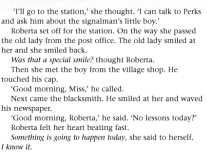
"So this is the train, then," he said. "I've read all about it in the paper. I'm very pleased for you, Miss. What a very happy day!"

"What do you mean? Why is everyone being so nice to me?" asked Roberta.

"I told you, Miss. I read it in the paper," Perks replied. "Read what?" she asked.

By now the 11.54 was steaming into the station. Perks rushed off to help people with their luggage and Roberta was left alone. Under a bench, the station cat watched her with friendly golden eyes.

Only three people got off the train. The first was a woman with two baskets full of chickens. Their yellow beaks stuck out between the bars. The second person was a dark-haired girl carrying three parcels. And the third ...



Father spurred Roberta's hand and laughed.

"It's really me," he said. "Roberta, you must go into the house first and tell your mother that everything's all right. The police have caught the guilty man."

"I know they would. I know you were! I spy. So did Mother and the old gentleman," cried Roberta.

Father smiled.

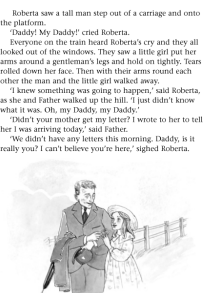
"We must thank your old gentleman," he said. "He found out about the other man and told the police about him. Now everyone knows I'm not a spy. But without the old gentleman, I would still be in prison."

They reached Three Chimneys and Roberta went in. Father stood in the garden, looking at the flowers. They were the first flowers he had seen all summer.

After a few minutes, the door opened and Roberta came out to see her father.

"You can come in now, Father," she said.

Father went into the house and the door closed behind him. At last, after many adventures, Roberta, Peter, Phyllis, Mother and Father were back together again.



Active vocabulary

<i>chess</i>	change the 'ch' to 'm' to make everything untidy
<i>concentrate</i>	the second 'c' is a soft 'c' and sounds like 's'
<i>dominoes</i>	note the 'es' to make the plural, as in <i>heroes</i> in Chapter 6
<i>luggage</i>	note how two-syllable words containing a double consonant are split: lug-gage
<i>notice</i>	it's cold at the end of this word! (<i>ice</i>)
<i>purr</i>	note the 'rr' at the end
<i>shy</i>	rhymes with <i>why</i> and <i>sky</i>
<i>special</i>	the 'ci' is pronounced 'sh' – we pronounce the word as 'speshal'
<i>squeeze</i>	think of other words beginning with 'squ', such as <i>square</i> , <i>squeak</i>
<i>wander</i>	the 'an' sounds like 'on'

Passive vocabulary

blacksmith draughts

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 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 this means?*
- Tell the children to look at the picture on page 84. Ask *What are the children doing? Why do you think they are waving to the train? Can you see the old gentleman? What is he doing? Are any other passengers waving, too?*

- Tell the children to look at the picture on page 86. Ask *Where do you think Roberta is going? What is she wearing? How does she look? Why do you think all the other people are standing and looking at her? Who else is in the picture? What do they look like? What else can you see?*
- Tell the children to look at the picture on page 88. Ask *Who do you think the man in the picture is? Where do you think he has come from?* (Remind the children of the title of the chapter.) *Do you think Roberta knows him well? How can you tell? What does the man look like? Do Roberta and the man look happy? What do you think they are talking about?*
- 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 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 *What changes happened at Three Chimneys after the old gentleman's visit?*
- 2 *a) What did Jim enjoy doing? b) What did he teach Peter?*
- 3 *Why was Phyllis sad one morning?*
- 4 *a) What month was it? b) Who did Roberta pick some flowers for?*
- 5 *a) Who ran ahead? b) Who tripped over?*

- 6 *What did the children cry out to the train as it passed?*
- 7 *How did Roberta think the old gentleman's wave was different from other days?*
- 8 *Why did Peter and Phyllis look at Roberta in surprise?*
- 9 *Why did Mother ask Roberta 'Don't you feel well'?*
- 10 *Roberta said she wanted to be ____.*
- 11 *a) Where did Roberta go? b) Did it make her feel better?*
- 12 *Why did she go to the station?*
- 13 *Who did she meet on the way to the station?*
- 14 *Who came out and shook her hand when she arrived at the station?*
- 15 *a) What did the station cat do? b) Why was this unusual?*
- 16 *Who appeared, carrying a newspaper?*
- 17 *a) How many people got off the train when it arrived? b) Who were the first two?*
- 18 *a) Who was the third passenger to get off the train? b) What did Roberta do?*
- 19 *a) Who did Father write to and say when he was going to arrive? b) Did Mother get his letter?*
- 20 *Who found out about the other man who got Father into trouble?*
- 22 *a) When they reached Three Chimneys, who went in first? b) Why? c) What did Father do?*
- 23 *When did Father go into the house?*

- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.

- Ask the children to find examples of contractions in the text, for example *wasn't*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *wasn't* = *was not*.
- There are a lot of questions in the chapter. Ask the children to find them. Discuss how they identified them and when we use them. Ask the class who asked each question.
- Ask the children to identify all the proper nouns in the chapter.
- 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 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 *Do you think the children enjoyed spending more time with Mother?*
- 2 *Why do you think Peter and Jim became good friends?*
- 3 *How can you tell Phyllis missed going down to the railway line?*
- 4 *How did Roberta think of Jim when they were going to the railway line?*
- 5 *How did Roberta help Phyllis?*
- 6 *Why do you think Peter did not stop and help Phyllis?*
- 7 *Why do you think the children cried, 'Send our love to Father'?*

- 8 *Usually, only the old gentleman waved to the children. Why do you think all the passengers waved this time?*
- 9 *Why did Roberta think it was strange that the old man waved a newspaper?*
- 10 *Why couldn't Roberta concentrate on her lessons?*
- 11 *How can you tell that Mother was worried about Roberta?*
- 12 *Why did the flowers in the garden seem different to Roberta?*
- 13 *What happened to Roberta's heart as she walked to the station? Why do you think this happened?*
- 14 *How did Roberta know the train was coming?*
- 15 *What do you think Perks meant when he said, 'I've read all about it in the paper'?*
- 16 *How can you tell the cat was feeling friendly?*
- 17 *How can you tell Roberta was excited when she saw Father get off the train?*
- 18 *How can you tell Father was pleased to see Roberta?*
- 19 *Why was Father surprised Mother was not there to meet him?*
- 20 *How do you know that Father was grateful to the old gentleman? What had the old gentleman done?*
- 21 *Why do you think Roberta went into the house first, and Father stayed outside for a few minutes?*
- 22 *Why do you think the flowers were the first ones he had seen all summer?*
- 23 *How do you think the rest of the family felt when they saw Father?*

Stage 2 comprehension extra

Plot Discuss how the story ends. Ask *Why do you think Roberta 'knew' something special was going to happen? Did anyone else in the family have the same feeling? Why do you think everyone stopped and smiled at Roberta?* Remind the children about the newspaper the old gentleman waved and the one Perks talked about. Ask *What do you think was in it? Why didn't Roberta know about it? Why do you think Father's letter didn't arrive? Did you guess that the old gentleman would be involved in helping Father to get out of prison? Did you think Father was guilty? Were you pleased that the other man was caught? What do you think the family talked about when Father came home? How do you think life changed for them after Father returned?*

- Ask *Do you think Father had changed much when the children saw him again?* Play a word-changing game. Write the word *back* on the board and ask the class to read it. Rub out the 'b', replace it with 'p', 'r', 's', 'sm', 'cr', 'bl' and 'tr' and ask the class to read the new words you have made. Continue the game with other suitable words from the text: *told, cat, hill, ran, bit, man*.
- Write the words *watch, was, want* and *wandered* on the board and read them. Ask the children what they notice about the sound of the letter 'a' in each word.
- Write the words *daughter* and *caught* on the board and say them. Ask what sound the 'augh' makes in them ('or'). Now write the word *laugh* on the board. Ask what sound 'augh' makes in this word ('arf').
- Write the words *window* (long 'ow' sound) and *flower* (short 'ow' sound) on the board and ask children to say them. Elicit the difference in pronunciation of the 'ow' sound in each word. Write these words on the board: l___, h___, thr___, sh___, c___, arr___, cr___d, yell___, all___. Ask the children to complete them with 'ow' and decide whether the 'ow' sound is long or short.
- Write the word *squeeze* on the board and ask the children to read it. Write these words on the board: ___eak, ___ash, ___irrel, ___are. Ask children to complete each word with 'squ', read the words they have made, and explain their meanings.
- Discuss if the children have ever had any strange feelings, like Roberta did, that something special was going to happen.
- Ask the children what sort of things make them really happy.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

Down the line

Pages 90 to 91

Before reading

- Much of the story takes place around trains and railways. The poem continues the theme.
- Read the title. Explain that the title refers to a railway line. Tell the children to look at the picture that accompanies the poem. Ask *How can we tell from the picture that the poem is set at night time? Can you see the driver of the train? Can you see any passengers? How can you tell the train is going fast?* (By the way the steam and smoke from the engine is being blown backwards.) *Can you see all of the train? Why not? What sounds would we hear if we were standing by the side of the railway line? What animals are standing by the side of the line, watching? Do you think it is a good picture? Why?*

During reading

- Read the entire poem to the class. Read it rhythmically, like a train racing along a railway track.
- Read it again and explain any unfamiliar vocabulary.

Vocabulary notes

<i>billowing</i>	rising in clouds
<i>burn up</i>	go very fast
<i>chug</i>	go slowly
<i>clanging</i>	making a loud metallic sound
<i>cover the distance</i>	go the whole distance
<i>grates</i>	makes an unpleasant sound
<i>grind to a halt</i>	move more and more slowly until it stops
<i>homeward bound</i>	on the journey home
<i>pick up speed</i>	get faster

<i>points</i>	places where one railway line joins another line
<i>pressure</i>	the force of the engine
<i>reduce</i>	to make less or smaller
<i>scorching</i>	burning
<i>shovel in coal</i>	to put coal in the engine with a spade or shovel
<i>spurt</i>	a sudden increase in speed
<i>stoker</i>	the fire man who shovels coal into the engine
<i>toots</i>	produces a short, whistling sound
<i>vibration</i>	a shaking feeling or movement
<i>wake</i>	the smoke that is left behind after a train passes

- Ask the class to read the poem together.
- Ask individuals to read pairs of lines 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 words that rhyme, the pattern of the rhyming words (every second and fourth line).
- This could lead on to a wider discussion about trains and any train journeys children have taken.

The story of trains

Pages 92 to 95

Before reading

- Discuss what the children know about trains.
Ask What sort of trains were in the story? How were they powered? Do you know how modern trains are powered?

During reading

- Discuss the way the text is set out. Point out that it is in chronological order, beginning with the early development of trains up to the present time.
- Read the text in order, a section at a time. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- At the end of each section, read the text again. Ask individuals to read a section each.

After reading

- Have a competition to see who can remember the most facts. Devise a short test based on the facts in each section and see who scores highest. Read the questions to the class for each child to answer individually. The child with the highest score wins. Alternatively, divide the class into groups and ask the questions. Allow time for the groups to discuss each answer before you read the next question. The group with the highest score wins.

About the author

Page 96

Before reading

- Look back at the title page of the book and read the name of the author.
- Ask the children to turn to page 96, and read the title. Explain that this is some biographical information about Edith Nesbit.
- Draw attention to the picture and ask the children for their comments on her appearance.

During reading

- Read the information about Edith Nesbit. Explain any unfamiliar vocabulary as you do so.
- Read the text again. Ask individuals to read a paragraph each.

After reading

- Devise a short quiz about the author. Read the questions to the class for each child to answer individually. The child with the highest score wins.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book 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?*
- Ask *Did you like the author's style? Did you think she wrote well? Did she use exciting words?*
- Ask the children to complete the Book Review on page 22 of the Workbook.

Characters

- Ask the children about the main story characters: *What did you think of each child?* Ask the children to recall some of the things each child did and to say something they liked about each one. Ask a few questions about each of the following characters: Mother, the old gentleman, Perks the porter. (See the activity on page 24 of the Workbook.)

Plot

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

Settings

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

Moral issues

- Use any one of these themes from the story as a basis for a class discussion:
 - *Coping with difficulties:* The family had to change their whole lifestyle when Father was taken away. How did they manage to do this? What sacrifices did they have to make?
 - *Friendship:* Discuss why Peter and Jim soon became friends. In what way was the old gentleman a friend to the children, even though he was a lot older than they were?
 - *Kindness:* The old gentleman was very kind. There were also many examples of the children being kind to each other and to their mother. Encourage the class to think of and discuss some of the examples of kindness in the story.
 - *Courage:* The children showed great courage throughout the book. Ask the class to think of different occasions when they were brave.

Vocabulary check-up

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

Follow-up topics and 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. Make 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. Then assign a group of children to each outline to draw and colour the details, or stick materials on for clothes rather than just paint them. Make sure the costumes and clothes of the period are clear.
2. Draw or paint pictures of a train of the period. Use some of the pictures in the book to help.

Celebration Although the story doesn't say so, it is reasonable to expect that there was a big family celebration when Father returned home at the end of the story. Why not have your own party to celebrate finishing the book?

Writing There are many other things that could have happened to Roberta, Peter and Phyllis. Ask the class to imagine other adventures that the children may have had and brainstorm some possible ideas. Ask the children to write their own chapter of the story.

Trains Use the non-fiction section at the end of the book as a starting point for some further research. Ask the children to pick any of the things mentioned in the section and use the internet or books to find out more information on their chosen topic.

Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *The Railway Children*. Active vocabulary items are shown in *italic print*.
accident an unexpected event that causes injury or damage

afford to have enough money to pay for something

alive not dead

archway a curved roof over an entrance or passage

argument an angry disagreement between people

arrest when the police take someone to the police station because he or she has done something wrong

attention special treatment; the fact that you are listening to someone or looking at them

attic a room in a house under the roof

bare with nothing on or in

beech a type of tree

bends curves changing direction in something

birch a type of tree

blacksmith someone who makes horseshoes and things from metal

blanket a warm covering for a bed

blossom flowers on a tree

boarding school a school in which the pupils live during term time

boiled heated water until it was very hot

bored feeling impatient and annoyed because nothing interesting is happening

brake the thing on a vehicle that helps it to stop

brooch a piece of jewellery you can pin to your clothes

canal an artificial river

carriage one of the vehicles that are joined to make a train

celebrate to do something enjoyable to show an occasion is special

cellar a room under a building, below the ground

chatter to talk informally in a fast way about unimportant things

cheerful pleasant, making you feel happy

chess a board game

chuckled laughed quietly

chugged (of vehicles) went slowly

clattered made a lot of loud short noises as one thing hit another

clumsy careless, likely to have accidents.

coal a hard black substance that is dug from the ground and burned

collar the part of a shirt that goes round your neck

comfortable feeling relaxed and pleasant

complain to say that you are not satisfied with something

concentrate to give all your attention to the one thing you are doing

concerned worried about something

country areas away from cities and towns, consisting of fields, farms, villages, etc.

crash an accident that happens when a vehicle hits something

crime an illegal activity

curious wanting to find out about something

damp slightly wet

dangerous likely to cause harm or hurt you

desperately trying hard to do something

- director** someone important who manages all or part of a company
- disappear** to become impossible to see or find
- distant** far away
- dominoes** a game with small flat blocks with two groups of spots on each
- dragon** an imaginary animal that breathes out fire
- draughts** a board game for two people
- emergency** an unexpected situation which requires immediate action
- engine** a vehicle that pulls a train; the part of a vehicle that makes it move
- envelope** a paper case that you put a letter in
- explore** to travel around an area to find out about it
- fact** a piece of true information
- faint** to suddenly become unconscious for a short time (verb); feel weak (adjective)
- fault** being responsible for a bad situation
- favourite** the thing you like best
- fence** something made of wood or wire that surrounds an area
- fetch** to go and get someone or something
- figure** a person
- flickering** like a candle flame that does not burn evenly
- frightening** making you feel afraid
- frown** to look annoyed or worried
- gate** a door in a fence or wall
- gentleman** a polite reference to a man whose name you don't know
- gift** a present
- glanced** looked at quickly
- gloomy** dark
- government** the people who are in charge of a country
- guilty** someone who is guilty has committed a crime
- handkerchiefs** pieces of material on which we blow our noses
- handle** the part of something that you use for holding it
- headline** the title of a newspaper story that is printed in large letters
- heroes** people who have done something very brave
- honest** someone who is honest does not tell lies or cheat
- impossible** something that can't be done is impossible
- in a muddle** when everything is in a mess
- insist** to say very firmly that something must be done
- invitation** a request for someone to come to a special event
- invite** to ask someone to come and see you
- jealous** upset because someone else has something you want
- lace** light delicate cloth with patterns of holes in it
- landslide** a heavy fall of rocks and earth down the side of a slope
- leather** a strong material made from animal skin
- let someone down** to make someone disappointed by not doing something they are expecting you to do
- lever** a long handle you pull or push to make it do something
- lonely** unhappy because you are alone or have no friends

- long boats** long flat boats that are used on canals
- look forward** to to feel happy or excited about
- luggage** bags and suitcases you take on a journey
- magazine** a large thin book which is published once a week or once a month
- match** a small stick that produces a flame
- medal** a small flat piece of metal you are given for winning a race or doing something special
- medical bag** a bag in which medicines and medical instruments are kept
- medicine** something you eat or drink to make you better if you are ill
- message** a piece of information you give or send to someone
- metal** hard substance used to make things like tools, pots and pans
- model** a small copy of something
- murmured** spoke very softly
- needle case** a small case in which sewing needles are kept
- notice** to become conscious of something
- nurse** someone who looks after people who are ill or injured
- oak** a type of tree
- ordinary** normal or average, nothing special
- pantry** a small room for storing food
- parcel** something wrapped in paper
- passenger** someone who travels in a vehicle such as a train
- patch** a piece of ground
- petticoat** clothes worn under a skirt
- platform** an area next to a railway track from which passengers can get on and off trains
- polite** behave well
- porter** someone who helps people with their bags
- pram** a small vehicle with four wheels in which you push a baby
- printed** letters made by a machine on paper
- properly** in a correct way
- proud** feeling happy about something you have done
- puddle** a small pool of water
- purr** the sound a cat makes when it is happy
- puzzled** confused because you cannot understand something
- quarrel** argue
- railway** the system of travelling by train
- raisin** a dried grape
- rake** a tool for making the soil level
- relative** a member of your family
- rescue** to save someone from a dangerous situation (verb); help in a dangerous situation (noun)
- rinsed** washed in clean water
- rough** not calm, smooth
- rustling** making a sound like cloth or leaves moving
- scissors** a tool with two blades, used for cutting paper
- scratch** to rub your fingernails against your skin (verb); damage to the skin by cutting it slightly with a sharp object (noun)
- screeched** made a loud, high, unpleasant noise
- scrubbed** washed something thoroughly by rubbing it hard
- secret** something that is known only to a small number of people

- servant** someone whose job it is to cook and clean someone else's house
- shadow** the area of darkness that is created when something blocks the light
- shed** a small building used for storing things
- sheet** a large piece of thin cloth you put on your bed
- shiver** to shake because you are cold or frightened
- shocked** being very surprised – usually by something unexpected or bad
- shovel** a tool used for digging or lifting and moving something such as coal
- shrivelled** small and dry and unhealthy-looking
- shy** nervous and embarrassed in the company of others
- sigh** to make a long sound, especially when disappointed, tired, annoyed or relaxed
- signal** something that tells a driver of a train to stop, go, or slow down
- slice** a piece of food that has been cut from a larger piece
- slid** moved smoothly across or down a surface
- slimy** thick, wet and unpleasant to touch
- slippery** difficult to move on because the surface is wet or smooth
- slope** a piece of ground with one end higher than the other
- smoke** grey, black or white cloud produced by something that is burning, such as coal
- sob** cry loudly
- sore** painful and uncomfortable
- special** different from, and usually better than, something that is usual or normal
- speech** a formal occasion when someone speaks to an audience
- spilled** flowed out of a container
- sprinkle** to shake small amounts of liquid over something
- spy** someone who finds out secret information
- squeeze** to press something firmly
- stack** a pile of things placed on top of each other
- station master** the person in charge of a railway station
- stranger** someone you do not know
- stretcher** a type of bed that is used for carrying someone who is injured
- stumble** to fall, or almost fall, when you are walking or running
- surgery** a place where people can visit a doctor
- swollen** bigger than usual because of an injury
- tearfully** feeling as if you want to cry
- tear-stained** when you have been crying, your face looks tear-stained
- terrified** very frightened
- thundered** moved fast in a loud way
- tiptoed** walked quietly on your toes
- train spotting** looking for different sorts of trains
- trial** in court, when a judge decides if a person is guilty or not
- trotted** walked quickly
- tunnel** a passage through a hill or underground
- turnips** vegetables that grow under ground
- visitor** someone who visits a person or place
- waistcoat** a coat without sleeves
- wander** to walk slowly from place to place
- water pump** a piece of equipment used for sending water into something

wheelbarrow a large container for carrying things that has a wheel at the front and two handles

whistle an object that you put in your mouth and blow in order to make a high sound (noun); to make a high sound (verb)

wire a long piece of metal like string

wonder to think about something because you want to know more about it

worried anxious, nervous or upset about something



The Wonderful World of Words

Name _____ Date _____

Book Title _____ Chapter _____

Word	Meaning

