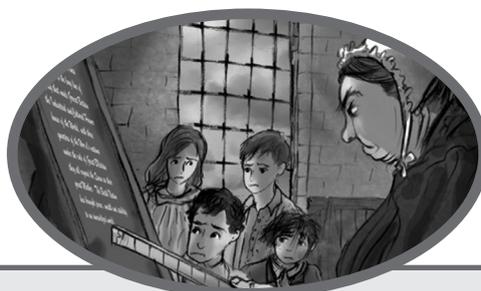


# Time Twist



## The story

Robert and Lucy, two cousins, are staying with Grandad, an inventor, while their parents are on holiday. Grandad invents lots of things, but his very best inventions are time-travel phones. Robert and Lucy have used these twice already, once to visit the Great Fire of London in 1666 and again to travel back to Ancient Rome in AD 130.

Robert and Lucy have been studying life in Britain 160 years ago, when Queen Victoria reigned. Grandad begins to tell them about schools in those times but then has to leave the room to sort out a problem in the kitchen. Robert and Lucy notice the time-travel phones on his desk. They tap the date 1840 into the phones and in a flash they feel themselves being whisked back in time.

The children find themselves at Featherstone's cotton factory. They meet George and Albert, who are apprentices learning a trade at the factory. They work in the factory during the day and attend school for two hours each evening. All the apprentices live away from home in a house next to the factory. The owner of the factory, Mr Featherstone, is nice but the manager of the factory, Mr Bleak, is a bully. He pays the apprentices very little and treats them cruelly. Mrs Bleak, the factory-school teacher, is the manager's wife. She is a mean teacher who frightens the children.

Robert and Lucy spend an uncomfortable night in the Apprentices' House. After an early breakfast they go to work in the factory. The work is hard and dangerous. Albert has an accident while cleaning a machine. Robert threatens to report Mr and Mrs Bleak to the factory inspector for being cruel. Lucy writes a letter to Mr Featherstone and delivers it to his house.

The next day, Mr Bleak makes everyone clean up the factory. The workers are instructed to tell Mr Featherstone that they are treated fairly and well. Mr Featherstone arrives. He checks the factory but finds everything satisfactory. Then he visits the schoolroom. When he is about to leave, Robert bravely tells him the truth. Mr Featherstone is horrified. He dismisses the manager and his wife straight away.

Robert and Lucy decide it is time to leave. Lucy wonders what school would be like in the future. They decide to travel forwards to the year 2055, where they find themselves outside their own school, Woodfield Junior. When they investigate, they find all the children sitting in front of a huge screen in the hall. A robot is talking to them. It is controlled by a computer. Robert and Lucy make friends with a boy called Anton and his sister, Abbi. Anton says that teachers were removed from schools fifteen years before. Now only a head teacher remains and he has to run the school using computer-controlled robots. The head teacher, Mr Sharp, is told what to do by a place in town called The Office. The people at The Office believe that robots are better than teachers. Anton explains that Mr Sharp works from a special control room in the school.

After school, Anton and Abbi invite Robert and Lucy to stay with them for the night. When they get to the house, Anton and Abbi lend the children some modern clothes so that they will not look strange. Then Robert and Lucy tell their new friends all about their school, and about their school library and all the books they have. Anton and Abbi wish they had real teachers and books in their school. Robert and Lucy think of a plan to help them.

In the school control room, they discover a computer that opens the cellar. In the cellar they find shelves and shelves of books. They return to the control room the next night and instruct the computers to delete all their files. The computers shut down. The whole system breaks down. The children can't have any lessons because the computers don't work! Robert tells the head teacher what he and the others have done. Mr Sharp is

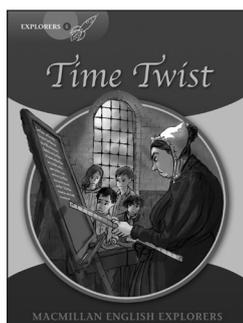
delighted. He telephones all the teachers who used to teach at the school to ask if they would come and teach again. Soon the school is a busy and interesting place again. Mr Sharp declares that in future his school will always be run this way and that there will always be teachers to help the children. Everyone cheers and chants 'Hurray for the teachers!'

Robert and Lucy go back to their own time, and quickly replace the time-travel phones on Grandad's desk.

## Introducing the book

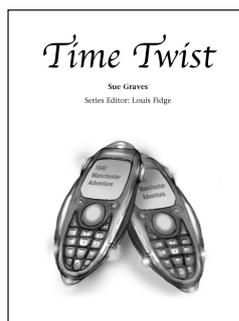
**Note** It is a good idea to read the non-fiction section at the back of the book before reading the story. This will give historical background to the story. The pictures throughout the book give children a good idea of different aspects of everyday life in Victorian times.

## The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask *How do you know the story happens in the past? What do you think happens in this room? Why do you think the woman is holding a stick? Do the children look interested?*
- Ask *What do you think the story is going to be about?* Explain that it is a time-travel adventure story. If the children have read either of the two previous time-travel stories, ask them to recount what they can remember of the stories.

## The title page



- Ask the children to turn to the title page. Ask *Who is the author?*
- Hold up your own book and point to the picture. Ask *What are these? (two mobile phones) Do they look like ordinary mobile phones?* Explain that these are special because they are time-travel phones and allow the user to travel backwards or forwards in time.

## The contents page

Contents	
1 Homework	5
2 Featherstone Factory School	14
3 'Say nothing'	23
4 Find Albert	32
5 The visit	41
6 Welcome to Woodfield Junior	50
7 Come to the control room	58
8 Computer chaos	66
9 Hurray for the teachers	76
10 Home at last	85
<i>Impressions of a New Boy</i>	92
Victorian England	94
Robots	96

- 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 Albert is a boy who appears in the story. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 92) and some facts about Victorian England (on pages 94 and 95) and robots (on page 96).
- Ask questions about each chapter title to stimulate the children's interest, for example:
  - Chapter 2: *What do you think a factory school is?*
  - Chapter 4: *Who do you think Albert is?*
  - Chapter 7: *What do you think this chapter is going to be about?*
  - Chapter 10: *What do you think this chapter title means?*
- 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

## Homework

### Pages 5 to 13

CHAPTER 1  
*Homework*

Robert and Lucy were very excited. Grandad was going to pick them up from school that afternoon. They were going to stay with him for ten days. Robert and Lucy were cousins. They were both the same age and they were good friends. They were even in the same class at school. Both Robert and Lucy's parents were going on holiday, but the children couldn't go with them because it was still term time. But they didn't mind at all. They were looking forward to seeing Grandad. They would have just as much fun at Grandad's house as they would on holiday.



5

Grandad was an inventor and his latest invention was time-travel phones. To make the phones work you had to do three things. First you had to put in the time you wanted to visit. Then you had to put in the place you wanted to visit. Last of all you had to put in a special password. Then the time-travel phones took you back in time. Robert and Lucy had already used them twice.

First of all they visited London during the great fire of 1666. They saw flames coming out of the upstairs window of the baker's house in Pudding Lane where the great fire started. They watched as the fire took hold and set fire to the nearby houses. They saw the people trying to fight the fire, but it was too fierce.

Then they visited Ancient Rome in AD 130. They saw a bronze bust of Julius Caesar which was then stolen. While they looked for the stolen bust, they visited a Roman bath and got trapped on a Roman ship.

Both visits had been exciting adventures so Robert and Lucy were looking forward to using the phones again.

Grandad arrived at Robert and Lucy's school just as lessons finished for the day. As soon as they saw Grandad, Robert and Lucy ran across the playground to him.

"Hello you two," he called. "Have you had a good day?"

"It's been brilliant," replied Robert. "We've been studying life in Britain 160 years ago during the reign of Queen Victoria. She reigned for a very long time. People who lived during that time were called the Victorians," explained Robert.

"Yes," interrupted Lucy, "and Miss Lucas let us dress up like Victorian children and..."



6

"We had to write on slates with chalk and..." interrupted Robert.

"One at a time, please," laughed Grandad. He held up his hand to silence them. "You're both speaking at once. It's hard to understand you."

"Sorry Grandad," grinned Robert. "But it's so exciting."

"Do you know, Grandad," said Lucy. "Our school is going on a trip to a museum to learn more about the Victorians."

"Miss Lucas wants us to write essays about life at that time for homework," explained Robert. "It's going to be really difficult."

When they got back to Grandad's house, he took the children into his study. He opened a cupboard near the fireplace. Inside were lots of slates. On the shelf there were rows and rows of old coins. It was Grandad's coin collection. He picked up two round copper coins.

"Come and look at these," he said.

The children looked at the coins.

"These are pennies," explained Grandad.

"This coin is dated 1840," said Robert, as he turned one over to look at the back.

"Look," said Lucy, "they both have a picture of Queen Victoria's head on them."

"These are Victorian pennies," explained Grandad.

"I wish we had a coin collection like yours," sighed Robert. "I would love to collect lots of different coins. They are like little pieces of history."



8

"That's exactly what they are," agreed Grandad. "And to help you start your collection, I'll give you these two coins." Grandad slipped each coin in tissue paper and handed them to Robert.

"Thank you very much, Grandad," said Robert. He put them in his pocket to keep them safe.

Lucy sat down in one of the chairs by the fire.

Grandad, do you know what school was like in Victorian times?" she asked.

"Well," replied Grandad, "it was a long time before I was born, but I do know that there were schools back then. They were different from schools today. Some were factory schools."

"What were factory schools?" asked Robert.

"I don't know very much about them," answered Grandad. "But from what I can remember from my history lessons at school, many Victorian children had to work. Some children worked in factories and the factories had schools in them. First the children would go to work in the factory. Then, when they had finished work for the day, the children would go to the factory school to learn their lessons."

"Imagine having to do a whole day's work in a factory, then going to school," said Lucy. "The children must have been very tired!"

"Yes," agreed Grandad. "They had a very hard life."

"Where were all these schools?" asked Robert.

"I remember reading that there were several factory schools near Manchester in northern England," replied Grandad.

9

"It seems awful that children had to work at all," sighed Lucy. "Life is so different today. I wonder what it was like going to factory school."

"I wonder what time they got up in the morning and what time they started work," said Robert.

"And what time did they start school after work?" asked Lucy. "Did they ever see their parents or were they always working in the factory?"

"I have so many questions. I wish we could find out more about those days," said Robert.

"You could get some books out of the library," said Grandad. "I have some books here that you could look at, too. I'll look for them later."

"Thanks Grandad," said Lucy.

Robert walked over to Grandad's desk. He noticed the time-travel phones lying on the top. They gave him a good idea.

"May Lucy and I borrow the time-travel phones?" he asked. "We could go up in the year 1840 and Manchester. Then we could find out about factories and factory schools for our homework."

Lucy jumped up from her chair in excitement.

"That would be wonderful," she cried. "Oh please say yes, Grandad!"

Grandad looked worried.

"I don't think that would be a very good idea," he said. "It might be very dangerous."

"We'll be very careful," replied Lucy. "We promise." Grandad hesitated.

"Well..." he began.



10

11

"Perhaps he was going to let us use them," said Robert, and Miss Green interrupted him before he had a chance to tell us."

He picked up the time-travel phones and handed one to Lucy. He named his phone over and over in his hands. He looked very thoughtful.

"What are you thinking?" asked Lucy.

"I wonder what it was like in Victorian times," he muttered. "I wonder what it was like in a Victorian factory school in Manchester."

She could see Robert was planning something.

"I wonder what would happen if we tapped in the year 1840," said Lucy.

"... and Manchester," added Robert.

"I wonder if the phones will work," finished Lucy. Robert looked at the phones. Then he looked at Lucy.

"Shall we test them and see?" he asked.

Lucy nodded.

"Yes. Let's see if they will work," she said.

"Are you ready?" asked Robert.

"Ready," replied Lucy.

The two children tapped in the numbers 1840. Then they tapped in the word *Manchester*. Next they tapped in the special password: *Adventure*. Finally, they pressed the green buttons. Everything went dark and there was a sound like the rushing of wind. They felt themselves going back through time at an alarming speed.

Suddenly the rushing wind stopped and the darkness disappeared. Robert and Lucy found themselves outside the gates of a big building.



12

13

Lucy looked up and noticed a large board on the gates. On the board in large black letters were the words: "Featherstone Cotton Factory". Underneath in smaller letters it said, "Owner: Mr George Featherstone." Lucy read the notice aloud.

"Wow! A cotton factory," exclaimed Robert. "The time-travel phones have worked."

### Active vocabulary

<i>awful</i>	note that the suffix 'ful' has only one 'l'
<i>coin</i>	change the 'c' to 'j' to make another word
<i>factory</i>	the suffix 'ory' is quite common, as in <i>laboratory</i>
<i>hesitate</i>	the 's' is pronounced like 'z'
<i>imagine</i>	the 'g' is a soft 'g' and sounds like 'j'
<i>inventor</i>	other words ending with 'or' are: <i>doctor, author, sailor, actor</i>
<i>library</i>	change the 'libr' to 'diction' to make a new word ( <i>dictionary</i> )
<i>special</i>	the 'ci' is pronounced 'sh' – we pronounce the word as 'speshal'
<i>thoughtful</i>	this literally means 'full of thought'
<i>wonder</i>	the 'o' sounds like 'u' – we pronounce the word as 'wunder'

### Passive vocabulary

<i>alarming</i>	<i>fix</i>	<i>interrupt</i>
<i>look forward to</i>	<i>mind (to not)</i>	<i>museum</i>
<i>muttered</i>	<i>oven</i>	<i>pennies</i>
<i>reign</i>	<i>slates</i>	<i>tissue</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. Explain that in this chapter, two cousins called Robert and Lucy, go to stay with their Grandad. He is an inventor. He has invented two mobile phones that allow you to travel back in time. Ask *Where do you think Robert and Lucy will travel to? Why do you think the chapter is called 'Homework'?*
- Tell the children to look at the picture on page 5. Ask *Where are the children? How can you tell? What are they doing? What do you think they are studying?*
- Tell the children to look at the picture on page 7. Ask *Where are the children now? Who do you think is with them? Do the children look pleased to see their Grandad? What does Robert and Lucy's school look like?*
- Tell the children to look at the picture of the coins on page 8. Explain that these are the two sides of an old British penny. Ask *In what year was this coin made? (1840) Who's head do you think that is on the other side of the coin? (It's the head of Queen Victoria, who reigned for much of the 19<sup>th</sup> century. Her reign is known as the Victorian period.) Was she young or old when this coin was made?*
- Tell the children to look at the picture on page 11. Ask *Where are the children? (In Grandad's study) What is his study like? What do you think the children are talking to Grandad about? Who do you think is at the door? (It is Mrs Green, Grandad's maid.) What do you think she is saying?*
- Tell the children to look at the picture on page 13. Ask *Where are the children now? (Point out the sign on the gate.) How big is the factory? Is it a modern factory? How many chimneys does it have? What's coming out of the chimneys? Why? Can you see a stream? Why do you think the factory is next to a stream? Why do you think there's a high fence round the factory? How do you think the children got there? What are they holding in their hands? (the time-travel phones that Grandad invented.)*
- 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 *Why were Robert and Lucy excited?*
- 2 *Why were the children going to stay with Grandad?*
- 3 *What was Grandad?*
- 4 *Explain how the time-travel phones worked.*
- 5 *What two places had Robert and Lucy already visited?*
- 6 *Why did Grandad hold up his hand to silence the children when he met them from school?*
- 7 *What did Miss Lucas want the children to do for homework?*
- 8 *Describe the coins that Grandad showed the children.*
- 9 *What did Grandad tell Robert and Lucy about factory schools?*
- 10 *Where did Grandad tell them to look to get some more information?*
- 11 *What did Robert notice on Grandad's desk?*
- 12 *Why did Robert ask Grandad if he and Lucy could borrow the phones?*
- 13 *Why was Mrs Green, the maid, worried?*
- 14 *Why did Grandad go to the kitchen with Mrs Green?*
- 15 *What did the children tap into the time-travel phones?*
- 16 *What happened when they tapped the information into the phones?*
- 17 *Where did Robert and Lucy find themselves?*
- 18 *What was written on the board in front of the big building?*

- Ask the children to find examples of speech marks in the chapter. Discuss their function: *How do we know who is speaking? How do we know what words each person is saying?* Remind children that the first word inside the speech marks always starts with a capital letter. Point out that whenever someone new speaks, we always start a new line.
- Point out the use of ellipsis (...) in the chapter (pages 6, 8, 10) and explain that these show that the person did not have time to finish their sentence.
- Ask the children to find and read any words in the chapter containing double vowels or double consonants.
- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, ve-ry).
- 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 know Lucy and Robert liked each other?*
- 2 *Why do you think the children didn't mind not going on holiday with their parents?*
- 3 *Why do you think Robert and Lucy thought Grandad's time-travel phones were 'brilliant'?*

- 4 Why do you think Robert and Lucy ran across the playground when they saw Grandad?
- 5 Why do you think Robert and Lucy kept interrupting each other when they spoke?
- 6 What did Robert mean when he said that old coins are like 'little pieces of history'?
- 7 Why do you think Lucy thought children who went to factory schools would be 'so tired'?
- 8 Can you think of any other ways Robert and Lucy could find out about factory schools?
- 9 What does it mean when it says 'the study door flew open'?
- 10 Do you think Grandad was going to let the children use the time-travel phones?
- 11 Do you think the children were right to test the time-travel phones to see if they worked?
- 12 How do you think they felt when they found themselves going back through time 'at an alarming speed'?
- 13 a) What year do you think Robert and Lucy have travelled back to? b) Where do you think the factory is? c) How do you think they feel?

### Stage 2 comprehension extra

*Author's style and use of language* Ask the children what they enjoyed about the first chapter. Explain how important it is to get a story off to a good, exciting start. Do they think the author has achieved this? Discuss how the chapter is fast-moving and full of action. Review the plot so far. Ask *What have we found out about Robert and Lucy? What have we found out about Grandad? Do you like the idea of time-travel phones? Is it a good idea for stories? Do you think Robert and Lucy should have played with the phones while Grandad was out of the room? Why?* Read the part on page 12 again, where the author describes what happened when they tapped in the

information into the phones. Ask *Is it a good description? Does the author make you want to read on and find out what happens next?*

- Grandad was an inventor. 'Invent' some new words with the class:
  - Change the 'st' in *stay* to 'b', 'd', 'h', 'm', 'p', 's', 'w', 'holid', 'aw', 'yesterd'
  - Change the 'sch' in *school* to 'c', 'f', 'p', 't', 'w', 'st'
  - Change the 'f' in *fun* to 'b', 'g', 'r', 's'
  - Change the 'st' in *still* to 'f', 'h', 'm', 'p', 't', 'w'
  - Change the first 't' in *test* to 'b', 'r', 'v', 'w', 'gu', 'ch'
- Write the words *penny* and *pennies*, and *factory* and *factories* on the board. Point out how the spelling of the plural form changes (when we change a singular noun ending in consonant + 'y' into the plural, we change the 'y' to 'i' and add 'es'). Write these words on the board: *baby, lorry, lady, cherry, fly, copy, mystery, party, city*. Ask children to write their plural forms, using the rule, and use them correctly in sentences of their own.
- Write the word *phone* on the board, say it, and underline the 'ph'. Write these words on the board: ele\_\_ant; 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 *excited, Lucy* and *twice* 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: \_\_ity, \_\_entre, \_\_ircle, \_\_entury, \_\_ycle, par\_\_el, dan\_\_e, i\_\_y, prin\_\_e, senten\_\_e. Ask the children to complete them and read them.

- Grandad was an inventor. The names of many people's jobs end with the 'or' suffix, for example *inventor*. Write these words on the board: *sailor, editor, doctor, instructor, tailor, actor, conductor, inspector, professor, author, mayor, director*. Ask the children to read the words and say what each person does.
- Robert and Lucy loved history. What is the children's favourite subject? Have a discussion and find out why.
- Lucy and Robert were cousins. Brainstorm and list as many family relationship words as possible (for example, *sister, uncle*).
- Discuss how often the class see their grandparents and whether they ever go and stay with them.
- The children were going to a museum with their class. Ask the class *Have you ever been to a museum? Where was it? What did you see there? Was it interesting? What was the most interesting thing you saw?*
- Grandad collects old coins. Find out what children in the class collect and encourage them to talk about their collections.
- Ask *If you could invent anything, what would it be?* Discuss the children's ideas.
- Ask the children to tell you anything they know about mobile phones.
- Discuss the idea of time travel. Ask if any of them have ever seen any time-travel films, such as 'Back to the Future'. Talk about the possibility of travelling through time, whether the children like the idea of time travel, where they would go, what the dangers would be, and whether it would be anything like the films.
- 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 Featherstone Factory School

## Pages 14 to 22

CHAPTER 2

### Featherstone Factory School

Robert and Lucy pushed open the factory gates and walked in. The children walked along the path towards a big and gloomy building. Its dirty windows made it look even less inviting.

There was a stream that flowed by the side of the building. Another path led along the stream and into a small dark wood.

'I don't like the look of this place at all,' muttered Lucy, looking up at the looming building. 'Look at that building. Robert, it looks so miserable. It's so dirty. Does no one clean the windows?'

'Shh,' whispered Robert. 'Someone's coming, listen.'

They stood still and listened. The voices were coming closer and closer.

'Where can we hide?' asked Lucy.

They looked around, but there was nowhere to hide.

'Come on, Albert,' said the first voice. 'We'll be late for school. Mrs Bleak will beat us if we are late again.'

'But I don't want to go to school, George,' replied another voice. 'I hate it. I hate it.'

Suddenly two boys appeared, running along the path. A taller boy was holding a smaller boy by the hand. He was pulling him along and the little boy was struggling to get free. The boys were so busy struggling that they didn't see Robert and Lucy.



Crash! All four children fell to the ground in a heap. 'Ouch! Ouch!' yelled Albert. 'My arm. I hurt my arm.' 'Stop making such a fuss, Albert,' said George. He stood up. 'We're very sorry. We...'

He stopped speaking when he saw Robert and Lucy. Albert stood up slowly and hid behind George.

'George, who are they?' he whispered.

'Oh, come from the future,' explained Robert. 'But don't be afraid of us. We won't hurt you.'

The two boys stared and stared with their mouths open.

'How... how did you get here?' asked George.

Robert showed them the time-travel phones.

'Our grandfather is an inventor,' he explained. 'He invented these so that we could travel through time.'

'He must be a very clever man. But why are you wearing such funny clothes?' asked George.

'This is what people wear in the future,' explained Lucy.

'I'll never get used to it,' said Albert sally. 'I hate it here and I just want to go home.'

'Don't be silly, Albert,' said George. 'This is our home. We must stay here and work hard.'

'What's Mr Featherstone the owner like?' asked Robert.

'He's a kind man,' smiled Albert. 'He gives us a penny at Christmas. But we don't see him very often. We only see Mr Bleak the factory manager. He is as horrible as his wife, Mrs Bleak.'

'Yes,' agreed George. 'Mr Bleak is a bully. He only pays us a tenth of the men's wages. He's a mean man and always makes us do dangerous jobs.'

'Doesn't Mr Featherstone know how Mr Bleak treats you?' asked Lucy.

'Mr Bleak is clever,' said George. 'He makes us tell Mr Featherstone that we are happy and that Mr and Mrs Bleak are kind. Mr Featherstone doesn't know the truth.'

Robert and Lucy felt very sorry for poor George and Albert. They were so unhappy at the factory. Only Mr Featherstone could change life at the factory, but he didn't know the truth. Something had to be done.

The children arrived at the Apprentices' House.

'Come and meet Mr and Mrs Willow,' said George. 'You'll like them. They're not like Mr and Mrs Bleak at all. They're really kind. Come on.'

### Active vocabulary

<b>complain</b>	have fun saying: <i>I always complain about the rain!</i>
<b>corner</b>	this word contains both 'or' and 'er'
<b>gloomy</b>	the noun <i>gloom</i> is changed into an adjective by adding the suffix 'y'
<b>introduce</b>	the 'c' is a soft 'c' and sounds like 's'
<b>miserable</b>	have fun saying: <i>Is a miser miserable?</i>
<b>punish</b>	think of other words ending with 'sh', such as <i>rush, polish</i>
<b>stare</b>	remember the phrase: <i>Sometimes I sit on a stair and stare!</i>
<b>straight</b>	rhymes with <i>eight</i>
<b>stream</b>	take away the 'r' and turn the word into something hot ( <i>steam</i> )
<b>struggling</b>	it is unusual to have three 'g's in a word

'I wouldn't like to wear clothes like that,' said Albert. 'They don't look very thick or warm to me.'

Lucy laughed.

'We have very warm homes,' she replied. 'We don't need to wear thick clothes all the time.'

George stepped forward.

'Forgive me, I have not introduced myself or my brother. My name is George and this is my little brother, Albert,' he said.

Albert stepped forward and shook hands with Lucy and Robert.

'I'm Robert,' said Robert, 'and this is my cousin, Lucy.'

'We're pleased to meet you,' said George.

'Do you work here?' asked Lucy.

'Yes,' answered George. 'We are apprentices at the factory over there.'

He pointed to the gloomy building with the dirty windows.

'What's an apprentice?' asked Robert.

'Someone who learns a trade,' explained George.

'And we have to go to school, as well,' added Albert crossly. 'School is horrible. I hate Mrs Bleak.'

'Who's Mrs Bleak?' asked Lucy.

'Our teacher,' replied George. 'But she's not a real teacher. She's the factory manager's wife.'

'What are you doing here?' asked Albert. 'Are you lost?'

'No. We have been asked to write about factory schools,' explained Lucy. 'So we used the time-travel phones to take us here.'

'Yes,' agreed Robert. 'Now we can learn all about them.'

'May we come to school with you, today?' asked Lucy.

'Of course,' answered George. He hesitated. 'But everyone will stare at you dressed like that.' He stopped and thought. 'I will take you to the Apprentices' House. No one will be there now so we can go and find you clothes like ours to wear. We will tell Mrs Bleak that you are two new apprentices. Come on. We must hurry. We are already late.'

Back at the Apprentices' House, George found an old shirt, some thick trousers and heavy boots for Robert to wear. There he found a large apron and a grey top for Lucy. She tied the apron strings around her waist. It was so long that it touched the ground and hid her modern clothes. Quickly, the children ran to the schoolroom.

'Where have you been?' screamed a voice.

Robert and Lucy peeped into the schoolroom. Lots of children sat in rows with very straight backs. A large blackboard was at the very front of the room. It had some writing on it. A large woman was standing by a desk at the front of the room. She had a round, red face and had a lace cap on her head. She looked very angry.

'Please, Mrs Bleak,' said George. 'We are very sorry we are late. We had to show these two new apprentices where the schoolroom was.'

Mrs Bleak glared at George and Albert.

'This is the second time you have been late this month,' she shouted. 'The next time you are late I will beat you with the strap.'

Mrs Bleak pointed to a long leather strap hanging from a nail on the wall. The boys shuddered. Robert and Lucy stared at it in horror.



'George and Albert, sit down,' shouted Mrs Bleak. Albert sat in the second row. George sat nearer to the back. Mrs Bleak tapped at the blackboard with a long ruler. 'Albert's row must do their copy writing from the blackboard. They must write neatly on their slates. There must be no mistakes.'

The children began writing straight away.

'You, boy,' shouted Mrs Bleak, pointing at Robert.

'What is your name?'

'Robert,' he answered.

'Sit next to George,' shouted Mrs Bleak. She turned to Lucy. 'And who are you?'

'I'm Lucy,' she replied.

'I don't suppose you can read. None of these stupid children can read,' complained Mrs Bleak.

She waved her hand across the schoolroom.

'I can read very well,' answered Lucy.

'You can read?' said Mrs Bleak in surprise. 'Then you can help the younger children in the front row. Listen to each child read in turn.'

Lucy sat down near a little girl in the front row. The little girl shyly handed her an old reading book.

'Time for the weekly test,' shouted Mrs Bleak. She pointed her finger at George. 'How many inches in a yard?'

'Thirty six, Mrs Bleak,' replied George.

'Correct,' said Mrs Bleak. She pointed to Robert. 'How many farthings in half-a-crown?'

'I don't know,' said Robert. 'I don't know what a farthing is or a half-crown.'

'What a stupid boy you are,' shouted Mrs Bleak. She handed him a cone-shaped hat. It had the word 'dunce' across the front of it. 'Put this on your silly head and stand in the corner. Then perhaps you will remember your farthings and half-crown.'

Suddenly, Mrs Bleak noticed Albert. He was rubbing out some letters on his slate with the sleeve of his shirt.

'Let me see your slate,' she shouted.

Nervously, Albert handed her his slate. Mrs Bleak's face turned red with anger.

'What is this horrible mess! How dare you write so badly.' She marched over to a cupboard and pulled out a badge with 'I am stupid' written on it. She handed it to Albert. 'Put this on your arm and keep it on all day to show everyone you are a stupid boy.'

Miserably, Albert put on the sleeve badge. Lucy stared at the woman. She was such a horrible person.

'Thank goodness our teachers are not like Mrs Bleak, she thought. I'm so glad she isn't my teacher.'

Mrs Bleak continued with the test, but luckily she didn't ask Lucy any questions. Everyone got their answers right so Mrs Bleak didn't punish anyone else that lesson.

After the test the class read their books. Lucy helped the younger children while Robert watched from the corner. He was not allowed out from the corner until the end of the lesson. At least while he was in the corner Mrs Bleak left him alone. He saw George in the row near the back. He was reading with his head down. Nearer the front Albert was struggling with his book. His sleeve badge was clear to see by all.

At last school finished for the day. Everyone was glad it was over. Robert gave his hat back to Mrs Bleak who put it away ready for the next poor child to wear. Albert handed back the sleeve badge. He hoped he wouldn't have to wear it again.

Robert and Lucy walked back to the Apprentices' House with Albert and George. Albert was very quiet and sad.

'Do you go to school every day?' asked Robert.

'We have to go to school three days a week,' replied George. 'We work in the factory from early morning until late afternoon. Then we have to go to factory school for two hours in the evening.'

'But you must get so tired,' said Lucy.

'You get used to it,' sighed George. He shrugged his shoulders.



## 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. Hold up the picture of the factory on page 13 and tell the children that the title refers to the school that is part of this factory.
- Tell the children to look at the picture on page 15. Ask *What has happened to Robert and Lucy? Who do you think the other boys are? How old do you think the other boys are? How are they dressed? Where are the children? What else can you see in the picture?*
- Tell the children to look at the picture on page 18. Ask *How are Robert and Lucy dressed now? Where are the children standing? What is the teacher wearing? What is she doing? Does she look friendly? What else can you see in the classroom?*
- Tell the children to look at the picture on page 20. Ask *How does the teacher look in this picture? Do you think the boy is scared of her? How does he look? Why do you think the teacher is not happy with the boy? What is she holding in her hand? (It's a badge she is going to put on the boy's arm.) What is written on the badge? Do you think the teacher is a kind person?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

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

- 1 *What flowed by the side of the factory?*
- 2 *Where did the path go to?*
- 3 *What did the building look like?*
- 4 *Who appeared, running along the path towards Robert and Lucy?*
- 5 *What happened next?*
- 6 *What was the name of a) the taller boy? b) the smaller boy?*
- 7 *Why were they running?*
- 8 *What did Albert ask?*
- 9 *What did George say about Robert and Lucy's clothes?*
- 10 *What is an apprentice?*
- 11 *Who was the teacher at the factory school?*
- 12 *Why did George say everyone in school would stare at Robert and Lucy?*
- 13 *What did George give Robert and Lucy to wear?*
- 14 *What did the children first see when they peeped into the classroom?*
- 15 *What did Mrs Bleak say would happen if George or Albert were late again?*
- 16 *What did Mrs Bleak tell Albert's row to do?*
- 17 *What did Mrs Bleak tell Lucy to do?*
- 18 *a) Why did Mrs Bleak call Robert a stupid boy? b) What did she make him do?*

- 19 a) *Why was Mrs Bleak angry with Albert?*  
b) *What did she do to him?*
- 20 *Where did the children go after school?*
- 21 *What did George tell Robert and Lucy about school?*
- 22 a) *Who was the owner of the factory?*  
b) *What did Albert say he was like?*
- 23 *Who was the manager of the factory?*  
b) *What did Albert say he was like?*
- 24 *Why didn't Mr Featherstone know the truth about what happened in the factory?*
- 25 a) *Who did George ask Robert and Lucy to meet at the Apprentices House?* b) *What did George say they were like?*

- 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.
- Ask the children to find examples of contractions in the text (for example, *someone's, I'm*) and to say what the full form of each is (for example, *someone is, I am*).
- 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, *in-tro-duced*).
- Ask children to find and read any adjectives in the text, for example *beautiful, quiet*. Ask them which nouns they describe.
- Ask the children to find and read aloud any verbs that end with 'ed', the suffix which indicates that the verb has a regular past tense, for example *pushed*.
- 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 do you think Robert and Lucy thought when they saw the factory building?*
- 2 *Why do you think they wanted to hide when they heard someone coming towards them?*
- 3 *Why didn't the two boys see Robert and Lucy?*
- 4 *What do you think Albert and George thought when they first saw Robert and Lucy?*
- 5 *Why do you think Albert hid behind George when he first saw Robert and Lucy?*
- 6 *Why did Lucy say they didn't need to wear thick, warm clothes?*
- 7 *How can you tell Albert did not like school (on page 16)?*
- 8 *Why do you think George told Mrs Bleak that Robert and Lucy were two new apprentices?*
- 9 *How can you tell Mrs Bleak was not a very pleasant person (on page 17)?*
- 10 *Why do you think Mrs Bleak was surprised when Lucy told her that she could read?*
- 11 *How do you think Robert felt when she asked him a question in the weekly test?*
- 12 *Why do you think Albert was rubbing out some letters on his slate with his sleeve?*
- 13 *What did you think of Mrs Bleak making Albert wear the 'I am stupid' badge?*
- 14 *How do you know that George and Albert do not live at home?*
- 15 *Does Mr Bleak sound a nice man?*
- 16 *Who do you think Mr and Mrs Willow are?*

### Stage 2 comprehension extra

*Setting* Part of the story is set in Featherstone's Cotton Factory. Ask the children to describe how it looks from the outside. Refer to the text on pages 14–16 to help. Discuss what the life of the apprentices was like. Ask *What can we learn about factory schools in this chapter? When did the children go to school? What sort of things did the children have to do? How were they treated by the teacher? How different was the school from your school?*

- Write the words *school* and *wood* on the board and say them. Point out that the sound of the 'oo' is short in *wood* and long in *school*. 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 *stood, book, cook, hood, hook, good*) or long (for example *cool, roof, moon, boot, food, mood, snooze*).
- Write the words *George* and *manager* on the board and say them. Discuss what sound the 'g' in each makes. Explain that when 'g' is followed by 'e', 'i' or 'y', it sounds like 'j' and that we call this a soft 'g' sound. Write these words on the board: *gentle, danger, magic, engine, gym, giant, large, badge, bridge*. Ask the children to read them.
- Write the word *invention* on the board and say it. Point out that the 'tion' ending is quite common. Write these words on the board: *perfec\_\_, sta\_\_, educa\_\_, popula\_\_, informa\_\_, competi\_\_*. Ask the children to complete each with 'tion' and read the words they have made.
- Albert rubbed out some letters on his slate. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example *sp\_\_k* (*speak*). Tell the children that they have been rubbed out! Ask the children to supply the missing vowels.
- Write these words on the board: *busy, my, gloomy, dirty, cry, sorry, early, why, shy, many, quickly, by*. Point out that they all end with a consonant + 'y'. Ask the children to divide them into two sets according to whether the 'y' is pronounced 'ee' (as in *busy*) or 'igh' (as in *my*).
- Write the word *unhappy* 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 *happy – unhappy*). Write these words on the board: *well, fair, pack, cover, do, wrap, tie, load*. 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.
- The apprentices lived away from home. Ask *Has anyone ever spent any length of time away from home? What was it like? If you had to live away from home, what would you miss most?*
- Discuss bullying. Ask the class to recall in what ways Mr and Mrs Bleak were bullies. What do the class think of people who bully others? Is it kind to call people nasty names?
- In what way was George kind to Albert? Discuss some of the responsibilities you have if you have younger siblings. Talk about the good things and the not so good things.
- 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 'Say nothing'

Pages 23 to 31

CHAPTER 3  
'Say nothing'



In the Apprentices' House, George and Albert led Robert and Lucy to the kitchen. They found Mr Willow putting logs in a pile and Mrs Willow lifting a large tray of bread out of a big black oven.

'That smells nice,' said Albert. He sniffed the air and licked his lips.

'It's soup and bread for your supper tonight,' smiled Mrs Willow. Then she noticed Robert and Lucy. 'Hello, who are you?'

'This is Robert and this is Lucy,' said George. 'They are the new apprentices.'

23

'How do you do?' asked Mrs Willow. She wiped her hands on her apron and shook hands with them.

'Very well, thank you, Mrs Willow,' replied Robert. 'Pleased to meet you,' said Lucy.

'I don't remember Mr Bleak saying that any new apprentices were arriving,' said Mr Willow. He looked puzzled.

Robert and George looked at each other. What should they do?

'Mr Bleak probably forgot,' said George quickly. 'It's a very busy man.'

Mr Willow thought for a moment and then nodded. 'Yes. That's probably it,' he agreed. 'He's been too busy to tell me.'

Robert breathed a quiet sigh of relief.

'That was quick thinking by George,' he thought. 'Supper is ready,' sang out Mrs Willow. 'Go and sit down with the others at the table.'

The children sat down at a long wooden table. Lots of other children were there, waiting for their food. They stared at Robert and Lucy.

'Who are you?' asked a little boy sitting opposite them.

'I'm Robert and this is my cousin, Lucy,' answered Robert. 'We're the new apprentices.'

'Have you met Mr Bleak yet?' asked a little girl.

'Not yet,' replied Lucy. 'George says he's not very nice.'

The other children looked at each other and shook their heads sadly.

24

'Just keep out of his way,' warned a bigger boy who was sitting next to Robert. 'He's a dangerous man. Just then Mrs Willow brought in a large bowl of soup and a plate of bread. She spooned the soup into bowls, then handed each child a bowl and a thick slice of bread. Robert and Lucy didn't like the soup at all. It was thin and watery and it tasted of pepper.

'Is this all there is to eat?' whispered Robert to Lucy. While the children ate their soup, Robert asked George why the children lived in the Apprentices' House and not at home with their parents.

'Most of the children are orphans like Albert and me,' explained George. 'Our parents are dead. Some children have parents, but they want their children to be apprentices because you learn a trade and earn some money.'

'Do they see their parents often?' asked Lucy. 'Sometimes,' replied George, 'but not very often.'

Lucy felt sad. She ate the rest of her meal in silence. When they finished their meal, Mr Willow stood up and clapped his hands.

'Off to bed with you all,' he called. 'I want you up bright and early in the morning.'

Robert and Lucy, who'll show you where to sleep,' smiled Mrs Willow. 'Lucy, come with me.'

'And Albert, come with me,' said Mr Willow. Mr Willow led Robert to Albert and George's bed. 'There are no more spare beds, so you will have to share with these two,' he explained.

Meanwhile Mrs Willow took Lucy to the girls' dormitory to show her where to sleep.

25



'Where have you been?' Lucy asked. 'We'll be late for work at the factory. Everybody else has left already.'

'I'm sorry, Albert wouldn't get out of bed,' explained George. 'We had to pull him out and dress him.'

'I'm too tired to work,' said Albert crossly.

'Don't be silly,' said George. 'We have to work. We have no choice. Now come on. We are late.'

They all ran down to the factory. George pushed open the door and looked inside.

'Come on,' he whispered. 'Mr Bleak's not here. Let's start working before he notices that we are late.'

'You are late,' shouted a deep voice.

The children turned round to see a large angry man standing over them. He was a tall thin man with a long thin face and a long pointed nose. It was Mr Bleak and he looked angry.

'Sorry, Mr Bleak,' muttered George nervously. Mr Bleak glared at the boys. Then he noticed Robert and Lucy.

'And who are you?' he asked. 'What are you doing here?'

'These six are the new apprentices,' said Robert. 'My name is Robert and this is Lucy.'

Mr Bleak looked surprised. He didn't recall Mr Featherstone telling him there would be two new apprentices. Perhaps he forgot.

'See,' he said. 'Well you have all missed breakfast. The porridge and tea was handed out five minutes ago.' He turned to Robert. 'You boy, carry the cans of cotton to the spinning machines with George. Off you go.'

'Yes sir,' said Robert.

26

'You can share with Amy,' she said. 'Good night girls.' 'Good night, Mrs Willow,' called out all the girls, as she shut the door.

'Early next morning, while it was still dark, Mrs Willow woke up everyone.

Each girl was given a bowl of cold water to wash with. Lucy shivered. She quickly washed and dried herself on a thin, grey towel. Lucy got ready very quickly and went outside to wait for the boys. As she waited, the factory bell rang. She looked at the clock on the factory wall. It was six o'clock and time to start work.

All the children ran out of the house and towards the factory except for the boys. Suddenly they appeared.

27



George led Robert to the cans of cotton. He showed Robert how to lift them. They were very heavy.

Mr Bleak turned his attention to Lucy.

'You girl, join the broken threads on the spinning machines. That girl over there will show you how to do it. And don't let me see you resting. What are you waiting for? Off you go,' he said.

Lucy walked towards the girl who smiled back at her. Quickly she showed Lucy how to tie the broken threads together on the spinning machine. She made it look very easy. After a while, Lucy managed to tie the broken threads a little better.

28

The children worked hard all morning. Robert and George carried the heavy cans of cotton across the factory to the spinning machines. Lucy joined lots and lots of broken threads. It was very boring. Poor Albert had the worst job of all. He had to crawl under the machines to clean out the fluff while they were still working. It was very dangerous and lots of children got injured doing it.

At lunch time George, Robert and Lucy were given some bread and milk. They took it out into the factory yard and sat on a wall. They were all very hungry and no one spoke until they finished eating. George wiped his mouth with the back of his hand.

'That's better,' he said. Robert looked around the yard.

'Where's Albert?' he asked.

'Usually he likes to eat his lunch with his friend, Tom,' replied George. 'But sometimes Mr Bleak makes him work during the lunch break if he's late for work in the morning. Perhaps that's what he's doing.'

'Why does Albert work?' asked Lucy. 'He's only young.'

'Yes, he's only seven years old,' said George. 'We're not supposed to work until we are nine years old. But Mr Bleak likes to employ younger children because they are small enough to crawl under the machines to clean out the fluff.'

'That's awful,' said Lucy. 'Why don't you report Mr Bleak to an inspector?'

'An inspector came last year to look round the factory,' said George. 'But Mr Bleak made sure everything looked all right. We had to lie about our ages so the inspector never found out the truth.'

29

Just then a loud scream came from the factory. A man came running past them.

'Get Mr Bleak, quickly,' he shouted to a woman nearby. 'There's been an accident. A boy has been hurt.'

'Oh no!' cried George. 'I hope it's not Albert.'

The children ran into the factory. Inside they found a group of people standing around a spinning machine. They pushed their way to the front of the crowd. Albert was lying on the ground. He had a deep cut on his head. Blood was trickling down his face onto the floor. He looked very pale and his eyes were closed.

'So he's alive!' whispered Lucy. George patted Albert's face.

'Wake up Albert,' he said. Albert groaned and opened his eyes.



'My head hurts. I hit it when I was under the machine,' he explained.

Mr Bleak arrived and pushed his way to the front. Everyone else quickly moved out of his way.

'What's all this fuss?' he shouted. He looked at Albert. 'It's only a little scratch. Get up boy and follow me. Mrs Bleak will put some cream on that.'

Mr Bleak marched off to his office in the Manager's House. Albert stood up. He felt very faint and had to sit down quickly.

'I'll help you,' said Robert. 'Lean on me.'

Robert helped Albert into Mr Bleak's office.

'What's the matter with him?' asked Mrs Bleak. 'He cut himself,' replied Mr Bleak. 'Come here boy,' said Mrs Bleak to Albert. She put some cream on his wound.

'Ow! It stings!' cried Albert. 'Don't be such a baby!' she snapped. Robert was really cross. Mr and Mrs Bleak were so unkind to Albert.

'It's all your fault,' he shouted at Mr Bleak. 'Albert's too young to work. He's only seven years old. He shouldn't work until he is nine.'

Mr Bleak bent down so that his face was nearly touching Robert's.

'Listen to me, boy,' he growled. 'If you speak about this to anyone, George and Albert will lose their jobs. Do you understand me?'

30

## Active vocabulary

<b>accident</b>	the second 'c' is a soft 'c' and sounds like 's'
<b>groan</b>	rhymes with <i>moan</i>
<b>lick</b>	have fun saying: <i>I like to lick a lolly!</i>
<b>nervously</b>	the 'ous' sounds like 'us'
<b>puzzled</b>	it is unusual to see 'zz' in a word
<b>shiver</b>	remember the phrase: <i>Swimming in a river makes me shiver!</i>
<b>silence</b>	the 'c' is a soft 'c' and sounds like 's'
<b>sniff</b>	note the 'ff' at the end of the word
<b>warn</b>	the 'ar' sounds like 'or' – it is pronounced 'worn'
<b>wipe</b>	change the 'w' to 'r' and 'p' to make two new words

## Passive vocabulary

<b>crawl</b>	<b>dormitory</b>	<b>earn</b>
<b>employ</b>	<b>faint</b>	<b>fluff</b>
<b>glare</b>	<b>growl</b>	<b>injured</b>
<b>inspector</b>	<b>log</b>	<b>orphan</b>
<b>parent</b>	<b>porridge</b>	<b>recall</b>
<b>scratch</b>	<b>sigh of relief</b>	<b>spare</b>
<b>spinning machine</b>	<b>sting</b>	<b>thread</b>
<b>towel</b>	<b>trickling</b>	

## 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 23. Ask *What building do you think the children are in? (the Apprentices' House) Which room are they going into? How can you tell? Can you remember the names of the man and woman mentioned in the last paragraph of the last chapter? What do you think their job is? (They look after the apprentices in the house.) What is Mrs Willow doing? What is she wearing? What do you think Mr Willow is doing? What do you think the logs are for? (to heat the oven) Do you like the smell of bread being baked?*
- Tell the children to look at the picture on page 26. Ask *Where are Mrs Willow and Lucy? (the girls' dormitory) What time of day is it? What is Mrs Willow showing Lucy? Why do you think she is showing Lucy a bed? What are the other girls doing? Where do you think the boys sleep? Discuss what sleeping in a dormitory would be like.*
- Tell the children to look at the picture on page 28. Ask *Where do you think George and Robert are? Why do you think the windows are so big? (to make the factory as light as possible) What do you think the boys are carrying? (cans of cotton) Do you think the cans are heavy? What do you think the machines do? Do you know how the cotton is made? (machines spin the cotton into thread and then other machines weave the thread into material) Do you think it is noisy or quiet in the factory? What do you think the girls are doing? Explain that the threads of cotton often broke and that girls had to join them together again.*
- Tell the children to look at the picture on page 30. Ask *Who is lying under the machine? What has happened to him? What do you think the other children are saying?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

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

- 1 *In the kitchen, what was a) Mr Willow doing? b) Mrs Willow doing?*
- 2 *Who did George say Robert and Lucy were?*
- 3 *Why did Mr Willow look puzzled?*
- 4 *Where did the children sit for their supper?*
- 5 *What did they have for supper?*
- 6 *What did Robert and Lucy think of the soup?*
- 7 *George and Albert are orphans. What does this mean?*
- 8 *Why did some parents want their children to become apprentices?*
- 9 *Where did a) Robert have to sleep? b) Lucy have to sleep?*
- 10 *Describe what happened to Lucy early next morning.*
- 11 *What time did the children begin work in the factory?*
- 12 *Why were the boys late?*

- 13 Describe Mr Bleak.
- 14 The children missed \_\_\_\_ because they were late.
- 15 What job did Mr Bleak a) give Robert to do? b) give Lucy to do?
- 16 What job did Albert do?
- 17 What did Robert, Lucy and George have to eat at lunch time?
- 18 How old was Albert?
- 19 a) How old were you supposed to be to work in a factory? b) Why did Mr Bleak like to employ younger children?
- 20 Why did the children run into the factory?
- 21 a) Where was Albert? b) What was the matter with him? c) How did the accident happen?
- 22 What did Mr Bleak say when he saw Albert?
- 23 Who helped Albert into Mr Bleak's office?
- 24 a) What did Mrs Bleak do to Albert? b) Did Albert like it?
- 25 Why did Robert shout at Mr Bleak?
- 26 What did Robert say?
- 27 What did Mr Bleak say to Robert?

- To demonstrate how important verbs are to the meaning of the sentences, read some 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 in it.
- Ask the children to find a word on page 24 that means the opposite of: *remembered* (*forgot*); *slow* (*quick*); *stand up* (*sit down*); *short* (*long*); *happily* (*sadly*).
- There are a lot of prepositions in the text, for example *in*, *on*, *at*, *opposite*, *into*. Ask the children to find them. Check that the children know the meaning of them by using them in sentences of their own.

- 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, sup-per, op-pos-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 Why do you think Albert sniffed the air and licked his lips?
- 2 Why do you think Mrs Willow wiped her hands on her apron before she shook hands with Robert and Lucy?
- 3 Why do you think Robert breathed a sigh of relief (on page 24)?
- 4 Why do you think the other children at the table stared at Robert and Lucy?
- 5 How can you tell the other children did not like Mr Bleak?
- 6 What did you think of the supper Mrs Willow gave the children?
- 7 What made Lucy feel sad while they were eating?
- 8 How can you tell it was early when Mrs Willow woke everyone up?
- 9 How do you think Lucy felt about starting work at six o'clock in the morning?

- 10 *Albert did not want to get out of bed. Do you think he was silly, or do you feel sorry for him?*
- 11 *Whose job do you think was better – Robert’s or Lucy’s?*
- 12 *Why do you think Lucy and the boys felt hungry by lunch time?*
- 13 *Do you think it was fair of Mr Bleak to make Albert work?*
- 14 *How do you think George felt when he saw Albert under the machine?*
- 15 *Why do you think Mr Bleak said, ‘It’s only a scratch’ when he saw Albert’s cut head?*
- 16 *How can you tell Albert was badly hurt?*
- 17 *What did you think of the way Mrs Bleak treated Albert?*
- 18 *Why do you think Mr Bleak bent down and growled at Robert when he told Mr Bleak that Albert’s accident was his fault?*

### Stage 2 comprehension extra

**Characterisation** In this chapter, we get an insight into the harsh life many children endured in Victorian factories. Ask the class what they think of Mr and Mrs Bleak and the way they treated the children. Ask them to give examples of the Bleaks’ unkindness. Contrast this with Mr and Mrs Willow, who looked after the children in the Apprentices House. They weren’t able to feed the children well or provide much comfort for them, but they did speak to them kindly.

- Write the word *relief* on the board and underline the ‘ie’. Explain that we put ‘i’ before ‘e’ except after ‘c’ in many words. Write these words on the board: th\_ \_f, f\_ \_ld, p\_ \_ce, c\_ \_ling, f\_ \_rce, n\_ \_ce, rec\_ \_ve. Ask the children to complete them correctly.
- Write the words *heavy* and *scream* on the board and say them. Point out that the sound of the ‘ea’ is short in *heavy* and long in *scream*. Explain that the same letter patterns are not always pronounced the same. Write these words on the board: \_ \_ t, h\_ \_ d, t\_ \_ m, cl\_ \_ n, br\_ \_ d, sp\_ \_ k, t\_ \_ ch, w\_ \_ ther, tr\_ \_ sure, f\_ \_ st, m\_ \_ l, d\_ \_ f. Ask the children to complete each with ‘ea’, read the words they have made, and decide if the ‘ea’ has a long or short sound.
- Write the words *work* and *warn* 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\_ \_m, 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 *machine* on the board and say it. Point out that the ‘ch’ in this word sounds like ‘sh’. Write these words on the board and read them: *chef, parachute, brochure, chauffeur*. Ask the children to use them correctly in sentences of their own.
- Write the words *factory* and *dormitory* on the board. Point out that both words end with ‘ory’. Write these words on the board: st\_ \_\_, hist\_ \_\_, laborat\_ \_\_. Ask the children to complete each with ‘ory’, read the words they have made, and use them correctly in sentences of their own.
- Mr Bleak was very angry with Robert. Talk about what makes the children angry. Discuss ways in which we can prevent ourselves from getting angry.
- Mr Bleak made the children tell lies. Discuss why it is always wrong to lie.

- Mr and Mrs Bleak never seem to speak kindly to children or to show them any respect. Discuss why it is important to speak politely to everyone and to show them respect.
- Ask *Do you like getting up early? How would you like to get up and begin work at six every morning?*
- Discuss what the class thought about the conditions in the factory and the everyday lives of many children who worked in it.
- Ask children to talk about the sort of jobs they would like to do when they grow up.
- 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

## Find Albert

### Pages 32 to 40

CHAPTER 4  
*Find Albert*

That evening, after work, Robert and Lucy hurried over to the schoolroom. They didn't want to be late and make Mrs Bleak angry again. Lucy and Robert quickly sat in their places. But George's place next to Robert's was empty. Robert wondered where he was. He looked over to Albert's place. That was empty, too.

How strange, he thought.

Mrs Bleak tapped on the table with a long ruler. 'Pay attention!', she shouted. Everyone sat up straight and looked at Mrs Bleak. 'We will start with the multiplication tables, begin.'



32

'Then go and look for him,' she answered. 'Robert and Lucy, help George look for Albert. And when you do find him, he will be punished.'

Robert, Lucy and George ran out of the schoolroom. 'We must find him quickly,' said George. 'He will be in even more trouble if he doesn't.'

'Where do you think he is?' asked Lucy.

'Let's search down by the stream. He may have gone there to play,' suggested Robert.

The children walked down to the stream. Lucy shivered. It looked very black and dangerous. She took out a small torch from her pocket and switched it on.

'What's that?' asked George.

'It's my torch,' replied Lucy.

George looked at it with admiration. He had never seen a torch before.



34

'I'll take you back to the Apprentices' House. You are too ill to go to school this evening. Robert, will you explain this to Mrs Bleak?' asked Lucy.

'Yes, I will,' answered Robert.

He was very cross. Albert was too young to work and now he had hurt himself. He needed time to rest.

Robert and George ran back to the school. Mrs Bleak was waiting for them.

'Have you found Albert?' she asked.

'Yes, Mrs Bleak,' replied George.

'Where is he?' she asked.

'Lucy has taken him back to the Apprentices' House,' explained Robert. 'He is resting.'

'Resting?' laughed Mrs Bleak. 'What nonsense. Albert must return to school at once.'

'If you don't let him rest, I will report you to Mr Featherstone,' threatened Robert.

'And tell me, how will you do that?' snapped Mrs Bleak. 'You don't know where he lives.'

'I'll find a way,' replied Robert.

'You are a very rude boy,' said Mrs Bleak. 'You and George will both write. I must not be rude to Mrs Bleak' a hundred times on your slates, begin.'

When school finished for the night, Robert and George went to find Lucy.

'We need to find out where Mr Featherstone lives so we can write to him and ask him to visit the factory. We will tell him about Albert's accident and the other children who are too young to work. Then he will know that Mr and Mrs Bleak are bullies,' explained Robert.

36

'I'll go first,' whispered Robert. 'You two follow me.'

One by one the children crawled through the window and into the office. In the darkness they could just make out Mr Bleak's desk. A large cat was asleep on the top. The children crept over to the desk. Carefully Lucy opened the drawers one at a time. She found books and papers, but no address book.

'There's only one drawer left,' she whispered. 'I hope it's in here.'

She pulled the drawer open. It squeaked loudly.

'Sil!' whispered Robert.

Lucy held her breath and waited. Nothing happened so she opened the drawer wider and looked inside. There was a red address book with 'address' written on it in gold lettering.



38

'Once two is two ... two twos are four ... three twos are six ...' the children chanted.

Mrs Bleak walked up and down the rows of desks. She carried the ruler in her hand and wished it through the air as she walked. Robert and Lucy wondered why the children looked so scared. They soon found out. If a child didn't know their multiplication tables or said them too slowly, she hit them across the hands with the ruler. 'Stop! That will teach you,' she snapped at a little girl who spoke too slowly.

'What a horrible woman, thought Lucy. I'm so glad my teacher isn't like her.'

Suddenly, the door flew open and George ran in. Mrs Bleak glared at him. She pointed at the clock on the wall with the ruler.

'What time do you call this?' she shouted.

'I'm sorry Mrs Bleak, but I can't find Albert. He's missing,' cried George.

'Missing?' snapped Mrs Bleak. 'I expect he has run away. She turned to the rest of the class. 'And we all know what happens to children who run away, don't we?'

'Yes, Mrs Bleak,' replied the children.

Mrs Bleak pointed to a boy in the back row.

'Jacob, remind George what happens to children who run away,' she belittled.

Jacob stood up, looking miserable.

'They are punished, Mrs Bleak,' he muttered.

'I don't think he has run away, Mrs Bleak. I just can't find him,' cried George.

He was very upset.

33

Quickly George's thoughts returned to Albert.

'Where can he be?' wondered George. He was very worried. 'Perhaps he has run away.'

Just then Lucy had an idea.

'I saw an address book in Mr Bleak's office in the Manager's House when I first arrived here. It was in his desk.'

'Right,' said Robert. 'Tonight when all the children are asleep we will hide in the bushes by the Manager's House. When Mr and Mrs Bleak are asleep, we will climb into his office through the window and look for the address book in his desk.'

'But what if he catches us?' asked George. 'He will punish us.'

'That must be very, very careful,' replied Robert.

Later that night when all the children at the Apprentices' House were fast asleep, Robert, Lucy and George crept out of their dormitories. They walked quietly out of the Apprentices' House and ran down the path to the Manager's House. Quietly they hid in the bushes and looked up at the bedroom window. There was a candle in the window.

'That must be his bedroom,' whispered George, pointing to the upstairs window.

'Yes,' whispered Robert. 'They are still awake. We will just have to wait until they go to sleep.'

Upstairs Mr and Mrs Bleak were getting ready for bed. After a long time the candle finally went out.

'Look,' whispered Lucy. 'They must be asleep.'

They waited a few minutes more, then crept over to the window. It was open a little. Carefully Robert opened the window wider.

35

'But how can we find out where he lives?' asked Lucy.

'Mr Bleak must have his address somewhere,' said Robert. 'I know,' cried George. 'I saw an address book in Mr Bleak's office in the Manager's House when I first arrived here. It was in his desk.'

'Right,' said Robert. 'Tonight when all the children are asleep we will hide in the bushes by the Manager's House. When Mr and Mrs Bleak are asleep, we will climb into his office through the window and look for the address book in his desk.'

'But what if he catches us?' asked George. 'He will punish us.'

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Later that night when all the children at the Apprentices' House were fast asleep, Robert, Lucy and George crept out of their dormitories. They walked quietly out of the Apprentices' House and ran down the path to the Manager's House. Quietly they hid in the bushes and looked up at the bedroom window. There was a candle in the window.

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Upstairs Mr and Mrs Bleak were getting ready for bed. After a long time the candle finally went out.

'Look,' whispered Lucy. 'They must be asleep.'

They waited a few minutes more, then crept over to the window. It was open a little. Carefully Robert opened the window wider.

37

'This is it,' Lucy whispered. She took it out of the drawer and over to the window. She looked at the book by the light of the moon. 'I'll look under the letter 'F' for Featherstone.' She turned over the pages until she found the right page. 'Here it is: Mr Featherstone ... and he lives in this town.'

Lucy memorised the address, then replaced the book in the desk drawer.

'Come on, let's go,' whispered Robert.

He and Lucy went towards the open window. Lucy was halfway out of the window when

'Crash!' George knocked a vase off the desk. It lay in pieces on the floor. The children held their breaths in fear. Mr Bleak must have heard that noise. Sure enough they heard footsteps running down the stairs.

'Who's there?' shouted a loud voice.

It was Mr Bleak.

'Quick!' cried Robert.

He pushed Lucy out of the window and shoved George after her. Then he quickly followed them. As Mr Bleak burst into the office, they flung themselves back into the bushes.

'What's all that noise?' shouted Mr Bleak.

He shone his candle around the empty room and saw the broken vase on the floor. Next to the broken vase was the cat. It had woken up and was now looking at the mess.

'Oh you bad cat,' scolded Mr Bleak. 'Out you go.'

He appeared at the open window, put the cat outside, closed it again and walked out.

'Phew!' sighed George. 'That was a lucky escape.'

39

Before anyone was awake the next morning, Lucy got up and wrote a letter to Mr Featherstone. She ran out of the factory and all the way to his house. She knocked on the door. A maid opened it.



'Please will you give this letter to Mr Featherstone?' asked Lucy.

'Yes, of course,' she promised.

'Thank you,' cried Lucy and ran back to the factory. She arrived just as the other apprentices were getting up.

'You're awake early,' said Amy.

'I couldn't sleep,' replied Lucy and smiled to herself. All they had to do now was wait for Mr Featherstone to visit.

40

### Active vocabulary

**admiration** the 'tion' at the end is pronounced 'shun'

**bushes** rhymes with *pushes*

**creep** change the 'cr' to 'd', 'k', 'p' 'sl' and 'w' to make some new words

**drawer** remember the phrase: *Is a 'drawer' someone who draws?*

**escape** note the difference that adding the 'e' to 'cap' makes (*cape*)

**report** the 'e' has a long sound – we pronounce the word as 'reepor'

**search** there's a part of your head 'hidden' in this word (*ear*)

**sore** add 'n' after 's' to make something some people do when they are asleep

**threaten** the 'eat' is pronounced 'et' – we pronounce the word as 'thretn'

**yawn** have fun saying: *Do you yawn at dawn?*

### Passive vocabulary

**attention**      **scold**      **shove**

**snapped**      **swished**      **What nonsense**

### 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 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 32. Ask *What is the teacher's name? How does she look? Why do you think she is holding the ruler like she is?* Point out how the children are all sitting in rows in rather old-fashioned desks. Ask *How do the children look? Do you think they are happy?*
- Tell the children to look at the picture on page 34. Ask *Where are the children? Who do you think they are looking for?* (Remind them of the chapter title.) *What time of day is it? What is Lucy holding? Why?*
- Tell the children to look at the picture on page 38. Ask *Where do you think the children are? What time of day is it? Why do you think Robert is telling the others to be quiet? How does George look? Why do you think this is? What is Lucy doing? What do you think she is looking for? What can you see on the table?*
- Tell the children to look at the picture on page 40. Ask *Is Lucy in the factory? Where do you think she is? Do you think it's the house of a rich or a poor person? What is she giving to the maid? What do you think is in 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

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

- 1 *Why did Robert and Lucy hurry to the schoolroom after work?*
- 2 *What did Robert think was strange?*
- 3 *What did Mrs Bleak do if a child didn't know their multiplication tables?*
- 4 *Who ran into the classroom late?*
- 5 *Where did Mrs Bleak think Albert was?*
- 6 *What did Mrs Bleak tell George, Robert and Lucy to do?*
- 7 *Where did they search first?*
- 8 *Why did Lucy shiver?*
- 9 *Why did George look at Lucy's torch with admiration?*
- 10 *Why did Lucy think Albert might be in the factory?*
- 11 *Where did Lucy find Albert?*
- 12 *What did Albert do when he woke up and sat up?*
- 13 *a) Where did Lucy take Albert? b) Why didn't she take him back to school?*
- 14 *Why did Mrs Bleak call Robert a 'rude boy'?*
- 15 *What did she make him and George do?*
- 16 *Later that night Robert, Lucy and George crept out of their \_\_\_\_.*
- 17 *Where did they run to?*
- 18 *Why did they hide in the bushes?*

- 19 *How long was it until the candle went out?*  
 20 *How did the children get into the office?*  
 21 *What did Lucy find in the bottom drawer of the desk?*  
 22 *What did Lucy find in the book?*  
 23 a) *Who knocked a vase off the desk?* b) *Who did Mr Bleak think had knocked the vase over?*  
 24 *What did Lucy do before anyone was awake the next morning?*

- Ask the children why some sentences are written in italics on pages 32 and 33. (They show what Robert or Lucy is thinking.) Now draw their attention to the word *must* on pages 37 and 39. Elicit that here italics are used to show we should emphasise the word.
- Ask the children to find any examples of exclamation 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 'time marker' words or phrases in the text and discuss how they indicate the passing of time in the story, for example *that evening, the next morning*.
- Draw attention to the use of a variety of interesting 'dialogue' words in the text, which are used instead of verbs such as *said* (for example *bellowed, muttered, cried, shouted, chanted*).
- Ask the children to find examples of contractions in the text, for example *you're, couldn't*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *you're = you are*.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *again, quickly, their*).

- 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 Robert and Lucy felt as they ran towards the schoolroom?*
- 2 *Why do you think the children looked scared as Mrs Bleak walked up and down the rows of desks?*
- 3 *Why do you think Mrs Bleak glared at George when he came in the classroom?*
- 4 *How do you know children sometimes ran away from the factory?*
- 5 *How can you tell George was worried about Albert?*
- 6 *Why don't you think George had ever seen a torch before?*
- 7 *Why do you think Albert went into the factory and went to sleep?*
- 8 *Do you think Albert was surprised when he woke up?*
- 9 *Do you think Lucy was right to take Albert back to the Apprentices' House?*
- 10 *Do you think Mrs Bleak believed that Albert was still unwell?*
- 11 *Why did Robert, Lucy and George wait until everyone was asleep before they went to the Manager's House?*

- 12 How did Robert know that Mr and Mrs Bleak were still awake?
- 13 Why do you think they waited a few more minutes after the candle went out, before they went into the Manager's House?
- 14 How do you think the children felt as they crawled through the office window?
- 15 Why was Robert worried when Lucy opened the bottom drawer of the desk?
- 16 What made the children hold their breaths in fear?
- 17 How did they know someone was coming down the stairs?
- 18 Why did Mr Bleak think the cat had knocked the vase over?
- 19 Why do you think George said, 'That was a lucky escape'?
- 20 Do you think Lucy told anyone she was going to write a letter to Mr Featherstone?
- 21 Do you think Amy knew where Lucy had been?

### Stage 2 comprehension extra

**Plot** Discuss what conditions were like for children who worked in the factory and went to the factory school. Reinforce the message that it was dangerous work, had long working hours and the children were treated unkindly. There was little chance of anyone finding out because Mr and Mrs Bleak made sure the owner didn't know what was really going on. What did the class think of Robert and Lucy's plan? Talk about how the author made the search for Mr Featherstone's address so exciting. Do the children think Robert and Lucy's plan will succeed?

- George broke a vase in the office. We can break some words into two smaller words. Write the word *schoolroom* on the board and show how it is made of two separate words, *school* and *room*. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot (ball, step)*, *hair (brush)*, *sun (shine, light)*, *sea (side, shore, shell)*, *bath (room)*, *book (case, shop)*, *rain (fall, drop)*.
- Sometimes the letter 'o' sounds like the 'u' in 'fun'. Write the words *wonder* and *shove* on the board and ask the children to read them. Now write these words on the board: fr\_nt, l\_ve, m\_ney, \_ne, m\_nth, s\_n, \_nce. Ask the children to complete each with 'o'. What sound does the 'o' make in them?
- Lucy thought the stream looked dark and dangerous. Write these words on the board: jeal\_\_\_\_, 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.
- Write the words *multiplication* and *attention* on the board and say them. Write these words on the board: sta\_\_, educa\_\_, popula\_\_, informa\_\_, competi\_\_. Ask the children to complete each with 'tion' and read the words they have made.
- Write the words *yawned* and *crawled* on the board and draw attention to the 'aw' sound in both. Write these 'aw' words on the board: *saw, jaw, claw, paw, straw, draw, drawer, awful*. Ask the children to read them and say what they mean.

- It was easy to see from George's face that he felt worried when he came into the classroom. 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 being happy, bored, worried, excited, angry, tired, nervous, miserable.
- Does everyone in your class know their multiplication tables?
- Discuss what the children think about Mrs Bleak's method of punishment for getting things wrong.
- Ask if any children have ever had a bad accident like Albert. Encourage them to share their experiences with the rest of the class.
- Mr and Mrs Bleak had a pet cat. Do any of the children have a pet at home?
- Have some fun acting out the part of the chapter where the children get into the office to look for the address book.
- Lucy searched the office for the address book. Play a game of hide and seek. Send a child outside the room and hide a small object somewhere in the classroom. Invite the child back in and ask him or her to find it. The class can encourage the child as he or she looks for the hidden object. If he or she walks away from it, the class calls out 'You're getting cold'. If he or she walks towards where it is hidden, the class calls out 'You're getting warmer!'
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 5

## The visit

Pages 41 to 49

CHAPTER 5

The visit

Later that morning, Mr Bleak looked worried. He rushed around the factory shouting orders.

'Fred and John, put some fences around that machine now,' he shouted. 'You girls, clean those windows. They're very dirty. You two boys, sweep the floors.'

'What's the matter with Mr Bleak?' asked a woman who was working with Lucy. 'I've never seen him running around like this before.'

Lucy smiled to herself.

When the factory was clean, Mr Bleak called all the workers together. He stood on a box so that everyone could see him.

'This afternoon Mr Featherstone is visiting the factory,' he said. 'He received a letter saying that the factory is unsafe and that bad things are happening here. I am very angry about this. Does anyone know who sent the letter?' The workers looked at each other and shook their heads. Mr Bleak glared at them. 'If I find out who sent the letter, there will be trouble. Is that understood?'

'Yes, Mr Bleak,' agreed the workers sadly.

'Mr Featherstone must find everything perfect,' continued Mr Bleak. 'You will tell him that you enjoy working in this factory and you are all treated well. Do you understand?'

'Yes, Mr Bleak,' replied the workers.

41



'While Mr Featherstone is here everyone will receive a bun to eat. You will tell him you have busy every afternoon,' said Mr Bleak.

Everyone knew that Mr Bleak was only giving them buns to impress Mr Featherstone. They had never had buns before.

Mr Bleak turned to the children in front of him and said, 'You children will tell Mr Featherstone that you are nine years old. If Mr Featherstone goes into the schoolroom, you will tell him that Mrs Bleak is a kind and good teacher. Do you understand?'

'Yes, Mr Bleak,' replied the children.

They knew it was wrong to tell lies, but they had no choice.

42

George couldn't believe his ears. Why was Mrs Bleak being so kind?

'Tom,' continued Mrs Bleak. 'What is the name of our dear queen?'

'Queen Victoria, Mrs Bleak,' replied Tom.

'Good boy,' said Mrs Bleak, and patted his head. Tom thought she was going to hit him, so he was surprised to be patted.

'Amy,' called Mrs Bleak. 'What is the name of our dear queen's husband?'

Amy thought hard, but she couldn't think of the answer. Mrs Bleak stood behind Amy and bent down.

'Prince Albert, you stupid child,' she whispered.



44

'Yes, Mr Featherstone,' replied Robert. He pointed to Albert. 'Albert is only seven years old. He is the boy who had a bad accident the other day. A machine hit him while he was cleaning the fluff from under it.'

'Albert, come here, I won't hurt you. Have you had an accident?' asked Mr Featherstone, kindly.

'Yes, Mr Featherstone,' answered Albert. 'I hurt my head. Look.'

He lifted the hair from his forehead. The wound was bright red. It looked very sore.

'Did the machine hit you while you were working?' asked Mr Featherstone.

'Yes, Mr Featherstone,' nodded Albert.

Albert looked nervously at Mrs Bleak. She was very angry and he felt very frightened. He knew she would beat him if she could reach him.

'How old are you, Albert?' asked Mr Featherstone.

Albert looked at Mrs Bleak again, too scared to speak.

'Albert,' said Mr Featherstone. 'I want you to tell me the truth.'

'Tell him, Albert,' said George. 'Tell him the truth.'

'I'm seven years old,' said Albert miserably. 'But I don't want to lose my job. George and I have nowhere else to go.'

Mr Featherstone looked shocked and upset. He patted Albert on the shoulder.

'Don't worry, Albert,' he said. 'I shall make sure you will be all right.'

'Thank you, sir,' said Albert.

He stood behind Mr Featherstone safely out of Mrs Bleak's reach. He didn't want her to hit him.

46

Robert, Lucy and George looked at each other. Would Mr Featherstone learn the truth during his visit?

When Mr Featherstone arrived, Mr Bleak went to meet him. He bowed and shook Mr Featherstone's hand.

'I am so pleased that you have come to see us today, sir,' said Mr Bleak.

'I hope you are running this factory properly, Mr Bleak,' replied Mr Featherstone. 'That letter I received this morning concerned me.'

'I'm sure you will find everything in good order, sir,' replied Mr Bleak.

Mr Featherstone looked around the factory. He checked the fences around the machines. He looked at the clean windows and floors. He saw the workers each receive a bun during the afternoon. He made lots of notes in his notebook. Mr Bleak smiled. The visit was going well.

Soon it was time for the children to go to the schoolroom.

'I hope Mr Featherstone visits the school,' Robert whispered to Lucy. 'It will be our only chance to tell him the truth.'

In the schoolroom Mrs Bleak opened a book. But before she could begin, the door opened and in walked Mr Featherstone.

'Welcome to our little school, Mr Featherstone,' she smiled, as he sat down. 'We will begin with general knowledge. George, what is the capital city of England?'

'London, Mrs Bleak,' answered George.

'Well done, George,' said Mrs Bleak. She smiled at Mr Featherstone. 'Such a dear, clever little boy.'

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'Prince Albert,' repeated Amy quickly.

'Splendid, Amy,' smiled Mrs Bleak.

Mr Featherstone stood up and smiled at Mrs Bleak. Robert was worried. Things were not going so well. If Mr Featherstone went now, he would never know the truth. He wouldn't realise how badly the children were being treated and how unhappy there were. Robert had to do something quickly.

Children, do you enjoy school?' asked Mr Featherstone.

'Yes,' replied the children.

'No,' shouted Robert.

Everyone gasped and looked at Robert. Mrs Bleak and Mr Featherstone stared at him.

'What did you say?' asked Mrs Bleak, red with rage.

'I said, "No,"' replied Robert. 'I don't enjoy school.'

'Why is that, boy?' asked Mr Featherstone.

Robert took a deep breath.

'Mr and Mrs Bleak are unkind to us. They make us work too hard for too little money. This factory is a dangerous place, too,' he answered.

'The boy is ill,' said Mrs Bleak. 'He doesn't know what he is saying.'

She glared at Robert.

'I'm not ill at all,' said Robert. 'There have been accidents and children under nine years old work here. There was an accident only a few days ago. A seven-year-old boy was hurt by a spinning machine. He cut his head quite badly.'

'Is this true?' asked Mr Featherstone. 'What are you saying is very serious. Can you prove it?'

45

Mrs Bleak wasn't thinking of hitting Albert. She wasn't thinking of anything. Her face had turned white with shock.

'What do you have to say about this?' asked Mr Featherstone, turning to Mrs Bleak.

Mrs Bleak bowed her head and said nothing.

'George, go and ask Mr Bleak to come here immediately,' said Mr Featherstone.

George ran out of the room and returned with Mr Bleak a few minutes later. Mr Bleak smiled at Mr Featherstone.

'I hope everything is in order, sir,' he said.

Mr Featherstone glared at him.

'No, everything isn't in order at all,' said Mr Featherstone. 'You are employing young children. This boy had a bad accident and you have not looked after him properly. Clearly the children are very unhappy.'

'What?' said Mr Bleak. 'Who told you that?'

'Never you mind,' replied Mr Featherstone. 'I know the truth now and I want you to leave. Go and pack your things. You and your wife are to leave this factory for good. I will ask John to bring the horse and cart to the front gates. He will take you to the station.'

Mr Bleak was red with rage. Mrs Bleak was still white with shock. She stared straight ahead. She still had nothing to say.

'Come along, my dear,' he said to his wife. 'This factory is not good enough for us.'

Mr Bleak took his wife by the arm and led her out of the room. Mrs Bleak followed him as meek as a lamb and still staring straight ahead.

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Ten minutes later, all the workers and children stood at the factory gates. They watched as Mr Bleak loaded the cart with their bags. As the horse pulled the cart out of the factory gates everyone cheered.



Mr Featherstone went over to George, Albert, Robert and Lucy.

'There will be other changes,' he promised. 'I will find a proper teacher for the children and they will work fewer hours in the factory. No child under the age of nine will work in the factory at all. Children like Albert will have more time to play instead.'

'Thank you very much, Mr Featherstone,' said George.

Mr Featherstone smiled.

'Now we must go back to our own time,' said Robert. 'We don't belong here.'

'I know,' George sighed. 'But perhaps we will meet again one day.'

'Perhaps,' smiled Robert.

Robert and Lucy walked out of the factory gates.

'I'm glad the factory will be a better place,' said Robert.

'Schools and teachers have improved so much since Victorian times,' replied Lucy. 'Perhaps schools in the future will be better still.'

'Perhaps,' said Robert.

'Let's find out,' Lucy grinned. 'Let's travel to the future and see what our school will be like.'

'Okay, let's choose a date,' Robert smiled. 'Let's choose ... 2035.'

They tapped 2035 into their phones, then the name of their school and finally the password. They pressed the green buttons. Everything went dark and there was a sound like the rushing of wind. For a second time, Robert and Lucy felt themselves rushing forward through time at a alarming speed.

49

### Active vocabulary

<i>forehead</i>	the prefix 'fore' means 'in front of'
<i>immediately</i>	tap out the five syllables as you say the word
<i>impress</i>	this word and <i>improve</i> (see below) both begin with 'im'
<i>improve</i>	see <i>impress</i> above
<i>properly</i>	another adverb ending with 'ly', like <i>immediately</i> above
<i>prove</i>	we pronounce this word as 'prove' (see <i>improved</i> above, too)
<i>rage</i>	change the 'r' to 'c', 'p', 'st' and 'w' to make some new words
<i>serious</i>	the 'ous' is pronounced 'us'
<i>splendid</i>	contains a 'hidden' word meaning <i>finish</i> in the middle ( <i>end</i> )

### Passive vocabulary

<i>bun</i>	<i>concerned</i>	<i>fence</i>
<i>for good</i>	<i>gasp</i>	<i>general knowledge</i>
<i>meek</i>	<i>treat someone well</i>	
<i>wound</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 42. Ask *Where is this?* (inside the factory) *Who do you think the man standing on the box is? What is he doing? What do you think he is saying to the workers around him? How is he dressed?*
- Tell the children to look at the picture on page 44. Ask *Why do you think Mrs Bleak is bending down talking to Amy, the little girl? Does Mrs Bleak look friendly? How does Amy look?*
- Tell the children to look at the picture on page 48. Ask *Where are Mr and Mrs Bleak? What is in the cart? What is happening to the Bleaks? Why do you think they are leaving? How do they look? Are the workers happy? Why?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

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

- 1 *What did Mr Bleak do later that morning?*
- 2 *What did he ask different people to do?*
- 3 *What did he do when the factory was clean?*

- 4 *Who did he say was visiting the factory that afternoon?*
- 5 *What did Mr Bleak tell the workers they must say to Mr Featherstone?*
- 6 *What did Mr Bleak tell the children they must say to Mr Featherstone?*
- 7 *What did Mr Bleak do when Mr Featherstone arrived at the factory?*
- 8 *What things did Mr Featherstone do and see when he looked around the factory?*
- 9 *What did Mrs Bleak say to Mr Featherstone when he walked into the classroom?*
- 10 *a) What did Mrs Bleak call George? b) Why was Tom surprised? c) Why did Mrs Bleak bend down and whisper to Amy?*
- 11 *Why was Robert worried?*
- 12 *What did he do to make Mr Featherstone take notice of him?*
- 13 *What did Robert tell Mr Featherstone about Mr and Mrs Bleak?*
- 14 *Mrs Bleak said that Robert was \_\_\_\_.*
- 15 *What other things did Robert say to Mr Featherstone?*
- 16 *How did Robert prove what he was saying was true?*
- 17 *What did Albert a) show Mr Featherstone? b) tell Mr Featherstone?*
- 18 *Why did Albert look nervously at Mrs Bleak?*
- 19 *How did Mr Featherstone look when Albert told him about his accident?*
- 20 *Why did Albert stand behind Mr Featherstone?*
- 21 *What did Mr Featherstone tell George to do?*
- 22 *When Mr Bleak arrived, what did Mr Featherstone tell him and his wife to do?*
- 23 *Mr Bleak was red with \_\_\_\_\_. Mrs Bleak was white with \_\_\_\_\_.*

24 What did the workers and children do as the cart carrying Mr and Mrs Bleak left the factory gates?

25 How did Mr Featherstone say he would change the factory?

26 Lucy said, 'Schools and teachers have \_\_\_\_\_ so much since Victorian times.'

27 Why did Robert and Lucy decide to travel forward in time to 2055?

- Ask the children to find and read aloud sentences containing verbs that show movement, for example *rushed, sweep, stood*. Discuss their meanings.
- Find and point out some pronouns in the text. Ask the children who each pronoun refers to.
- 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, *later*).
- Ask the class to find examples in the text of verbs with irregular past tenses, for example *was, stood, shook, sent*. Discuss how the spelling has changed in the past tense, for example *stand – stood*.
- 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 Mr Bleak was worried about Mr Featherstone coming to visit the factory?

2 How can you tell the factory was not usually a clean place?

3 Why do you think the workers agreed to tell lies to Mr Featherstone?

4 What was Mr Bleak going to give the workers to make Mr Featherstone think he was kind to them?

5 Why did he tell the children they must say they are nine?

6 'They knew it was wrong to tell lies, but they had no choice.' Is this true?

7 How did Mr Bleak talk to Mr Featherstone when he arrived?

8 Why did Mr Bleak think the visit to the factory went well?

9 In what way did Mrs Bleak treat the children differently when Mr Featherstone visited the classroom?

10 Why did Mrs Bleak bend down and whisper to Amy?

11 Why did the children say they enjoyed school?

12 Why do you think Mrs Bleak told Mr Featherstone that Robert was ill?

13 How can you tell Albert was still frightened of Mrs Bleak?

14 Why do you think Mr Featherstone looked shocked and upset when Albert told him how old he was?

15 Why do you think Mrs Bleak's face turned white with shock?

16 Why do you think Mr Featherstone told Mr and Mrs Bleak to leave straight away?

17 Do you think he should have given Mr and Mrs Bleak a chance to change?

18 Why do you think Mr Bleak said, 'This factory is not good enough for us'?

- 19 Mrs Bleak followed her husband 'as meek as a lamb'. What do you think this means?
- 20 How can you tell everyone was pleased to see Mr and Mrs Bleak leave?
- 21 How can you tell Mr Featherstone was not a bad man?
- 22 Do you think George and Albert were sad to say goodbye to Robert and Lucy?

### Stage 2 comprehension extra

**Author's style** The book is divided into two adventures – one in the past and one in the future. This chapter brings the first adventure to a close. Ask the class if they liked the way the chapter ended. Did they like the way the author portrayed Mr and Mrs Bleak's characters? Talk about the difference in the way Mr and Mrs Bleak behaved towards Mr Featherstone and how they behaved towards the workers and children. Discuss why this was. How did the author portray Lucy and Robert? Discuss how brave they were. Do the children think Robert and Lucy are sensible to travel into the future? Do they think things will be better or worse?

- Write the word *wrong* 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, \_rap, s\_ord, ans\_er. Ask the children to complete each word with a silent 'w', read the words they have made, and explain their meanings. Now write the word *lamb* on the board and read it. Point out that the 'b' at the end is silent and is not pronounced. Write these words on the board: clim\_, com\_, thum\_, crum\_, bom\_. Ask the children to complete each with a silent 'b', read the words they have made, and explain their meanings.
- Write the words *window* (long 'ow' sound) and *bowed* (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.
- Mr and Mrs Bleak's characters were entirely different in front of Mr Featherstone and towards the workers and children. Play the opposites game. Write the following words from the story on the board: *morning, shouted, dirty, stood up, behind, unsafe, coming, small, kind, into, good, wrong, true, opened, difficult, deep, under, miserable, young, front, wife*. 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.
- Discuss what kind of a man Mr Featherstone was.
- Mr Bleak gave the factory workers lots of orders, for example *Clean those windows. Sweep the floors*. Explain that *clean* and *sweep* are imperatives. 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.
- 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

## Welcome to Woodfield Junior

Pages 50 to 57

CHAPTER 6

### Welcome to Woodfield Junior



At last the sound of rushing wind stopped and the darkness was replaced by light. Robert and Lucy found themselves outside their school, Woodfield Junior. It looked very different now they were in the future. The windows were made from grey glass and made it hard to see inside. There was a high steel fence around the school and steel gates at the entrance. Robert and Lucy recognised the houses near the school, but they looked much older. All the trees surrounding the school were much taller, too.

10

Inside the hall were lots of children sitting in rows. They all wore white shiny suits and white shiny boots. It was difficult to tell the children apart because they all looked the same.

What a strange uniform, thought Lucy. All the children were looking at the stage at the front of the hall. No one was saying a word. Robert moved to see what the children were looking at.

"Wow!" whispered Robert. He pointed at the stage. "Look at that, Lucy!"

There on the stage was a big screen with writing on it. Next to the screen was a robot. And the robot was giving a lesson.

"Wow!" whispered Lucy. "A robot is giving the children their lessons. But where are all the teachers?"

"I don't know," replied Robert. "Let's sit and watch for a while. Perhaps we will find out what is going on."

Quietly Robert and Lucy sat down next to a boy and girl in the back row of the hall. They listened to the lesson. It was about the history of computers. It could have been a very interesting lesson, but it wasn't. It was very boring. The robot spoke in a strange voice that made everything sound so dull. Neither the robot nor the children asked any questions. It just kept speaking in the same dull way. Robert and Lucy looked around at the children. They were listening, but they didn't look very interested. One boy was trying to stay awake. It was warm in the hall and the robot's voice was so dull that he couldn't keep his eyes open. His eyelids drooped, his head followed, then his shoulders.



12

"I would hate our history lessons to be like this," muttered Robert.

"Our teacher makes history really interesting," whispered Lucy.

Suddenly the lesson stopped.

"Stand ... up ... now," commanded the robot.

And the children stood up.

"Walk ... around ... the ... hall ... three ... times," continued the robot.

And the children walked around the hall three times.

Sit ... down ... now," commanded the robot.

And the children sat down.

Now ... geography," said the robot.

All the children got out their geography books. In silence they watched the screen. Lots more writing appeared on it. This time the writing was about how different mountains are formed. The robot gave the lesson in the same dull way as the history lesson. Robert and Lucy were amazed.

"This is terrible," whispered Lucy. "How can the children learn if they have no proper teachers to help them?"

"How can you stay awake long enough to learn anything?" asked Robert.

He pointed to the boy who had fallen asleep before. He was fighting sleep again.

Suddenly a bell sounded and the children stood up.

"Where is everyone going?" Robert asked the boy who was sitting next to him.

"It's break time!" he replied. "Come on, I'll show you to the playground."

14

"That's why the robot tells us to walk around the hall three times," explained Anton. "It's to wake us up."

"But where are the teachers?" asked Lucy.

"Teachers were removed from all schools 15 years ago," explained Anton. "All we have is a head teacher to run the school. He uses computer-controlled robots to help him. Our head teacher is called Mr Sharp. He is told what to do by people who work at a place in town called The Office."

"How strange. What do the people at The Office tell him to do?" asked Lucy.

"They tell him what the children must learn," replied Anton. "We all feel sorry for Mr Sharp. He is so busy doing everything that The Office tells him that he never has time to talk to the children. He has to stay in the control room all day long. We rarely see him at all."

"That's terrible," said Lucy. She thought for a moment. "I suppose you still have books to read?"

"No, we don't," said Anton. "Books have been removed just like the teachers."

"But how do you learn if you don't have any books?" asked Robert.

Anton and Abby shrugged their shoulders.

"We don't look things up in books any more," said Abby. "We only have to learn what The Office tells us to learn. That's why we don't like school. It's so boring."

"My dad told me that when he was a boy he had teachers and books. He really enjoyed his school days. I wish we had teachers and books, too. Perhaps I'd like school then," sighed Anton.



16

Robert and Lucy walked through the steel gates into the school grounds and looked around. Everywhere was covered in grey concrete. There were no flowers, no trees, no pond and no seats. It looked very bleak. Lucy pulled a face. It was so different.

"This is what our school will look like in the future," said Robert.

"I don't think I like it," replied Lucy. "It doesn't look friendly any more. Look, our beautiful school garden has gone, too."

Robert looked at what had once been the school garden. Now it was an empty concrete square.

"Isn't it quiet?" he said.

He pointed to the clock tower. The beautiful old school clock had been replaced with a digital display. The time on the display said 10:00.

"Usually the school would be really noisy at this time. Where is everyone?" asked Lucy.

"Let's go and find out," said Robert.

They walked down the concrete path and pushed open the main door. Inside the school was a quiet and empty corridor. Robert and Lucy walked down it. The sound of their footsteps echoed in the silence. They looked in all the classrooms along the way. But no one was there. They went to the staff room, but no one was there either.

"How strange," muttered Lucy. "Where are all the pupils and teachers?"

"Let's go to the hall," said Robert. "Perhaps everyone is there."

Robert opened the door and peeped inside.

11

Outside in the playground, the boy and a girl looked at Robert and Lucy.

"Are you new pupils?" asked the girl.

"Yes, we are," replied Robert. "I'm Robert and this is my cousin, Lucy."

"It's Anton," said the girl. "And I'm his twin sister, Abby." She stared at the children's clothes. "What are you wearing?" she asked.

Robert and Lucy looked down at their own clothes. Then they looked at Anton's and Abby's white shiny suits and boots. They realised how strange they must look to Anton and Abby.

"We have come from the past," explained Robert.

"The past? What do you mean?" asked Anton.

Robert showed them their time-travel phones.

"We used these time-travel phones and travelled into the future," he explained.

Anton took one and examined it.

"Does it work?" he laughed. "It looks so old-fashioned."

"They both work very well," said Lucy.

She felt quite cross. She didn't like anyone laughing at Grandad's amazing inventions.

Abby saw how cross Lucy was.

"I'm sorry. They just look so strange to us," she explained.

Robert took back the phone and put it in his pocket.

"Do you like school?" he asked the children.

"Not much," replied Anton.

"The lessons are so boring. It's hard to concentrate," said Abby.

13

Robert and Lucy stared at each other. Why had books and teachers been removed from school? The school of the future didn't seem like a good place at all.

Just then a bell sounded. All the children formed a long line and went back inside.

"Time for some more lessons," sighed Anton. "Come on, follow us."

The children went inside. Suddenly Lucy noticed something moving. She looked up. There was a camera high up on the wall. Lucy watched it. It was following them as they walked down the corridor. Someone was watching them ... but who?

15

### Active vocabulary

- bleak** take away the 'l' and you are left with something a bird has got (*beak*)
- command** take off the 'nd' and you are left with a punctuation mark (*comma*)
- concentrate** another word ending with 'ate', like *hesitate* in Chapter 1
- echoed** the 'ch' is pronounced 'ck' in this word
- interesting** remember: you can have a rest in the middle of this word
- old-fashioned** note the hyphen joining the two words together in this compound word
- robot** the first 'o' has a long sound but the second 'o' has a short sound
- screen** remember the phrase: *Have you seen the screen?*
- surrounding** there's a circle 'hidden' in the middle of this word (*round*)
- uniform** pronounced 'you-ni-form'

### Passive vocabulary

- dull*      *eyelids drooped*      *rarely*
- replace*      *steel*

### 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 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 50. Ask *Where are Robert and Lucy? How do you know?* Now tell the children to turn back to the picture on page 7, but to put a pencil between pages 50 and 51 to keep the place. Ask *What are the similarities between the school in the present and the future? What are the differences?*
- Tell the children to look at the picture on page 53. *Where do you think Robert and Lucy are? (inside the school, in a big hall) Are they alone? How are the other children dressed? Who or what are they listening to on the stage? (a robot) Do the children look interested? Do they look bored? How do Robert and Lucy look? Are they surprised or worried?*
- Tell the children to look at the picture on page 57. Ask *What do you notice about this picture? (The children look distorted.) Why do you think this is? (The children are being seen through a camera lens.) Who do you think is looking at the children? Why?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

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

- 1 *Where did Robert and Lucy find themselves?*
- 2 *In what ways did the school look different?*
- 3 *Where did they go in the school before they went into the hall?*
- 4 *Why was everywhere quiet?*
- 5 *Describe how the children in the hall were dressed.*
- 6 *What were they looking at on the stage?*
- 7 *What was the lesson about?*
- 8 *Why did Robert and Lucy find the lesson boring?*
- 9 *What did the robot tell the children to do at the end of the history lesson?*
- 10 *Why did Lucy say the geography lesson was terrible?*
- 11 *Where did a boy and girl take Robert and Lucy at break time?*
- 12 *What were the boy and girl's names?*
- 13 *Why did Robert and Lucy look strange to Anton and Abbi?*
- 14 *Why did Anton laugh at the time-travel phones?*
- 15 *What did Anton say happened to all the teachers?*
- 16 *a) Who did Anton say ran the school? b) What did he use to help him? c) Who tells the head teacher what to do? d) Why don't the children see Mr Sharp very much?*
- 17 *What did Anton say about books?*
- 18 *Why didn't Anton like school?*
- 19 *a) What did Lucy notice as they went back into school? b) What was it doing?*

- Point out the use of ellipsis (...) on page 54 when the robot speaks and explain that they are used to denote a pause between each word and indicate a staccato way of speaking.
- Ask the children to find examples of commas in the middle of sentences in the text (for example, the second last sentence on page 50). Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Ask the children to find examples of regular past tenses in the text, for example *stopped*. 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 *found*, *made*. Elicit that these do not end with 'ed' and discuss how the past tense of each is made, for example *find – found*.
- 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 Robert and Lucy felt when they found themselves outside their school in 2055?*
- 2 *Why did Lucy say, 'I don't think I like it' (the school)?*

- 3 *Do you think Robert preferred the old school clock?*
- 4 *Why do you think 'their footsteps echoed' when they walked down the corridor?*
- 5 *Why do you think Lucy thought the children's uniforms were strange?*
- 6 *How can you tell Robert was surprised when he saw the robot on the stage?*
- 7 *Why do you think the children were not interested in the history lesson?*
- 8 *What was unusual about the way the robot talked?*
- 9 *Why did Anton and Abbi think Robert and Lucy were new pupils?*
- 10 *a) What made Lucy cross? b) Do you think it was nice of Anton to laugh at the time-travel phones?*
- 11 *Do you think Mr Sharp, the head teacher, enjoys his job?*
- 12 *Why do you think Anton's father enjoyed his schooldays?*
- 13 *Why did Anton sigh when he said, 'Time for some more lessons'?*
- 14 *Who do you think was watching the children? Why?*

### Stage 2 comprehension extra

*Setting* Robert and Lucy were whisked into the future to a familiar place – but their school had changed quite a bit! Brainstorm and encourage the children to recall how the school looked different from the outside. Ask *Why did it seem strange when the children first walked into the school? How did the pupils look different? What do you think of the way the robot gave lessons? What did you learn about the absence of teachers and books and the way the school was now run? Who do you think the people are who run the mysterious 'Office'? Why do you think The Office controls everything that goes on in school?*

- Find and write some contractions from the chapter on the board, for example *don't*. Show the children what the full form of the contraction is (for example, *do not*), and ask them to explain which letters have been omitted.
- Robert and Lucy travelled into the future. Write the word *future* on the board and read it. Point out that the 'ture' ending is quite common. Write these words on the board: na\_\_\_, tempera\_\_\_, adven\_\_\_, crea\_\_\_, mix\_\_\_, pic\_\_\_, furni\_\_\_. Ask children to complete each with 'ture', read the words they have made, and use them correctly in sentences of their own.
- Write the word *square* on the board and ask the children to read it. Write these words on the board: \_\_\_eak, \_\_\_ash, \_\_\_eeze, \_\_\_irrel. Ask the children to complete each with 'squ', read the words they have made, and explain their meanings.
- Talk about the children's experiences of robots. Discuss whether they are only found in science fiction or if we use them in our everyday lives. (It might be appropriate to read the section on robots on page 96 at this point.)
- Anton and Abbi were twins. Ask *Do you know any twins? What is special about twins?*
- Discuss why we wear uniforms and who, besides school children, wears them.
- What are the children's favourite lessons? Have a class vote and find out.
- Discuss why books are important.
- Anton laughed at the time-travel phone and upset Lucy. Discuss when it is appropriate to laugh at people and when it is wrong to do so.
- 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

## Come to the control room

Pages 58 to 65

CHAPTER 7  
**Come to the control room**

All the children went back into the hall and sat down in their places. Suddenly a message flashed on the big screen. It said 'Anton and Abbi, come to the control room.'



Anton and Abbi looked at each other. 'Why does Mr Sharp want to see us?' asked Abbi. 'I don't know,' replied Anton. 'Let's go and find out.' The two children left the hall. A few minutes later they returned. They sat down next to Robert and Lucy. 'What's the matter?' asked Lucy.

'Mr Sharp said he has had a telephone call from The Office. The Office has noticed you and Robert in school,' said Abbi. 'The people there want to know who you are. We said that you are our friends and that you have come to stay with our family. We asked if you could stay with us in school. Mr Sharp said he will inform The Office.'

Robert and Lucy looked at each other. Woodfield Junior seemed a very different school from the one they knew. At the front of the hall the robot was giving the next lesson to the same boring way. After half-an-hour the robot told everyone to walk around the hall three times in the same dull tone. All the children got up and walked around the room three times. Then they went back to their boring lessons. A long time later the lessons finally ended for the day.

Robert and Lucy walked out of the school gates with the twins.

'You can stay with us,' said Abbi. 'You can borrow some of our clothes before Mum and Dad see you.'

He pulled out his mobile phone from his pocket and showed it to the twins.

'Look, I can show you,' said Robert. 'He pulled out his mobile phone from his pocket and showed it to the twins.'

'This phone looks as old-fashioned as your clothes,' laughed Anton.

'Look at the video clips I made of our school,' said Robert crossly.

He didn't like being laughed at. He showed the video to the twins.



In the first video clip, teachers were talking to the children at playtime.

In the next one a teacher was showing the children how to head the ball in a football lesson.

'Wow!' exclaimed Anton. 'You are lucky. We never have science lessons like that.'

'We never have teachers to show us how to improve our football skills either,' said Abbi. 'I wish our school was like yours.'

'We have lots of books, too,' said Lucy. Abbi's eyes opened wide.

'You have books, too?' she said.

'Yes,' answered Robert. 'We have a library full of interesting books. There are mystery stories, fantasy stories, adventure stories...'

'And lots of non-fiction books we can use to look up information,' said Lucy.

'Wow!' exclaimed the twins together.

Best of all we have our own class teacher called Miss Lucas,' said Lucy. 'She's really nice. If you have any problems, she will help you.'

The twins went very quiet. They looked sad.

'I wish we went to school in your time instead of ours,' sighed Anton.

Robert and Lucy felt sorry for Anton and Abbi. They felt that the schools of the future were as bad as those in the past. In Victorian times some teachers were unkind and some weren't even proper teachers. But in the future there were no teachers at all.

Back at the twins' home, the children crept in through the back door and went upstairs. Anton and Abbi gave the children some uniforms to wear.

'Now Mum and Dad will think you are friends from school,' said Anton. 'Come on, I'll introduce you to them.'

In the kitchen the children found the twins' mum making dinner. She was just putting a pudding into a big oven that looked like a computer. It had lots of buttons and flashing lights on it. It didn't take long before a light flashed to show the pudding was cooked. Mum left it in the oven to keep warm.

In the living room the twins' dad was busy working on his computer. He smiled at the children.

'Hello,' he said. 'Do we have guests for dinner?'

'Dad, this is Robert and his cousin, Lucy,' said Abbi. 'They are new to our school. May they stay for the night with us, please?'

'I'm not sure. Ask your mother,' said Dad.

At that moment Mum walked in the door. She smiled at the children.

'Yes, of course they can stay. Robert and Lucy, you are very welcome,' she said. 'Come and sit down and have some dinner with us.'

Everyone went into the kitchen and sat down at the table. They ate delicious food that Robert and Lucy had never seen before.

When everyone had finished their food, the twins' mum took out the pudding from the oven.

'It's called planet pudding,' explained Mum. 'It's a special recipe.'

'It tastes wonderful,' said Lucy, licking her lips.

'Then you can have some more,' Mum laughed.

'Thank you very much,' said Lucy.

After dinner, the children went outside to play. It was a cool evening, but the children didn't feel cold at all. Their modern clothes had a special button to press to keep them warm. There was another button to press to keep them cool. Lucy pressed the button to keep her warm.

'These clothes are amazing,' she said.

Abbi smiled. She had never thought of her clothes as amazing before.

'What will we do at school tomorrow?' asked Robert.

'It will just be the same boring lessons,' Anton sighed.

'We have two lessons of maths first.'

'I like maths,' said Lucy.

'You won't like our maths lessons,' sighed Abbi. 'The robot puts lots and lots of sums on the screen. We have to work them out on our own screens as quickly as we can.'

'If we get one wrong, the robot just tells us the correct answer,' said Anton. 'But we still won't know what we did wrong or how to work out the sum for ourselves. It all seems so silly.'

'Luckily Mum and Dad help us at home if we ask them for help,' said Abbi. 'But it's not the same as having a teacher to help you.'

'I'm so lucky,' said Lucy. 'My teacher always makes sure I understand everything. She always explains things clearly to me.'

Robert put his hands on his hips. He looked cross.



'It's terrible that your school is so bad. All schools need good teachers and plenty of interesting books,' he said.

'We must think of a way to make your school better.'

'But how can we help?' asked Lucy.

Robert shrugged his shoulders. 'I don't know yet,' he said. 'But I need to think of a good plan.'

**Active vocabulary**

correct	remember the phrase: <i>If you are perfect, you get everything correct!</i>
delicious	the 'ci' sounds like 'sh'
experiment	other words ending with 'ment' are: <i>enjoyment, amusement, astonishment</i>
fantasy	the adjective <i>fantastic</i> comes from this word
inform	this is a compound word: <i>in + form = inform</i>
message	this is a compound word: <i>mess + age = message</i>
mystery	the 'y' at the end is pronounced 'ee', as in <i>fantasy</i> and <i>plenty</i>
non-fiction	note that the prefix 'non' is joined to the root word with a hyphen
plenty	see <i>mystery</i> above
recipe	we pronounce the word as 'ress-i-pea'

**Passive vocabulary**  
No new vocabulary

### 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 do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 58. Ask *Where are they? What is on the screen? What does the message say? Who do you think sent it? Why?*

- Tell the children to look at the pictures on page 60. Explain that these are pictures Robert had stored on his mobile phone and showed to Anton and Abbi. Discuss what each picture is about and read the captions. Ask *Why do you think Robert showed Anton and Abbi these pictures?*
- Tell the children to look at the picture on page 62. This is a pudding Anton's Mum cooked for Robert and Lucy. Ask *What shape is it? What planet does it look like?*
- Tell the children to look at the picture on page 64. Ask *Where are the children? Why do you think they are looking so serious? 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

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

- 1 *When the children went back into the hall, what did they see?*
- 2 *Who did they go to see?*
- 3 *What did Mr Sharp say to Abbi and Anton?*
- 4 *What did Anton and Abbi say to Mr Sharp?*
- 5 *Were the next lessons as boring as the lessons before break?*

- 6 *Where did Abbi say Robert and Lucy could stay?*
- 7 *How did Robert show the twins what his school was like?*
- 8 *What did Anton and Abbi like about Robert and Lucy's school?*
- 9 *When Lucy told the twins about her teacher, Miss Lucas, what did the twins do?*
- 10 *How did the children go into the twins' house?*
- 11 *Why did the twins give Robert and Lucy some school uniforms to wear?*
- 12 *a) What was the twins' Mum doing in the kitchen? b) How did the oven look?*
- 13 *What was their father doing in the living room?*
- 14 *What did the children have to eat for pudding?*
- 15 *Why didn't Robert and Lucy feel cold when they went outside?*
- 16 *What did the robot do if the children got a sum wrong?*
- 17 *What did Robert say all schools needed?*

- There are many proper nouns in the text, such as *Abbi, Mr Sharp*. Ask children to find them. Elicit that each begins with a capital letter because it is the particular name or title of a person, organisation or place.
- Ask the children to find some pronouns in the chapter and say who or what each pronoun refers to.
- Ask the children to find any examples of exclamation marks in the text. Read the sentences in which they appear and talk about how and why we use them.
- Ask the class to find and read as many words as they can in the chapter ending with 'ing'.

- 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 Anton and Abbi felt as they went to see Mr Sharp?*
- 2 *How do you think the Office noticed Robert and Lucy in school?*
- 3 *How do you think the children felt at the end of the school day?*
- 4 *Why do you think Abbi said she would let Robert and Lucy borrow some of their clothes before their mother saw them?*
- 5 *Why do you think Robert was cross when Anton laughed at his mobile phone?*
- 6 *How can you tell Anton and Abbi liked the look of Robert and Lucy's school?*
- 7 *Why did Lucy like Miss Lucas so much?*
- 8 *Why did Robert and Lucy feel sorry for Anton and Abbi?*
- 9 *Why do you think the children crept into Anton and Abbi's house?*
- 10 *How did the twins' mother make Robert and Lucy feel welcome?*
- 11 *Why did Lucy say, 'These clothes are amazing'?*
- 12 *Why did Anton say the way the robot taught maths was 'so silly'?*

- 13 *Do you agree with what Robert said all schools need?*

### Stage 2 comprehension extra

**Characterisation** Brainstorm ideas with the children and ask them to review what they know about Anton and Abbi. Ask *Do we know approximately how old they are? How do they dress? What do they like about school? What do they dislike about school? Are they kind to Robert and Lucy? What do we know about their home and their parents?*

- Anton and Abbi were twins. They looked alike. Homophones are words that sound alike but have different meanings. Write these pairs of homophones on the board: *sea/see, nose/knows, sail/sale, right/write, through/threw*. Ask the children to explain the difference between the two words in each pair, and use them correctly in sentences of their own.
- Write the word *school* on the board and read it. Point out that the 'ch' makes a 'ck' sound. Write these words on the board: *an\_\_or, stoma\_\_, \_\_emist, \_\_aracter, ar\_\_itect, \_\_orus*. Ask the children to complete each with 'ch', read the words they have made, and explain their meanings.
- The robot in school talked in a staccato way. Read some multi-syllabic words from the chapter in a robotic voice, pausing slightly at each syllable break, for example *ro...bot; re...plied, com...pu...ter*.
- Write the word *quest* on the board. Point out that we do not pronounce the 'u' and the 'g' makes a 'hard' sound. Write these words on the board: *guitar, guess, guide, guard, catalogue*. Ask the children to read the words and explain their meanings.

- Ask the children to imagine what various things might be like in the future, for example food, clothes, transport.
- What are the children's favourite meals?
- 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 Computer chaos

Pages 66 to 75

CHAPTER 8  
Computer chaos



Early the next morning, the four children walked to school together.  
"Have you thought of a plan, yet?" Lucy asked Robert.  
"Not yet," replied Robert. "But I think we need to find out a few things first."  
"What sort of things?" asked Anton.

"First we need to find out if there are any books in the school at all," replied Robert. "I wonder where The Office put the books that were once in the school library. Did they burn them?"  
"There was a rumour a long time ago that the people from The Office locked all the books in the cellar," said Abbi. "But it was only a rumour."  
"It might be true," said Lucy. "Why don't we investigate and see if there are any books there?"  
"Good idea," replied Robert. "Let's wait behind after school and when everyone has gone home we'll see if we can get into the cellar."  
"We'll have to go to the control room when Mr Sharp has gone home. All the cupboard doors and the cellar door are locked and opened from there," said Abbi.  
"That day went by even more slowly than the previous one. All the lessons seemed even more dull and boring than before.  
At last the final lesson ended and the bell rang to signal the end of the day.  
Robert, Lucy, Anton and Abbi hid in the store room and waited for the last person to leave. Five minutes after everyone had gone, the lights in the building went out. The school was dark and scary so Lucy took her torch out of her pocket and switched it on.  
"I'm glad you have a torch," whispered Anton.  
"I never got anywhere without it," said Lucy.  
"She doesn't like the dark very much," explained Robert. Anton understood how Lucy felt. He didn't like the dark very much either.

Lucy led the way as the children ran to the control room. Robert switched on the light. Inside the room were lots and lots of computers everywhere.  
"I wonder what that computer's for?" said Lucy. She pointed to a big green computer in a large glass box. There was a label on it that read, 'Property of The Office. Do Not Touch.'  
Robert went over to the green computer for a closer look. He lifted the lid on the glass box.  
"Be careful," said Lucy.  
The computer was already switched on so Robert pressed a key. Instantly the computer screen lit up and a plan of the school appeared on it.  
"Look, it's a plan of the school," said Robert.  
Abbi, Lucy and Anton came over to the computer. They gathered round and looked at the plan closely.  
"Look," said Anton, pointing to the bottom of the plan. "There's the cellar."  
"Perhaps this computer opens the door," said Robert. He pressed some more keys.  
Suddenly an instruction appeared on the screen. "Please enter the pass number," it said.  
There were four blank spaces to fill in underneath the instruction.  
"Oh dear," muttered Anton. "There are hundreds of four-digit combinations."  
The children thought for a few moments. Then Abbi had an idea.  
"Why don't we tap in the year?" she suggested. "That's got four numbers."

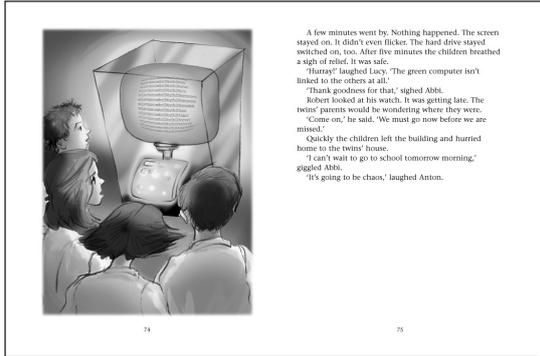
"Okay," replied Robert. "Let's try it."  
He tapped in the year 2055. Nothing happened.  
"Oh, no, it doesn't work," sighed Lucy.  
Everyone was very disappointed. What else could the code be? The children thought hard.  
"Which year did The Office take over the school?" asked Lucy.  
"2050," replied Abbi.  
"Try that, Robert," said Lucy.  
"Hang on a minute," said Anton. He looked closely at the screen. "You haven't clicked on 'go' yet!"  
"You're right. I haven't," said Robert.  
He clicked on 'go' and the computer screen went black. The children held their breaths until the screen lit up again. It showed a picture of the cellar door... and it was opening.  
"It worked. It worked," cried Abbi in excitement. "You opened the door, Robert."  
"Quick!" said Robert. "Let's get down to the cellar before the door closes again."  
The children ran down the stairs and into the cellar as fast as they could. It was very dark inside so Lucy switched on her torch. She flashed it around in the darkness to see what was there.  
Suddenly the children gasped. There in front of them, from the floor to the ceiling, were shelves piled high with hundreds and hundreds of books. Lucy shone the torch on the books so they could see the titles. There were adventure books, mystery books, fantasy books and hundreds of non-fiction books.



"Wow!" cried Anton. "It wasn't a rumour after all. We really do have books in the school."  
"Yes, you do," said Robert, angrily.  
He was cross that the books were locked in the cellar. Let's get out of here before we get caught," whispered Abbi. "Come on!"  
Quickly the children ran up the stairs and back into the control room. Robert used the computer to close the cellar door again. Then, as quickly and as quietly as possible, they left the building.  
No one said a word as they walked back to the twins' house. They were too busy thinking about what they had seen in the cellar.  
As soon as the children got in the house, they ran up to Anton's room and sat down.  
"We must think of a plan to get the books out of the cellar and back into the library," said Robert.  
"And how can we get teachers back into the school, too?" asked Abbi.  
"Let's go back to the control room tomorrow night," said Lucy.  
"Why?" asked Robert.  
"If we go back to the control room, we can instruct the computers to delete all their files," explained Lucy.  
"How will that help?" asked Anton.  
"Well, that way all the lessons will be ruined," she replied. "Then the robots will have no lessons. When the people at The Office find out, it will be too late because all the lessons will be deleted."

"And then we will have to use the books for our lessons instead," finished Robert.  
"You're very clever," said Anton.  
He was very impressed.  
"Well done, Lucy. That's an excellent idea," laughed Abbi.  
"I know what to do," said Robert. "We'll hide after school again, tomorrow. Then we will put Lucy's plan into action."  
"This is going to be a great adventure," said Anton. "I can't wait for tomorrow."  
After school the next day, the four children hid again in the store room. They waited for the last person to leave the school. Five minutes later, the lights in the building went out. After a few minutes, when they were sure the building was completely empty, they crept out of their hiding place. Lucy switched on her torch and led the way to the control room.  
In the control room, Anton, Abbi and Lucy each chose a computer and sat down at it ready to start deleting the files.  
"Stop!" cried Robert suddenly. "I've just thought of something really important."  
The three children stared at him in surprise.  
"What is it?" asked Lucy.  
"If we delete all the files, we might delete the files on the green computer, too. And if we do that the cellar door will be locked. We need the computer program that locks and unlocks the cellar door to get the books out," explained Robert.

"Oh no!" said Lucy. "I never thought of that."  
The children stared at the green computer.  
"I don't think this computer is linked to the others," said Anton, as he looked all around it for a connecting cable. "I think it works on its own."  
"But how can you be sure?" asked Robert.  
"I can't," replied Anton. "But why is this computer a different colour from the others? I think it's because it's separate from the other computers."  
"Yes, and why is it in a special glass box?" asked Abbi. "I think it is separate from the others, too."  
"Let's take the risk and delete the files on the other computers as we planned and hope that it doesn't affect this computer," said Anton.  
Lucy looked worried.  
"Are you sure?" she asked. "What if it is connected?"  
"We would lose the program to open the cellar and all the books would be locked in it, it would be a disaster."  
"No, I think it will be all right," said Robert. "Let's do it."  
"Okay," said Lucy, Abbi and Anton.  
For the next few minutes the children worked as quickly as possible. They moved from one computer to another deleting all the files from the hard drive. One by one, each computer was cleared of all its files.  
Anton sat down at the last computer and deleted the contents of the hard drive. Robert, Lucy and Abbi watched him complete the task. Then nervously they all gathered around the green computer, held their breaths and waited. What would happen? Would it shut down, too?



A few minutes went by. Nothing happened. The screen stayed on. It didn't even flicker. The hard drive stayed switched on, too. After five minutes the children breathed a sigh of relief. It was safe.  
"Hurray!" laughed Lucy. "The green computer isn't linked to the others at all."  
"Thank goodness for that," sighed Abbi.  
Robert looked at his watch. It was getting late. The twins' parents would be wondering where they were.  
"Come on," he said. "We must go now before we are missed."  
Quickly the children left the building and hurried home to the twins' house.  
"I can't wait to go to school tomorrow morning," giggled Abbi.  
"It's going to be chaos," laughed Anton.

### Active vocabulary

<b>ceiling</b>	remember the spelling rule: 'i' comes before 'e' except after 'c'
<b>cellar</b>	the 'c' is a soft 'c' and sounds like 's'
<b>disappointed</b>	change the 'ointed' to 'eared' and make a new word
<b>disaster</b>	rhymes with <i>faster</i>
<b>giggle</b>	it is unusual to have three 'g's in a word
<b>instantly</b>	there's an ant 'hidden' in the middle of this word!
<b>investigate</b>	there's a vest and a gate 'hidden' in this word!
<b>previous</b>	the 'ous' sounds like 'us', as in <i>serious</i> in Chapter 5
<b>ruined</b>	we pronounce the word as 'roo-ind'
<b>rumour</b>	<i>ruined</i> and <i>rumour</i> both begin with 'ru' (pronounced 'roo')

### Passive vocabulary

<i>able</i>	<i>chaos</i>	<i>combination</i>
<i>delete</i>	<i>digit</i>	<i>hard drive</i>
<i>linked</i>	<i>property</i>	<i>risk</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 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 66. Ask *Where do you think the children are going? What do you think they are talking about?*
- Tell the children to look at the picture on page 70. Ask *Where do you think the children are? Is the room big? How can you tell? Why is Lucy using her torch? The walls are filled with shelves of books. What sort of books do you think they are? How do you think they got here?*
- Tell the children to look at the picture on page 74. Ask *Where do you think the children are? At home? At school? What do you think they are doing? Why are they looking at a computer screen?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

### Stage 1 comprehension (literal)

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

1 *What did Robert say they needed to find out?*

- 2 *Where did Abbi say the books might be?*
- 3 *Where did the children hide at the end of the day?*
- 4 *What was the school like when all the lights went out?*
- 5 *What did Lucy switch on?*
- 6 *Where did they run to?*
- 7 *a) Where was there a large green computer?  
b) What did the label on the box say?*
- 8 *What happened when Robert pressed a key on the computer?*
- 9 *What instruction appeared on the screen when Robert pressed some more keys?*
- 10 *What date did Robert tap in first?*
- 11 *What date did he tap in next?*
- 12 *What happened when Robert clicked on 'go'?*
- 13 *Why did Lucy use her torch in the cellar?*
- 14 *What made the children gasp?*
- 15 *Why was Robert cross?*
- 16 *Why did Abbi say, 'Let's get out of here'?*
- 17 *Why didn't the children speak on the way home?*
- 18 *When they got home, the children thought of a plan to get the \_\_\_\_ out of the cellar and into the \_\_\_\_, and to get \_\_\_\_ back into the school.*
- 19 *Lucy's plan was to instruct the \_\_\_\_ to delete their \_\_\_\_.*
- 20 *When did the children hide in the store room again?*
- 21 *What did Robert think might happen if they deleted all the files?*
- 22 *Why did Anton and Abbi think the green computer was separate from all the others?*
- 23 *What did the children do for the next few minutes?*

24 *Why did they all nervously gather round the green computer after Anton deleted the contents of the hard drive on the last computer?*

25 *How did they know the green computer wasn't linked to the others?*

26 *Why did they hurry home?*

- Ask the children to find some 'ly' adverbs in the text, for example *instantly, closely, suddenly*, and discuss which verbs they describe.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Ask the class to find any verbs using *will* to show the future tense, for example *Well, that way all the lessons will be ruined* (page 71).
- Read out a number of random words from the text and ask children to count how many syllables each word contains. To help, tap out or clap the syllables as you say them.
- 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 *On page 67, why do you think it says 'That day went by even more slowly than the previous one'?*

2 *How do you think the children felt when they were hiding in the store room?*

3 *Why was Anton glad that Lucy had a torch?*

4 *How do you know the green computer was special?*

5 *Do you think Robert was right to lift the lid on the glass box?*

6 *Why do you think there was a label on it?*

7 *Why do you think Lucy told Robert to be careful?*

8 *Why do you think the green computer had a plan of the school on it?*

9 *Why was Anton worried when the computer asked for a pass number?*

10 *Why do you think the children 'held their breaths' when Robert clicked 'go'?*

11 *Why did the children run down to the cellar as fast as they could?*

12 *Why did Lucy need her torch in the cellar?*

13 *How can you tell the children were surprised when they saw all the books?*

14 *Why do you think the books were locked in the cellar?*

15 *Why do you think the children ran up to Anton's room as soon as they got home?*

16 *What did Anton think of Lucy's plan?*

17 *Why did Anton say 'I can't wait for tomorrow'?*

18 *Why did the children wait in the store room for a few minutes?*

19 *What risk did the children take when they deleted all the files from the computers?*

20 *How can you tell the children were worried when Anton deleted the contents of the hard drive on the last computer?*

21 *Why did they breathe a sigh of relief (on page 75)?*

22 *Why do you think Abbi said, 'I can't wait to go to school tomorrow morning'?*

### Stage 2 comprehension extra

*Author's style* This chapter is exciting and full of suspense. Discuss how the author has achieved this, for example hiding in school at the end of the day; creeping around school in the dark; wondering if their plans will work; will they/won't they succeed in working the computers; worrying what will happen if the green computer is linked to the others; wondering what they will find in the cellar.

- Write the word *excitement* on the board and say it. Point out that it ends with 'ment'. Write these words on the board: astonish\_\_, amaze\_\_, amuse\_\_, enjoy\_\_, improve\_\_, excite\_\_, argu\_\_, advertise\_\_. Ask the children to complete each with 'ment', read the words they have made, and explain their meanings.
- Write the word *tapped* from the chapter on the board. Now write *tap* and ask the children what happens when we add 'ed' to the 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*.
- Write the word *cellar* on the board and say it. Point out that it ends in 'ar'. Write these words on the board: sug\_ \_ , begg\_ \_ , gramm\_ \_ , burgl\_ \_ , vineg\_ \_ , popul\_ \_ , simil\_ \_ . Ask the children to complete each with 'ar', read the words they have made, and use them correctly in sentences of their own.
- Write the word *rumour* on the board and say it. Point out that it ends in 'our'. Write these words on the board: col\_ \_ \_ , harb\_ \_ \_ , arm\_ \_ \_ , flav\_ \_ \_ , neighb\_ \_ \_ . Ask the children to complete each with 'our', read the words they have made, and use them correctly in sentences of their own. Point out that the 'our' ending in these words sounds similar to the 'ar' ending in 'cellar'.
- The chapter was very exciting. Ask children to tell the class about the most exciting thing that has ever happened to them.
- Talk about the importance of thinking things through carefully, and planning properly.
- Lucy and Anton didn't like the dark. Ask *Is there anyone in the class who doesn't like the dark? Why do things seem more scary in the dark?*
- The children couldn't wait for the next day to come to try out their plans. Discuss how time seems to go slowly when you are waiting for something special to happen!
- How many children have computers at home? Discuss how we use computers. Talk about some common computer terms and ask children what they mean, for example *mouse, screen, hard drive, files*.
- 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

## Hurray for the teachers

Pages 76 to 84

CHAPTER 9

### Hurray for the teachers

The next day Robert, Lucy, Anton and Abbi arrived just as the other children were walking into school in a line. They joined the back of the line and followed it into the school hall.

All the children sat down together near the back of the room. At the front of the stage the robot was waiting to start the lesson. The big screen was blank. That was unusual. Normally the screen would have the class subject written on it.

When the bell sounded for the start of lessons the children got out their pens, exercise books and calculators. After a few minutes the children were ready. They sat back and waited for the robot to begin the first maths lesson. Minutes ticked by, but the robot didn't move. Some children shifted around in their seats. Still the robot didn't move.

More time passed. No movement from the robot. Soon the children started talking and whispering. A boy near the front of the hall turned and spoke to the person behind him.

'What's happening?' he asked.  
'No idea,' replied his friend. 'Perhaps the robot has broken down.'  
'I hope it has broken down,' whispered a girl nearby. 'I don't want a maths class today. I'd rather go outside.'

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'I think our plan is working nicely,' Lucy whispered to Robert.

Silently the whole school waited and waited. Half an hour went by. Suddenly the doors at the back of the hall opened and Mr Sharp rushed in. He walked quickly towards the stage and turned to face the children.

'Children,' he announced. 'All the school computers have stopped working. This is very serious - very serious indeed. Without the computers, I have no lessons to give you. I will have to work hard today to sort out the problem. You will have to go home for the day. I'll contact your parents to tell them when you may return to school.' The children were shocked. Nothing like this had ever happened before.

Suddenly Robert stood up. He put up his hand.  
'Yes, Robert, what is it?' asked Mr Sharp.  
'Please sit,' began Robert. 'I have something to tell you.'  
'Can I wait until I have more time to listen?' asked Mr Sharp.

He was looking very flustered.  
'It's about the problem with the computers,' replied Robert.  
'Go on,' said Mr Sharp.  
Robert cleared his throat and shuffled his feet. He felt very uncomfortable.

'Well, Anton, Abbi, Lucy and I deleted all the files on the computers,' explained Robert.  
'We did it because, without computers, the children will have to use books to find information and to read stories,' said Anton.

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'We know that the computers controlled the robots, too. Robots are no good for teaching,' said Abbi.  
Children need teachers to teach them, not robots. Robots don't care what children learn or how they learn. But teachers do,' finished Lucy.  
Mr Sharp stared at them. His mouth opened and shut like a fish out of water.

'Oh dear,' whispered Anton. 'I have a horrible feeling we are about to get into a lot of trouble.'  
The children looked down at the floor and waited nervously for Mr Sharp to get very angry. But he didn't. He stood completely still. Then he started to smile. Then he began to laugh. He laughed and laughed and laughed. All the children stared at him. Was he mad?



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After a few minutes, Mr Sharp stopped laughing and smiled at all the children.  
Children,' he said. 'This is the best news I have heard in a long time. I was very upset when all my teachers were removed from this school. I know that kind teachers in other schools were upset at losing their teachers, too. I was also angry that our library of books were taken away. You were very brave, children. Mr Sharp looked serious.  
'However, without teachers or books I cannot teach the whole school. You will all have to go home until I can sort things out.'

Mr Sharp called Anton, as he stood up.  
'Yes, Anton, what is it?' asked Mr Sharp.  
'There are lots of books in school,' he explained.  
'We found them.'

'You found books? But how is this possible?' asked Mr Sharp.  
'We found them hidden in the cellar,' replied Lucy.  
'The cellar?' said Mr Sharp. 'But we can't get into the cellar. Only the people at The Office can open the door. How did you get in?'

Then Robert, Lucy, Anton and Abbi told Mr Sharp how they had stayed behind after school and gone to the control room when everyone had left for the day.  
'We found a strange green computer in a glass box,' explained Robert.  
'And we discovered that the computer controls the door to the cellar,' said Abbi.  
'We worked out the code and the cellar door opened,' continued Anton.

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'Then we went down the steps and into the cellar,' said Lucy. 'It was really dark so I shone my torch around the room. That's when we discovered the books. There are hundreds of books in the cellar,' finished Robert.  
But I have never dared to touch that computer,' cried Mr Sharp. 'The Office told the head teachers never to touch it. Only the people from The Office are allowed to use it if they visit the school. I never knew that it controlled the cellar door. And I never know that the people from The Office hid our books there.'

Mr Sharp shook his head. He could hardly believe his ears. The rest of the school watched in amazement.  
A boy from the front of the hall stood up.  
'Let's get our books out,' he said. 'Let's take them back to our school library.'

'Yes, let's do that,' called out a girl.  
'Yes,' shouted everyone.  
Mr Sharp raised his hands for silence.

'Anton, Abbi, Robert and Lucy will come with me to the control room. They will show me how to use the green computer to open the cellar door. The rest of you will line up outside the cellar. As soon as the door is open, you will carry the books up to the library,' explained Mr Sharp.

The children stood up and filed out of the hall. Robert, Lucy, Anton and Abbi went with Mr Sharp to the control room. They showed him how to use the computer to open the cellar door.  
As soon as the cellar door opened, the children carried piles of books up to the library.  
Soon all the books were back on the shelves.

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'What a wonderful sight,' sighed Mr Sharp. 'I never thought I'd see these shelves full of books again.' He looked sad, suddenly. 'But without teachers, I'm afraid I still can't teach you today.'  
'But isn't there anything we can do?' asked Abbi.  
She looked at the books. She longed to open one and read it from cover to cover.  
Mr Sharp thought for a moment or two.

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'I think I may have an idea,' he said. 'While I am busy, I'd like you to check that all the books have been put back on the correct shelves. Put all the fiction books on this side of the library. Put all the non-fiction on the other side. Make sure all the books are in alphabetical order. You do that by looking at the author's name. Authors whose surnames begin with the letter 'A' go first and so on, through the alphabet.'

While the children set to work, Mr Sharp went off to make some telephone calls.  
Back in the control room, Mr Sharp opened a drawer in his desk. He pulled out an old book. He blew the dust off it. It had been in the drawer for years. It had the names, addresses and telephone numbers of all the teachers who used to work in his school. He opened the first page. Then he dialed a number.

'Hello, Peter,' he said. 'It's Mr Sharp from Woodfield Junior here. How are you? Yes, it has been a long time...'

Meanwhile the children were organising the library and putting all the books in the right order.  
'I never imagined I would spend today writing up the school library,' said one girl to her friend.

Robert and Lucy smiled at each other.  
'Our school is going to be just like Dad's old school,' said Anton. 'I'll read books from the library just like he did when he was young.'

'And lessons will be much more interesting,' said Abbi. An hour later, Mr Sharp went to see the children in the library. The children stopped what they were doing and looked at him.

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'I have a special surprise for you all,' he said. 'I want you to look out of the library windows.'

All the children went over to the windows and looked out onto the playground below. There, walking into school, were lots of men and women. The children were puzzled.

'Who are they?' asked a little girl.  
'They are the excellent teachers who used to teach here before The Office removed them all,' replied Mr Sharp. 'And now they are going to be your teachers.'

'Hurray!' shouted all the children. 'Hurray for the teachers. Hurray! Hurray!'

The children rushed down to the school entrance to greet the teachers. As they walked in through the main doors, the children cheered and clapped their hands. Then Mr Sharp quickly got to work. He told each teacher which class they had to teach. Anton, Abbi, Robert and Lucy's teacher was called Mr Williams. He was a tall man with a kind face.

'Come along, class, form a straight line,' he called.  
'Let's go to our new classroom. We've got a lot of learning to catch up on.'

Mr Sharp wrote timetables for each class. Then the older boys took the robots outside and put them by the rubbish bins.

'We won't need those again,' smiled Mr Sharp.  
At the end of the afternoon, Mr Sharp called a special assembly. The whole school filed into the hall. Instead of a big screen and a robot, a row of teachers stood on the stage. Mr Sharp stood in front of them all.

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'It's like a proper school again,' sighed Robert.  
'It's this what your school is like?' asked Abbi.  
'Exactly the same,' answered Lucy. 'You will love school from now on.'

Mr Sharp clapped his hands.  
'Pay attention everyone, please,' he called out. Everyone stopped talking and looked at Mr Sharp.  
'From now on Woodfield Junior will change,' he announced. 'You will have books to read and the library will always be open for you.'

'Hurray!' cried the children.  
Mr Sharp raised his hand to silence them.  
'And from now on, you will always have teachers. Your teachers are here to teach you and to help you,' he smiled.

'Hurray! Hurray!' shouted the children. They clapped their hands and stamped their feet. 'Hurray for the teachers!'

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## Active vocabulary

<b>announce</b>	rhymes with <b>bounce</b>
<b>author</b>	another word ending with 'or', like <b>inventor</b> in Chapter 1
<b>blank</b>	take away the 'l' and you are left with somewhere you can keep your money ( <b>bank</b> )
<b>discover</b>	the 'o' sounds like 'u'
<b>greet</b>	change the 'gr' to 'f' and 'm' to make two new words
<b>rush</b>	rhymes with <b>hush</b> and <b>crush</b> not <b>push</b> and <b>bush</b>
<b>shift</b>	think of other words beginning with 'sh', such as <b>shiver</b> , <b>shove</b> , <b>shy</b>
<b>stage</b>	think of other words beginning with 'st', such as <b>stare</b> , <b>sting</b>
<b>surname</b>	your 'forename' comes first and your 'surname' comes last
<b>trouble</b>	rhymes with <b>bubble</b>

## Passive vocabulary

<b>alphabetical order</b>	<b>assembly</b>	<b>contact</b>
<b>filed out</b>	<b>flustered</b>	<b>longed to</b>
<b>shuffle</b>		

## 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 chapter is going to be about?*
- Tell the children to look at the picture on page 78. Tell the class that this is Mr Sharp, the head teacher. Ask *Why do you think he is laughing? What's that behind him? Where do you think he is?*
- Tell the children to look at the picture on page 81. Ask *How does Mr Sharp look now? Where do you think he is? Where did all the books come from?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

### During reading

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

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 a) *What was the same about the start of the next day at school? b) What was different?*
- 2 *What did the children do when the robot did not move?*
- 3 *When did Mr Sharp come into the hall?*
- 4 *What did he tell the children?*

- 5 *Why were the children shocked?*
- 6 *Robert cleared his \_\_\_\_ and shuffled his \_\_\_\_.*
- 7 *When Robert, Lucy, Anton and Abbi told Mr Sharp what they had done, what did he do at first?*
- 8 *The children thought Mr Sharp would be angry but he began to \_\_\_\_.*
- 9 *What did Mr Sharp say made him upset and angry (on page 79)?*
- 10 *Why was Mr Sharp surprised when the children told him they had found books in the cellar?*
- 11 *Why had Mr Sharp never dared to touch the green computer?*
- 12 *How did Mr Sharp get the books from the cellar to the library?*
- 13 *What did Mr Sharp say was a 'wonderful sight'?*
- 14 *On page 81, what made Mr Sharp sad?*
- 15 *What did Mr Sharp tell the children to do to the books in the library?*
- 16 a) *What did Mr Sharp keep in a drawer in his desk? b) What did the book have in it?*
- 17 *When did Mr Sharp go back to the library again?*
- 18 *What did he tell the children to do?*
- 19 *What did the children see when they looked out of the windows?*
- 20 *Why did the children rush down to the school entrance?*
- 21 *What was the name of Anton, Abbi, Robert and Lucy's teacher?*
- 22 *What did Mr Sharp write for each class?*
- 23 *What did the older boys do with the robots?*
- 24 *How did Mr Sharp say the school would change?*
- 25 *What did the children do?*

- Ask the class to find examples in the text of verbs with irregular past tenses, for example *sat*. Discuss how the past tense of each is made, for example *sit – sat*.
- Draw attention to the use of commas in the text. Discuss their purpose.
- Ask the children to find and read aloud any words containing double vowels or double consonants.
- 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 did Lucy say, 'I think our plan is working nicely'?*
- 2 *How do you think all the other children felt when the robot did not work?*
- 3 *How do you think Mr Sharp felt when he discovered that all the school computers had stopped working?*
- 4 *Why do you think Robert felt very uncomfortable when he stood up and spoke to Mr Sharp?*
- 5 *What do you think it means when it says Mr Sharp's mouth 'opened and shut like a fish out of water'?*
- 6 *Why did the children think Mr Sharp was mad?*

- 7 *Why did Mr Sharp say, 'This is the best news I have heard in a long time'?*
- 8 *How do you know Mr Sharp was surprised when the children told him about the books?*
- 9 *Why do you think Mr Sharp was afraid of the people at the Office?*
- 10 *How can you tell the rest of the children in the school wanted to get the books?*
- 11 *Why do you think Mr Sharp told the children how to organise the books in the library?*
- 12 *How can you tell the book in Mr Sharp's desk had been there for years?*
- 13 *Why did Mr Sharp telephone the teachers who used to work at the school?*
- 14 *How can you tell the children were pleased to see the teachers?*
- 15 *How do you think the older boys felt when they put the robots by the rubbish bins?*
- 16 *Why did Robert sigh and say, 'It's like a proper school again'?*

### Stage 2 comprehension extra

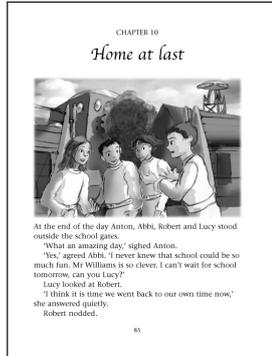
**Characterisation** Ask the children to say what they have discovered about Mr Sharp, the head teacher, in this chapter.

- Write the word *mad* on the board and read it aloud. Now add 'e' and read the new word, *made*. Point out how the 'magic e' changes the sound of the short vowel 'a' and gives it a long sound. Write the words *cap*, *not* and *pip* on the board and ask the children to read them. Now add a 'magic e' to each and ask the children to read the new words you have made.

- Mr Sharp said there would be many changes at the school. Play a word-changing game, changing the following words to make other words with similar letter patterns:
  - Change the 'b' in *bell* to 'f', 's', 'sp', 't', 'w', 'y', 'sh'
  - Change the 'thr' in *throat* to 'b', 'c', 'g', 'fl'
  - Change the 's' in *sound* to 'b', 'f', 'gr', 'r'
  - Change the 'f' in *face* to 'r', 'pl', 'tr'
  - Change the 'c' in *care* to 'b', 'd', 'gl', 'h', 'r', 'st', 'squ'
- The endings 'ance' and 'ence' sound similar. Write the words *entrance* and *silence* on the board and say them. Point out the way each word ends. Write these words on the board: differ\_\_\_\_, perform\_\_\_\_, f\_\_\_\_, d\_\_\_\_, attend\_\_\_\_, confid\_\_\_\_. Ask the children to decide whether they end with 'ance' or 'ence'. (They may use a dictionary to check if necessary.)
- Discuss what sort of things could go wrong in your school.
- Ensure the children in the class understand how a proper library is organised. If appropriate, visit your school library with the class and look at the way it is organised.
- Take a number of words from the chapter and ask children to arrange them in alphabetical order. Make this as sophisticated as you like, according to the level of understanding in your class.
- Have dictionary races. See which pupil is first to find a particular word in their dictionary.
- 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 Home at last

Pages 85 to 91



"We're really glad that your school is better now and that you have real teachers and books. But it is time we went back home to Granddad," said Robert.  
Abbi and Anton looked sad.  
"We will be worried about us if we don't get home soon," explained Lucy.  
"We understand," sighed Abbi. "But we will miss you."  
"Thank you for helping us to improve our school. We couldn't have done it without you," said Anton.  
"I can't wait to read all the books in the library," sighed Abbi. "I have already seen nine that I want to read."  
"There will be plenty of time to read all the books in the library," laughed Robert. He took the time-travel phone out of his pocket. "Have you got your phone ready, Lucy?"  
Lucy held up her phone to show Robert.  
"Ready," she replied and turned to Anton and Abbi. "Enjoy your school days."  
She gave Anton and Abbi a big hug. Then she and Robert tapped in the password backwards and pressed the green buttons on their time-travel phones.  
Everything went dark. There was the sound of rushing wind. Then they were back in Granddad's study.  
Robert and Lucy put the time-travel phones back on the desk and sat down by the fire. Just then the study door opened and in walked Grandad. He was carrying a tray of tea. Mrs Green was behind him. She was holding a big plate of delicious cakes.  
"We've brought you some tea and cakes," said Grandad.  
"Thank you, Grandad," said Lucy. "Those cakes look lovely, Mrs Green."

Mrs Green smiled at Lucy.  
"I'm sorry I've been so long," said Grandad. "It took me a long time to mend the oven. Then I helped Mrs Green make some tea. I hope you didn't get too bored."  
Robert and Lucy looked at each other. Grandad had been so busy in the kitchen that he had not realised that they had been on a big adventure to the past and the future.  
Robert grinned at Lucy.  
"No, Grandad," he said, quite truthfully. "We haven't been bored. We found some things to do to pass the time." Grandad put the tea tray on a table and handed them both a cup of tea.  
"Have a cake with your tea," he said. "They're fresh from the oven."  
Robert and Lucy both took a cake from the plate. "They're delicious," smiled Lucy, taking a big bite.  
"I'll leave you to enjoy them," smiled Mrs Green. She went out of the room and back to the kitchen. "Have you thought any more about your homework?" asked Grandad.  
"I think I am going to write about factory schools and the dreadful conditions children had to work in," said Lucy. "I'm also going to write about the people who weren't really teachers. Mrs Bleak was such a horrible woman. I'm going to write about her."  
Robert stopped eating his cake and stared at Lucy. She suddenly realised what she had said.  
"Who is Mrs Bleak?" asked Grandad. "And how do you know so much about factory schools?"

Lucy blushed bright red. Robert shuffled his feet. Neither of them looked up. Grandad stood up and walked over to his desk. He picked up the time-travel phones.  
  
"Hmm. That's interesting," he said. "The time-travel phones feel very hot. How odd." He looked at Robert and Lucy. "Can you tell me why they are so hot?"  
Robert and Lucy felt very uncomfortable. Robert took a deep breath.

"I'm really sorry, Grandad," said Robert. "When you went out of the room to help Mrs Green in the kitchen we thought we would mend the time-travel phones to see if they still worked. They did. We went back to 1840 when Queen Victoria was the queen of Great Britain."  
"Yes," said Lucy. "We went to a factory and saw the factory school there. It was horrible."  
"What happened at the factory?" asked Grandad.  
So Robert and Lucy told him all about their visit to the Featherstone Cotton Factory. They described how they met George and Albert. They told him about Nancy Mr and Mrs Bleak and how cruel Mrs Bleak was to the children. Then they explained how Albert had his accident and how they told Mr Featherstone the truth about his factory. Grandad listened to all they had to say. When they had finished speaking, he sat quietly.  
"Are you very cross with us?" asked Lucy.  
Grandad shook his head.  
"No," he smiled. "You should have asked me first. But I am glad you told me what you did. I'm also very glad that you helped the children at the factory school. That was a brave and kind thing to do. What an adventure!"  
Lucy looked down at the fire.  
"Actually," she muttered. "That wasn't the only adventure we had."  
Grandad stared at her.  
"Why? What else happened?" he asked in amazement.  
Robert gulped.  
"We went to our school in the future, too," he said.  
"You've travelled into the future?" asked Grandad. "But

the time-travel phones have only been used to visit the past. It is dangerous to travel into the future."  
Robert and Lucy looked down at the floor. They felt ashamed about what they had done.  
"I'm sorry, Grandad," said Lucy.  
Grandad sighed.  
"Well, luckily, you are back safely. Why did you travel into the future?" he asked.  
"When we went to the factory school, we realised that schools in the past were horrid. We know that our school today is very good," explained Lucy. "So we wanted to see what it would be like in the future. We wanted to see if it would be even better than it is now."  
"And was it?" asked Grandad.  
"No, it was horrible," replied Robert. "There were no books and worse still, there were no teachers. Lessons were given by robots and they were so boring."  
"So what did you do?" asked Grandad.  
"We found out where the books were hidden. Then we deleted all the files on the computers so the robots couldn't work. When the head teacher found out, he was very pleased. He asked all the teachers to come back to school," explained Robert.  
"Grandad, we are very sorry," said Lucy sadly.  
Robert nodded his head in agreement.  
Grandad sat back in his chair and stared at Robert and Lucy. Their heads were bowed and they looked very sorry.  
"Well I'm glad you have told me everything now. And I'm glad you got the books and the teachers back into the school again."

## Active vocabulary

<i>amazing</i>	tap out the three syllables as you say the word
<i>brave</i>	change the 'b' to 'g' to make something you have when you are dead
<i>cruel</i>	rhymes with <i>jewel</i>
<i>describe</i>	this words comes from the Latin word 'scribere' which means 'to write'
<i>dreadful</i>	this literally means 'full of dread'
<i>permission</i>	the 'ssion' is pronounced 'shun' – we pronounce the word as 'permishun'
<i>truthfully</i>	<i>truth</i> rhymes with <i>tooth</i>
<i>uncomfortable</i>	a four-syllable word; tap out the syllables to check
<i>worried</i>	rhymes with <i>hurried</i>

## Passive vocabulary

*bowed (head)*

## 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 the chapter is going to be about?*
- Tell the children to look at the picture on page 85. Ask *What do you think Robert and Lucy are saying to Anton and Abbi?*

- Tell the children to look at the picture on page 88. Ask *Where are Robert and Lucy now? Who is with them? How do you think they got to Grandad's house? What is Grandad holding in his hand? What do you think he is saying to the children? How do the children look?*
- Tell the children to look at the picture on page 91. Ask *What is Grandad doing to Robert and Lucy? Do you think the children are pleased to be back home with him again?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

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

- 1 *Why did Anton and Abbi look sad (page 86)?*
- 2 *Why did Robert and Lucy say it was time for them to go back home to Grandad?*
- 3 *Why did Anton and Abbi thank Robert and Lucy?*
- 4 *What did Robert and Lucy do with the time-travel phones when they arrived back in Grandad's study?*
- 5 *Who came in the door a) first? b) second?*
- 6 *What was Mrs Green carrying?*
- 7 *Why did Grandad say he was sorry?*

- 8 *Did Grandad realise the children had been on a big adventure to the past and the future?*
- 9 *Who did Lucy say she was going to write about?*
- 10 *a) What did Lucy do when she realised she had said too much about factory schools? b) What did Robert do?*
- 11 *a) What did Grandad pick up when he walked to his desk? b) What did he ask Robert and Lucy?*
- 12 *Who told Grandad about their visit to the factory in 1840?*
- 13 *a) Was Grandad cross with the children? b) What did he say to them?*
- 14 *What did Lucy say after she looked down at the floor?*
- 15 *Why did Grandad say it was dangerous to travel into the future?*
- 16 *Who told Grandad about their adventure in the future – Robert? Lucy? or both Robert and Lucy?*
- 17 *How did the children look when Grandad stared at them and they bowed their heads?*
- 18 *How did they feel after they told Grandad the whole truth?*
- 19 *What did Grandad make the children promise him?*
- 20 *Grandad laughed and gave the children a big \_\_\_\_.*

- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, out-side).

- To demonstrate how important verbs are to the meaning of the sentences, read some 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 in it.
- 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 examples of contractions in the text, for example *I'll*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *I'll* = *I will*.
- Finally ask individuals to read sections of the text (a paragraph or so) aloud. Encourage them to read expressively and with appropriate intonation. (Alternatively, you might like to ask different children to play the role of particular characters and read their parts, and another child to read the other sentences.)

## 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 Abbi and Anton were sad when Robert and Lucy said that they must return home?*
- 2 *How do you think they felt when they arrived back at Grandad's house?*

- 3 *How can you tell that Grandad did not realise the children had used the time-travel phones when he first came into his study?*
- 4 *How do you know Grandad managed to mend the oven?*
- 5 *Why did Robert stop eating his cake and stare at Lucy?*
- 6 *Why did Grandad know something strange had happened when Lucy talked about Mrs Bleak?*
- 7 *How can you tell that Lucy was embarrassed?*
- 8 *Why do you think Grandad picked up the time-travel phones?*
- 9 *How did he know the time-travel phones had been used?*
- 10 *Why did Grandad say 'You should have asked me first'? What was he talking about?*
- 11 *Why did Grandad think Robert and Lucy were brave and kind?*
- 12 *Why do you think the children felt ashamed (page 90)?*
- 13 *How did Grandad know the children were sorry?*
- 14 *Why do you think the children 'breathed a sigh of relief'?*
- 15 *Do you think Grandad was right to make the children promise never to use the time-travel phones again unless he gave them permission?*

### Stage 2 comprehension extra

*Plot* Ask children what they think about time-travel phones and the idea of being able to travel forwards or backwards in time. Discuss some of the advantages (good things) and some of the disadvantages (bad things).

- Grandad realised the children had been missing while he was in the kitchen mending the oven. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example q\_ \_ \_tly (*quietly*). Ask the children to supply the missing vowels.
- Write the verb *worry* on the board and its past tense *worried*. Ask children to explain the difference in spelling. Now write the verbs *hurry*, *carry*, *reply*, *try* on the board. Ask children to spell the past tense of each and make up sentences using them.
- Write the word *permission* on the board and discuss its meaning. Do the same with these 'ssion' words: *admission*, *expression*, *possession*, *profession*, *discussion*.
- Discuss with the class how often they see their grandparents. Robert and Lucy's Grandad was a very special man. Discuss how he forgave Robert and Lucy for doing wrong. Talk about the importance of being able to forgive.
- Robert and Lucy realised they had been wrong and said sorry. Discuss why is it important to say sorry.
- Talk about why we should always tell the truth.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

# Impressions of a new boy

## Pages 92 to 93

### Before reading

- Explain that most of the story takes place in schools. This poem is about what a new boy felt, saw and thought when he started at a new school for the first time.
- Read the title of the poem. Tell the children to look at the picture on page 92. Ask *Who do you think the boy and man are? How does the boy look?*
- Tell the children to look at the picture on page 93. Ask *What is the boy doing now? How does he look now?*

### During reading

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

### Vocabulary notes

<i>cut in stone</i>	made of stone
<i>flame</i>	to go red
<i>impressions</i>	feelings and thoughts
<i>jostle</i>	push against you
<i>peeling ceiling</i>	a ceiling which needs repainting, on which the old paint is starting to fall off
<i>ridge</i>	a part of the desk that sticks out
<i>sea of faces</i>	a lot of faces all round you
<i>trembling</i>	shaking because you are nervous
<i>yard</i>	playground

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

### After reading

- Ask questions to check the children's understanding. Explain that the poem shows how a new boy feels when he first arrives at a new school, and how everything changes when other children are friendly to him. Ask the class if any of them have had any similar experiences. Talk about the importance of welcoming new pupils and making sure you are friendly towards them.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem (note that it is divided into verses and has a recurring chorus) – the title, the name of the poet, the words that rhyme, the pattern of the rhyming words.
- Tell the children to look at the picture again and discuss how well it illustrates the poem.

## Victorian England / Robots

### Pages 94 to 96

#### Before reading

- Discuss what facts the children have learned about Victorian England and robots from the story.

#### During reading

- Read the information, 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 four teams and ask the questions. Allow time for the teams to discuss each answer before you read the next question. The team 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?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Did you think she wrote well? Did she use exciting words?*
- Ask the children to complete the Book Review on page 22 of the Workbook.

### Characters

- Ask the children about the main story characters: *Did you think Robert and Lucy were sensible to travel backwards and forwards in time? Were they brave or foolish? What did you think of George and Albert and Anton and Abbi? What did you think of Grandad?* (See the activity on page 24 of the Workbook.)

### Plot

- Encourage the class to re-tell the basic story in their own words. Discuss how the book actually consists of two stories in one. (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:
  - *Acting responsibly:* Discuss if Robert and Lucy acted responsibly when they used the time-travel phones without Grandad's permission, or when they broke into Mr Bleak's office or the control room in the school.
  - *Bravery:* There are many examples of bravery in the story, such as the children confronting Mr and Mrs Bleak.
  - *Justice:* Does the class feel that Mr and Mrs Bleak deserved what they got?
  - *Kindness:* George and Albert and Anton and Abbi were all kind to Robert and Lucy, whereas Mr and Mrs Bleak were exceedingly unkind.
  - *Thinking of others:* Robert and Lucy worked hard to help the children in both stories.
  - *Forgiveness:* Grandad was very forgiving when he discovered the children had used the phones without his permission.

### 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 dramatization, especially as most chapters usually involve several people, which is ideal for involving many of the children in the class. 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** Make life-size pictures of each of the main characters. 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.

**Inventions** Ask *If you could invent anything, what machine would you invent? What would it do? What would it look like? What would happen if things went wrong?*

**Famous inventors** Ask the children to do some research and see what they can find out about some famous inventors, such as Michael Faraday, Thomas Edison, John Logie Baird, Johann Gutenberg, Alec Issigonis, Galileo. Ask the children to find out when they lived, what they invented and why it was an important invention.

**Class story** The theme of time travel has great potential for exploring as a class. Brainstorm and list times and places children would like to visit in the past. Ask the class to suggest famous events in the history of your country. What would they do there? What would they see? What adventures would they have? Remind them that the time machine could also travel forwards in time.

**Victorian period** Ask the children to do some research and see what other information they can discover about this important period in British history.

**Child labour** In the Victorian period in Britain, many children were mistreated and exploited, as the factory story shows. Does this still happen today in some places in the world? Discuss why this still happens and what can be done to put a stop to it.

**Predicting the future** Have some fun with the class trying to imagine what life might be like in 50 years time. What will we be wearing? What will we be eating? What will transport be like? What will schools be like?

**Computers and robots** The use of computers and robots is already widespread in our lives today. Discuss how they are used and how dependent we already are on them.

## Glossary of Vocabulary

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

**admiration** a feeling of respect and approval

**alarming** frightening or worrying

**alphabetical order** arranged according to the letters of the alphabet

**amazing** very good, surprising or impressive

**announce** to tell people something clearly and loudly

**apprentice** someone who is learning how to do a particular job

**apron** something someone wears to protect the front of their clothes when working

**assembly** a meeting of students and teachers in a school

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

**author** someone who writes books

**awful** very bad

**badge** a piece of cloth or metal with words on it

**blank** containing no writing, pictures or sound

**bleak** cold and unpleasant

**bowed** bent your head forwards so you are looking down

**brave** able to deal with danger or trouble without being frightened or worried

**bully** someone who uses their strength or status to threaten or frighten people

**bun** a small round cake

**bushes** large plants that are like small trees

**cable** a thick wire used for carrying electricity

**ceiling** the surface that is above you in a room

**cellar** a room under a building, below the ground

**chaos** a situation in which everything is confused and not organised

**coin** flat round piece of metal, used as money

**combination** a particular series of numbers or letters

**command** to order someone to do something

**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

**contact** to communicate with someone by phone, email, letter, etc.

**corner** where two edges, sides or roads meet

**correct** right

**crawl** move along the ground on your hands and knees

**creep** to move slowly and quietly

**cruel** causing pain to someone

**delete** to remove information that has been stored on a computer

**delicious** with a pleasant taste or smell

**describe** to give details about something to explain what it is like

**digit** a number from 0–9

**disappointed** unhappy because something did not happen or something was not as good as you expected

**disaster** something very bad that happens and causes a lot of damage

- discover** to find something that was hidden or to find something out
- dormitory** a large room in which a lot of people sleep
- drawer** a part of a piece of furniture that slides in and out and is used for keeping things in
- dreadful** very unpleasant
- dull** boring
- dunce** an unkind word that you call someone who does not know something
- earn** to receive money in exchange for working
- echo** if a sound echoes, it is repeated because it produces sound waves that hit a surface and return after a short period of time
- employ** to pay someone to work for you
- escape** getting away from someone or something
- experiment** when you test a new idea in order to find out what will happen
- eyelids drooped** began to look sleepy
- factory** a place where things are made
- faint** to suddenly become unconscious for a short time (verb); feel weak (adjective)
- fantasy** something you imagine
- farthing** an old English coin of little value (there were four farthings in one old penny)
- fence** something made of wood or wire that surrounds an area
- filed out** walked out, one behind the other
- fix** to mend
- flow** moving continuously (like water in a stream)
- fluff** small pieces of hair, dust or cloth that stick together
- flustered** feeling confused or nervous
- for good** for ever
- forehead** the upper part of the face, between the eyes and the hair
- forgive me** an apology for possibly being rude or insulting
- fuss** unnecessary worry or excitement
- gasp** to breathe in suddenly because you are surprised, shocked or in pain
- general knowledge** things that you expect most people to know
- get used to something** to become familiar with something because you have done it before
- giggle** to laugh
- glare** to look in an angry way
- gloomy** dark
- greet** to talk to someone in a polite and friendly way when you meet them
- groan** to make a long low sound because you are unhappy or in pain
- growl** to say something in an unfriendly way
- half-a-crown** an old English coin worth an eighth of a pound
- hard drive** the part inside a computer that stores information
- heap** a large untidy pile of something
- hesitate** to pause before doing something
- imagine** to form a picture of someone or something in your mind
- immediately** straight away
- impress** make someone feel admiration for something
- improve** to make better
- inch** a measurement of length (= 2.54 cm)
- inform** to tell someone about something
- injured** hurt in an accident or attack
- inspector** someone whose job is to check

things are done correctly

**instantly** straight away

**interesting** making you want to pay attention or know more

**interrupt** to say or do something that stops someone when they are speaking

**introduce** to tell someone another person's name when they meet for the first time

**inventor** someone who invents things (makes things that have never been made before)

**investigate** to try to find out the facts about something

**lace** light delicate cloth with patterns of holes in it

**library** a place where books are kept

**lick** to move the tongue across something

**linked** joined

**log** a thick piece of wood; a record of things that happen on a ship

**longed** to wanted to do something very much

**look forward to** to feel happy or excited about something that is going to happen

**looming** appearing as a large shape

**manager** someone who is in charge of a business or a factory

**meeek** gentle, submissive

**message** a piece of information you give or send to someone

**mind (to not)** to feel annoyed, unhappy or upset about doing something

**miserable** very unhappy

**modern** relating to the present time

**museum** a building where valuable and important things are kept for people to see

**muttered** spoke quietly

**mystery** something you cannot understand or explain

**nervously** in a worried or frightened manner

**non-fiction** writing that is about real people and events

**old-fashioned** not modern or fashionable

**orphan** a child whose parents are dead

**oven** a large piece of equipment in the kitchen that you cook things in

**parent** your mother or father

**peep** to look at something quickly and secretly

**pennies** plural of penny (a coin of little value)

**permission** allowing someone the right to do something

**plenty** a lot

**porridge** hot food made from oats and water or milk

**previous** before this one

**properly** in a correct way

**property** something that belongs to someone

**prove** to provide evidence that shows something is true

**punish** to do something unpleasant to someone because they have done something bad

**puzzled** confused because you cannot understand something

**rage** anger

**rarely** not often

**recall** remember

**recipe** instructions for cooking something

**reign** the amount of time a king or queen is on the throne (noun); to rule the country (verb)

**replace** to put a new one instead of the old

one of something

**report** to give information to someone about something

**risk** the possibility that something unpleasant or dangerous might happen

**robot** a machine that can do work by itself, often work that humans do

**ruined** spoiled or destroyed

**rumour** something people say that may or may not be true

**rush** to hurry or to do something quickly

**scold** to criticise someone angrily because they have done something wrong

**scratch** to rub your fingernails against your skin (verb); damage to the skin by cutting it slightly with a sharp object (noun)

**screen** the flat surface on a computer or TV where words and pictures are shown

**search** to look for

**serious** bad or dangerous enough to make you worried; important enough to need to think carefully about

**shift** move

**shiver** to shake because you are cold or frightened

**shove** to push quickly with force

**shrug** to move your shoulders up and down to show you do not know something or do not care

**shudder** to shake because you are cold or frightened

**shuffle** to walk slowly and noisily without lifting your feet

**shy** nervous and embarrassed in the company of others

**sigh of relief** to make a loud sound showing you are glad something is over

**silence** quietness, no sound

**slates** small flat pieces of stone once used for children to write on

**snapped** spoke in a sharp, unfriendly way

**sniff** to breathe in through your nose in order to smell something

**sore** painful and uncomfortable

**spare** something you have in addition to other similar things (noun); to prevent someone from experiencing something unpleasant (verb)

**special** different from, and usually better than, something that is usual or normal

**spinning machine** a machine that twists fibres into thread in order to make cloth

**splendid** very good

**stage** the part of a theatre or large room which is raised, and on which actors perform

**stare** to look at someone or something for a long time

**steel** a strong metal

**sting** a sudden pain

**straight** without bends or curves

**strap** to keep something in position by fastening a strap around it

**stream** a small narrow river

**struggling** fighting against someone or something

**surname** the part of someone's name that is their family name

**surrounding** all the way around a place

**swished** moved something quickly with a soft gentle sound

**thoughtful** quiet and serious because you are thinking; kind and showing that you think of other people

**thread** a long thin fibre used for sewing or making cloth

**threaten** to tell someone you will cause them harm or problems

**tissue** a soft piece of thin paper you use for wrapping things to protect them

**towel** a piece of material you use for drying yourself

**trade** a particular area of work

**treat someone well** to look after someone in a good way

**trickling** flowing slowly

**trouble** problems, worries or difficulties

**truthfully** to say something that is true

**uncomfortable** feeling unpleasant about something

**uniform** clothes that you wear to show you belong to a particular group, e.g. school

**wages** what you are paid for doing a job

**warn** to tell someone about a possible danger or problem

**What nonsense** you say this about something that you do not believe

**wipe** to clean or dry something with a cloth

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

**worried** anxious, nervous or upset about something

**wound** a bad injury to your skin

**yard** a measurement of length (= 0.91 metres)

**yawn** to open your mouth wide and take a deep breath because you are tired or bored

