

A Fishy Business



The story

Uncle Ted gives Jack a fishing rod for his birthday, and gives his sister Mary a fishing net. He takes them to a nearby stream, where he teaches them about fishing. Mary thinks she sees someone spying on them. Uncle Ted thinks it's strange that there seem to be no fish in the stream.

Mary and Jack look around an old pump house which is now being used as a small factory where material is hand-dyed. They are appalled to see lots of dead fish trapped behind a water grid. They overhear a conversation between the two owners of the factory, Sid and Harry Scrub, which makes them very suspicious. They tell Uncle Ted about the dead fish, but when he goes to look, the fish have gone. Sid Scrub and his dog are not pleased to find Uncle Ted and the children snooping around the factory.

The children are determined to solve the mystery and they persuade Uncle Ted to return with them at night. They see Sid and Harry pouring waste dye into the stream and polluting it.

Jack, Mary and Uncle Ted decide to hold a meeting at the village hall to tell everyone what is happening. Unfortunately, things don't turn out well since they have no evidence and many of the villagers who work at the factory know nothing about polluting the stream. (This is being done at night after the workers have gone home.) Undeterred, Uncle Ted and the children visit the environmental inspector at the local council offices. He agrees to visit the factory, but can find no evidence of wrong-doing.

Jack has a plan and they return the following weekend at night. Once again they see Sid and Harry tipping waste into the stream – but this time Jack videos the evidence using his mobile phone. The factory is closed down – but this means many local people also lose their jobs.

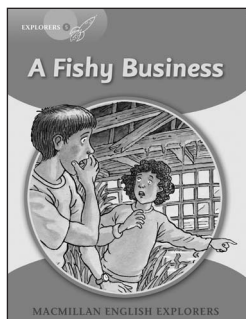
Once again, Jack and Mary and Uncle Ted come to the rescue. They draw up plans to convert the old pump house into a nature reserve and environmental learning centre. Their plans are accepted. Many local people are able to use their skills and are employed at the centre, which becomes a great success.

Notes on fly fishing

Fishing is one of the world's most popular sports. Fly fishing, the type of fishing referred to in the story, is a method of fishing using a rod, a reel and a fishing line. An artificial fly is used as bait. Usually, anglers use a 'dry fly'. A dry fly is a small hook disguised to look like an insect. The hook has feathers attached to it. These attract the fish. Sometimes, anglers use small objects called 'nymphs' which sink below the surface of the water. Nymphs imitate the tiny creatures found deeper down in the water that fish such as trout like to eat. Making artificial flies for fly-fishing takes a long time. Each fly involves a lot of work to make.

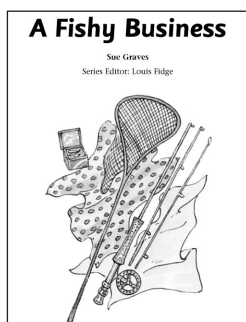
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class. Discuss what they think the book might be about. (As the title suggests, the book is about fish. However the title also has another meaning. When anything is called *fishy* it can mean something that is not completely right, honest or legal.)
- Discuss briefly the picture on the front cover. Ask the class *Where do you think the children are? Why do they think they are looking horrified? What do they think they have seen?*

The title page



- Now look together at the title page.
- Ask if any of the children have ever been fishing. If they have, get them to recount their experiences to the class.

- Talk about the picture. Ask the children to describe what they see. On the left is a landing net, which is used to lift the fish out of the water, when it has been caught by a fisherman (or woman) with a fishing rod. Next to it, on the right, is a fishing rod in three pieces. These fit together to make one long rod. At one end is a handle to hold and a round reel. The fishing line is wound around the reel. The line is threaded through the metal rings on the rod. A hook is attached to the end of the line. Bait, (food that is used for attracting and catching fish, for example worms) is attached to the hook. The angler (the fisherman or woman) casts (throws) the fishing line and hook into the water and tries to catch fish. Next to the fishing line is a box containing the bait.
- Who is the author of the book? Have the children read any other books in the series by this author?

The contents page

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- Ask the children to turn to the contents page. Explain that the contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Ask *What page does each chapter start on?* Point out that at the end of the book there is a poem called 'Stream Story' (on page 74) and various pieces of information (from page 76).

- Read the title of each chapter to and with the class. Explain briefly any unfamiliar words. (Most of the unknown words will be covered in the specific chapters.)
- Ask a question about different chapters to get the children interested in the book.
- Read the title of Chapter 1. Ask *Whose birthday do you think it is? What present does this person receive?* (Tell the children to look at the picture – this gives a clue. The boy, Jack, and his Uncle Ted are fishing in a river. Jack's sister, Mary, is holding the landing net, ready to help.) Ask the children to describe what else they can see in the picture. The building in the background is an old pump house, which was used in the past to pump water out of the river.
- Read the title of Chapter 3. Ask *What do you think it is about?*
- Chapter 5 is called 'The night watch'. Ask *Who do you think is watching whom? Why? Why is it at night?*
- We can tell the book is about a mystery by the title of Chapter 7. Ask *Who is getting evidence? Of what? Why?*
- Point out the title of Chapter 9. Something has obviously upset some people in the village. Ask *What could this be? Does it have anything to do with fishing?*
- Tell the children to do the related activity on page 1 of their Workbook.



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

Chapter 1

The birthday present

Pages 3 to 9

CHAPTER 1
The birthday present

It was Jack's birthday. At long last he was eleven years old! He felt very grown-up! He was excited because Uncle Ted, Mum's brother, was coming. He was bringing Jack a birthday present. Jack and his younger sister, Mary, were watching for his car from the window.

"What do you think your present will be?" asked Mary. "I don't know," said Jack. His eyes shone with excitement. "But Uncle Ted always gives really exciting presents."

Just then, a car drew up outside the house. It was Uncle Ted. Jack and Mary ran to open the door.

"Happy birthday, Jack!" said Uncle Ted. He gave Jack a long, thin parcel. The parcel was wrapped up in bright blue paper.

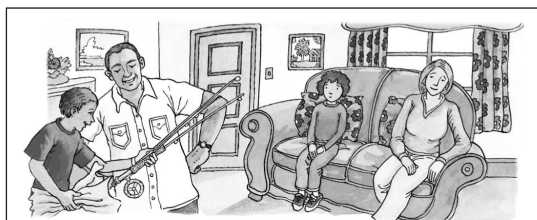
"Thank you, Uncle Ted," said Jack. He pulled the paper off the parcel excitedly. His eyes widened. Inside was a brand new, shiny fishing rod.

"Wow! A fishing rod!" exclaimed Jack. "It's just what I've always wanted."

"Now you can be an angler like me," Uncle Ted said, laughing happily.

Uncle Ted was a very good angler. He loved to fish in nearby streams and rivers. Sometimes he fished early in the morning. Sometimes he fished late at night. Mum said Uncle Ted would fish all the time if he could.

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Jack turned the fishing rod round and round in his hands. It felt smooth and odd. He spun the reel round. It spun very smoothly.

"It's the best fishing rod in the world, Uncle Ted," he said. "Will you teach me to fish?"

"Of course I will," said Uncle Ted.

Mary felt sad. She pushed her brown curly hair behind her ears. She sighed a big sigh.

"What's the matter, Mary?" asked her mother.

"I wish I could learn to fish, as well," she sighed. "But I don't have a rod."

4

"I know it's not your birthday, Mary," said Uncle Ted. "But I have a surprise for you, too."

He went out to the car and returned a few minutes later. He was carrying another large parcel.

Mary opened the parcel. Inside it was a large net.

"What is this for?" she asked.

"It's a landing net," explained Uncle Ted. "If I'm going to teach Jack how to fish, I'll need your help. I'll need your help to net any fish that Jack catches. It's a very important job."

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Mary was delighted. "Thank you, Uncle Ted! Thank you very much. I will be the best helper in the world!"

Uncle Ted and Mum laughed.

"What sort of fish will we catch?" asked Jack.

"Well," said Uncle Ted, "usually fish for trout. Do you know what trout look like?"

Jack and Mary shook their heads.

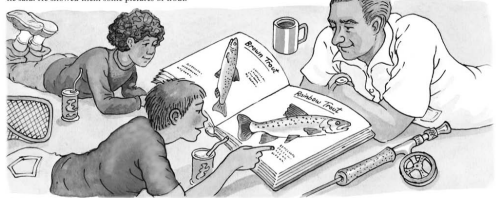
Mum got a book from the shelf. She gave it to Uncle Ted. "There are pictures of trout in here," she said.

Uncle Ted flicked through the pages. "Aha! Here we are," he said. He showed them some pictures of trout.

"There are brown trout and rainbow trout," he said. "I'd like to catch a rainbow trout," said Mary. She looked closely at the pictures. "They are very pretty, but they don't look like rainbows to me. A rainbow has seven colours. A rainbow trout only has blue, green and pink stripes."

Jack laughed. "Well it still looks a little like a rainbow, doesn't it?"

"Yes, I suppose so," agreed Mary.



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"Brown trout are native to our streams and rivers. They are born and bred there," said Uncle Ted. "But rainbow trout are not native to this country. They first came from America. I think they are very pretty fish, too."

"I wish we could go fishing right now!" said Jack.

He flexed the rod. It made a lovely swishing sound.

"Yes, can we go fishing now, Uncle Ted?" asked Mary. She jumped up and down excitedly.

"Not right now," said Uncle Ted. "It's nearly time for you two to go to bed."

"When can we go?" asked Jack. "Please say you'll take us very soon."

"Well," said Uncle Ted. "Tomorrow is Saturday, so you don't have school. Also, tomorrow is the first of May. The first of May is a very important day for anglers."

"Why?" asked Jack and Mary together.

"The first of May is the start of the trout season,"

"Wow!" said Jack.

"Fantastic!" said Mary.

Uncle Ted laughed. "So if your mother says it's all right, I'll take you fishing for trout tomorrow."

Mum nodded her head and smiled. "I think that sounds like a lovely plan," she said.

"Hurrah! Hurrah!" shouted Jack and Mary. "We're going fishing tomorrow!"

Uncle Ted looked at his watch. "I must be going. Aunty Molly will be wondering where I am. I'll see you two tomorrow morning. Make sure you're up bright and early. I'll pick you up at 6 o'clock sharp."

"We'll be ready, Uncle Ted," said Jack.

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Mum smiled. "Well, if Uncle Ted's picking you two up at 6 o'clock in the morning, you had better get to bed. It's getting late. You have a busy day tomorrow."

Jack and Mary ran off to bed. For once, they didn't want to stay up late. They wanted to be ready for the next day! They were going fishing with Uncle Ted!

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Active vocabulary

<i>birthday</i>	a compound word: <i>birth</i> + <i>day</i> = <i>birthday</i>
<i>early</i>	the 'ear' is pronounced 'er'
<i>exciting</i>	note the 'c' after the 'x', which sounds like 's'
<i>grown-up</i>	note the hyphen
<i>important</i>	there's an ant at the end of this word!
<i>parcel</i>	the 'c' is a soft 'c' and is pronounced 's'
<i>present</i>	note this word and <i>pretty</i> both begin with 'pr'
<i>pretty</i>	(see note above)
<i>rainbow</i>	another compound word: <i>rain</i> + <i>bow</i> = <i>rainbow</i>
<i>smooth</i>	in the middle of this word there's the sound a cow makes! (moo!)

Passive vocabulary

<i>6 o'clock sharp</i>	<i>angler</i>	<i>born and bred</i>
<i>fishing rod</i>	<i>flexed</i>	<i>flicked</i>
<i>landing net</i>	<i>native</i>	<i>swishing</i>
<i>trout</i>	<i>trout season</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Ask *Why do we give people presents on their birthdays? What was your favourite birthday present on your last birthday?*

- Tell the children to look at the picture on pages 4 and 5. Ask *Whose birthday do you think it is?* (The boy's name is Jack.) *What has Jack been given? How can we tell Jack likes his present? Who gave the fishing rod to him?* (The man is actually Jack's uncle, Ted.) Describe him. Note the look on Jack's sister's face! *Does Mary look unhappy? disappointed? jealous? Why do you think she looks like that? What about Mum, who is sitting on the sofa? How does she look? Can you describe what else you can see in the room?*
 - Tell the children to look at the picture on pages 6 and 7. Ask *What are Jack and Mary doing now?* (They are lying on the floor, looking at a book about fish, with their uncle.) *Which fish are shown in the book? Where is Jack's new fishing rod? Between Jack and Mary there is a fishing net. Who do you think this belongs to?* Ask the children to suggest what a fishing net is used for. Ask *Does everyone look interested in the book? What are they each drinking?*
 - 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.
- Do not read again to the class. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
 - Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
 - Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

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

1. *How old was Jack?*
2. *Who was coming to see him?*
3. *Was Jack older or younger than his sister, Mary?*
4. *What shape was the parcel that Uncle Ted gave Jack?*
5. *What was Jack's present?*
6. *What do you call someone who fishes?*
7. *Where Did Uncle Ted love to fish?*
8. *How did the fishing rod feel in Jack's hands?*
9. *What did Jack ask Uncle Ted to teach him?*
10. *How did Mary feel?*
11. *Why couldn't Mary learn how to fish?*
12. *What surprise did Uncle Ted give Mary?*
13. *Did Mary like her landing net?*
14. *What sort of fish did Uncle Ted usually try to catch?*
15. *Who gave Uncle Ted the book with pictures of fish in it?*
16. *Why did Mary say that rainbow trout don't look like rainbows?*
17. *Which trout are native to America?*

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.

18. *Why was the first of May an important date for anglers? (Explain that the people are only allowed to fish for trout at a certain time of the year – the trout season.)*
19. *When did Uncle Ted say he would take the two children fishing?*
20. *What time did he say he would pick them up?*

- Ask the children to find examples of speech marks in the chapter. Explain their function. Ask *How do we know who is speaking? How do we know what words each person is saying?* Notice that the first word inside the speech marks always starts with a capital letter.
- It is interesting that the word *fish* can be used as a noun and as a verb (*to fish*). *Fishing* can also be an adjective (*a fishing rod*) and a gerund (*I like fishing*.)
- Ask the children to find and read aloud examples of words containing double vowels or double consonants.
- Ask the children to find and read any two-syllable words in the chapter.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *Why do you think Jack felt very grown-up on his birthday?*

2. *How do you know Jack was excited about Uncle Ted coming?*
3. *Why did Jack's eyes 'widen' when he saw his present?*
4. *How do you know Uncle Ted loved fishing?*
5. *How can you tell Jack did not already know how to fish?*
6. *How can you tell Mary felt sad?*
7. *Why do you think Uncle Ted did not bring in Mary's present at the same time as Jack's?*
8. *What are some of the differences between brown trout and rainbow trout?*
9. a) *What day of the week was Jack's birthday on?*
b) *What was the date of Jack's birthday?*
10. *What was the name of Uncle Ted's wife?*
11. *What time did the children have to be ready to leave on Saturday morning?*
12. *Why do you think Jack and Mary didn't want to stay up late on Friday?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph about Uncle Ted. Use the pictures to describe how he looked. Explain what relation he was to Jack and Mary's mum. Who was he married to? Talk about some things he liked to do. Why did the children like him? What else can you discover about him in the chapter?

- Say the word *watch* and write wa_ _ _ on the board. Ask the children to fill in the missing letters. Now write these words on the board: ma_ _ _ , scra_ _ _ , ki_ _ _ en, ca_ _ _ , swi_ _ _ , stre_ _ _ . Ask the children to complete each word with 'tch', to read the words they have made and explain their meanings.

- The words *parcel* and *excitement* both contain a soft 'c' which sounds like 's'. (When 'c' is followed by 'e', 'i' or 'y' it has a soft sound like 's'.) Ask the children to complete these words with 'c' and read them: _ity, _entre, _ircle, _entury, _ycle, dan_e, i_y, prin_e, senten_e.
- We can often tell from people's faces how they feel. Jack was excited, Mary was sad. Ask the children to make excited and sad faces. Ask them to show these expressions on their faces – *happiness, fear, doubt, surprise, boredom, tiredness, hatred, anger*.
- The word *rainbow* is a compound word. Write it on the board as a sum: *rain + bow = rainbow*. (Other 'rain' words are *raindrop, rainstorm, raincoat, rainfall, rainforest, rainwater*.)
- Ted was Jack's uncle. Brainstorm and list as many 'family relationship' words as possible, for example *sister, uncle, grandfather, cousin*. Divide them into two groups – masculine and feminine.
- Jack wanted to learn how to fish. Ask the children what sort of things they would love to learn to do.
- Talk about the joy of giving and receiving presents. Talk about trying to guess what presents are from their feel before unwrapping them. Play the 'feelie' game. Have several everyday objects in a box. Blindfold one child and ask him or her to try and guess what each object is, simply by its feel.
- 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

The fishing lesson

Pages 10 to 16

The fishing lesson

The next day, Uncle Ted arrived bright and early to take Jack and Mary fishing. Their mother had made a picnic for them. There were sandwiches, pieces of cake and flasks of hot coffee. She had put everything into a big picnic basket. Uncle Ted packed the picnic basket into the car. Soon they were driving to the countryside.

After a while, Uncle Ted parked the car next to a gate. The gate opened onto a field.

'The stream is at the bottom of the field,' he explained. 'We'll have to carry everything we need down to the stream.'

Jack and Mary carried the picnic basket. Uncle Ted carried the rods and the landing net. He also carried a small box.

'What's in the box, Uncle Ted?' asked Jack.

'You'll have to wait and see,' said Uncle Ted. The stream looked beautiful. Sunlight sparkled on the clear water. Water weed of every kind waved gently in the water. Ducks quacked noisily as they dipped into the water looking for food. A kingfisher flew quickly above the stream. Its bright feathers flashed in the sunlight as it dived into the water for fish.

Mary pointed to the far side of the stream. 'What's that bird over there?' she asked.

Uncle Ted looked over to where she was pointing.

'It's a coot,' he said.

He handed her some binoculars. 'Look through these binoculars and you will see it more clearly.'

Mary looked through the binoculars. The bird was black with a flash of white on its head. 'It's lovely,' she said.

'I don't think I've seen a coot before.'



10

11

Jack began to feel impatient. 'Can we set up the rods now? I want to use my new rod.'

Uncle Ted showed them how to set up the rods. Then he picked up the small box. 'This is very important,' he said, as he opened it. 'I keep bait in here. We use bait to catch fish.'

The bait looked like a fly. It was made from a hook with bits of feather and silk on it.

'It looks just like a little insect,' said Mary.

'I think it's time we started fishing,' said Uncle Ted.

Jack chose some bait and fixed it to his line. Uncle Ted showed Jack how to cast his line into the water. It was very hard to do. First of all, Jack caught the hook on some water weed. Next, he caught it on Uncle Ted's trousers!

Uncle Ted and Mary laughed and laughed. But soon Jack cast his line well and the bait was floating upstream.

Uncle Ted showed him how to twitch the line.

'If you twitch the line it looks as if the bait is moving about on the water. Then a trout might see it and take it,' said Uncle Ted.

While Jack waited for a fish to take the bait, Uncle Ted showed Mary how to use the landing net. 'You must hold the net like this,' he said. 'Then, if Jack catches a fish we can net it into your net.'

Mary practised and practised. 'I like using the landing net,' she said. 'It's good fun.'

Jack and Uncle Ted fished for a long time, but neither of them caught a single fish.

'The fish aren't biting today,' sighed Uncle Ted. 'Let's stop for some lunch.'



12

13

While they were eating lunch, Mary asked Uncle Ted about the fish he had caught in the past.

'Have you ever caught a really big fish, Uncle Ted?'

Uncle Ted laughed. 'Anglers often say they have caught bigger fish than they really have,' he said. 'But I'm pleased to say that I have caught some big fish in my time.'

He pointed upstream. 'There's a big rainbow trout upstream. It's a beautiful fish. All the anglers call it the Admiral. It has lived in the stream for a long time. It has grown and grown. Now it's enormous! All the anglers would love to catch it.'

'Wow!' said Jack. 'Have you seen it?'

Uncle Ted laughed. 'I nearly caught it once,' he said.

'I'd been fishing for hours, when suddenly I felt a big tug on the rod. It had taken my line. But the Admiral is such a cunning fish. It swam really fast upstream. I had to run fast along the bank to keep up with it. It kept swimming into the water weed to try and break my line. You could tell it had made up its mind that it was not going to be caught!'

'What happened to the Admiral?' asked Mary.

'It got away.'

'I'm going to catch the Admiral!' said Jack.

'Well, not today,' laughed Uncle Ted. 'It's time we went home.'

'Will you bring us again tomorrow?' asked Mary. 'Please say you will, Jack might catch the Admiral tomorrow.'

'All right,' said Uncle Ted. 'But now we must pack everything away.'

Jack and Mary started to pack everything away.



14

15

Suddenly, there was a noise from the far bank. The ducks on the stream quacked loudly as they swam away from the sound.

'What was that?' asked Jack.

Mary picked up the binoculars and looked over to the far bank.

'There's something moving over there,' she said.

'All right,' said Uncle Ted. 'I think someone is watching us.'

16

Active vocabulary

binoculars there is no singular form of this word

countryside a compound word: *country* + *side* = *countryside*

cunning change the 'c' to 'r' to make a new word

enormous have you ever seen an enormous mouse?

field remember: 'i' comes before 'e' except after 'c'

impatient adding the prefix 'im' gives *patient* the opposite meaning

insect add 'p' after 's' and make a new word

sparkled think of other words beginning with 'sp'

trousers there is no singular form of this word

Passive vocabulary

bait *cast a line* *coot*

flask *kingfisher* *quacked*

twitch the line *upstream*

weed

Before reading

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

- Tell the children to look at the picture on page 11. Ask *Where are Uncle Ted and the children?* (on the river bank) *What is Uncle Ted pointing out?* (a bird called a coot on the river) Ask *Can you describe the coot?* Point out that Mary is looking through a pair of binoculars. Ask the children how these help. Ask the class to describe the river and the river bank.
- Tell the children to look at the picture on page 13. Uncle Ted is trying to teach Jack how to use his fishing rod. Ask *What has happened to the hook on the end of the line?* *How does Jack look?* *Does Mary think it is amusing?* *How can you tell?* Ask the children what they think is in the two boxes. Draw the children's attention to the kingfisher (the bird flying above the river.) If it looks down and sees a fish, it dives down into the water and catches it with its beak. Ask the children to describe the bird.
- Tell the children to look at the picture on page 15. Ask *What is Mary looking at through the binoculars on the other side of the river?* *Who do you think it is?* Point out the ducks swimming away from the far bank as if they were disturbed. Ask *What do you think Mary is saying to Jack?* *What is Uncle Ted doing?* (He is taking the fishing rod to pieces. Look back at the cover of the book to see how it comes in three separate pieces.) Point out the picnic basket and how the plates and things fit into it.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *What had Mum made for the picnic?*
2. *Where did Uncle Ted park his car?*
3. *Where was the stream?*
4. *Was the stream clear or muddy?*
5. *What sort of bird flew above the stream?*
6. *Describe a coot.*
7. *What did Uncle Ted show the children how to do?*
8. *What did Uncle Ted have in the small box?*
9. *Describe how the bait looked.*
10. *Uncle Ted showed Jack how to _____ his line into the water.*
11. *Did Jack have any problems learning to cast his line?*
12. *What did Uncle Ted tell Jack about twitching his line?*
13. *Why was a landing net important?*
14. *Did they catch any fish before lunch?*
15. *What is the Admiral?*
16. *How did it escape from Uncle Ted?*
17. *Suddenly, there was a _____ from the _____ bank.*
18. *What did the ducks do when they heard the noise?*
19. *What did Mary pick up?*
20. *What did she see?*

- Ask the children to find examples of question marks and exclamation marks in the text. Discuss how they are used. Read a few examples of each and point out that the intonation used for questions and exclamations is different.
- Find and read examples of words with three syllables in them, for example *countryside*, *beautiful*, *noisily*, *kingfisher*. As you read them out, tap out or clap the syllables to help children hear them.
- Point out the use of 'time markers' in the paragraph on page 12 in which Uncle Ted showed Jack how to cast his line, for example *first of all*, *next*, *but soon*. These help sequence the actions and show the order in which they took place.
- Ask the children to find and read any adjectives in the text, for example *clear*, *beautiful*, *bright*. Ask them which nouns they describe.
- Ask the children to find and read aloud examples of verbs which end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense), for example *arrived*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *Why do you think Mum didn't go fishing with the children?*
2. *How do you know it was a sunny day?*
3. *Does the stream sound like a nice place to you?*
4. *What do kingfishers eat?*
5. *How do binoculars help you see things more clearly?*
6. *How do you know it was the first time Mary had seen a coot?*
7. *Why do you think Jack was getting impatient?*
8. *What did Mary say the bait looked like?*
9. *How do you know it is difficult to cast a fishing line into the water?*
10. *Why do you think the bait was made to look like a fly?*
11. *Why was 'twitching' the line important?*
12. *How can you tell Mary enjoyed fishing as well?*
13. *Do you think Jack was disappointed by lunchtime?*
14. *Why do you think all the anglers wanted to catch the Admiral?*
15. *Why did Uncle Ted call the Admiral a 'cunning' fish?*
16. *Did they do any fishing after lunch?*
17. *What made the ducks on the far side of the stream quack?*
18. *Who do you think was watching them?*

Stage 2 comprehension (extra)

Setting A lot of the story takes place by a stream. Ask the children to write a paragraph and say what they have discovered about the stream so far. (Don't forget to use the pictures to help as well!) Was it far from Jack and Mary's house? How did they get to it? What was the water in the stream like? What fish were in it? What birds and animals lived in or near it?

- Write the words *coot* and *hook* on the board and say them. Point out that the sound of the 'oo' is short in *hook* and long in *coot*. Explain that the same letter patterns are not always pronounced the same. Brainstorm other 'oo' words and check to see if the 'oo' is short or long in them: Here are some short 'oo' words: *stood, book, cook, hood, look, good*. Here are some long 'oo' words: *cool, roof, moon, boot, food, school, mood, snooze*.
- Write the words *feather* and *stream* on the board and say them. Note that the sound of the 'ea' is short in *feather* and long in *stream*. Explain that 'ea' is another letter pattern that is not always pronounced the same. Ask the children to complete these words with 'ea', to say each word and decide if the 'ea' has a long or short sound: _ _ t, h _ _ d, t _ _ m, cl _ _ n, br _ _ d, sp _ _ k, t _ _ ch, h _ _ vy, w _ _ ther, tr _ _ sure, f _ _ st, m _ _ l, d _ _ f.
- Read the description of the stream on page 10 again with the class. Write these adverbs on the board: *quickly, gently, noisily*. Then write them as word sums, and note how the spelling of the adjectives *gentle* and *noisy* have been changed when the suffix 'ly' is added to make them into adverbs; *quick + ly = quickly; gentle + ly = gently; noisy + ly = noisily*. Change these adjectives into adverbs by adding 'ly' and use them in sentences: a) (no change to spelling necessary) *sudden, clever, fair, proud*; b) (drop the 'e') *sensible, miserable, simple*; c) (change the 'y' to 'i') *hungry, easy, angry, lucky*.
- Write the word *impatient* on the board. Note that it begins with a prefix (*im*). Discuss how adding the prefix to the word changes its meaning and makes it mean the opposite, for example *patient – impatient*. Try adding 'im' to each of the following words to make the opposite: *possible, perfect, mature, proper*.
- Brainstorm and write down the names of as many different types of fish as possible.
- Ask the children to review what they have learned about fishing so far.
- Jack found it quite difficult to learn how to cast his line into the water. But, with practice, he soon learned. Mary was the same with her landing net. Discuss how this is like all new skills, for example learning to swim, to skate, to whistle, to ride a bike. Ask the children to recall some of their experiences (and mishaps!) when learning a new skill. Emphasise the need for continual practice!
- 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

Danger at the old pump house

Pages 17 to 23

CHAPTER 3

Danger at the old pump house

The next day, the weather was cloudy and dull. The stream looked grey and gloomy.
 'It doesn't look so pretty today,' said Mary, sadly. She sat on the bank and rested the landing net on her knees.
 'But cloudy weather is good fishing weather,' said Uncle Ted. 'The fish can't see our shadows on the water on a dull day. It is easier to catch fish on a day like this.'
 'Perhaps I will catch the Admiral,' said Jack.
 'Yes, you might,' agreed Uncle Ted.
 They set up their rods and began fishing. But still no one caught a single fish.
 'I can't understand it,' said Uncle Ted. 'The stream should be full of fish this early on in the season. I've never known it so empty.'
 Jack looked upstream. In the distance, he saw an old building. It was built across the water.
 'What's that building?' he asked.
 'That's the old pump house,' said Uncle Ted.
 'What's a pump house?' asked Mary.
 'It used to pump water from the stream up to a nearby canal. A lot of water was pumped up to the canal in those days. But the pump hasn't worked for years,' explained Uncle Ted.
 'What's the pump house used for now?' asked Jack.
 'It was a ruin until a few months ago. Nobody ever went

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there. But then a man called Sid Scrub and his brother, Harry, bought it,' said Uncle Ted. 'Now it's a small factory where material is hand-dyed. The material is sold to make clothes and tablecloths. Lots of local people work at the factory. But they say that Sid Scrub and his brother are not very nice. They have had temper!'

Jack looked at the building through his binoculars. It looked like an interesting place.
 'I'd love to take a closer look at it,' he said. 'Can Mary and I go and have a look? We will be very quick.'
 'I don't know about that,' said Uncle Ted. 'You don't want to bump into Sid Scrub, do you?'

'We'll be very careful,' said Mary. 'We just want to have a look. Please say we can go, Uncle Ted.'

Uncle Ted thought for a moment. 'All right,' he said. 'But you must not go too near the building. Do you promise?'

'Yes, we promise,' said Jack and Mary.
 They set off along the bank towards the old pump house. As they got closer, they could see that it still looked like a ruin. All the windows had wooden boards over them. There were lots of tiles missing from the roof and weeds grew out of gaps in the walls. Someone had put barbed wire along the top of the fence and nailed a large 'Keep Out!' sign to the wall. At the front of the building was a gate. It was locked with a heavy padlock.
 'What a scary-looking place,' said Mary. 'I don't think I like it very much at all.'



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'They don't want any visitors, do they?' said Jack.
 Mary walked carefully down to the water's edge and peered under the old building. She saw that the water flowed underneath it and through a heavy, iron grid. The grid looked old and rusty. From there, it flowed into a deep, dark pool.

She walked nearer to the grid to get a closer look. Suddenly, she let out a gasp of horror. 'Jack! Jack! Come quickly. Look at this. It's awful!'
 Jack ran over to her. He looked to where she was pointing. There, trapped behind the grid, were lots of dead fish.
 Mary shuddered. 'How terrible! Those poor fish! What has happened to them?'



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'Shh!' whispered Jack. 'Listen! I can hear something. It's coming from the pump house. Someone's coming this way.'

Mary stood still and listened carefully. 'I can't hear anything,' she said. 'I can't hear anything at all.'
 Jack pulled Mary back against the wall of the pump house. 'Shh! Don't say a word!' he said. 'Keep very still!'

Suddenly, a door opened and Jack and Mary heard men's voices. The voices came closer and closer.
 'I tell you, Sid,' said a voice. 'I saw some kids. I'm sure they were the same kids that I saw yesterday. You know, the ones that I told you about, the ones that were fishing downstream. A man was with them. Do you remember me telling you?'

'Yes, yes!' said Sid. 'Of course I remember. You wouldn't stop telling me about them! But I can't see any kids here, Harry. You must have imagined it. And even if there were any, I don't think they saw anything.'

'I tell you, I did see some kids,' insisted Harry.
 'I thought you said that we didn't want anyone snooping around the pump house. I tell you, Sid, those kids are trouble.'

Sid laughed. 'Don't be so silly, Harry. Kids never notice anything. They are too busy playing all the time to notice anything important. Don't worry. Everything will be fine. Now stop making such a fuss and let's get back to work.'

The door banged shut again. Jack let out a sigh of relief. 'Thank goodness they didn't see us,' he said.

'I don't like this place at all,' said Mary. She shuddered. 'There's something very bad happening here.'

'Yes,' said Jack. 'I think there's a lot of danger here, too. You were right yesterday. You know that someone was watching us while we were fishing. But I don't understand why they are worried that we are here. What are they up to? It all seems very strange, doesn't it?'

Jack shook his head. It was all very puzzling. Then he came to a decision. 'Come on, Mary, let's go and tell Uncle Ted. He'll know what to do.'

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Active vocabulary

<i>awful</i>	the suffix 'ful' only has one 'l'
<i>building</i>	the 'u' is silent and is not pronounced
<i>canal</i>	note the two 'a's coming closely together
<i>decision</i>	the suffix 'sion' is quite common
<i>factory</i>	the 'y' at the end is pronounced 'ee'
<i>gloomy</i>	the 'y' at the end is also pronounced 'ee'
<i>imagined</i>	the 'g' is a soft 'g' and is pronounced like a 'j'
<i>material</i>	the 'i' is pronounced 'ee'
<i>shadow</i>	change the 'shad' to 'gr' to make another word
<i>temper</i>	say this two-syllable word and tap out the syllables as you do so

Passive vocabulary

<i>bank</i>	<i>barbed wire</i>	<i>board</i>
<i>gasp</i>	<i>grid</i>	<i>hand-dyed</i>
<i>local</i>	<i>padlock</i>	<i>peered</i>
<i>pump house</i>	<i>ruin (noun)</i>	<i>snooping</i>
<i>tile</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on pages 18 and 19. Ask *What do you think this building is?* (Remind them of the title to the chapter.) Point out that the building is built across the stream. Ask the children to describe the building. (For example: It is made of wood. It looks old and does not look as if it is used. There are tiles missing from the roof. The windows have wooden boards over them. There is a 'Keep out' sign on the wall. The stream water passes under the building through metal grids. The fence around the building has barbed wire along it to stop people climbing over it. The gate is locked with a heavy, metal padlock.) Ask *What do the children think Jack and Mary are talking about? What are they going to do?*
- Tell the children to look at the picture on pages 20 and 21. Ask *Where are Jack and Mary now?* (They are down by the stream near a metal grid under the building.) *How do they look? What is Mary pointing to?* (At the bottom of the grid there appears to be a lot of dead fish.) Ask *What do you think has happened to the fish?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *What was the weather like the next day?*
2. *How did the stream look?*
3. *Why is cloudy weather good fishing weather?*
4. *Were there many fish in the stream?*
5. a) *What was the old building that Jack saw?*
b) *What did it used to do?*
c) *What was the building now used for?*
6. a) *Who owned the factory?*
b) *What did some people say about Sid and Harry Scrub?*
7. *Describe the old pump house.*
8. *Why didn't Mary like the building?*
9. *What was under the old building?*
10. *What did the children see, trapped behind the grid?*
11. *Why did Jack pull Mary back against the wall of the pump house?*
12. *What opened?*
13. *Who did Jack and Mary hear talking?*
14. *What were Sid and Harry talking about?*
15. *Did Sid and Harry see the two children?*
16. *Who saw Jack and Mary the day before, Sid or Harry?*
17. *What decision did Jack come to?*

- Read some of the sentences from the chapter again, but 'forget' the verbs. Point out what a difference this makes to the meaning! Remind children that every sentence must have at least one verb in it.
- Ask the children to find a verb on page 22 that means the opposite of: *shouted* (*whispered*); *pushed* (*pulled*); *shut* (*opened*); *start* (*stop*).
- There are a lot of prepositions in the text, for example *on*, *across*, *up*, *at*, *near*, *along*, *over*. Make sure the children know the meaning of these.
- Ask the children to find and read some words containing two vowels next to each other, for example *ou*, *ea*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *How was the weather different from the day before?*
2. *Why is sunny weather not so good for catching fish?*
3. *Was the stream usually full or empty of fish at this time of the season?*
4. *How do you know the pump house no longer pumped water into the canal?*
5. *Do you think people like working for Sid and Harry Scrub?*

6. *Why did Uncle Ted make Jack and Mary promise not to go too near the building?*
7. *Why do you think someone had put barbed wire along the top of the fence?*
8. *How did Mary feel about the place?*
9. *Why do you think Jack said, 'They don't want any visitors, do they?'?*
10. *Why do you think the metal grid was rusty?*
11. *How can you tell Mary did not like what she saw?*
12. *What do you think happened to the fish?*
13. *Why did Jack tell Mary to 'Keep very still!'?*
14. *Why do you think Sid and Harry didn't want anyone 'snooping around the pump house'?*
15. *Why did Jack let out a sigh of relief?*
16. *How can you tell Mary was frightened?*
17. *Why do you think Jack decided to tell Uncle Ted?*

Stage 2 comprehension (extra)

Plot/Author's style Do you think this chapter is exciting? Say why. The story is a mystery story. This means the author wants you to keep guessing how the story continues. Do you think the author describes the pump house well? How does she make you think something bad is happening there? How does the author make you think that Sid and Harry are not nice characters? Does the author want to make you read the next chapter? Write and say what you think of the story so far.

- Write the word *careful* on the board and read it. It really means 'full of care' but notice how the suffix 'ful' only has one 'l'. Ask the children to add 'ful' to the end of these nouns to make them into adjectives: *use, help, power, pain, colour, hope, thought*. Ask the children to make up sentences and use the words in them. Discuss how we can make the words mean the opposite by changing 'ful' to 'less', for example *helpful – helpless*.
- Sometimes the letter 'o' sounds like the 'u' (in 'fun'). Write the words *month* and *brother* on the board and ask the children to read them. Now write these words and complete them with 'o': fr_nt, l_ve, m_ney, _ne, n_thing, m_nth, s_n, w_nderful. What sound does the 'o' make in them?
- Write the words *tablecloths* and *clothes* on the board. Point out the difference in the sound of the 'o' in 'clothes' when the magic 'e' is added. To demonstrate the effect of adding a magic 'e' write these words on the board: *cap, not, pip, cut*. Add 'e' to the end of each word and read it again.
- The metal grill was old and rusty. See how many words the children can think of that end with 'old' and 'and'. (for example *cold, gold, told, sold, bold, fold, hold; band, hand, land, sand, grand*.)
- Write the word *nice* on the board. Ask the children to change the 'n' to 'm', 'r', 'tw', 'pol', 'off' and read the new words they make. Point out the difference in the sound of 'ice' in *police* and *office*.
- Uncle Ted made Jack and Mary promise not to go too close to the building. Discuss promises with the class. When do we make promises? Why do we make them? Why is it important to try to keep promises?
- Sid and Harry were bad-tempered. What makes the children angry? Discuss ways in which we can prevent ourselves from losing our tempers.
- Jack and Mary decided to tell Uncle Ted about their worries. Discuss with the class why it is important to talk to adults we know about things that worry us.
- 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 Keep Out!

Pages 24 to 30

CHAPTER 4
Keep Out!

Jack and Mary ran back to Uncle Ted as fast as they could. They were both out of breath by the time they reached him.

"What's the matter?" said Uncle Ted. "Why are you out of breath? What are you running away from? Come and sit down and tell me what's wrong."

Jack and Mary sat on the bank. Mary told Uncle Ted all about the old pump house with its barbed wire and 'Keep Out' sign. She also told him about the dead fish that she had seen by the grid under the building.

Uncle Ted rubbed his chin and looked thoughtful. "Did anything else happen?"

"Yes," said Jack. "We heard some voices. Two men were talking about us. I think they have been spying on us."


"Spying on us?"

"Yes," said Mary. "Do you remember that I saw someone watching us yesterday on the far bank? I think it was one of the men we heard today."

"How strange!" said Uncle Ted.

"I don't think they like us fishing here," said Jack. "And they really don't want us by the pump house at all. But what are they up to?"

"It's all very strange," agreed Uncle Ted. "I want to take a look at those dead fish. I have never heard of fish dying like that in this beautiful stream."




A few minutes later, he came back. "There are no dead fish by the grid," he said. "Are you sure you saw them?"

"Yes," said Jack and Mary. "We both saw them. There were lots of them."

Suddenly, they heard an angry voice. It said, "What are you doing on my property?"

Uncle Ted and the children turned around quickly. There, standing at the top of the bank, was a man. He was tall and quite fat. He was wearing a dirty blue sweater and old black trousers. He looked very untidy. He also looked very cross.



"That's Sid Scrub," Uncle Ted whispered to the children. "He's the man I was telling you about. He and his brother bought the old pump house. They own the factory."

Sid glared at Uncle Ted and the children. He held a big dog on a thick chain. The dog marked at them and pulled hard on its chain. Mary hid behind Uncle Ted.

"I said what are you doing on my property?" repeated Sid Scrub.

"The children were worried," said Uncle Ted. "They say that they saw dead fish trapped behind the grid below the pump house. I came to see for myself."

"Dead fish?" sneered Sid. "Dead fish? What nonsense!"

"It's not nonsense," said Jack hotly. "We did see dead fish by the grid. We saw lots and lots of them."

"Did you see any dead fish?" Sid asked Uncle Ted.

"Well... no," said Uncle Ted. "But..."

"So where have these dead fish gone?" asked Sid.

The dog tugged on its chain. "Have they disappeared into thin air... or have they swam off, like all living fish do?"

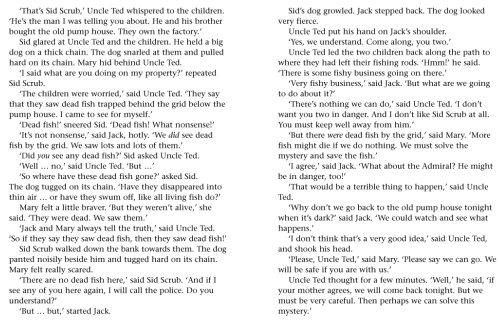
Mary felt a little braver. "But they weren't alive," she said. "They were dead. We saw them."

"Jack and Mary always tell the truth," said Uncle Ted. "So if they say they saw dead fish, then they saw dead fish!"

Sid Scrub walked down the bank towards them. The dog panted noisily beside him and tugged hard on its chain. Mary felt really scared.

"There are no dead fish here," said Sid Scrub. "And if I see any of you here again, I will call the police. Do you understand?"

"But... but," started Jack.



"Thank you, Uncle Ted," said Mary.

"Wow! We're going on a night watch," said Jack. "I wonder what will happen. This is going to be a real adventure! His eyes shone with excitement. 'Can we go and ask Mum now, please?'"

Active vocabulary

<i>edge</i>	other 'dge' words are: <i>bridge, fridge, badge, hedge</i>
<i>fierce</i>	remember: 'i' comes before 'e' except after 'c'
<i>growled</i>	change the 'gr' to 'h' to make another sound word
<i>mystery</i>	rhymes with <i>history</i>
<i>nonsense</i>	the prefix 'non' means 'no' in this word
<i>property</i>	the 'y' at the end of this word is pronounced 'ee'
<i>solve</i>	what number ends with 'lve'? (twelve)
<i>spying</i>	change the 'sp' to 'tr' to make another word
<i>sure</i>	this word sounds like it begins with 'sh'
<i>whispered</i>	think of other words beginning with 'wh'

Passive vocabulary

<i>glared</i>	<i>out of breath</i>	<i>panted</i>
<i>snarled</i>	<i>sneered</i>	<i>tugged on its chain</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 25. Ask *What do you think Mary is telling Uncle Ted? What do you think he will do?*

- Tell the children to look at the picture on pages 26 and 27. Ask *Where are Uncle Ted and the children? Why do you think they went to the pump house? Describe the man and the dog. Who do you think they are? Do they look friendly? What do you think the man said to Uncle Ted and the children? How do Uncle Ted and the children look?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *What did Uncle Ted ask the children when they reached him?*
2. *What did Uncle Ted do when Mary told him about the sign and the dead fish?*
3. *What did Uncle Ted say he wanted to take a look at?*
4. *Did Uncle Ted see any dead fish when he looked?*
5. *'Suddenly they heard an angry _____.'*
6. *Describe the man who was standing at the top of the bank.*
7. *Who was it?*
8. *What did Sid have with him?*

9. *What did the dog do?*
10. *What did Sid ask Uncle Ted?*
11. *What did Sid say when Uncle Ted told him the children had seen some dead fish trapped behind the grid?*
12. *Did Uncle Ted believe Jack and Mary?*
13. *How did Mary feel when Sid and his dog walked down the bank towards them?*
14. *What did Sid say he would do if he saw them near the pump house again?*
15. *Did the dog look fierce or friendly?*
16. *What did Uncle Ted say as they walked back along the path?*
17. *What did Jack suggest?*
18. *Uncle Ted said they could come back that night if _____.*

- Ask the children to find some examples of exclamation marks in the text. Read the sentences in which they appear. Point out the effect they have on the way you should read these sentences. Talk about when we use exclamation marks.
- Ask the children to find examples of contractions in the text, for example *that's*. Read the sentences in which they appear. Ensure the children know what the full form of each contraction is, for example *that's = that is*.
- Point out the use of elipsis (...) on page 28 to show a pause.
- Ask the children to look for, and read any words which contain double consonants.
- Ask the class to find a word on pages 29 that rhymes with: *howled (growled); sack (back or Jack); band (hand); bath (path); stranger (danger); wish (fish); bark (dark)*.

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

After reading

Stage 2 comprehension (extension)

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

1. *Why do you think the children were out of breath when they reached Uncle Ted?*
2. *Why do you think Uncle Ted was surprised to hear about the dead fish?*
3. *Why do you think Mary didn't want to look at the dead fish again?*
4. *How do you think Uncle Ted felt when he couldn't find any dead fish?*
5. *How could the children tell that the man was cross?*
6. *Why do you think Mary hid behind Uncle Ted?*
7. *What do you think happened to the dead fish?*
8. *Why do you think Sid walked down the bank towards Uncle Ted and the children?*
9. *Why did Jack step back when the dog growled?*
10. *What do you think Uncle Ted meant when he said, 'There is some fishy business going on here.'?*
11. *Why do you think Uncle Ted said it would not be a good idea to go back to the pump house that night?*
12. *Why do you think he changed his mind?*

13. *How can you tell the children were excited about returning to the pump house at night?*

Stage 2 comprehension (extra)

Author's use of language The author uses some good descriptive adjectives in the chapter. Write these adjectives on the board: *thoughtful, beautiful, angry, untidy, dirty, blue, thick, fishy, terrible, safe, careful*. Find them in the chapter and read the sentences which contain them. Ask the children which nouns they refer to, and to explain their meanings. Ask the children to pick their favourite five adjectives from the list and write their own sentences containing them.

- When Uncle Ted went to look for the dead fish, they were missing. Write a selection of random words from the chapter on the board, but leave out the vowels. Ask the children to supply the missing vowels.
- Have some fun playing with words. Write the word *fat* on the board. The rules are simple – you can change any one letter at a time to make another word, for example *fat – bat – but – bun – fun – fin – fan*. See how long the class can keep the word 'chain' going and making different words.
- Write the word *adventure* on the board and ask the children to read it. Write these words on the board: na____, tempera____, fu____, crea____, mix____, pic____, furni____. Ask the children to complete each word with 'ture' and read the words they have made. Ask them to make up some sentences and use the words in them.
- Ask *What is the most exciting adventure you have ever been on?*

- Write the words *danger*, *strange* and *edge* on the board and read them. Note that the 'g' sounds like 'j'. We call this a 'soft 'g''. Ask the class to complete these words with a soft 'g' and read the words they make: _entle, en_ine, ima_ine, ma_ic, emer_ency, stran_er, chan_e, brid_e.
- Write the words *untidy* and *disappear* on the board. Note that they begin with the prefixes 'un' and 'dis'. Discuss how adding these prefixes changes their meaning and makes them mean the opposite, for example *tidy* – *untidy*; *appear* – *disappear*. Write these words on the board and ask the children to decide whether to add 'un' or 'dis' to make them mean the opposite: *well*, *agree*, *fair*, *pack*, *obey*, *do*, *wrap*, *honest*.
- Mary was frightened of the fierce dog. Do any animals scare the children? Why?
- It was possible to see that Sid was angry by the expression on his face. People's facial expressions tell us a lot about how they feel. Ask the children to show the following feelings by using different facial expressions: *being happy*, *bored*, *worried*, *excited*, *angry*, *tired*, *nervous*, *miserable*.
- The dog growled in the story. Brainstorm and ask the children to think of as many different animal sounds as possible.
- 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 night watch

Pages 31 to 37

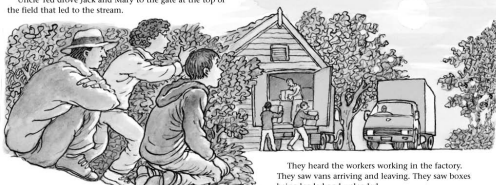
CHAPTER 5
The night watch

'A night watch!' said Mum.
'Oh Mum, please say we can go!' said Jack.
'Yes, please do,' said Mary. 'We will stay with Uncle Ted all the time.'
Mum looked worried. She did not like the idea of Jack and Mary going back to the pump house late at night.
'It might be dangerous,' she said. 'I don't think you should go. And if you are late to bed you will be tired for school tomorrow.'
'But it was horrible to see all the dead fish,' said Mary. 'We'd like to try and find out what's happening at the old pump house. Then perhaps we can stop more fish from dying.'
'And we promise that we will work hard at school tomorrow even if we are a little tired,' said Jack.
Mum sat down and had a think. She knew Mary and Jack were sensible. She also knew that they were good children. They would obey Uncle Ted and they would not do anything silly. And she did not like to think of the fish dying!
'Do you think it is a good idea?' she asked Uncle Ted.
'I think we need to find out what is happening at the old pump house,' said Uncle Ted. 'If we watch the place at night we might find out.'
'All right,' sighed Mum. 'You can go. But you must

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promise to obey Uncle Ted and not do anything silly.'
'Oh, thank you, Mum. We promise,' said Mary. She gave her mother a hug.
'Thank you, Mum. We promise,' said Jack.
Uncle Ted looked at his watch. It was eight o'clock.
'Let's have a hot meal and then get ready to go,' he said.
'We will be back at the pump house by ten o'clock. It will be really dark by then.'
As soon as the meal was finished, Uncle Ted and the children got ready. They put on warm, dark clothes.
'Nobody will see us in our dark clothes,' said Uncle Ted.
Uncle Ted drove Jack and Mary to the gate at the top of the field that led to the stream.

'We will park the car close to the trees,' he said. 'We don't want anyone to see us.'
They walked along the bank of the stream towards the old pump house. The moon was shining, but it was still difficult to see where they were walking.
'Let's hide close to the pump house,' said Uncle Ted.
'Then we'll be able to see and hear what's going on.'
Mary noticed some small bushes. 'That's a perfect place to hide,' she said. All three of them settled down to wait.



They heard the workers working in the factory. They saw vans arriving and leaving. They saw boxes being loaded and unloaded.

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'They work very late,' whispered Jack.
'They are working a night shift,' explained Uncle Ted. 'I expect they will go home soon.'
At eleven o'clock, the night shift workers went home. Uncle Ted and the children heard Sid scrub and his brother locking all the doors and bolting all the bolts in the factory. Then there was silence!
It got later and later. Mary began to shiver with the cold. Jack yawned. He was beginning to feel sleepy.
Uncle Ted looked at his watch. It was nearly midnight.
'I don't think anything is going to happen now,' he said. 'We must be wrong about the factory. Nothing odd has happened at all.'
Jack rubbed his eyes. 'Please can we stay for a few more minutes,' he said. 'I'm sure something will happen soon.'
'We'll stay for five more minutes,' said Uncle Ted. 'And then we must go home.'
Jack hoped something would happen very soon. He felt sure he was right about the old pump house.
After a few minutes, Uncle Ted looked at his watch again. 'Time to go home,' he said.
But just then a strange sound came from the pump house. It sounded as if something was being dragged across a floor. They moved closer to get a better look.
'What's that?' whispered Mary.
'Shh!' said Jack. 'Look!'
A hatch was opening up underneath the pump house.
'Wow!' said Jack.
Next, they heard the sound of some liquid being swirled round and round in a barrel. Then the liquid was tipped

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into the stream below. It landed with a small splash.
'Make sure the barrel is nice and clean, Harry,' said a voice. 'I've got a fresh lot of dye to put in that barrel tomorrow. Wash it out well.'
'I am making sure it is nice and clean,' said Harry. He sighed crossly. 'If you don't think I clean the barrels properly, you can clean them yourself!'
'You are feeling cross tonight, aren't you?' teased Sid. Harry didn't answer.
The two brothers worked on in silence for a few minutes. The only sound that could be heard was the sound of water swilling around in the bottom of the barrel.
Then Sid began to laugh.
'What are you laughing about?' asked Harry.
'I've just thought of something really funny,' said Sid. 'This will cheer you up and make you laugh.'
'Go on then, tell me,' said Harry, impatiently.
'It's this,' said Sid, still laughing. 'Any rainbow trout in the stream will really be rainbow-coloured now, with all this waste dye we're tipping into the water.'
'Ha, ha! That's a funny joke, Sid,' said Harry, laughing.
'Yes, Sid. That's a really funny joke.'
Then the hatch shut again. Uncle Ted and the children sat in silence.
'Well, well, well!' said Uncle Ted. 'You two were right. Something bad is happening here. The brothers are polluting the stream. They are cleaning out the dye from the barrels and tipping the waste into the stream. That is what is polluting the water and killing the fish.'

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Active vocabulary

dangerous the 'g' is a soft 'g' and is pronounced like a 'j'

liquid 'q' is always followed by 'u'

obey the 'ey' sounds like 'ay'

polluting note how the spelling of 'pollute' changes when we add 'ing'

promise the last syllable sounds like 'miss'

properly change the 'l' to 't' and make a word learned in Chapter 4

sensible the suffix 'ible' is quite common

village the 'g' is a soft 'g' and is pronounced like a 'j'

waste discuss the difference between waste and waist (homophones)

worried note how the verb *worry* changes when we add 'ed'

yawned other 'aw' words are: *dawn, jaw, paw, awful*

Passive vocabulary

barrel *bolting* *hatch*

night shift *swilling* *tipping*

Before reading

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

- Tell the children to look at the picture on pages 32 and 33. Ask *What time of day is it? How can you tell? Where are Uncle Ted and the children? What do the children think is happening?*
- Tell the children to look at the picture on page 35. Ask *Where are Uncle Ted and the children now? What do you think the liquid is, that is being tipped into the stream? How do Uncle Ted and the children look?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *Why did Mum look worried?*
2. *What did Jack promise his Mum?*
3. *What did Mum sit down and do?*
4. *List the things Mum thought about on page 31.*
5. *What did Mum make Jack and Mary promise?*
6. *What time was it when Uncle Ted looked at his watch?*
7. *When did Uncle Ted say it would be dark?*
8. *Why did they put on dark clothes?*

9. *Why did they park the car close to the trees?*
10. *What did Mary notice?*
11. *What did they see and hear before eleven o'clock?*
12. *At what time did the night shift workers go home?*
13. *'Mary began to shiver with the _____. Jack _____.'*
14. *What strange sound did they hear coming from the pump house?*
15. *What opened under the pump house?*
16. *What happened next?*
17. *Who began to laugh?*
18. *What was it that Sid and Harry were tipping into the water?*
19. *How were the brothers polluting the stream?*
20. *Why didn't the workers know about it?*
21. *What idea did Mary have at the end of the chapter?*

- Find and read sentences which contain verbs showing movement, for example *sat down, looked, put on, drove, walked*.
- Find and point out examples of pronouns in the text. Ask the children who each pronoun refers to.
- Ask the children to find any small words 'hiding' inside longer words, for example *watch*.
- Find some examples of irregular past tenses in the chapter, for example *said, sat, knew, drove*. Consider how the spelling of these has changed in the past tense, for example *say – said, know – knew*.

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

After reading

Stage 2 comprehension (extension)

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

1. *How did Mary and Jack try to persuade Mum to let them go back to the pump house at night?*
2. *Why do you think she asked Uncle Ted if he thought it was a good idea?*
3. *Why do you think Mum sighed when she agreed?*
4. *How can you tell Mary was pleased her Mum had agreed?*
5. *Was it a good idea to have a hot meal before they went?*
6. *Why do you think it was difficult to see where they were walking?*
7. *Why do you think the bushes were 'a perfect place to hide'?*
8. *What do you think was in the boxes that were beng loaded and unloaded?*
9. *Did anyone work after eleven o'clock in the factory?*
10. *Why do you think a) Mary shivered? b) Jack rubbed his eyes?*
11. *Why did Sid tell Harry to wash out the barrels well?*
12. *Who tipped the liquid into the stream?*

13. *What do you think Sid meant when he said, 'Any rainbow trout in the stream will really be rainbow-coloured now, with all this waste dye we're tipping into the water'?*
14. *What was killing the fish in the stream?*
15. *Why do you think Sid and Harry waited until after the workers went home, before they cleaned out the barrels?*
16. *Do you think Mary's idea was a good one?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph and recount what they have learned about Jack and Mary so far.

- Write the word *worry* on the board and the past tense *worried*. Ask the children to suggest the rule used. Write these verbs on the board: *cry, try, fry, carry, reply, hurry, multiply*. Ask the children to spell the past tense of each verb.
- Write the word *dangerous* on the board and discuss its meaning. Do the same with these other 'ous' words: *enormous, mysterious, famous, nervous, marvellous, curious*.
- Write this sentence on the board: *The children ate some food at eight o'clock*. The underlined words are homophones (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 read them and explain the difference between them. Make up sentences containing each word, using each word correctly.
- Mum thought for a long time before she made up her mind to let the children go to the pump house at night. She considered lots of things and asked Uncle Ted his opinion, too. Discuss with the class how important it is to think carefully about things before you decide, and if necessary, to ask others too.

- The children heard a noise in the pump house. Play either:
 - *Do you know this sound? game A.* If possible, record some everyday sounds, for example a car, a mobile phone, children talking. Play them to the class and ask them to identify each.
 - *Do you know this sound? game B.* Ask the children to shut their eyes and make different sounds, for example closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
 - *How many sounds can you hear?* Ask the children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - *What noise do they make?* Name different animals and ask the children to say what sound each one makes.
- Ask the class what contributes to pollution in our world. What sorts of pollution are there? Brainstorm ideas on what can be done about it. What can we do?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6

The meeting


Pages 38 to 44

CHAPTER 6

The meeting

Jack and Mary got up early the next morning. They had a lot to do before school. 'We must make a poster inviting everyone to the meeting in the village hall this evening,' said Jack. Mary found a huge piece of card. Jack got out his colouring pencils and felt-tip pens. They set to work. They made a very big poster.

'Everyone will notice that!' said Jack. 'It looks very good,' agreed Mary. 'Let's ask Mrs Dodd if we can put it up in the shop window in the village,' said Jack. 'We will ask her on our way to school.' Mrs Dodd was interested in their story and she was happy for them to put the poster up in the shop window. 'Everyone will see it then,' said Mary. 'Let's hope that lots of people come to the meeting,' said Jack.



That evening, Uncle Ted and the children got to the village hall early. They put out lots of chairs for all the people. Then they put a table on the stage at the far end of the hall. They sat round the table and waited for everyone to arrive. Lots of people came. Soon, the hall was very full. Jack noticed that Sid Scrub and his brother were standing at the back.

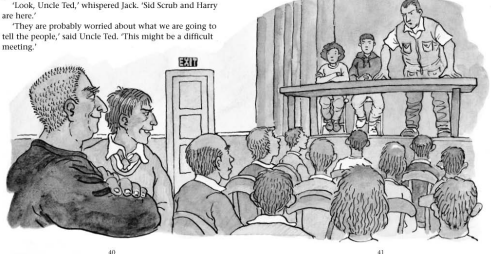
'Look, Uncle Ted,' whispered Jack. 'Sid Scrub and Harry are here!'

'They are probably worried about what we are going to tell the people,' said Uncle Ted. 'This might be a difficult meeting.'

When everyone was sitting down, Uncle Ted stood up. They all stopped talking and listened.

'I'm afraid we have some bad news,' he said. 'We have found out that the stream is being polluted.'

'Polluted?' said a man sitting near the front. 'What has that got to do with us?'



'I'm afraid it has a lot to do with you,' said Uncle Ted. 'The pollution is coming from the old pump house factory. And many of you work there.'

The people started muttering.

'Nonsense!' called a voice from the back of the hall. It was Sid Scrub. 'There is no pollution in the stream. And there is no pollution coming from the old pump house.'

'I work there,' called out a man. 'I would never pollute the stream. That would be a dreadful thing to do.'

'That's right!' cried another person.

'But there is pollution,' said Mary. 'We have seen dead fish trapped by the grid under the building. We have seen them with our own eyes.'

The people began to mutter more loudly.

Uncle Ted clapped his hands. Everyone stopped talking. 'Jack and Mary saw dead fish,' he said. 'And...'

'But did you see any dead fish?' shouted Sid from the back of the hall.

'No... but...'

'You see!' said Sid. He turned to everyone in the hall. 'He says he didn't see any dead fish at all. Can you believe what these two children say?'

Again, the people started talking and muttering loudly.

Uncle Ted was worried. The meeting was not going to plan at all.

Jack stood up. 'We all see dead fish,' he said. 'And we saw someone pouring dirty waste liquid into the stream through a hatch under the pump house. We saw it late last night.'

'What nonsense!' called out Sid. 'There is no hatch under the pump house. Have any of you seen a hatch?'

The people shook their heads. They looked angrily at Jack, Mary and Uncle Ted.

Just then, a man stood up. He looked very, very cross. 'I am angry that you are saying these things about the old pump house,' he said. 'I have worked there since it opened as a factory. I have never seen anything tipped into the stream. None of us would ever pollute our stream. It is a beautiful place.'

Everyone nodded their heads.

'Yes,' called a woman. 'Stop making trouble and leave our factory alone!'

'If there is pollution in the stream,' called another, 'it's nothing to do with us!'

The people clapped and cheered.

'Stop making trouble!' they shouted.

Everyone was glancing at Uncle Ted, Jack and Mary. They began to feel very uncomfortable.

Uncle Ted looked towards the back of the hall. Sid Scrub and his brother were grinning. Then he saw them leave the hall.

'We are telling the truth,' said Jack.

'We don't think you are!' said a woman.

'No, we don't!' agreed a man.

People started to get up and leave the hall. Jack and Mary watched them go. Soon, the hall was empty. Jack and Mary felt miserable.

'They didn't believe us, Uncle Ted,' said Mary sadly. 'What are we going to do now?'

'Let's go and tell the local council,' suggested Jack. 'They will know what to do.'

'That's a good idea,' said Uncle Ted. 'All right, I will meet you after school tomorrow and we will go straight to the local council offices!'

Active vocabulary

<i>dreadful</i>	literally means 'full of dread'
<i>everyone</i>	a compound word: <i>every</i> + <i>one</i> = <i>everyone</i>
<i>grinning</i>	note how the spelling of <i>grin</i> changes when we add 'ing'
<i>interested</i>	we can have a rest in the middle of this word!
<i>miserable</i>	the suffix 'able' is quite common
<i>muttering</i>	note the double consonant in the middle
<i>notice</i>	it's rather cold at the end of this word! (ice)
<i>poster</i>	rhymes with 'toaster'
<i>stage</i>	the 'g' is a soft 'g' and is pronounced like a 'j'
<i>uncomfortable</i>	the suffix 'able' is quite common

Passive vocabulary

felt-tip pen *local council*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on pages 38 and 39. Ask *Where are Jack and Mary? (in the village shop)* Ask the children to read the poster Mary is holding. Ask *What do you think she is asking the shopkeeper? What can you see on sale in the shop?*

- Tell the children to look at the picture on pages 40 and 41. Ask *Where do you think Uncle Ted, Jack and Mary are?* (The poster in the previous picture should give you a clue.) Point out that Uncle Ted, Jack and Mary are on the stage. Ask *Why do you think they are on the stage? What do you think Uncle Ted is telling the audience? How do Jack and Mary look? Who is standing at the back of the hall?* (Sid and Harry) *Why do you think Sid and Harry look pleased with themselves?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *What did the children do before breakfast?*
2. a) *Who did they ask to put up the poster?*
b) *Where did she put the poster?*
3. *What did the children do when they got to the village hall?*
4. *Not many people came to the meeting. True or false?*
5. *Who were standing at the back of the hall?*
6. *When did Uncle Ted stand up?*
7. *What bad news did he tell the people?*

8. *Where did Uncle Ted say the pollution was coming from?*
9. *What did Sid Scrub say?*
10. *Why did one man say he would never pollute the stream?*
11. *What did Mary say she had seen?*
12. *What did the people then begin to do?*
13. *Who asked Uncle Ted if he saw any dead fish?*
14. *Why was Uncle Ted worried?*
15. *What did Jack say he saw?*
16. *Sid said that there was a hatch at the pump house. True or false?*
17. *Did the factory workers believe what Uncle Ted and the children told them?*
18. *Who did Jack say they should go and tell?*
19. *Did Uncle Ted agree?*
20. *When did he say he would meet them?*

- Find and read examples of words containing consonant digraphs ch (*chairs*); sh (*shop*); th (*that*); wh (*whispered*).
- Find examples of commas being used in the middle of sentences in the text, for example the first sentence on page 41. Read these sentences and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Find examples of regular past tenses, for example *noticed* and point out the way they are formed by adding 'ed'. Now find examples of some irregular past tenses, for example *found* and discuss what verb each comes from.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *Do you think it was a good idea to make a poster?*
2. *Was it a good idea to put it in the village shop window?*
3. *Why did the children have to get to the village hall early?*
4. *How can you tell a lot of people were interested in the meeting?*
5. *Do you think Jack was surprised when he saw Sid and Harry at the back of the hall?*
6. *Why do you think the people didn't believe Uncle Ted and the children?*
7. *Why do you think none of the workers had ever seen a hatch at the pump house?*
8. *Why did everyone glare at Uncle Ted, Jack and Mary?*
9. *Why do you think Sid and Harry were grinning?*
10. *Why did Jack and Mary feel miserable at the end of the evening?*
11. *Why did Jack think going to see the local council was a good idea?*

Stage 2 comprehension (extra)

Plot Why did the children decide to hold a meeting? How did they let everyone know about it? Why do you think things went wrong at the meeting? Do you think the people in the village would pollute the stream? In what way were Sid and Harry clever? Write and say if you think Uncle Ted, Jack and Mary will succeed.

- Find and write any contractions from the chapter on the board, for example *don't*. Show children what the full form of the contraction is, for example *do not*, and ask them to explain which letters have been missed out.
- Write these words from the chapter on the board: *fish, hall, school, shop, card, stage, full, back, stream, pump, house*. Ask the children to supply and spell a rhyming word to go with each word.
- Write *council* on the board and read it. Point out the 'c' sounds like 's'. We call this a soft 'c' sound. When 'c' is followed by 'e', 'i' or 'y' it sounds like 's'. Ask the children to read these soft 'c' words: *city, centre, icy, cinema, dance, difference, fence*.
- Write *pollution* on the board and read it. The 'tion' ending is quite common. Ask the children to complete these words with 'tion' and read them: *perfec_____, sta_____, educa_____, popula_____, informa_____, competi_____*.
- Some words have an *ant* in them! Write these words on the board: *important, servant, want, brilliant, merchant, assistant, ignorant* and ask the children to read them. Do they know what each word means? Can they find the *ant* in each word?
- Write the word *village* on the board. Show children how it can be broken down into two syllables: *vil/lage*. Point out how the word which has a double consonant in the middle is split up. Ask the children to read these words from the chapter and split them into two syllables: *sitting, pollute, mutter, grinning, worried*.
- 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

An inspector calls!

Pages 45 to 51

CHAPTER 7
An inspector calls!

Uncle Ted was waiting for Jack and Mary at the school gates at the end of the afternoon. The children ran over to him.
‘Are you ready to go to the local council offices, you two?’ he asked.
‘Yes, we’re ready,’ they said.
Jack and Mary climbed into Uncle Ted’s car and they set off.
The local council offices were in a big building with wide steps leading up to the main entrance. Inside, it was dark and gloomy. The walls were a dull brown colour and covered with portraits of councillors from many years ago. The people in the portraits looked very stern!
‘What a gloomy place!’ said Mary.
‘Never mind,’ said Uncle Ted. ‘Let’s hope we can find someone to help us.’
A woman at the reception desk told them to go upstairs. Uncle Ted knocked on the door of the first office. ‘Come in,’ called a voice.
Uncle Ted and the children pushed open the door. The room was very untidy. There was paper everywhere. A fat-haired man stood up and came to greet them.
‘I’m sorry about the mess,’ he said. ‘I only started this job a week ago, and I’m still trying to find out where everything is.’

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He pushed piles of papers off some chairs. Uncle Ted and the children sat down.
‘Now, how may I help you?’ he asked. ‘I’m Inspector Green. My job is to look after the local environment and to make sure that no one harms it.’
Uncle Ted explained about the dead fish that Jack and Mary had seen. Then he told Inspector Green that he was an angler and often fished in the stream. He said he had noticed that there were a lot fewer fish this year. Next, he told Inspector Green about the meeting and how cross the people were. Finally, he told the inspector about Sid Scrub and his brother, Harry.
‘They don’t sound like very nice people at all,’ agreed the inspector.
Uncle Ted said, ‘Can you go and inspect the old pump house? Can you find out if dyes are being tipped into the stream?’
‘We don’t want any more fish to die!’ said Mary.
‘I can understand that,’ said the inspector. ‘But where exactly is this old pump house?’
Mary noticed a map on the wall of the office. ‘We can show you on the map,’ she said.
‘They showed the inspector where the old pump house was.’
‘It’s on my way home,’ said the inspector. ‘I’ll go and inspect it this afternoon.’

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‘Could we go to the pump house now and wait for the inspector to arrive?’ said Jack. ‘Then we could point out where the hatch is.’
‘Good idea, Jack,’ said Uncle Ted.
Uncle Ted and the children went to wait at the pump house. When the inspector arrived, Jack pointed out where the hatch was.
‘I see,’ said the inspector. He got out a notebook and pencil and made some notes. ‘Well, if there is a hatch there, it will be easy to see from the inside. Now, you must all wait here while I make my inspection. I’m sorry, but you cannot come with me.’
The inspector went to the main gates of the factory and went inside. Uncle Ted, Jack and Mary waited and waited.
‘He’s taking a long time,’ said Jack.
‘That’s good,’ said Uncle Ted. ‘It means he’s making a thorough inspection.’
Just then, the factory door opened and the inspector appeared. He came over to Uncle Ted.
‘Did you find the hatch?’ asked Jack.
‘Did you see any barrels of dye near the hatch?’ asked Mary.
The inspector tapped his notebook with his pencil. ‘I’m pleased to say,’ he said, ‘that I found nothing bad at all. I didn’t find a hatch where you said. In fact, I didn’t find a hatch anywhere. Mr Scrub says that waste dyes are taken by van to a proper dump. He says that he and his brother take the waste to the dump every day. He says it costs him a lot of money.’

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‘But it’s not true,’ said Jack. ‘We have seen him tipping the waste dye into the water. We’re sure that’s why the fish are dying.’
‘Show me where you saw the dead fish,’ said the inspector.
They walked carefully down the bank to the water’s edge.
‘Just there,’ said Mary, pointing to the grid.
‘But I can’t see any dead fish, can you?’ said the inspector.
‘No one is ever going to believe us,’ sighed Jack.
The inspector smiled kindly at him. ‘I’m sorry you are so upset,’ he said. ‘I can do nothing without any evidence. But I have to admit that I don’t like Mr Scrub very much. He doesn’t seem like a very nice man.’
‘So what happens now?’ asked Uncle Ted.
‘I have to make a report about the factory,’ said the inspector. ‘I will have to report that the factory is operating properly.’
‘But it isn’t operating properly,’ said Jack.
‘I’m sorry,’ sighed the inspector. ‘There’s nothing more I can do.’
When the inspector left, Uncle Ted, Jack and Mary walked back to their car.
‘I don’t understand why the inspector couldn’t find the hatch,’ said Jack.
‘It does seem strange,’ agreed Uncle Ted.
‘Oh no it doesn’t!’ said Mary suddenly. ‘The inspector wouldn’t see the hatch if it was hidden by a false floor, would he?’

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‘A false floor!’ exclaimed Uncle Ted. ‘Why, I never thought of that!’
‘That explains why the workers didn’t know about a hatch. They wouldn’t have seen it either!’ said Jack.
‘But how can we prove it?’ asked Mary.
Jack thought for a few minutes. Then he smiled a big smile. ‘I think I’ve got the perfect plan!’ he said.

51

Active vocabulary

<i>entrance</i>	this noun comes from the verb ‘enter’
<i>environment</i>	note the ‘n’ before the ‘m’ – missing this out is a common error
<i>evidence</i>	the suffix ‘ence’ is quite common
<i>harm</i>	take off the ‘h’ and you are left with a part of the body!
<i>inspector</i>	other nouns ending in ‘or’ are: <i>professor, conductor, sailor, author</i>
<i>perfect</i>	this ends in the same way as ‘insect’ from Chapter 2
<i>portrait</i>	there’s a place for ships at the beginning of this word!
<i>ready</i>	the ‘ea’ has a short sound
<i>stern</i>	rhymes with <i>turn</i>
<i>successful</i>	note the single ‘l’ in the suffix ‘ful’

Passive vocabulary

<i>dump (noun)</i>	<i>dye</i>	<i>false floor</i>
<i>operating</i>	<i>reception</i>	<i>report</i>
<i>thorough</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 46. Ask *Where do you think Uncle Ted and the children are? Who do you think the man sitting at the desk is? (The title of the chapter might help the children guess.) What do you think Mary is pointing to on a map? What is she telling the man?*
- Tell the children to look at the picture on page 49. Ask *Where is this picture set? What do you think the man is telling Uncle Ted and the children? What is he pointing to in his notebook? Why do Uncle Ted and the children look disappointed? Why do you think Sid, in the background, looks pleased?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *Where were the local council offices?*
2. *What were the walls covered with?*
3. *Was the office they wanted upstairs or downstairs?*
4. *Was the room tidy or untidy?*
5. *What was the inspector's name?*
6. *Had he been doing the job a long time?*
7. *What was his job?*

8. *What did Uncle Ted tell him?*
9. *Who showed the inspector where the pump house was on a map?*
10. *When did he say he would go and inspect it?*
11. *What did Jack point out when the inspector arrived at the pump house?*
12. *Did Uncle Ted and the children go into the pump house with the inspector?*
13. *Was the inspector inside the pump house for a long or short time?*
14. *What did the inspector say when he came out of the pump house?*
15. *Did the inspector see any dead fish?*
16. *The inspector said that he could do nothing without any _____.*
17. *Why did Mary say the inspector could not find the hatch?*

- There are several proper nouns in the text, for example *Inspector Green*. Ask the children to find them. Point out that each begins with a capital letter because it is the particular name of a person.
- Find these compound words in the chapter: *afternoon, upstairs, someone, understand, notebook, anywhere*. Point out how each word consists of two shorter words joined together.
- Ask the class to find sentences that end with an exclamation mark and to read them with appropriate expression.
- Ask the class how many words in the chapter end 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 the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *How do you think the children felt as they walked into the council building?*
2. *Why do you think Mary said it was a gloomy place?*
3. *How can you tell Inspector Green's office was untidy?*
4. *Why do you think the inspector agreed to inspect the pump house?*
5. *How do you think Uncle Ted and the children felt when the inspector arrived and went into the pump house to inspect it?*
6. *Why do you think he did not want Uncle Ted and the children to come with him?*
7. *How do you know the inspector made some notes about his visit to the pump house?*
8. *Did Sid Scrub tell him the truth about the barrels of waste dye?*
9. *How do you think Sid and Harry felt after the inspector had inspected the pump house?*
10. *Do you think Mary's idea about the hatch is right?*
11. *What do you think Jack's perfect plan is?*

Stage 2 comprehension (extra)

Setting What can the children learn about the building where Inspector Green works? Ask the children to write a paragraph about it. Say what it was like outside. What was the main entrance like inside? Who was at a reception desk inside? Describe what Inspector Green's office was like. (The picture on page 46 will also help.)

- Play a word changing game and experiment with these words to make other words with similar letter patterns:
 - Change the 'sch' in *school* to 'c', 'f', 'p', 'st'
 - Change the 'c' in *car* to 'b', 'f', 'st', 'j'
 - Change the 'd' in *down* to 'cr', 'fr', 'g'
 - Change the 'l' in *look* to 'b', 'c', 'h', 'sh', 't'
 - Change the 'h' in *hatch* to 'c', 'm', 'p', 'w'
- Many words which tell you about the jobs people do end in 'or', for example *inspector*. Ask the children to complete each of these jobs with 'or' and say what each person does: doct__, auth__, edit__, act__, profess__, sail__, conduct__, tail__, collect__.
- Ask the children if their bedrooms are anything like Inspector Green's office. (untidy!)
- What sort of things do the children think Inspector Green does?
- 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 Getting the evidence

Pages 52 to 58

CHAPTER 8

Getting the evidence

Jack and Mary wanted to return to the old pump house later that same night. But their mother said that they could not have another late night during the school week. 'Your school work will suffer if you have another late night,' she said. 'But I have the perfect plan to get the evidence to prove Sid Scrub is polluting the stream,' said Jack. 'Maybe you have,' said Mum. 'But you cannot have another late night. Uncle Ted can take you back on Friday night. You will have to wait until then.'

Jack and Mary were disappointed, but they knew their mother was right. It was hard to keep awake in class if you didn't get enough sleep! At last Friday night arrived. Jack and Mary rushed home from school and put on their warm, dark clothes. Their mother gave them some hot soup in a flask and some thick slices of chocolate cake. 'That will keep you warm,' she said. Jack and Mary gave her a big hug. 'You always think of everything!' said Jack. He put the cake carefully into his rucksack. Mary carried the flask of soup to Uncle Ted's car. Soon they were on their way. As usual, Uncle Ted parked the car near the gate at the

top of the field. They walked down to the old pump house. No one spoke a word. They didn't want anyone to see them or hear them. Uncle Ted pulled up the collar of his coat to keep warm. It was a chilly night for late spring. 'I hope your plan works, Jack,' said Uncle Ted. 'It will!' said Jack. They settled down to wait for the hatch to open. The hours passed slowly. Jack, Mary and Uncle Ted heard the workers working hard in the factory. At eleven o'clock the night shift went home as usual. 'Not long to wait now,' said Jack. 'We know the hatch usually opens just after midnight. Let's have some soup and cake now. That will keep us warm.' They drank the soup and ate the cake. They were delicious. But the next hour went past very, very slowly. Midnight came and went. Uncle Jack looked at his watch. It was nearly one o'clock in the morning! 'I don't think Sid Scrub and Harry are going to dump any waste dye tonight,' said Uncle Ted. 'Sid is probably going to be extra careful now that the inspector has been to see him. He probably doesn't want to take any risks.' Mary shivered. She pulled her jacket closer around her. Uncle Ted looked worried. 'Mary is cold,' he said. 'Let's go home now before she gets any colder.' 'Please let us stay,' said Jack. 'I know Sid will open the hatch soon.' 'And I'm not very cold,' said Mary bravely. She smiled at Uncle Ted.

'All right,' said Uncle Ted. 'But we're not staying later than half past one. Agreed?' 'Agreed!' said Jack and Mary. Suddenly, they heard the sound of the hatch. Someone was opening it! 'It's opening,' whispered Jack. He took out his mobile phone. 'Who are you going to telephone at this time of night?' Uncle Ted asked. 'I'm not going to telephone anyone,' said Jack. 'Watch this!' He crawled on his stomach nearer to the open hatch. He turned on his mobile phone. He pressed the video button. The mobile phone began to record everything that was happening. It recorded Sid Scrub and his brother as they pulled the barrels to the open hatch. It recorded them as they tipped the waste dyes out of the barrels. It recorded the dyes as they splashed into the water below.



'That's got rid of all the waste,' said Sid Scrub to his brother. 'Make sure you clean those barrels out well.' Harry splashed water into the barrels and then tipped it into the water to join the rest of the waste. 'We tricked that inspector, didn't we?' said Harry. 'He said we must take care not to harm the fish in the stream.' Sid Scrub laughed. 'Who cares about the inspector?' he sneered. 'I don't care if all the fish in the stream die. I don't want to waste my money or my time taking this waste to the dump.' Then they shut the hatch. Everything went silent again. Jack had recorded every word that Sid and his brother said on his mobile phone! Jack crawled back to Uncle Ted and Mary. 'I've recorded everything,' said Jack. 'Look!' Jack showed Uncle Ted his recording. 'That is amazing!' said Uncle Ted. 'I didn't know that you could take pictures and record voices with a mobile phone. I thought you could only talk on them.' 'Mobile phones can do lots of things these days!' 'Now we have the evidence we need,' said Jack. 'The inspector will have to believe us when he sees this.' 'It was a brilliant plan,' said Uncle Ted. 'I'm really proud of you, Jack.' 'We must get this evidence to the inspector right away,' said Mary. 'The local council offices won't open again until Monday morning,' said Uncle Ted. 'I'll take your phone and show the inspector your evidence then.'



'Thank you Uncle Ted,' said Jack. 'I wonder what the inspector will say when he sees our recording.' 'We'll have to wait and see,' said Uncle Ted. 'We'll have to wait and see!'

Active vocabulary

<i>amazing</i>	note what happens to the verb <i>amaze</i> when we add 'ing'
<i>brilliant</i>	there's an ant at the end of this word!
<i>chilly</i>	why doesn't this word feel well in the middle? (It's ill!)
<i>crawled</i>	this contains the 'aw' sound like <i>yawned</i> in Chapter 5
<i>delicious</i>	the 'ci' sounds like 'sh'
<i>disappointed</i>	adding the prefix 'dis' often makes a word mean the opposite
<i>proud</i>	think of other words beginning with 'pr'
<i>record (verb)</i>	the 're' is pronounced 'ree'
<i>shiver</i>	change the 'sh' to 'r' to make another word
<i>suffer</i>	note the 'ff'
<i>tricked</i>	the 'ed' is pronounced 't'
<i>wonder (verb)</i>	the 'o' is pronounced like a short 'u'

Passive vocabulary

rucksack *stomach*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on pages 54 and 55. Ask *What is happening?* (Sid and Harry are tipping waste dye into the stream through the hatch in the pump house.) *What time of day do you think it is? Where is Jack? Do Sid and Harry know he's there? Why do you think he's wearing dark clothes? What is he doing with his mobile phone? Where do you think Uncle Ted and Mary are?*
- Tell the children to look at the picture on page 57. Ask *What time of day do you think it is? Where are Uncle Ted and the children? What do you think Jack is showing Uncle Ted? What is he telling him? Why do you think they all look so pleased?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *Why didn't Mum let Jack and Mary return to the pump house that night?*
2. *When did she say they could go?*
3. *What clothes did they wear on Friday night?*
4. *What did Mum give them to take to eat and drink?*

5. *Why did no one speak a word when they walked towards the old pump house?*
6. *At what time did the night shift workers go home?*
7. *When did they drink the soup and eat the cake?*
8. *When did Uncle Ted say they would go home?*
9. *Did Mary get cold or hot?*
10. *What did Jack take out when they heard the sound of the hatch opening?*
11. *Jack _____ on his _____ nearer to the open hatch.*
12. *What did Jack record on the video of his mobile phone?*
13. *What did Sid say about the fish in the stream?*
14. *Did Jack record what Sid and Harry said?*
15. *What did Uncle Ted say when Jack showed him his recording?*
16. *Where did Mary say they must take the evidence?*
17. *When did Uncle Ted say he would show the evidence to the inspector?*

- Notice the way the word *very* at the bottom of page 53 is in italics. Read the sentence to the children again and show how the italics indicate to the reader that the word should be emphasised.
- Ask the children to find and read these words from the text, denoting heat, (and the sentences in which they appear): *warm, hot, chilly, cold*. Ask the children to put the words in order, beginning with *cold*.
- Ask the children to find and read these verbs from the text, denoting movement, (and the sentences in which they appear): *rushed, walked, shivered, opening, crawled, pulled, tipped, splashed, shut*.

- Identify some of the pronouns in the passage and ask the class who or what each pronoun stands for.
- Read a sample number of random words from the text and ask the children to count how many syllables each word contains. Tap or clap the syllables as you say them to help.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *Do you think Mum was right to make Jack and Mary wait until Friday night to return to the pump house?*
2. *How do you think the children felt on Friday as they rushed home from school?*
3. *Why do you think they put on dark clothes?*
4. *Was it a good idea to take something to eat and drink?*
5. *How can you tell the weather was a little cold?*
6. *Why do you think the hours passed slowly as they waited?*
7. *At what time did Mary begin to shiver?*
8. *How can you tell Mary wanted to stay and did not want to go home?*
9. *Did they hear the sound of the hatch opening before or after half past one?*

10. *Why do you think Jack crawled to get nearer the hatch? Why didn't he walk?*
11. *How can you tell Sid and Harry don't care about the environment?*
12. *Why was Uncle Ted amazed when Jack showed him his recording?*
13. *Why was Uncle Ted proud of Jack?*
14. *What did you think of Jack's 'perfect plan'?*
15. *Why did they want to give the evidence to the inspector?*

Stage 2 comprehension (extra)

Characterisation Discuss with the children what they think of Sid and Harry and ask them to write a paragraph about them. What have they learned about them so far? What do they do? Where do they work? What do they look like? Why don't they like people looking around the pump house? What is their attitude towards the environment? Why don't their workers know what's going on?

- Write the word *field* on the board and underline the 'ie'. Explain the rule: we put 'i' before 'e' except after 'c' in many words. Write these words on the board and ask the children to complete them correctly: th_ _f, bel_ _ve, p_ _ce, c_ _ling, f_ _rce, n_ _ce, rec_ _ve.
- Write the words *work* and *warm* on the board and read them. Note that the 'or' sounds like 'er' when it comes after 'w', and the 'ar' sounds like 'or' when it comes after 'w'. Write these words on the board: w_ _d, w_ _ning, w_ _ld, rew_ _d, w_ _se, sw_ _m. Ask the children to complete them with either 'ar' or 'or' and to explain their meanings.

- Uncle Ted pulled up the collar of his coat to keep warm. Ask the children to complete these words with 'ar' and to make up some sentences and use the words correctly in them: sug_ _ , begg_ _ , gramm_ _ , burgl_ _ , vineg_ _ , popul_ _ , simil_ _ .
- Ask the children what the most exciting thing is that has ever happened to them.
- Ask the children to tell you everything they know about mobile phones.
- Discuss why it is important to get enough sleep.
- Ask *What is the latest night you have ever had? Why did you stay up so late?*
- In the chapter the children had to wait until Friday night to return to the pump house, and then had to wait until Monday before they could show the evidence to the inspector. Discuss how sometimes it's hard to wait for things, especially if you want them to happen, for example when your birthday is approaching! Discuss how time seems to go slowly sometimes (and yet at other times, when you're enjoying yourself, it seems to go so quickly!)
- Try an experiment. Ask five children to come out the front of the class and close their eyes. Tell them when to start, and then ask them to put their hand up when they think a minute has passed. (Make sure the rest of the class are very quiet and don't give any clues!) Time them with a watch or clock. Remember when each child puts his or her hand up. When the last child has put his or her hand up, review the results. Who was closest? Who was furthest out?
- 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

Anger in the village

Pages 59 to 65

Anger in the village

On Monday evening, Uncle Ted, Jack and Mary were sitting in the kitchen. Mum was making dinner. Uncle Ted was telling them about his visit to the local council offices that morning.

'The inspector was amazed!' said Uncle Ted. 'I had to show him your recording over and over again. Jack. He was very shocked that Sid Scrub and his brother had lied to him.'

'But what is he going to do about it?' asked Mary. Just then, the telephone rang. Mum went to answer it. She came back a few minutes later. She looked worried.

'It's the manager from the old pump house factory,' she said. 'He wants to speak to you, Ted. He sounds really angry.'

Uncle Ted picked up the telephone. 'Hello,' he said. The voice on the other end of the telephone sounded angry. 'This is Ben Evans. I'm the factory manager,' he said. 'I want to know what you are doing. The inspector from the local council offices came to the factory today. He has closed it down. He says we're polluting the stream, but we're not! Now we've all lost our jobs. My workers are very upset about it. We want you to come to a meeting tonight at the village hall and discuss what is happening!'

Uncle Ted put down the telephone, looking very upset.

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'The factory has been closed down and all the workers have lost their jobs,' he said sadly. 'I didn't think of that.'

'Oh dear,' said Mum. 'That is terrible. What will everyone do?'

Jack and Mary felt very unhappy. 'What have we done?' said Mary. 'We've caused so much trouble.'

'No, we haven't,' said Jack. 'We haven't caused any trouble at all. It's all Sid Scrub's fault. He and his brother polluted the stream.'

'But we must help the people who worked at the factory,' said Uncle Ted. 'They need jobs. They need money to look after themselves and their families.'

Suddenly, Mary had an idea. She told Uncle Ted, Jack and Mum. Everyone thought it was a great idea. 'Let's hope all the workers think it is a good idea, too,' said Uncle Ted. 'Let's write your plan down. Then we can explain it to everyone.'

Later that evening, Uncle Ted, Jack and Mary went to the meeting. The village hall was crowded. Jack looked around the room. There was no sign of Sid Scrub and his brother. Well, that's one good thing, thought Jack.

Ben Evans, the factory manager, stood up. Everyone stopped talking and listened.

'As you all know,' Ben Evans said, 'our factory has been closed. It has been closed because the factory polluted the stream and killed the fish.'

'We haven't polluted anything,' shouted a man.

'No, we haven't!' called another. 'Where is the evidence?'

60

Everyone glared at Uncle Ted, Jack and Mary. They felt very uncomfortable. Jack pulled his mobile phone out of his pocket. He held it up for everyone to see.

'I took a video of what was happening at the factory late at night,' said Jack. 'I took the video on my mobile phone.'

'What nonsense!' shouted a woman. 'I don't believe you!'

'Nor do I!' agreed a man. Jack switched on his phone. He pressed the video button. 'I will play you the video,' he said. 'Mary will take my phone around the room. Then you will all see the evidence.'

He handed Mary the phone and she took it around the hall. As the people saw the recording they became quieter and quieter. Soon the whole room was silent. Then a man stood up.

'I am very sorry that we didn't believe you,' he said. 'We didn't know what Mr Scrub was doing. We didn't even know that there was a hatch in the old pump house.'

The other people looked uncomfortable.

'Yes, we are very sorry,' said a man near the front of the hall. A woman near Jack stood up. 'But what are we going to do about our jobs?' she said.

Uncle Ted took a deep breath. 'We have an idea,' he said. 'Jack, Mary and I think we can help.'

Mary handed Uncle Ted a large piece of paper. Uncle Ted pinned it up on the wall.

61

'What's that?' asked a man.

'It's a plan for a nature reserve,' said Uncle Ted. 'We can make a nature reserve on the land around the old pump house. The old pump house can become a learning centre. Visitors to the nature reserve can go into the learning centre and find out how we can look after the environment. There can also be a café, a nature trail and a fishing lodge. People can learn all about fishing. We can build hides for people who want to bird-watch, too.'

'Yes,' said Mary. 'We can show people how to care for our streams and woodlands. We can show them how to look after the wildlife that lives there.'

'But what about jobs for us?' asked a man.

'You can all work at the nature reserve,' said Jack. 'You all have lots of skills, don't you?'

'I know all about birds,' said a woman. 'I can take people to watch birds. I can work in the hides and tell the people about all the different birds they see.'

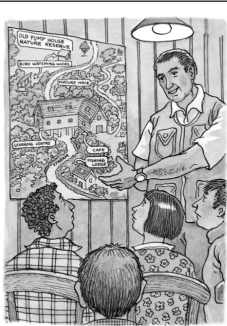
'I make flies for fishing,' said another. 'I can work in the fishing lodge and by the stream. I can teach people how to fish.'

'I make pots out of clay,' said a third person. 'I can show people how to make their own pots. We can make pots using the mud from the stream.'

Soon, lots of people were making different suggestions. Uncle Ted wrote everything down. Mum and Auntie Molly offered to make cakes for the old pump house café. 'We love making cakes,' they said.

'But will the local council let us open a nature reserve?' asked a man.

62



'Jack, Mary and I will send in all these ideas. We will also send in the drawing we have made of the reserve,' said Uncle Ted.

'And I'll write a letter,' said Mary. 'I'll explain that the nature reserve will protect the environment. I'll also explain that it will give everyone a good job to do.'

'Hurrah! Hurrah!' shouted everyone. They all clapped and cheered.

64

A week later, a large letter arrived for Mary. It was from the local council. Mary opened it. She read it carefully.

'What does it say?' said Uncle Ted and Jack. 'Tell us what it says!'

Mary smiled a big smile. 'It says we can build the nature reserve!'

'That's wonderful!' said Jack.

'We must tell everyone straight away!' said Mary.

'We have a lot of work to do. We have a nature reserve to build!'

65

Active vocabulary

<i>believe</i>	remember: 'i' comes before 'e' except after 'c'
<i>crowded</i>	there's a big, black bird at the beginning of this word!
<i>explain</i>	rhymes with <i>plane</i>
<i>manager</i>	the 'g' is a soft 'g' and is pronounced like a 'j'
<i>nature</i>	the 'ture' is pronounced 'cher', as in <i>picture</i>
<i>protect</i>	the ending is the same as <i>insect</i> from chapter 2 and <i>perfect</i> from chapter 7
<i>shocked</i>	the 'ed' is pronounced 't'
<i>silent</i>	the stress is on the first syllable
<i>terrible</i>	the suffix 'ible' is quite common, for example <i>sensible</i> (Chapter 5)
<i>upset</i>	a compound word: <i>up</i> + <i>set</i> = <i>upset</i>
<i>wildlife</i>	a compound word: <i>wild</i> + <i>life</i> = <i>wildlife</i>

Passive vocabulary

<i>clay</i>	<i>fishing lodge</i>	<i>hide (noun)</i>
<i>nature reserve</i>	<i>nature trail</i>	
<i>woodland</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think the chapter is going to be about? Why do you think the people in the village got angry?*

- Tell the children to look at the picture on page 62. Uncle Ted is in the village hall again. Ask *What is he showing the people of the village?* Ask the children to look at the poster and say what they think it shows. (They are plans for developing the pump house. Explain that a nature reserve is an area in which the plants and animals are protected, so people can visit it and see natural things. Point out that the pump house is to become a 'learning centre'. There will also be a café and a nature walk. People will be able to buy things for fishing at the fishing lodge. Finally there will be 'hides' from which people will be able to watch birds.)
- Tell the children to look at the picture on pages 64 and 65. Mary is reading a letter. Ask *How can you tell it contains good news? Can you guess what it's about? How do Uncle Ted and Jack look? Are they pleased, too?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *When did Uncle Ted visit the inspector?*
2. *When did he tell Mum, Jack and Mary about his visit?*

3. *Why was the inspector amazed and shocked?*
4. *Who telephoned to speak to Uncle Ted?*
5. *What did Ben Evans say to Uncle Ted?*
6. *Why was Uncle Ted upset?*
7. *Why did Uncle Ted say they must help the people who worked at the factory?*
8. *Who had an idea?*
9. *What did the others think of the idea?*
10. *When was the meeting at the village hall?*
11. *Were there lots of people at the meeting?*
12. *Why did Ben Evans say the factory had been closed down?*
13. *Why were the people angry?*
14. *What did Jack tell the people?*
15. *Who took the phone around the hall to show the people?*
16. *What happened when the people saw the recording?*
17. *Did the people know what Sid Scrub was doing or about the hatch?*
18. *What did Uncle Ted pin on the wall?*
19. *Describe what the map showed.*
20. *Name some of the jobs the people said they could do at the reserve.*
21. *What did Mum, Uncle Ted, Jack and Mary agree to do after the meeting?*
22. *At the end of the meeting were the people angry or happy?*
23. *When did the letter arrive from the local council?*
24. *What did it say?*

- Ask the class to find any words ending with 'er', for example *dinner, over, brother, answer, manager, worker(s), another, quieter, paper, letter, later*.
- Ask the class to find examples of verbs with irregular past tenses, for example *rang*.

- Draw attention to the use of commas in the text.
- Ask the children to find and read some words containing a double consonant.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. *Why do you think Uncle Ted had to show the inspector the recording several times?*
2. *Why do you think Mum looked worried after she had answered the telephone?*
3. *Do you think Ben Evans was right to be angry?*
4. *How can you tell Uncle Ted felt very sad about the workers losing their jobs?*
5. a) *Did Mary think it was their fault?*
b) *Did Jack agree?*
6. *How can you tell lots of people in the village were interested in the meeting?*
7. *Why do you think Sid and Harry were not there?*
8. *Why do you think Uncle Ted and the children felt uncomfortable at the beginning of the meeting?*
9. *Why do you think the people became quieter when they saw the recording?*
10. *Why were the workers worried?*
11. *Was it their fault the factory was closed?*

12. *Was it Uncle Ted and the children's fault?*
13. *Who do you think drew the plan of the nature reserve?*
14. *Whose idea was the nature reserve?*
15. *Do you think it was a good idea?*
16. *How would it help the people who used to work in the factory?*
17. *Why do you think it was important for the local council to agree to the plans?*
18. *How do you think everyone felt when the letter from the council arrived?*
19. *Were you pleased when the council agreed to the plans? Why?*

Stage 2 comprehension (extra)

Plot The children's desire to stop the pollution in the stream had some unexpected results. Did either of the children expect that the factory would shut down and that the workers would lose their jobs? Was it their fault? What did the class think of Mary's idea for the old pump house? Were the class pleased when the council agreed to the plans? Why?

- Write the word *telephone* on the board, say it and underline the 'ph' in it. 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' and read the words they make. Make up some sentences and use the words correctly.
- Write the word *answer* on the board. Point out that the 'w' is silent and is not pronounced. Write these words on the board: __rong, __rist, __rite, __rap, s__ord. Ask the children to complete each word with 'w', to read the words and explain what they mean.

- When we change a singular noun ending in consonant + y into the plural, we change the 'y' to 'i' and add 'es', for example *family* – *families*. Ask the children to change these nouns into the plural: *spy, baby, lady, lorry, party, city, pony, factory*.
- Write the word *pinned* from the chapter on the board. Now write *pin* on the board and ask the children what happens when we add 'ed' to the verb. Ask the children to double the final consonant of each of these verbs and add 'ed' to the end to make the past tense: *rob, hug, pop, hum, rip, snap, tip, tug, rub, stop, pat, grab*. Make up sentences containing the verbs you have made.
- Sid and Harry told lies to the inspector. Discuss why it is wrong to tell lies.
- The people said they were sorry when they discovered they were wrong. Discuss why it is sometimes hard to say we are sorry, but talk about why it is important to do so.
- Ask the children what jobs they want 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 10

A new beginning


Pages 66 to 73

CHAPTER 10
A new beginning

Everyone wanted to help build the nature reserve. They wanted to start work straight away. But Uncle Ted said it would be better to wait until the school holidays. 'If we wait until then,' said Uncle Ted, 'all the children will be able to help too.'

Everyone thought that was a good idea.

As soon as the holidays started, the whole village came to help. Some people cleaned up the old pump house. They made it into a learning centre. They put up lots of posters about the nature reserve.




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Some other people made a little café in one room of the pump house. Jack and Mary's mother and Auntie Molly made lots of cakes. Then Auntie Molly wrote out a menu to hang up on the café wall. It showed the prices of all the good things to eat and drink.

Uncle Ted and some of the men built the fishing lodge. They made it from wood. They put up posters on the walls telling people about all the fish that lived in the stream. They also put up posters about the different baits people could use for fishing.

Other people built hides for bird-watching. They built them from pieces of wood. Then they covered the hides with branches and leaves, so that the birds did not see anyone watching them.



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Jack and Mary were busy too. They made brochures that listed all the things for visitors to see and do at the nature reserve. They also made a big notice at the entrance to the old pump house. It said 'Welcome to the Old Pump House Nature Reserve' in large letters. The notice listed the opening times. It listed the cost of admission too.

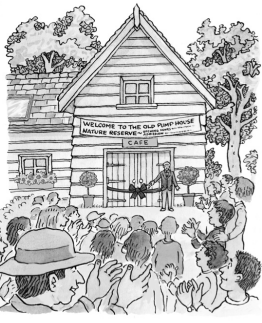
Soon the nature reserve was ready. Uncle Ted telephoned the inspector to tell him all about it.

'Will you come and open the nature reserve to the public?' he asked. 'We are opening on Saturday.'

The inspector was delighted. 'Of course I'll open it.'

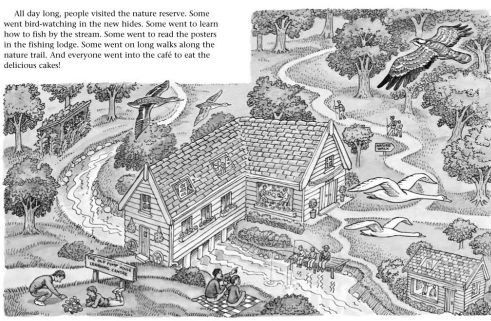
On Saturday morning, everyone was very excited. Many people were there. Jack and Mary's mother tied a big ribbon across the door to the old pump house. The inspector made a speech and cut the ribbon. Everyone cheered and clapped their hands.

'This is a new beginning for the old pump house,' the inspector said. 'I am so glad you are all going to look after this beautiful place. You have made a wonderful nature reserve.' Everyone cheered.



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All day long, people visited the nature reserve. Some went bird-watching in the new hides. Some went to learn how to fish by the stream. Some went to read the posters in the fishing lodge. Some went on long walks along the nature trail, and everyone went into the café to eat the delicious cakes!



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At last all the visitors went home. All the workers went home, too. They were very tired but very happy. Uncle Ted locked the gates to the old pump house.

'What a wonderful day!' he said.

Then Jack had an idea. 'Will you take us fishing downstream of the pump house, Uncle Ted?' he asked.

'It has been such a wonderful day, we might be lucky and catch the Admiral!'

Uncle Ted laughed. 'As you and Mary have worked so hard, I will certainly take you fishing.'

They soon got the rods ready. Mary sat on the bank. She placed her landing net in the water. Suddenly, Jack saw something splashing in the water. It looked like a big fish. The fish swam upstream. 'It's the Admiral!' he whispered, 'and I think he's getting away.'

'Don't worry,' said Uncle Ted. 'You can always try another day.'

Just then, Mary gave a shout. 'Uncle Ted, Jack!' she called. 'I've caught a monster of a fish in my landing net. Come and look! I think I've caught the Admiral!'

'I don't believe it,' said Jack. He and Uncle Ted ran over to Mary. Something was in the landing net, and it wanted to get out.

'It's the Admiral!' shouted Mary. She hopped up and down excitedly. 'I've caught the Admiral. I know I have!'

Uncle Ted carefully opened the landing net and looked inside. 'Well, you have certainly caught a fish,' he said. 'And it is a lovely fish, too. But ...'

'Oh dear,' said Mary. 'I haven't caught the Admiral, have I?'

Uncle Ted reached into the landing net. He gently pulled out a very beautiful, but very small, brown trout.

'That's sorry,' said Jack. 'You're lucky! You caught a fish today. I didn't!'

Mary was disappointed. 'I was sure it was the Admiral,' she sighed.

Uncle Ted carefully placed the little brown trout into the stream. It swam away quickly.

'That little fish is a very lucky little fish, thanks to you two,' said Uncle Ted.

'What do you mean?' asked Jack.

'You two worked hard to find out why the stream was polluted. And you worked hard to build the nature reserve. That little fish will get the chance to grow into a big fish now,' said Uncle Ted.

Jack and Mary smiled. It was good to think that they had helped to save the stream.

'That little trout and all the other fish in the stream will grow into big fish now. They may even become as big and cunning as the Admiral!' Uncle Ted smiled.

They looked at each other - and laughed and laughed!

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Active vocabulary

brochure	the 'ch' sounds like 'sh'
centre	the 'c' at the beginning is a soft 'c' and sounds like 's'
certainly	the 'c' at the beginning is a soft 'c' and sounds like 's'
cost	when 'c' is followed by 'a' or 'o' it has a hard sound
locked	rhymes with 'shocked' (Chapter 9)
lucky	the 'y' is pronounced 'ee'
monster	think of other words containing 'st'
price	it's cold at the end of this word! (ice!)
tired	this is an anagram of 'tried'!

Passive vocabulary

admission made a speech

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the pictures on pages 66 and 67. Point out that they are in the form of photographs showing work on converting the old pump house into the new nature reserve. Ask *Can you describe what is happening in each photo? Which characters do you know? What does each photo show?*

- Tell the children to look at the picture on pages 68 and 69. Ask *What is happening in this picture? Who is making a speech and opening the nature reserve?* (Inspector Green) *Why is he holding a pair of scissors?* (He is going to cut the ribbon across the doors as a way of formally opening the reserve.) *Can you find and point out any characters in the crowd?* Discuss the differences children can see in this picture and the one on pages 18 and 19.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

1. *Why did Uncle Ted suggest that they waited until the school holidays before they started work on the nature reserve?*
2. *Who came to help as soon as the holidays started?*
3. *What did people do to the learning centre part of the pump house?*
4. *What did Aunt Molly and Mum do for the café?*
5. *Describe the fishing lodge.*

6. *Why were the hides covered with branches and leaves?*
7. *What did Jack and Mary make?*
8. *When did the inspector agree to open the nature reserve?*
9. *Who tied a ribbon across the door to the old pump house?*
10. *What did the inspector do?*
11. a) *Were there many people at the opening of the reserve?*
b) *Were they happy or sad?*
12. *How did Jack and Mary feel when all visitors had gone?*
13. *Who locked the gates of the old pump house?*
14. *What was Jack's idea?*
15. *What did Jack see splashing in the water?*
16. *Who did Jack think the fish was?*
17. *Which way did the fish swim?*
18. *What did Mary shout?*
19. *Did Mary catch the Admiral in her landing net?*
20. *What did she catch?*
21. *What did Uncle Ted do with the trout?*
22. *Why did Uncle Ted say the little trout was a lucky fish?*

- Ask the children to find and read some three-syllable words in the chapter.
- Try reading a few sentences and missing out the verbs. Do they make sense? Can the children supply the missing verbs? Point out that all sentences must contain a verb.
- Find examples of exclamation and question marks being used at the end of sentences.
- Find examples of contractions being used, for example *didn't*, and ensure children know what these stand for, for example *did not*.

- Finally, ask individuals to re-read short sections of the text (a paragraph or so) aloud. Encourage them to read expressively and with appropriate intonation. (Another idea is to ask different children to play the role of the various characters and read their parts, and for 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 everyone wanted to build the nature reserve?*
2. *Do you think it was a good idea to wait until the beginning of the holidays?*
3. *Why do you think it was important for the whole village to help?*
4. *Which was your favourite part of the nature reserve?*
5. *Why do you think the brochures that Mary and Jack made were important?*
6. *Do you think Uncle Ted made a good choice when he asked the inspector to open the reserve?*
7. *How can you tell everyone was excited after the inspector cut the ribbon?*
8. *How can you tell the inspector thought the nature reserve was good?*
9. *Why do you think Uncle Ted said, 'What a wonderful day!'?*
10. *Do you think the fish that Jack saw really was the Admiral?*
11. *Why do you think Mary said, 'I've caught a monster of a fish'?*

12. *How can you tell she was excited?*

13. *Why was Mary disappointed?*

14. *Why do you think Uncle Ted put the little trout back into the stream?*

Stage 2 comprehension (extra)

Setting Ask the children to describe the changes that took place to the old pump house to make it into a nature reserve. Do the children think it was a good idea? How did it help the local people?

- Write the word *c _ _ ght* on the board and ask the children to fill in the missing vowel sound. Now write these on the board: *d _ _ ghter, exh _ _ sted, _ _ thor; _ _ tumn; s _ _ cer; n _ _ ghty*. Ask the children to complete each word with 'au', to read the words they have made and explain their meanings.
- Write the words *branches* and *leaves* on the board. Then write the singular of both nouns *branch* and *leaf* one at a time. Discuss what changes are made to each singular noun to change it into the plural. Give children the following two simple rules: Rule 1 – To change nouns ending in 'ch', 'sh', 's' or 'x' into the plural we add 'es'. Rule 2 – to write the plurals of nouns ending with 'f' we change the 'f' to 'v' and add 'es'. Ask the children to use Rule 1 and change these words into the plural: *dish, match, glass, fox, catch, wish, box, kiss*. Ask the children to use Rule 2 and change these words into the plural: *loaf, half, thief, shelf, wolf*.
- The word *admission* ends with 'ssion'. Write these 'ssion' words on the board and discuss their meanings with the class: *permission, expression, possession, profession, discussion*.

- Write the word *brochure* on the board and say it. Stress the 'ch' in it which sounds like 'sh'. Ask the class to complete these words with 'ch' (sounding like 'sh'), read them and discuss their meanings: para_ _ ute, _ _ ef, ma_ _ ine.
- The children were very proud of their achievement of turning the old pump house into a nature reserve. Ask the children to talk about any of their achievements they are particularly proud of.
- Have any of the class ever visited a nature reserve or an animal park where the animals were protected? Ask them to share their experiences with the others.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Stream story

Pages 74 and 75

Before reading

- Tell the children to look at the picture on pages 74 and 75. It is a countryside scene. Point out that a stream flows down a fairly steep hill/mountainside and widens at its mouth into the sea (or ocean). How can you tell it is the sea? (Point out the ship sailing on the sea.) Ask the children to discuss all the things they can see in the picture. Does it look peaceful? pleasant? inviting?
- Read the title of the poem.

During reading

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

Vocabulary notes

<i>burbling</i>	making a quiet, murmuring noise
<i>bustling</i>	hurrying
<i>flourishing</i>	growing well, thriving
<i>gurgling</i>	making a bubbling, watery sound
<i>in motion</i>	moving
<i>mighty</i>	powerful

Pooh-stick highway Pooh-sticks is a game played by two or more people. Each throws a stick into a stream or river at the same point and at the same time. The sticks are carried along by the current. The first stick to pass an agreed point is the winner. The 'Pooh-stick highway' referred to in the poem is the stream.

thriving growing well, flourishing

trickling water moving slowly

tugging pulling

tumbling falling quickly

valley a low area of land between two mountains or hills



- Ask the class to read the poem together.
- Divide the class into two groups. Ask the groups to read a verse each and everybody to join in the chorus.



After reading

- Ask questions to check the children's understanding. Explain that the poem tells how a stream becomes a river and ends up in the sea.
- Brainstorm and ask the children to name as many rivers, seas, oceans as possible.
- Discuss where the water that flows down the hill or mountainside as a stream, comes from.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, name of poet, the words that rhyme, the pattern of the rhyming words (i.e. every second and fourth line).

The non-fiction section

Pages 76 to 80

<p>Streams and rivers</p> <p>What are streams and rivers?</p> <p>Rivers can start in many ways. Some rivers start as springs that flow out from rocks. Some rivers start high up in the mountains. When rain falls on a mountain, it flows down the mountain's sides. It may flow into small channels. These channels join together to make streams. The streams join together. Soon they become a river.</p> <p>But not all the water in a river comes from rain. When the weather gets warmer in spring, it melts the snow and ice on the mountains. This water goes into the streams and rivers.</p> <p>Most rivers end when they flow into the sea. But a river also ends when it flows into another river or a lake.</p>  <p style="text-align: center;">76</p>	<p>What lives in streams and rivers?</p>  <p>The water in a river or stream may flow fast. Creatures who live in fast-flowing waters must be strong. Many insects live in streams and rivers. Insects such as the stonefly can cling to stones and rocks.</p> <p>In some rivers you may find crayfish. They can cling to rocks, too. They use their claws and strong legs. Many fish can live in fast-flowing waters. These fish are strong swimmers.</p> <p>Many birds and other animals live on or near rivers and streams. The water is a good hunting place for them. They hunt for food such as insects and small fish. You can also find ducks, frogs and toads. You can even find snakes that live in the water!</p> <p>Pollution can damage streams and rivers. You can help to look after streams and rivers. Never drop litter. It can kill the creatures and plants that live there. Never make a lot of noise because this frightens the wildlife that lives in these special places.</p> <p style="text-align: center;">77</p>
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<p>Trout fact file</p> <p>Brown trout</p>  <ul style="list-style-type: none"> ☛ The brown trout is a green-brown colour. ☛ It has silvery sides. ☛ It also has red spots with faint blue edges. ☛ It has no spots on its tail. ☛ It lives in quite fast streams and rivers. ☛ When brown trout swim out to sea to live, they are called sea trout. ☛ Brown trout are most active at night. They swim to the surface and eat insects that they find there. ☛ They can grow up to about 1 metre long. ☛ They can be found all over Europe. <p style="text-align: center;">78</p>	<p>Rainbow trout</p>  <ul style="list-style-type: none"> ☛ The rainbow trout gets its name from the colours of blue, green and pink on its body. ☛ It has small black spots on its body, tail and fin. ☛ Rainbow trout came from America. ☛ Rainbow trout do not breed well in Europe. ☛ Most rainbow trout are bred in special places called hatcheries. Then they are released into lakes, streams and rivers. ☛ Most anglers would love to catch a rainbow trout! ☛ A rainbow trout can grow up to about 1.2 metres long. <p style="text-align: center;">79</p>
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During reading

In the non-fiction section you will find sections on:

- a) Streams and rivers
- b) Trout fact file
- Read each section one at a time.
- Explain any unfamiliar vocabulary as you do so.
- Use the accompanying pictures to help you.
- At the end of each section, re-read the text. Ask different children to read it, too.

After reading

- Have a competition to see who can remember the most facts. Make up a short test based on the facts in each section and see who scores highest.

Before reading

- Ask the class to recall any facts they have learned about sections a) and b) from the story.

After reading the book

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

Response to the story

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

Characters

- Ask the children about the main story characters. Ask *Did you think Jack and Mary were brave or foolish to try and tackle Sid and Harry? What did you think of Uncle Ted? How did he treat Jack and Mary? What did you think of Sid and Harry? Were you glad their factory was shut down? Why?* (See the activity on page 24 of the Workbook.)

Plot

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

Settings

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

Moral issues and themes

- Use any one of these themes from the story as a basis for a class discussion:
 - *Acting responsibly:* Discuss whether Uncle Ted acted responsibly when he took Jack and Mary to the old pump house at night to spy on Sid and Harry.
 - *Bravery:* There are many examples of bravery in the story, for example the children confronting Sid and Harry.
 - *Fairness:* Was it fair when the factory was shut and all the workers lost their jobs? Whose fault was it?
 - *Thinking about the results of our actions:* Did Jack and Mary think enough about what would happen if the factory was shut down?
 - *Thinking of others:* Uncle Ted, Jack and Mary thought of the local people when they developed the old pump house into a nature reserve.
 - *Thinking of the environment:* Jack and Mary fought hard to prevent the stream from being polluted.
 - *Persistence:* Uncle Ted, Jack and Mary did not give up when things went badly for them.

Vocabulary

- 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 ideas

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

Art a) Make life-size pictures of each of the main characters. Draw round the outlines of children on large sheets of paper to make the figures the correct size and in proportion. Children could stick materials on for clothes or just paint them.

b) Draw a large picture of the old pump house, before and after development.

c) Make posters advertising the new nature reserve. Include pictures and brief details of all its features.

Craft One of the workers said he could make pots out of the clay from the bottom of the stream. Give the children a small ball of clay (or modelling dough) each, and ask them to make their own pot or model from it.

Science There are many ways the story could lead to controlled and supervised class activities, for example experiments involving water (things that float, things that sink).

Fishing game Make a fishing rod from a stick. (A ruler could be used.) Tie a piece of string to the end of the stick. Tie a magnet to the end of the string. Cut out fish shapes and write a different word from your vocabulary list on one side of each fish. Attach a metal paper clip to each fish. Lay the fish in a given area on the floor, word-side down. Pairs (or two teams) of children could take it in turns to 'catch' a fish. If the child (or team) is able to read the word they catch, they keep the fish. The winner is the child (or team) with most fish.

Environmental issues The story lends itself well to stimulating a class discussion or debate on the issues of pollution, or wider environmental issues. Focus particularly on what our individual responsibilities are, rather than general issues. What can we do to make the world a better place? How can we avoid littering or polluting our own environment?

Fish Ask the class to do some research and see what they can find out about different types of fish.

Glossary of Vocabulary

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

6 o'clock sharp at exactly 6 o'clock

admission the money you pay to enter a place

amazing very good; impressive

angler someone who fishes

awful very bad

bait food that is used for attracting and catching fish

bank the land at the side of a river

barbed wire a length of wire with sharp pieces of wire attached to it, used to stop people from entering a place

barrel a large round container with a flat bottom and top, used for storing liquids

believe to think that something is true

binoculars you look through these to see distant objects more clearly

birthday the day each year with the same date as the day you were born

board a long thin flat piece of wood; to get onto a ship

bolting locking a door, using a bolt

born and bred born and brought up

brilliant very good

brochure a small magazine containing details of things you can buy and do

building something that has a roof and walls like a house

canal a river made by men

cast a line to throw a fishing line into the water

centre middle

certainly definitely true or something that will definitely happen

chilly quite cold

clay heavy wet soil from which you can make cups and pots

coot a type of bird

cost how much you have to pay for something

countryside area away from towns and cities, with farms, fields and trees

crawled moved along on hands and knees

crowded containing a lot of people or things

cunning good at tricking people

dangerous likely to cause harm or to have a serious effect

decision a choice you make after thinking about something

delicious with a pleasant taste or smell

disappointed felt unhappy about something

dreadful very unpleasant

early before the usual or expected time

edge the part of something that is furthest from the middle

enormous huge

everyone every person in a group

exciting making you feel excited

explain to tell someone something that will help them understand

factory a place where things are made

felt-tip pen a type of pen with coloured ink, commonly used by children

field an area of land used for farming

fierce very angry; very strong

fishing lodge a building where people can stay when they go fishing

- fishing rod** a long thin piece of metal, plastic or wood used for fishing
- flask** a small bottle used for carrying hot drinks and keeping them hot
- flexed** bent and stretched
- flicked** moved quickly and suddenly
- gasp** to breathe in suddenly because you are surprised, shocked or in pain
- glare** to look in an angry way
- gloomy** dark; sad
- grid** a set of metal bars that are arranged in a pattern of straight lines
- grinning** smiling
- growled** made a frightening low noise
- grown-up** not a child – an adult
- hand-dyed** changed the colour of something such as cloth by putting it in dye by hand
- hatch** a small door in the ceiling or floor
- hide** a small building in which you can sit to watch wild animals or birds
- imagined** made a picture of something in your mind that you could not see
- impatient** annoyed because something does not happen as quickly as you want it to
- important** something that has a major effect on someone or something
- interested** wanting to know about something
- kingfisher** a type of bird that dives into the water to catch fish
- landing net** a net on a long stick, that is used to lift fish out of the water
- liquid** water is a liquid
- local council** the people who are in charge of the local area nearby
- local** nearby, or near to where you are
- locked** shut a door with a key
- lucky** when something good happens to you, you are lucky
- made a speech** spoke to a number of people on a formal occasion
- manager** someone whose job is to organise and control things or people
- material** cloth
- miserable** very unhappy
- monster** an imaginary creature that is frightening
- mutter** to say something quietly in an annoyed voice
- mystery** something you cannot understand or explain
- native** coming from a particular area since birth
- nature reserve** an area of land in which animals and plants are protected
- nature** the physical world and all the living things in it
- nature trail** a path which people can follow, and where they will see many types of plants and wildlife
- night shift** people who work in a place at night
- nonsense** does not make sense
- notice** a written sign that gives information; to see, hear or feel something
- obey** to do as you are told
- out of breath** finding it difficult to breathe, for example after running
- padlock** a lock you can fix to something such as a gate
- panted** breathed loudly with your mouth open such as after running
- parcel** something wrapped in paper
- peered** looked carefully at something because it was difficult to see

- polluting** damaging the environment
- poster** a large notice you put on a wall to tell people about something
- present** something you give to someone
- pretty** nice to look at
- prevent** the dog from escaping)
- price** how much you pay for something
- promise** to tell someone that you will definitely do something
- property** the things or building you own
- protect** to keep someone or something safe
- proud** feeling happy about something you have done
- pump house** the building in which a water pump is located
- quacked** made a noise like a duck
- rainbow** a curved line of colours that appears when the sun shines while it is raining
- record** to make a record of something that has happened
- rucksack** a bag you carry on your back
- ruin** a building that has been badly damaged; to spoil or damage
- sensible** reasonable
- shadow** an area of darkness that is created when something blocks the light
- shiver** to shake because you are cold or frightened
- shocked** to feel surprised by something
- silent** making no noise
- smooth** completely flat
- snarled** spoke in an unpleasant way
- sneered** smiled or spoke in an unpleasant way
- snooping** secretly trying to get information about someone or something
- solve** to find a solution to something that is giving you difficulty
- sparkled** shone in the sun
- spying** watching someone secretly
- stage** a raised area where you perform or speak to an audience
- stomach** the soft part of your body at the front that is between the chest and the legs
- suffer** to feel pain
- sure** certain
- swilling** cleaning out a container with water or another
- swishing** moving quickly with a smooth gentle sound
- temper** when you get angry easily
- terrible** very bad
- tile** a flat piece of stone that is used for covering the roof
- tipping** pouring something out of a container
- tired** needing to rest or sleep
- tricked** made someone believe something that was not true
- trousers** clothes you wear that cover you from your waist to your feet
- trout** a fish that lives in a river
- trout season** the time of the year when people are allowed to try and catch trout by fishing
- tugged on its chain** pulled hard on its chain (a series of metal rings that are connected to each other and used to
- twitch the line** made the fishing line move slightly
- uncomfortable** having an unpleasant feeling
- upset** sad, worried or angry about something

upstream in the opposite direction to the way a river flows

village a small town in the countryside

waste using more of something than you need to

weed a wild plant that grows in places where they are not wanted

whisper to speak very quietly

wildlife animals and plants that live in natural conditions

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

woodland land that is covered with trees

worried nervous and upset about something

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



Name _____ Date _____

Book Title _____ Chapter _____

Word	Meaning