

Dan Tries to Help



The story

It is the school holiday and Dan is bored. His dad, a hotel manager, agrees to take him to his hotel for the day to help.

The chef allows Dan to help tidy up his store cupboard. Dan decides to reorganise everything but he ends up covered in jam and flour. Jane, the waitress, feels sorry for Dan. She offers to take his clothes to wash in the laundry room. She gives Dan a waiter's uniform to wear while his clothes are being washed.

Mr Grey, the restaurant manager, sees Dan and assumes he is a new waiter. He asks Dan to polish the glasses in the restaurant and put out some napkins on the tables. Dan polishes the glasses – but uses furniture polish! He makes a paper aeroplane with the last napkin and flies it through the air. Just then, a group of retired aeroplane pilots comes in to eat and they all end up making and flying paper aeroplanes! Soon the restaurant is full of them. Mr Grey is not happy.

When the restaurant fills up with diners and Mr Grey asks Dan to take their orders, Dan gets in a terrible muddle. A woman accidentally knocks the plates of food from his hands and the spaghetti, meatballs and tomato sauce spill all over the pilots. Dan's father quickly takes him away and asks him to help wash up in the kitchen. Unfortunately, Dan knocks over a pile of plates. They all smash on the floor.

Dan's father takes Dan to the safety of his office, where they have lunch together. A hotel maid comes in and tells Dan's father that there is a thief in the hotel who is stealing the guests' jewellery.

Dan decides to do some vacuum cleaning. He bumps into a woman guest and knocks her handbag out of her hand. Lots of jewels and watches fall out and are sucked into the vacuum cleaner. A man joins the woman and they are very unpleasant to Dan. Dan tries to get the jewels out of the vacuum cleaner again. He only succeeds in getting everyone covered in dust! Once again, Jane the waitress comes to Dan's rescue. She suggests that Dan has a bath in an empty hotel room, while she gets his clean, dry clothes.

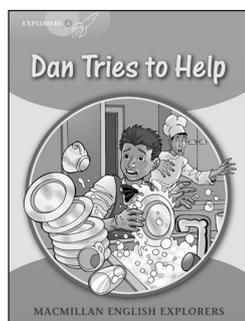
Dan manages to put too much bubble bath in the bath. The room is soon filled with bubbles. When Dan finishes his bath, he puts on his clothes. He meets the man and woman again in the lift. They think he is a porter and ask him to carry their cases.

Dan drops one of the cases and it bursts open, revealing lots of stolen jewellery. Dan realises that they are the thieves. The man quickly shuts the case again. Dan tries to tell his father, but his dad does not listen to him. Finally, Dan shouts and gets his dad's attention. The man and woman run towards the exit. Dan trips and knocks a suitcase out of the man's hand. Mr Grey and the chef help stop the man and woman from escaping. The police are called and the thieves are arrested. Dan's father is pleased with his son.

When he gets home Dan enjoys telling his mum and later, his grandfather, all about his adventures.

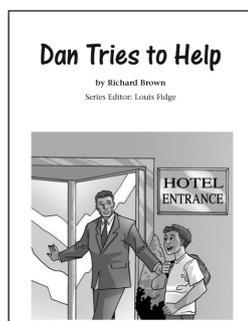
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask the class where they think the story takes place. Elicit from the class anything they know about hotels.
- Ask *What do you think the story is going to be about?*

The title page



- Ask the children to turn to the title page. Ask *Who is the author?*
- Hold up your own book and point to the picture. Ask *Who do you think the boy is? What is he carrying? What do you think is in the bag? Where is he going?* Ask the children to look at the man behind Dan. Ask *Who do you think he is?* (He's Dan's father.)

- Ask *What is the title? (Dan Tries to Help)*. Then ask *Does this mean he is successful?* (No, if he 'tries' to help it means that he probably isn't successful). Point to the picture again. Ask *What can go wrong in a hotel?*

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.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 58) and some information about hotels (beginning on page 60).
- Ask questions about each chapter title to stimulate the children's interest, for example:
Chapter 1: *What do you think Dad's surprise is?*
Chapter 2: *What sort of mess do you think Dan makes?*
Chapter 3: *What does a waiter do?*
Chapter 7 (and the border of bubbles): *How do you think Dan gets bubbles everywhere?* etc.
- 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

A surprise for Dad

Pages 3 to 7

CHAPTER 1
A surprise for Dad



It was the school holiday. Dan was at home and he was bored.
The phone rang. Dan's mum answered it. When she put it down, she looked worried.
Dan's dad said, 'Who was that?'
'It was Aunt Rose,' said Mum. 'She can't look after Dan today because she's got a cold.'
'Can't you look after Dan?' Dad asked.
'Not today. Grandad is coming out of the hospital this morning. I'm going to take him home.'
'Can I come with you?' Dan asked.
'Not today,' said Mum. 'Grandad needs peace and quiet. Perhaps you can see him tomorrow.'
Mum looked at Dad and said, 'Can you look after Dan?'



Dan's dad was the manager of a big hotel.
'Please, Dad!' Dan exclaimed, excited. 'Take me to work with you! I'd love to help.'
'Yes, let him help you,' said Mum.
'But what can he do?' Dad asked.
'He can help tidy up,' said Mum. 'And he can wash up.'
'Yes, I can do that,' said Dan.
'He can polish and use the vacuum cleaner,' Mum added.
'Yes, I can do that too.'
Dad smiled at Dan. 'OK, you can come to the hotel with me,' he said.
Dan was very pleased.

Mum got ready to leave. 'I'll see you this evening, Dan,' she said. 'Behave yourself today. And try to help your dad.'
'I always try to help,' said Dan, with a grin.
'I remember the last time you tried to help,' said Dad. 'You spilt cooking-oil all over the kitchen floor.'
'That was an accident,' said Dan. 'It won't happen today.'
'I hope not!' said Dad. 'Now, are you ready? It's time to go to work.'
Dan waved to Mum. 'Tell Grandad I'll see him soon,' he said.
Then Dan and Dad got into the car and drove to the hotel.

When they reached the hotel, everybody smiled at Dan and his dad. They went into Dad's office. Dan sat in a big armchair.
'Sit there quietly,' Dad said. 'I'll go and see what's happening in the hotel. Will you be all right?'
'Yes, thank you, Dad,' said Dan. 'I'll read my book.'
'I won't be long,' said Dad.
Dan read his book. Then he drew a picture. Then he played a computer game.
At last, Dad came back. 'Is everything OK?' he said.
'Fine,' said Dan. 'But I don't want to sit here all day. I want to help you.'
There was a knock at the door.
'Come in,' said Dad.
The chef came in. He was holding a menu. 'Good morning,' he said. He gave the menu to Dad. 'This is what we're cooking for lunch today.'
Dan looked at the menu. 'Spaghetti and meatballs!' he exclaimed. 'Great! That's my favourite.'
'It's mine, too,' said the chef.
'Dad,' said Dan. 'Can I help the chef in the kitchen?'
'Can Dan help?' Dad asked the chef.
The chef looked worried. He remembered the last time Dan helped in the kitchen! Then he smiled and said, 'Yes, he can help tidy up the storeroom.'
'OK,' said Dad. 'But remember, Dan - be careful!'



<i>computer</i>	both <i>computer</i> and <i>manager</i> (see below) have the common ending 'er'
<i>favourite</i>	the 'our' is pronounced 'er' and 'ite' is pronounced 'it' - we pronounce the word as 'faverit'
<i>hospital</i>	tap out the three syllables as you say the word
<i>hotel</i>	other words ending with 'el' are: <i>vowel, parcel, jewel, travel, tunnel, camel, label</i>
<i>manager</i>	the 'g' is a soft 'g' and sounds like 'j'
<i>quiet</i>	the letter 'q' is always followed by 'u'
<i>worried</i>	note how the spelling of the root word <i>worry</i> changes when 'ed' is added

Passive vocabulary

<i>behave</i>	<i>cooking oil</i>	<i>has got a cold</i>
<i>peace</i>	<i>storeroom</i>	<i>tidy up</i>
<i>vacuum cleaner</i>	<i>wash up</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 Chapter 1 title again. Talk about the two faces on either side of the title. Ask *Which face is Dad? Which face is Dan? Who looks surprised, Dan or Dad?*

Active vocabulary

<i>accident</i>	the first 'c' is a hard 'c' and the second is a soft 'c' and sounds like 's'
<i>bored</i>	change the 'b' to 'sn' to make a word that you do in your sleep!
<i>chef</i>	the 'ch' is pronounced 'sh'

- Tell the children to look at the picture on page 3. Ask *Is this in a school? Where is it? How do you know? Does Dan look happy or fed up? Why do you think this is? Who do you think the man and woman are? Is Dan's mum serious or smiling? What's in Mum's hand? Do you think she has had good news or bad news? Why? What is Dad doing? How does he look? What is he wearing? What do you think his job is?*
- Tell the children to look at the picture on page 4. Ask *Does Dan look happier now? What do you think Mum is asking Dad?* Discuss what Dad is thinking.
- Tell the children to look at the picture on page 5. Ask *Who is Dan going with – his mum or his dad? Why do you think that? Where do you think Dan and his Dad are going? What do you think is in Dan's bag? How can you tell that Dan's Mum and Dad are not poor?* (the family has two cars) *Where do you think Mum is going?* Ask the children to describe Dan's house and the houses in the background.
- Tell the children to look at the picture on pages 6 and 7. Ask *What job does Dad do?* Tell the children to look at the sign on the door and try to read it (MANAGER). Ask *Who is Dad talking to?* Describe the man and what he is wearing. Ask *Why do you think Dad is reading a menu and talking to a chef? What do you think Dan is saying? Where has Dan been sitting? What clues are there? What can you see in Dad's office?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Why wasn't Dan at school?*
- 2 *Why couldn't Aunt Rose look after Dan?*
- 3 *Why couldn't Mum look after Dan?*
- 4 *Why did Mum say Dan could not go with her to see Grandad?*
- 5 *What job did Dan's Dad do?*
- 6 *What did Mum ask Dad?*
- 7 *What jobs did Mum say that Dan could do?*
- 8 *What happened the last time Dan tried to help?*
- 9 *How did Dan and Dad get to the hotel?*

- 10 *Where did Dan sit in Dad's office?*
- 11 *Why did Dad go?*
- 12 *What did Dan do when Dad was out of his office?*
- 13 *Who knocked at the door of the office?*
- 14 *What was the chef holding?*
- 15 *What was on the menu?*
- 16 *What was Dan's favourite food?*
- 17 *What did the chef say Dan could do, to help in the kitchen?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one aloud, and draw attention to how your tone of voice changes.
- Ask the children to find the contractions *can't*, *I'll* and *won't* in the chapter. Check that the children know what the full form of each one is. Point out that *won't* is irregular, and means 'will not'.
- Ask the children to find and read aloud any words containing: 'ee'; 'ea'; 'oo' or 'ow'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Do you think Dan had any brothers or sisters?*

- 2 *Why do you think Dan was bored?*
- 3 *What do you think was wrong with Grandad?*
- 4 *Do you think Dan's Dad had an important job?*
- 5 *Why was Dan pleased he could go to work with Dad?*
- 6 *Why do you think Mum told Dan to behave himself?*
- 7 *Why do you think Dan grinned when he said, 'I always try to help!'?*
- 8 *How can you tell Dan lived quite a long way from the hotel?*
- 9 *Why do you think everyone at the hotel smiled at Dan?*
- 10 *How can you tell Dan got bored in Dad's office?*
- 11 *Why do you think the chef showed the menu to Dan's dad?*
- 12 *How can you tell that the chef did not really want Dan coming to his kitchen and helping?*
- 13 *What sort of things do you think the chef kept in the storeroom in the kitchen?*

- Remind the children that Grandad was in hospital. Encourage individuals to recount any experiences they have of hospitals.
- Ask the class to suggest the sort of things a hotel manager does.
- Ask *What sort of food do you like to eat when you go out?*
- Dan got bored at home in the holidays. Ask the class what they find boring and what they like doing during the holidays.

- Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example _cc_d_nt (*accident*). Ask the children to supply the missing vowels. (You could ask the class to cheer when someone supplies the correct answer to each spelling.)
- Play a rhyming game. Write these words from the chapter on the board: *school, Dan, Rose, cold, look, floor, soon, car, right, long, game, last, knock*. Brainstorm as a class, and write on the board, as many words that rhyme with each word as possible (for example, *school: fool/pool/cool/tool*).
- 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

Dan makes a mess

Pages 8 to 13

CHAPTER 2
Dan makes a mess



The chef took Dan to the storeroom. It was full of tins and jars of food. There were sacks of potatoes, bags of flour and boxes of vegetables. In the corner was a very big fridge. 'It's untidy in here,' said the chef. 'Can you tidy it up for me?'

'Oh yes!' said Dan. The chef left the storeroom and went into the kitchen. Dan looked at all the tins. They were lots of different sizes, and they were all mixed up. 'I'll put all the small tins on the top shelf,' thought Dan, 'and all the middle-sized tins on the middle shelf, and all the big tins on the bottom shelf. That will be much better!'



Dan enjoyed sorting out the tins. But the work made him hungry. He opened the big fridge. The food inside it looked very tasty. There were some bowls on the top shelf and Dan wondered what was in them. He reached up and put his hand in one of them. It was full of sticky jam! Dan tried to shake the jam off his hand. It went everywhere! 'Oh, no!' he exclaimed. There was jam on his face, in his hair, on his T-shirt, on his jeans, and even on his shoes. What a mess!

'Oh, dear,' said Dan. 'I promised not to make a mess.'

Dan stepped back from the fridge, tripped over a box, and fell backwards onto a big paper sack. The sack split, and a huge white cloud burst out of it. It was flour. It went all over Dan. He stood up, and tried to brush the flour off. But it stuck to the jam. 'Oh, no,' groaned Dan. Jane, the waitress, came to see what was wrong. She thought Dan looked funny. 'How did you make such a mess?' she laughed. 'I don't know,' said Dan. 'Don't worry,' said Jane. 'I'll help you tidy up. Then I'll get some clean clothes for you.'

'Thank you,' said Dan.

Jane soon cleared up the mess in the storeroom. Then she noticed the tins. 'Did you put them like that?' she asked. She looked worried. 'Yes,' said Dan proudly. 'They look tidy now, don't they?' 'They do,' said Jane. 'But I don't think the chef will be very pleased. He won't know where to find anything now, will he?'

'Oh,' said Dan. 'I didn't think of that.'

'It's OK,' said Jane. 'You were trying to help. Now, let's go to the laundry room and wash your clothes.'



Jane took Dan to the laundry room. 'We'll put your clothes in the washing-machine,' she said, 'and then we'll put them in the drier.'

'What shall I wear while I'm waiting?' Dan asked. Jane took a waiter's uniform out of a drawer. There was a white shirt, a bow tie, black trousers and a white jacket. 'You can wear this,' she said. Dan put the uniform on. The shirt's sleeves were too long, and the jacket was too big. He had to roll up the bottoms of the trousers. But Dan thought he looked very smart.



Dan returned to the storeroom. The chef was inside. Dan heard him say: 'That silly boy! He's mixed up all the tins! Now I don't know where anything is!'

'Oops!' thought Dan. He was going to say sorry, when the manager of the restaurant approached. His name was Mr Grey. He thought Dan was a waiter, because of his uniform. 'Hey, you,' said Mr Grey. 'You're late. Go into the restaurant and see if all the glasses are polished.'

'But ...' Dan began. 'I'm not really a ...'

'Harry up!' said Mr Grey. 'The guests will be arriving soon. There's a lot to do before they come.'



<i>hungry</i>	this adjective and <i>tasty</i> both end with the suffix 'y', which sounds like 'ee'
<i>machine</i>	the 'ch' sounds like 'sh' (as in <i>chef</i> in Chapter 1)
<i>mess</i>	other short monosyllabic words ending with 'ess' are: <i>dress, press, less, stress</i>
<i>restaurant</i>	there's an ant 'hidden' in this word
<i>shelf</i>	the plural of <i>shelf</i> is <i>shelves</i>
<i>tasty</i>	this adjective comes from the noun <i>taste</i>
<i>uniform</i>	a three-syllable word; tap out the syllables as you say it
<i>vegetables</i>	the second 'e' is unstressed – we pronounce the word 'vegetables'

Passive vocabulary

<i>bow tie</i>	<i>drier</i>	<i>flour</i>	<i>laundry</i>
<i>sacks</i>	<i>split</i>	<i>trip over</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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. Discuss what the purpose of the two pictures on either side of the title is. (They give a clue as to what sort of mess Dan makes.) Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 8. Ask *What room is the chef showing Dan? What do you think the chef is telling Dan to do? What can you see in the storeroom? Ask What do you think is in the tins and boxes?*

Active vocabulary

<i>drawer</i>	the suffix 'er' is quite common at the end of nouns
<i>fridge</i>	this is an abbreviation of 'refrigerator' (Note that the shorter word includes a 'd'.)

- Tell the children to look at the picture on page 9. Ask *How can you tell that the fridge is big? What do you think is in the bowl on the top shelf? How has Dan got himself covered in it?*
- Tell the children to look at the picture on pages 10 and 11. Ask *What has happened to Dan? How do you think he fell over? What do you think the white 'clouds' are?* (Tell the class to look back at the picture on page 8 if necessary.) *Do you think Dan has hurt himself? Point out the woman at the door. Draw attention to her uniform. Ask Who do you think she is? Why does she look so surprised? Do you think she knew Dan was in the storeroom?*
- Tell the children to look at the picture on page 12. Ask *Is Dan still in the kitchen? Where is he?* (Draw attention to the washing machine and laundry baskets.) *What is the woman putting into the washing machine? (Dan's clothes) Why? What is Dan wearing now?* (They are clothes worn by a waiter and they are too big for him.)
- Tell the children to look at the picture on page 13. Ask *Is Dan inside or outside the storeroom? Who do you think Dan is talking to? What does the man look like? What is Dan explaining to the man?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What was the storeroom full of?*
- 2 *What did the chef ask Dan to do? Why?*
- 3 *How did Dan decide to tidy up the tins on the shelves?*
- 4 *Did the work make him hungry or thirsty?*
- 5 *How did Dan find out what was in the bowl on the top shelf of the fridge?*
- 6 *Where did the jam go when Dan shook his hand?*
- 7 *What did Dan trip over?*
- 8 *What happened when he fell onto the bag of flour?*
- 9 *Why did Jane come into the storeroom?*
- 10 *What was Jane's job?*
- 11 *Was Jane angry with Dan?*
- 12 *Why did Jane say that the chef would not be happy with Dan?*
- 13 *Where did Jane take Dan to wash his clothes?*
- 14 *Describe the waiter's uniform that Jane gave to Dan to wear.*
- 15 *Why did Dan have to roll up the bottoms of the trousers?*
- 16 *Who was Mr Grey?*
- 17 *He thought Dan was a _____.*
- 18 *What did he tell Dan to do?*

- Ask the children to find examples of people speaking in the chapter. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.

- Draw attention to the way the word *not* is written in the last line on page 9 (it is in italics). Re-read the sentence and explain that it means we should emphasise it when reading it.
- Read out some words with two syllables in them, for example *kitchen, corner, bottom, middle, tasty, hungry*. As you read them, tap or clap the syllables to help children hear them.
- Ask the children to find and read aloud any words that contain a double consonant, for example *off, mess, stepped, funny*.
- Ask the children to find and read aloud any verbs that end with 'ed', the suffix which indicates a regular past tense verb.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Do you think the storeroom looks untidy?*
- 2 *What did you think of Dan's idea to sort out the cans?*
- 3 *Why did Dan open the big fridge? What do you think he was looking for?*
- 4 *Do you think Dan was silly to try to shake the jam off his hand?*
- 5 *Why was Dan worried when he got the jam everywhere?*

- 6 *Do you think it was Dan's fault that he tripped over a box?*
- 7 *How do you think Dan felt when he fell over and got flour all over himself?*
- 8 *Why do you think he groaned and said, 'Oh no!'?*
- 9 *How do you think Jane knew Dan was in the storeroom?*
- 10 *What do you think she thought when she first came in and saw Dan?*
- 11 *How can you tell Jane is a kind person?*
- 12 *Why did Dan look funny in the waiter's uniform?*
- 13 *How can you tell the chef was unhappy with Dan?*
- 14 *Why do you think Mr Grey thought Dan was a waiter?*
- 15 *How can you tell it is nearly lunchtime?*

- Dan promised not to make a mess. Discuss why it is important to keep promises.
- Divide the class into groups. Ask each group to list as many things as possible that might be found in a fridge. The team with the most items wins.
- Ask *What is the purpose of a fridge? How important are fridges in hot countries?*
- Ask *How is flour made? What do we use flour for? What things are made of flour?*
- Play the 'Deduct a letter' game. Ask the class what word we have if we take: the 'l' from *flour*, the 'k' from *took*, the final 'e' from *here*, the 's' from *small*, the 'h' from *hand*, the 'h' from *hair*, the 'e' from *huge*, the first 't' from *that*.
- 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

Dan the waiter

Pages 14 to 19

CHAPTER 3
Dan the waiter

“Where’s Jane?” Mr Grey asked.
“She’s in the laundry room,” Dan replied.
“Why isn’t she here?” Mr Grey said, and went to look for her.
Dan was pleased. “This morning I tidied up the store room,” he thought. “And now I’m a waiter. I’m being very helpful today.”
He walked into the restaurant. All the tables were ready for lunch. Dan picked up one of the glasses. “How do you polish a glass?” he wondered.
Then he remembered there was a can of furniture spray on a shelf in the store room and he went to the store room and found the spray.
Dan took the furniture spray back to the restaurant and sprayed polish on all the glasses. Then he rubbed the glasses with a soft cloth until they shone. He was very proud of his work.
He took the furniture spray back to the store room.
When he returned to the restaurant, Mr Grey was there. He did not look happy.
“There’s a very strong smell of furniture polish in here,” he said. “The guests won’t like it. Who’s used so much polish?”
Dan opened his mouth to speak ...
“Don’t just stand there,” said Mr Grey. “Put a napkin beside each table mat. And hurry! The guests will arrive soon.”



Dan got a pile of paper napkins. He folded each one in half and placed it beside a table mat.
There was one napkin left. Dan made a paper aeroplane with it. He flew the aeroplane across the room.
A guest came in. He was wearing a pilot’s uniform. The aeroplane landed in front of him. He picked it up and smiled.
“Have you ever been in an aeroplane?” he asked Dan.
“Yes,” said Dan. “I flew to America once. We had a wonderful holiday in New York.”
“Did you enjoy the flight?”
“Yes, very much! But it took a long time.”
“What did you like best?”
“Flying above the clouds. But ...”
“But what?”
“I made a bit of a mess.”
“How did you do that?”
“It was an accident,” said Dan. “A steward was serving trays of food. I tripped and spilt orange juice all over a lady’s shoes.”
More men came into the restaurant. They all wore pilots’ uniforms.
“We all worked as aeroplane pilots,” the man explained to Dan. “But we’re retired now. We meet here once a year to have a meal together. Are you new here?”
“This is my first day as a waiter,” said Dan with a grin.



The man showed Dan’s paper aeroplane to his friends.
“Look what the waiter made,” he said.
“Let’s see it fly,” said one of the other pilots.
They watched it fly across the room. The pilots clapped and cheered. Dan was very proud!
The pilots made paper aeroplanes with their napkins, too! They threw them into the air. Soon, the restaurant was full of flying aeroplanes!
Dan thought it was great fun.
But then Mr Grey came in. He was not happy.
“Look at all these napkins,” he said, pointing to the floor. “Pick them up at once!”
“But they’re aeroplanes,” said Dan. “The pilots made them.”
“They are napkins,” Mr Grey said. “Pick them up!”
Dan did as he was told.
Soon other guests arrived. The pilots sat at their table and looked at their menus. Jane came in, took out her pencil and pad, and began to take orders from other guests.
When Dan had picked up all the napkins, the restaurant manager came up to him again.
“Now – go and ask the pilots what they want to eat.”



Active vocabulary

aeroplane	the American spelling of this word is <i>airplane</i>
furniture	the suffix ‘ <i>ture</i> ’ is pronounced ‘ <i>cher</i> ’

guest	the ‘ <i>u</i> ’ is a silent letter and is not pronounced
juice	the ‘ <i>ui</i> ’ is pronounced ‘ <i>oo</i> ’, as in <i>fruit</i>
menu	it is unusual to end a word with ‘ <i>u</i> ’ in English
pilot	the ‘ <i>i</i> ’ makes a long sound – we pronounce it like the name of the letter ‘ <i>i</i> ’
polish	the ‘ <i>o</i> ’ makes a short sound, as in <i>hot</i> (if we gave it a long sound, it would mean something or someone from Poland)
proud	change the ‘ <i>pr</i> ’ to ‘ <i>l</i> ’ and ‘ <i>cl</i> ’ to make two new words
waiter	other ‘ <i>er</i> ’ nouns which are names of jobs are: <i>builder, teacher, farmer, singer, painter, dancer, gardener, reporter, baker, driver</i>
wonderful	the ‘ <i>o</i> ’ sounds like a short ‘ <i>u</i> ’ in this word

Passive vocabulary

can of spray napkin retired

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction on 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. Draw attention to the can of furniture polish and the paper aeroplane on either side of the title. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on pages 14 and 15. Ask *Where is Dan?* (in the hotel restaurant). *What can you see on the tables? What is Dan doing? What is he using to clean the glasses?* (a cloth and a can of furniture polish!) Discuss why he might be using furniture polish.
- Tell the children to look at the picture on page 17. Ask *What is Dan throwing? What do you think the plane is made of? Why do you think he is throwing it? How does Dan look? Is he surprised to see the man who is coming in the door? Is the man angry? Is he amused? What is the man wearing?* Discuss what sort of uniform he is wearing. Ask *Does the man look old or young? Why do you think he is coming into the restaurant? What other hotel guests can you see in the picture?*
- Tell the children to look at the picture on pages 18 and 19. Ask *Who do you think the men in uniforms are? Are they enjoying themselves? Do they look old or young? Where do you think the paper planes came from? Is Dan joining in with the men? Can you see Mr Grey in the background? Does he look pleased? Why do you think he looks so unhappy? What do you think he will say or do?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 Mr Grey asked Dan where _____ was.
- 2 What did Dan get from the storeroom?
- 3 What did Dan do to the glasses?
- 4 What did Mr Grey smell when he came into the restaurant?
- 5 What did Mr Grey tell Dan to put on each table?
- 6 Why did he tell Dan to hurry?
- 7 Did Dan fold all the paper napkins and put them on the tables?
- 8 What did Dan do with the last napkin?
- 9 Who came into the restaurant?
- 10 What was the guest wearing?
- 11 Did the guest smile or shout at Dan?
- 12 Did Dan fly to Australia or America in an aeroplane?
- 13 What accident did Dan have on the aeroplane?
- 14 Why did all the aeroplane pilots meet at the restaurant once a year?
- 15 Were the pilots tired or retired?
- 16 Why did the pilots clap and cheer?
- 17 Why was the restaurant soon full of flying aeroplanes?
- 18 Why was Mr Grey unhappy when he came into the room?
- 19 What did he tell Dan to do?
- 20 What did Jane do when she came in?
- 21 What did Mr Grey tell Dan to do after he had picked up the napkins?

- Ask the children to find the contractions *where's, she's, I'm, don't, we're, let's* and *they're* in the chapter. Check that the children know what the full form of each one is (for example, *where's = where is*).
- There are several examples in Chapter 3 of compound sentences which are joined using the conjunction *and*. Find and read some of these sentences out loud and discuss how they consist of two short sentences joined by the conjunction *and*, for example *The pilots sat at their table. They looked at their menus.* becomes *The pilots sat at their table and looked at their menus.*
- Find some adjectives in the text and discuss how they describe a particular noun and tell us more about it, for example *a soft cloth*.
- Find 'time marker' words or phrases in the text and discuss how they indicate the passing of time in the story, for example *then, when, soon*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think Mr Grey went to look for Jane?*
- 2 *Why was Dan pleased with himself?*
- 3 *Why do you think Dan used furniture polish to clean the glasses?*

- 4 *Do you think Mr Grey was talking to himself or to Dan when he said he could smell furniture polish? Why?*
- 5 *How can you tell it was nearly lunchtime?*
- 6 *Why do you think Dan made a paper aeroplane with a napkin? Was this a silly thing to do?*
- 7 *Do you think the first pilot was a nice man or not? Why?*
- 8 *Why do you think all the retired pilots met once a year for a meal together?*
- 9 *Were you surprised when all the pilots made paper aeroplanes and flew them?*
- 10 *Do you think Dan was worried when the pilots threw the planes in the restaurant?*
- 11 *Why do you think Mr Grey was so cross?*
- 12 *Why did Jane have a pencil and pad?*

- Write the words *laundry, storeroom, spray, restaurant, shone, returned, paper, wearing, uniform, cloud, orange* and *retired* on the board. Ask the children to find any smaller words 'hiding' inside each longer word (for example, *laundry*).
- Write a *pile of napkins* on the board. The word *pile* is a collective noun. Ask the children to suggest other things that could be in a pile (stones, rocks, books, rubbish). Write some other collective noun phrases and ask children to suggest words to complete them: *a team of ... (footballers, doctors); a library of ... (books); a forest of ... (trees); a flock of ... (sheep); a box of ... (matches, cornflakes); a herd of ... (cows); a bunch of ... (bananas, flowers, grapes)*.
- Write the word *pile* on the board and read it aloud. Rub out the 'p', replace it with 'sm' and ask the class to read the new word you make. Do the same with the words *like*, changing the 'l' to 'b', and *strong*, changing the 'str' to 'l', 'wr' and 's'.

- Find and read aloud Mr Grey's sentence *Pick them up at once!* Explain that *pick* is an imperative. Play the imperatives game with the children. Give a number of commands to the children, for example *Stand up! Hop on one leg! Point to the board!* The last one to obey the command is out each time.
- Write these words on the board: fl_ _; n_ _; thr_ _; st_ _ard. Ask the children to complete each word with 'ew' and read the words they have made.
- Discuss children's 'eating out' experiences. Encourage them to talk about some of their favourite places to eat out.
- Ask the class about their flying experiences. Where have they been? Did they enjoy the experiences? Encourage them to talk about some of the aeroplane journeys they have made.
- Try making some paper aeroplanes in class and flying them.
- 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

Messy spaghetti

Pages 20 to 24

CHAPTER 4
Messy spaghetti



Dan stood by the pilots' table with his pencil and pad. 'What do you want to eat?' he asked the men. The pilots told him what they wanted. But they all spoke at once, and Dan did not know what to write down. When he went into the kitchen, he looked at his pad. It was a mess!

The chef was not pleased. 'Can you remember what they ordered?' 'Well,' said Dan, 'most of them wanted spaghetti, I think.'

20



Dan picked up two plates of spaghetti and meatballs and took them into the restaurant. He stopped in the doorway. Everybody looked unhappy. They were all complaining. One guest said to Mr Grey, 'My glass tastes of polish.' 'So does mine,' said another guest. 'It's horrible.' 'I don't understand it,' said Mr Grey. Then he saw Dan standing in the doorway with his mouth open. 'Do you know anything about this?' he said. 'You said to polish the glasses,' said Dan. 'So I got some polish and I sprayed each glass.' Mr Grey looked angry. 'You silly boy!' he said. 'Take that spaghetti to the pilots before it gets cold. And hurry!'

21

Dan hurried across the restaurant with the plates of spaghetti. 'I was only trying to help,' he thought. Suddenly, a woman jumped up to complain about her glass. She did not see Dan, and she knocked the plates out of his hands. They flew into the air, turned upside down and landed in the middle of the pilots' table – SPLAT!

The spaghetti, the meatballs and the tomato sauce went everywhere!

What a mess! All the pilots jumped up. They had sauce and spaghetti all over their uniforms. The noise in the restaurant was so loud, Dad heard it in his office. He came to see what was happening. He saw Dan in a waiter's uniform. Then he saw the spilled spaghetti. The sauce was dripping from the table onto the carpet. 'Oh, dear,' thought Dad. 'What has Dan done now?'



22



Jane and Mr Grey cleared up the mess. Dad told the pilots he was sorry. But they were very nice, and were not angry with Dan. Some of them thought it was funny. And they were very pleased when Dad said they could have a free meal.

'I was only trying to help,' said Dan. 'I know you were,' said Dad. 'But something always goes wrong when you try to help, Dan!'

'Can I do some washing-up now?' asked Dan. Dad was going to say 'No' when he remembered that the dishwasher was broken.

'OK, Dan,' he said. 'That will be a big help.'

'Oh, good,' said Dan. 'And I'll be very careful this time.'

24

<i>horrible</i>	the 'ible' suffix is quite common, as in <i>terrible</i> , <i>invisible</i> , <i>possible</i> , <i>sensible</i>
<i>hurry</i>	rhymes with <i>worry</i>
<i>knock</i>	the initial 'k' is a silent letter – we pronounce the word as 'nock'
<i>meal</i>	change the 'm' to 'r', 's', or 'st' to make some other words
<i>noise</i>	have fun saying the following: a <i>noisy noise annoys the boys</i>
<i>office</i>	the 'c' is pronounced like 's' (but note the pronunciation of <i>mice</i>)
<i>plate</i>	change the 'pl' to 'l', 'g', and 'h' to make some other words
<i>remember</i>	a three-syllable word; tap out the syllables as you say it

Passive vocabulary
dishwasher *dripping*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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. Draw attention to the pad and pencil on the left of the title. Ask *What do you think this is used for?* Now draw attention to the plate of spaghetti. Ask *Do you like spaghetti? What do you think the title means?*
- Tell the children to look at the picture on page 20. Ask *What do you think the pilot is holding? What do you think Dan is doing? Does Dan look worried? Why do you think he's worried?*

Active vocabulary

complain take 'com' off this word, and you get something simple (*plain*)

funny this adjective comes from the noun *fun*

- Tell the children to look at the picture on page 21. Ask *Why do you think the guest is holding up the glass and showing it to Mr Grey? Why does the guest look angry? How does Mr Grey look? What is Dan carrying? Where do you think he is taking the food? Where do you think he got the food from? What do you think Dan is thinking? Has he seen the guest and Mr Grey talking? Is Dan nervous? Why?*
- Tell the children to look at the picture on pages 22 and 23. Ask *What has happened? How do you think Dan tripped up? Where is the spaghetti going to fall? Which pilots have seen what has happened? How do they look? Have they all seen? Who are the man and woman standing up? What is their reaction? How do you think Dan feels?*
- Tell the children to look at the picture on page 24. Ask *Who is with Dan? What do you think Dad is saying? Where is he taking Dan? How does Dan look?* Discuss what is happening in the background. Draw attention to the pilot's face and hand.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why did Dan have a pencil and pad?*
- 2 *What did Dan ask the pilots?*
- 3 *Why didn't Dan know what to write down?*
- 4 *Why wasn't the chef pleased with Dan?*
- 5 *What did Dan pick up and take into the restaurant?*
- 6 *Why did one guest complain to Mr Grey?*
- 7 *Was Mr Grey cross with Dan? Why?*
- 8 *Who told Dan to hurry?*
- 9 *Who knocked the plates out of Dan's hands? How did it happen?*
- 10 *Where did the spaghetti go?*
- 11 *What did Dad hear when he was in his office?*
- 12 *What did he see when he came into the restaurant?*
- 13 *Who cleared up the mess?*
- 14 *How were the pilots nice to Dan?*
- 15 *Why were the pilots pleased?*
- 16 *What did Dad remember?*

- Draw attention to the way the words *now* on page 23 and *very* on page 24 are written (they are in italics). Remind children that it means we should emphasise them when reading them.
- Discuss with the children why they think the word **SPLAT!** on page 22 is written in capitals.
- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter but omit the verbs. Ask the children to supply the missing verbs.

- Ask the class to look through the chapter and find and read any words with two vowels together, for example *stood*, *pleased*, *restaurant*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think Dan felt when the pilots all spoke at once?*
- 2 *Why do you think Dan's pad was a mess?*
- 3 *Did Dan remember what they all ordered?*
- 4 *Why do you think Dan stopped in the doorway on his way from the kitchen to the restaurant?*
- 5 *Why do you think Dan was standing with his mouth open?*
- 6 *Why do you think Mr Grey called Dan a silly boy?*
- 7 *Why did he tell Dan to hurry?*
- 8 *Was it Dan's fault that he tripped over?*
- 9 *How do you think the woman felt when she saw what happened?*
- 10 *Why do you think the pilots jumped up?*
- 11 *What do you think Dad thought when he heard all the noise?*
- 12 *Why did he think, 'What has Dan done now?'*

13 *How can you tell the pilots were nice men?*

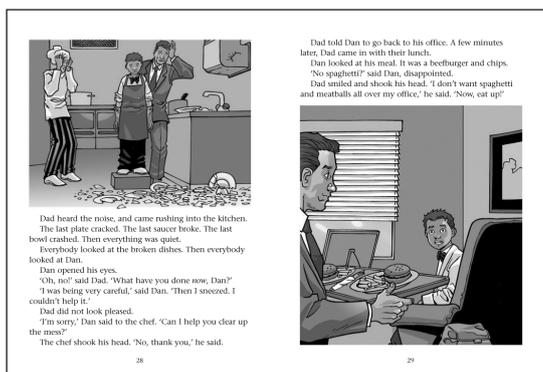
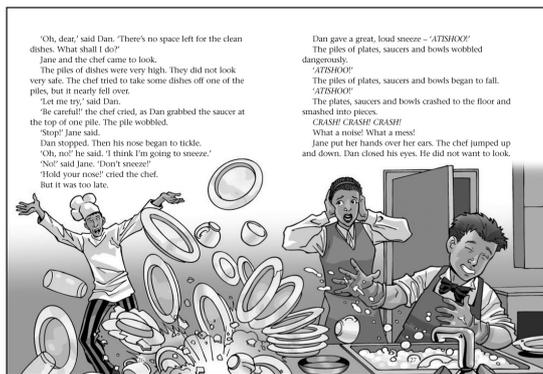
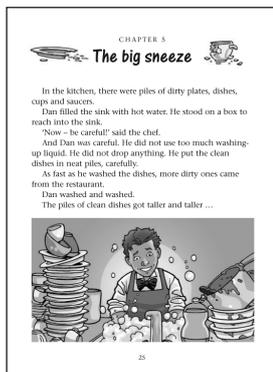
14 *Why did Dad say Dan could help do some washing up?*

- Dan is very accident-prone: wherever he goes there seems to be an accident. Ask the class to recount any accidents they have had.
- Write the word *storeroom* on the board and show how it is made of two separate words, *store* and *room*. Write these compound words from the chapter on the board: *meatballs*, *doorway*, *everywhere*, *something*, *dishwasher*. Ask children to read them and then tell you the two smaller words that join together to make each longer word.
- Write the word *pencil* on the board. Ask the children to read it. Point out that the 'c' sounds like 's'. Now write the following words on the board and ask the children to read them: *office*, *sauce*, *nice*, *once*.
- Write the word *wrong* on the board and say it. Point out that the 'w' is not pronounced. It is called a silent letter. Write these words on the board: *_rite*; *_rist*; *_rap*; *ans_er*. Ask the children to complete each with 'w' and read the words they have made.
- Write the word *know* on the board and say it. Point out that the 'k' is not pronounced. It is a silent letter. Write these words on the board: *_not*; *_nee*; *_nife*; *_nock*. Ask the children to complete each with 'k' and read the words they have made.
- Discuss what it would be like to be a waiter. Ask the class to suggest what the good and bad things about the job would be.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

The big sneeze

Pages 25 to 29



<i>disappointed</i>	a four-syllable word; tap out the syllables as you say it
<i>piece</i>	remember the spelling by the phrase: a <i>piece of pie, please</i>
<i>rush</i>	this looks like <i>push</i> and <i>bush</i> but is pronounced with a short 'u' sound
<i>sneeze</i>	other words starting with 'sn' are: <i>snow, snap, snake, snail, sniff</i>
<i>space</i>	think of the part of the body that rhymes with this (<i>face</i>)
<i>tickle</i>	other words ending with 'le' are: <i>apple, table, middle, uncle, wobble</i>
<i>wobble</i>	note the 'bb' in the middle

Passive vocabulary

clear up

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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. Draw attention to the broken bowl and cup on either side of the tile. Ask the class how they think they broke.
- Tell the children to look at the picture on page 25. Ask *What is Dan doing? Does he look happy? Where do you think he is? Is there a lot of washing-up to be done? Where are the clean dishes he has done? Where are the dirty dishes? Do the piles of clean dishes look safe?*

Active vocabulary

<i>careful</i>	this literally means 'full of care'; note that there is only one 'l' in 'ful'
<i>clean</i>	this word and <i>dirty</i> are opposites
<i>dirty</i>	the noun <i>dirt</i> is changed into an adjective by adding the suffix 'y'

- Tell the children to look at the picture on pages 26 and 27. Ask *What has happened to the dishes? What made them fall over? Did Dan have anything to do with it? What is Dan doing? How does he look? Why do you think he is wearing rubber gloves? Who are the two people behind Dan?* Ask the children to describe their reactions.
- Tell the children to look at the picture on page 28. Ask *How do you think Dad knew that there had been an accident? How does Dad look? What do you think he will do? What mess has Dan made? Why is Dan wearing an apron? Why is he standing on a box? How does the chef look? What is he thinking?*
- Tell the children to look at the picture on page 29. Ask *Where did Dad take Dan? Why did he take him to his office? What is Dad carrying on the tray?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *There were piles of _____ in the kitchen.*
- 2 *What did Dan fill the sink with?*

- 3 *Why did Dan stand on a box?*
- 4 *How was Dan careful?*
- 5 *As fast as he washed the dishes, _____.*
- 6 *The piles of clean dishes got _____ and _____.*
- 7 *Why didn't the piles of clean dishes look safe?*
- 8 *What did the chef do?*
- 9 *Why did the chef cry, 'Be careful!'?*
- 10 *What did the chef tell Dan to do when he wanted to sneeze?*
- 11 *What made the piles of dishes fall over?*
- 12 *What did Jane, the chef and Dan do when the dishes crashed to the floor?*
- 13 *Why did Dad come rushing into the kitchen?*
- 14 *Was it quiet or noisy when Dan opened his eyes?*
- 15 *What did Dan say to the chef?*
- 16 *Where did Dad tell Dan to go?*
- 17 *What did Dad bring Dan for his lunch?*

- Ask the children to find words in the chapter that are written completely in capital letters (*CRASH! ATISHOO!*). Discuss why this is.
- Find and point out some pronouns in the text. Ask the children who each pronoun refers to.
- Find examples of regular past tenses in the text, for example *washed, filled, wobbled*. Discuss how they are made by adding 'ed' to the end of the verb, for example *fill + ed = filled*. Now find some irregular past tenses in the text, for example *stood, said, put, came*. Elicit that these do not end with 'ed' and discuss how the spelling has changed in the past tense.

- There are few words in English that contain the letter 'z'. Ask children to find a word with a 'z' in it in the chapter (*sneeze*).
- There are few words in English that end with 'i'. Ask the children to find one (*spaghetti*). Point out that this word comes from Italy.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why did Dan fill the sink with hot water?*
- 2 *How can you tell Dan was not very tall?*
- 3 *How can you tell the restaurant was very busy?*
- 4 *Why was there no space left for the clean dishes?*
- 5 *Why do you think Jane and the chef came to look?*
- 6 *How can you tell the piles of clean dishes were not very safe?*
- 7 *Why do you think Jane shouted 'Stop!' to Dan?*
- 8 *What made Dan's nose tickle?*
- 9 *Why did the chef tell Dan to hold his nose?*
- 10 *How many times did Dan sneeze?*
- 11 *When did the dishes fall over?*
- 12 *Why do you think Jane put her hands over her ears?*

- 13 *Why do you think Dan closed his eyes?*
- 14 *How do you think Dad knew that there had been an accident in the kitchen?*
- 15 *Why do you think the chef did not want Dan to help clear up the mess?*
- 16 *How do you think Dan felt?*
- 17 *Why was Dan disappointed that he did not get spaghetti for lunch?*
- 18 *Why do you think Dad did not bring Dan spaghetti for his lunch?*

- There are lots of 'noise' words in the chapter. Play one of these games:
 - the 'Do you know this sound?' game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.
 - the 'Do you know this sound?' game B. Ask the children to shut their eyes while you make different sounds such as closing a book, shutting the door, writing on the board, tapping your desk, etc. Ask the class to identify each sound.
 - the 'How many sounds can you hear?' game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - the 'What noise do they make?' game. Name different animals and ask children to say what sound each one makes.
- Dan said he would be careful. Explain to the children that the suffix 'ful' means 'full of'. Write the following words on the board: *use, care, hope, pain, power, help, colour*. Add 'ful' to each word. Ask the children to use the words in sentences to show that they understand their meanings.

- Write the words *meal* and *head* on the board and ask the children to read them. Note that the 'ea' sound in *meal* is long and the 'ea' sound in *head* is short. Write the following 'ea' words on the board and ask the children to read them: *clean, bread, reach, dear, ready, great, pleased, spread, meat*. With the children's help, rewrite them in two groups – those words containing a long 'ea' sound and those with a short 'ea' sound.
- Ask the children how they stop themselves from sneezing. Find out if any of them have a cure for hiccups and what it is.
- 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 missing jewellery

Pages 30 to 35

CHAPTER 6
The missing jewellery



As Dan and his dad finished their lunch, one of the hotel maids came into the office. She told Dad that some of the guests' valuables were missing.

'What sort of valuables?' asked Dad.

'Watches, money and jewellery,' said the maid. 'I think someone has stolen them.'

'That's very bad,' said Dad. He looked worried. 'We must try and catch the thief. Do you think it is one of the guests?'

'Yes. And the other maids think so, too.'

'I could try and find out who it is,' said Dan eagerly.

'I think you've helped enough for today,' said Dad.

'Don't you?'

30

After lunch, Dad went to talk to the other maids. Dan read some more of his book, but he soon got bored.

He heard the hum of a vacuum cleaner outside the office. 'Perhaps I can help,' he thought. 'I can't make a mess with a vacuum cleaner, can I?'

Dan looked out of the office door. He saw the maid switch off the vacuum cleaner, and walk away. When she had gone, Dan went over to the vacuum cleaner. He switched it on and began to clean the carpet.

'This is good,' he thought. 'Now I am being helpful.'

Dan pushed the vacuum cleaner up and down. Then he carried it down the stairs to the floor below. He tried running with it, to clean the carpet quicker.



31



Suddenly, the door to one of the guest rooms opened, and a woman stepped out. She was holding a handbag. Dan bumped into her, and she dropped the handbag. Several watches, rings and necklaces fell onto the carpet. The vacuum cleaner sucked them all up.

Dan stopped and stared. He switched off the vacuum cleaner.

'You silly boy!' the woman exclaimed.

'I'm sorry,' said Dan. 'I didn't see you.'

A man came out of the room. 'What's going on?'

'This silly boy has sucked up my jewellery,' said the woman. 'It's all inside that vacuum cleaner.'

'Open it at once,' said the man, angrily, 'and find my wife's jewellery.'

32

Dan clicked the vacuum cleaner open and pushed his hand inside it.

'I can't find anything,' he said.

He pushed his hand in further, and a big cloud of dust came out of the vacuum cleaner. It went all over Dan, the woman and the man.

'You silly boy!' said the man, coughing.

Then Dan felt the pieces of jewellery. 'I've got them!' he cried. He pulled out his arm, and another big cloud of dust went everywhere.

'Look how dirty they are!' complained the woman, as Dan gave her the jewellery.



33



The man was very angry with Dan.

'You've upset my wife. You've covered us in dust. And you've made a terrible mess!' he shouted. 'I will tell the manager about this!'

'I was only trying to help,' said Dan.

As the man and his wife walked away angrily, Dan wiped the dust from his face. Then he saw Jane coming towards him.

When she saw Dan covered in dust, Jane stopped. 'Dan, is that you?'

He nodded, and she laughed.

'It's not funny,' Dan said. 'I feel horrible.'

He told her what happened.

34

'Oops!' Jane said. 'Those guests don't sound very nice.'

'They're not,' said Dan.

'I don't think your Dad will be pleased,' Jane said. 'Do you?'

Dan shook his head. 'When I try to help, something always goes wrong.'

'Never mind,' said Jane. 'Come on. You can get washed and change your clothes in one of the empty rooms.'

They soon found an empty room. 'I think I'll have a bath,' said Dan, as he went inside.

'Good idea,' said Jane. 'Nothing can go wrong with a bath, can it?'

'I hope not!' said Dan, with a grin.



35

<i>money</i>	the 'o' is pronounced like a short 'u' – 'muney'
<i>stairs</i>	discuss the difference between <i>stairs</i> and <i>stares</i>
<i>switch</i>	other words containing 'tch' are: <i>catch, scratch, fetch, witch, kitchen</i>
<i>thief</i>	the 'ie' is pronounced as 'ee'
<i>valuables</i>	note that this word is usually an adjective (<i>valuable</i>) but can be made into a noun, but only in the plural form
<i>wipe</i>	change the 'w' to 'r', or 'p', to make some other words

Passive vocabulary

eagerly hum several sucked up

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 this means? Do you think there is a connection between the vacuum cleaner and the jewellery in the pictures on either side of the title?*
- Tell the children to look at the picture on page 30. Ask *What is Dan doing? Who do you think the woman is? What do you think she is telling Dad? Is it good or bad news? (Notice the position of her arms and hands.) How is Dad standing? How does he look – worried? happy? Does Dan look interested in the conversation?*

Active vocabulary

<i>cough</i>	rhymes with <i>off</i>
<i>dust</i>	other words ending with 'st' are: <i>list, must, cost, post, lost</i>
<i>jewellery</i>	note the 'll' in the middle
<i>missing</i>	the suffix 'ing' is very common

- Tell the children to look at the picture on page 31. Ask *What is Dan doing? Where is he? Why do you think he's running?* Point out the door handle on the door at the front of the picture and ask *What do you think is going to happen?*
- Tell the children to look at the picture on page 32. Ask the children to describe what they can see and to try and guess what has happened. Look at the clues: there is a lady's handbag open on the carpet; some jewellery and watches are on the floor near the opened handbag; the vacuum cleaner seems to be sucking up one of the watches.
- Tell the children to look at the picture on page 33. Ask *What is Dan doing? What is he trying to get out of the vacuum cleaner? Where are all the clouds of dust coming from? Who do you think the man and woman are? Do they look pleased? Why not?*
- Tell the children to look at the picture on page 34. Point out that Dan, the man and the woman are all covered in dust. Ask *What are the man and woman doing now? Does the woman look angry with Dan? How can you tell? Where do you think the man and woman are going? How does Dan look? Who is coming towards Dan? What do you think she is going to say? What do you think she is going to do?*
- Tell the children to look at the picture on page 35. Ask *Where has Jane taken Dan?* (Note the shower in the background.) *What do you think that she is saying to Dan?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Who came into the office?*
- 2 *What did she tell Dad?*
- 3 *What did Dad say they must try and do?*
- 4 *Who did the maid think the thief was?*
- 5 *What did Dad do after lunch?*
- 6 *What noise did Dan hear outside the office?*
- 7 *What did Dan decide to do to help?*
- 8 *Why did Dan try running with the vacuum cleaner?*
- 9 *What happened when Dan bumped into the woman?*
- 10 *What happened to all her jewellery?*
- 11 *What did the man tell Dan to do?*
- 12 *Where did the dust from the vacuum cleaner go?*
- 13 *Did Dan find the jewellery?*
- 14 *The man said he was going to tell the _____ about Dan.*
- 15 *Who came towards Dan when the man and woman left?*
- 16 *Where did Jane take Dan to have a bath?*

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used.
 - Ask the children to find some commas in the text. Discuss their purpose. Remind children that they break up longer sentences and are a signal to the reader to pause briefly. Read these sentences again to demonstrate.
 - Ask the children to find and read any words containing a double vowel, for example *look, too, see*. Point out that *vacuum* is an unusual word, having a double 'u' in it.
 - Ask the children to find and read any words ending with a consonant plus 'y' (for example *jewellery, try, my*) and words with a vowel plus 'y' (for example *today, money*).
 - Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)
- 6 *Why do you think Dan carried the vacuum cleaner down the stairs?*
 - 7 *Do you think it was sensible to run with the vacuum cleaner?*
 - 8 *Why do you think Dan didn't see the woman as she came out of a room?*
 - 9 *How do you think Dan felt when he saw the vacuum cleaner sucking up the jewellery?*
 - 10 *Do you think all the jewellery belonged to the woman?*
 - 11 *Why were the man and woman so angry with Dan when he tried to get the jewellery out of the vacuum cleaner?*
 - 12 *What do you think Dan thought when the man said that he was going to tell the manager?*
 - 13 *Why do you think Jane said, 'Is that you?' to Dan?*
 - 14 *What do you think of Jane's idea for Dan to use an empty room in which to wash and change?*

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think Dan thought when he heard the maid and Dad talking?*
- 2 *Why do you think Dad went to talk to the other maids?*
- 3 *Who do you think is taking all the guests' valuables?*
- 4 *Why do you think Dan soon got bored in the office?*
- 5 *What made Dan think of doing some cleaning?*

- Play a rhyming game. Write these words from the chapter on the board: *Dan, lunch, try, out, door, clean, down, hand, arm, boy*. Ask the class to suggest as many rhyming words for each word as possible (for example, *Dan: can/fan/man/pan/plan/ran/van*).
- Write the words *thief* and *piece* on the board. Point out that they both contain 'ie'. Tell the class the rule: 'i' always comes before 'e' except after 'c'. Write these words on the board: th_ _ f, bel_ _ ve, f_ _ ld, rec_ _ ve, f_ _ rce, c_ _ ling, n_ _ ce, sh_ _ ld, s_ _ ze. Ask children to complete each word correctly.

- Write the word *thief* on the board and ask children to read it. Then write the plural form, *thieves*. Ask the children to identify the rule. Now write the words *loaf*, *shelf*, *wolf*, *leaf*, *half* on the board. Ask the children to read them and change them into plurals using the same rule.
- The vacuum cleaner is a common electrical machine found in most homes. Brainstorm other electrical machines commonly found in a home.
- The man and woman were very rude to Dan. Discuss the need to be polite. Why is it wrong to be rude to people?
- 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

Bubbles everywhere

Pages 36 to 41

CHAPTER 7
Bubbles everywhere

Jane left Dan in the bathroom, and went to get his clean clothes and a towel.
Dan turned on the bath taps. Then he saw a bottle of purple bubble bath. 'That looks nice,' he thought. He took the top off the bottle and poured some of the bubble bath into the bath.
'I'll only put in a little bit,' he thought. 'You don't need much to make a lot of bubbles.'
There was a knock on the door.
'Are you OK?' called Jane.
'Yes,' said Dan.
'I'll leave the towel and your clothes outside the door,' 'Thanks.'
Dan looked down. Oh no! He was still pouring the bubble bath into the water! The bottle was empty, and the bath was full of bubbles!
'Oh well,' thought Dan, 'they're only bubbles!' He went to get the towel and his clothes from outside the bathroom. Then he got undressed quickly, jumped into the bath and disappeared under the bubbles.
It was lovely. He had a great time diving under the bubbles. 'This is fun!' he thought.



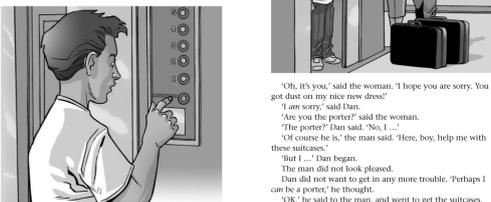
Then suddenly, Dad was in the doorway, looking cross. 'What have you done this time, Dan?' he said. 'There are bubbles everywhere.'
Dan looked around. Dad was right. Bubbles were sliding down the side of the bath, onto the floor. They spread over the bathroom, and into the bedroom. They reached up to Dad's knees.
Dan thought the bubbles looked like a monster, moving and growing.

'I'm sorry, Dad,' said Dan. 'I put too much bubble bath in the water. It was an accident.'
Dad was trying to be angry, but Dan looked so funny, he began to smile. Suddenly, they were both laughing.
'Oh, well,' said Dad. 'You're nice and clean, now! Get dressed as soon as you can, and I'll take you home. Meet me in Reception when you're ready.'



Dan jumped out of the bath and got dressed quickly. It was good to wear his own clothes again.
He left the room full of bubbles, and walked to the lift. He pressed the button and got in when the lift doors opened.
But the lift went up to the next floor, not down to Reception. It stopped and the doors opened. A man and woman stood outside. It was the man and woman who were angry with Dan about the jewellery. They had two big suitcases with them.

'Oh, it's you,' said the woman. 'I hope you are sorry. You got dust on my nice new dress.'
'I am sorry,' said Dan.
'Are you the porter?' said the woman.
'The porter?' Dan said. 'No, I ...'
'Of course he is,' the man said. 'Here, boy, help me with these suitcases.'
'But I ...' Dan began.
The man did not look pleased.
Dan did not want to get in any more trouble. 'Perhaps I can be a porter,' he thought.
'OK,' he said to the man, and went to get the suitcases.



<i>disappear</i>	the prefix 'dis' gives the word <i>appear</i> the opposite meaning
<i>empty</i>	note the 'p' in this word
<i>lovely</i>	the 'o' sounds like a short 'u' (like <i>money</i> in Chapter 6)
<i>monster</i>	note that this word and <i>porter</i> (see below) both end with the suffix 'er'
<i>porter</i>	other 'er' nouns which are names of jobs are: <i>builder, teacher, farmer, singer, painter, dancer, gardener, reporter, baker, driver</i>
<i>suitcase</i>	this is a compound word: <i>suit</i> + <i>case</i> = <i>suitcase</i>
<i>towel</i>	other words ending with 'el' are: <i>vowel, parcel, jewel, travel, tunnel, camel, label, hotel</i>
<i>trouble</i>	the 'ou' sounds like a short 'u' – we pronounce the word as 'truble'

Passive vocabulary

bubble bath doorway lift
Reception

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 37. Ask *What is Dan pouring into the bath? Why? Is there any left in the bottle? Why do you think Dan is looking worried?*

Active vocabulary

<i>bubble</i>	note that there are three 'b's in this word
<i>cross</i>	change the 'cr' to 'b' to give you someone in charge

- Tell the children to look at the picture on pages 38 and 39. Ask *Where is Dan? What has happened to all the bubbles? How can you tell the bubbles are very deep on the carpet?* (Note Dad entering and having to lift his leg to step through the bubbles!) *Does Dad look surprised? Why? Does Dan look surprised? Why?*
- Tell the children to look at the picture on page 40. Ask *Has Dan finished his bath? Does he look cleaner now? How can you tell he is waiting for the lift? Which button is Dan pressing? What do you think is on the Reception floor of the hotel? Why do you think Dan is going there?*
- Tell the children to look at the picture on page 41. Ask *Who is waiting to get into the lift? How do you know that the man and woman are ready to leave the hotel? Do they look pleased to see Dan? How can you tell? Why do you think this is? Does Dan look pleased to see them? Why do you think this is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What did Jane go to get for Dan?*
- 2 *What did Dan pour into the bath?*
- 3 *Where did Jane leave Dan's clean clothes?*
- 4 *Did Dan pour all, or just some, of the bubble bath into the bath?*
- 5 *What fun did Dan have in the bath?*
- 6 *Why did Dad look cross when he came in the room?*
- 7 *Where did the bubbles reach up to on Dad?*
- 8 *What did Dan think the bubbles looked like?*
- 9 *Why did Dad begin to smile?*
- 10 *Where did Dad tell Dan to meet him when he was dressed?*
- 11 *Did the lift go up or down when Dan got in?*
- 12 *What did the man and woman have with them?*
- 13 *The woman asked Dan if he was the _____.*

- Ask the children to look at page 36 and find the words that mean the opposite of *dirty*, *inside*, and *full*.
- Ask the class to find a word on page 36 that begins with the prefix 'un' and to explain its meaning (*undressed*).
- Ask the class to find and read any compound words in the chapter (*bathroom*, *bubble bath*, *outside*, *doorway*, *everywhere*, *bedroom*, *suitcase*).
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How can we tell that Jane is very nice to Dan?*
 - 2 *What did the knock on the door make Dan do?*
 - 3 *What did Dan mean when he said, 'Oh well! They're only bubbles!'*
 - 4 *How can you tell Dan enjoyed his bubble bath?*
 - 5 *How did Dad know Dan was in the room?*
 - 6 *Do you think Dan's description of the bubbles was a good one?*
 - 7 *Do you think the bubbles could damage the carpet?*
 - 8 *Why do you think Dad said that he would take Dan home?*
 - 9 *Why do you think Dan thought it was good to wear his own clothes again?*
 - 10 *Do you think Dan was surprised when the lift went up not down? Why did this happen?*
 - 11 *How do you know the man and woman were leaving the hotel?*
 - 12 *Why weren't they pleased to see Dan? Why wasn't he pleased to see them?*
 - 13 *Why do you think the woman thought Dan was a porter?*
- Write the word *bottle* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: bot-tle. Point out how a word with a double consonant in the middle is split up. Write the words *bubble*, *funny*, *button*, *sorry*, *middle* on the board, and ask the class to decide how they can be split into two syllables (bub-ble, fun-ny, but-ton, sor-ry, mid-dle).
 - Ask children to make these verbs into nouns describing people's jobs by adding the suffix 'er': *teach*, *build*, *farm*, *sing*, *box*, *paint*, *climb*, *bake*, *clean*, *report*, *dance*.
 - Write the sentence *He undressed quickly* on the board. Ensure children know that *quickly* is an adverb which tells us more about how he undressed. Ask children to add 'ly' to these words to make more adverbs: *slow*, *loud*, *quiet*, *safe*, *bright*, *brave*, *cross*. Ask the class to make up sentences containing the adverbs they have made.
 - Write some irregular past tense verbs on the board with the vowels missing: s_w, w_nt, t__k, th__ght, s__d, l_ft (*saw*, *went*, *took*, *thought*, *said*, *left*). Ask the children to complete the verbs correctly and use them in sentences of their own.
 - Write the homonym *lift* on the board. Discuss how it can be a noun (*I went up to the top floor in the lift*) or it can be a verb (*Dan tried to lift the heavy suitcase*). Write these words on the board and ask the children to use them in two different ways: *clean* (adjective and verb); *tap* (noun and verb); *wave* (noun and verb); *play* (noun and verb).
 - 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

The suitcases

Pages 42 to 47

CHAPTER 8
The suitcases

Dan tried to lift one of the suitcases, but it was too heavy. The man looked at Dan angrily again, then went over to the suitcases, picked them up, and carried them into the lift.

Dan got in the lift, too. The doors closed and the lift began to go down.

"We're leaving this hotel," said the woman. "We don't want to stay here any longer. It's not a nice place!"

"But ..." Dan began.

"I don't know why we chose to stay here," said the man. "But that's not fair," said Dan.

The woman looked angry. "Was it fair that you sucked up my jewellery?"

"Was it fair that my suit got covered in dust?" said the man.

"And my dress?" said the woman.

"No, we will not pay the bill!" said the man.

Dan closed his eyes. "What will Dad say?" he thought.



The lift reached the Reception floor and they all got out. "You, boy," said the man. "Get a trolley for our suitcases and bring them to the Reception desk."

The man and his wife walked off towards the desk. Dan's dad was behind it, and they began talking to him. Dan heard them complain loudly about the vacuum cleaner, the jewellery and the dust. They complained about a lot of other things, too.

"Oh, dear," thought Dan. "I'm in trouble now."

He found a trolley and pushed it to the lift. There was nobody to help him lift the heavy suitcases. He tried to lift the first one, but he dropped it. The suitcase burst open, and the things inside it spilt onto the floor.

Dan looked at the things on the floor in surprise. There were rings, necklaces, watches and money. There were lots more inside the suitcase, too.

"That's strange," Dan thought.

Then he remembered what the maid said about the missing valuables. The angry man and woman were the thieves!

The woman was shouting at Dad, but the man saw Dan with the open suitcase. Nobody else saw it. The man quickly came over, put all the things back in the suitcase, and shut it. He lifted both suitcases onto the trolley, then went back to the Reception desk.

Dan pushed the trolley over to the desk.





"Here's the boy," the woman said. "He was playing with the vacuum cleaner and covered us in dust!"

Dad looked at Dan. "He did not look pleased."

"He tried to suck up my wife's jewellery with the vacuum cleaner," said the man. "I think he was trying to steal it!"

"But Dad ..." Dan began.

"I'll talk to you later, Dan," said Dad. He turned to the angry guests and said, "I'm sorry for what my son did."

"Your son?" the woman exclaimed. "You mean this boy is *your* son?"

Dad said, "He's a good boy most of the time. I'm sure he was only trying to help."

"Well, your son has made us very unhappy," said the man. "We refuse to pay our bill!"

"I'll have to buy a new dress," said the woman.

"And I'll have to buy a new suit," the man added.

"If you don't agree we will tell the newspapers about your hotel," the woman said. "We'll say the manager's son tried to steal my jewellery!"

"Oh come, after what happened to you," said Dad. "I won't give you a bill."

"But Dad," said Dan. "Listen to me for a minute ..."

"Not now, Dan," said Dad.

Active vocabulary

- bill* think of rhyming words: *fill, hill, mill, till, ill, will, chill*, etc.

- burst* the 'ur' sounds like 'er'

- fair* rhymes with *chair*

<i>floor</i>	change the 'fl' to 'd' to make something you can open
<i>heavy</i>	the 'ea' is a short sound – we pronounce the word as 'hevvy'
<i>newspaper</i>	this is a compound word: <i>news</i> + <i>paper</i> = <i>newspaper</i>
<i>refuse</i>	the first syllable is stressed in this word (or it will mean 'rubbish')
<i>spilt</i>	other words starting with 'sp' are: <i>sport, spin, spell, speak, spend</i>
<i>suit</i>	rhymes with <i>fruit</i> and <i>boot</i>
<i>trolley</i>	other words ending with 'ey' are: <i>monkey, donkey, money, turkey, honey, valley</i>

Passive vocabulary

No new vocabulary

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 *Why do you think the chapter is called 'The suitcases'? Do you think there is anything special about the suitcases?*
- Tell the children to look at the picture on page 43. Ask *How can you tell that the man and woman are not happy with Dan?* (Note the body gestures!) *What do you think the woman is saying to him? How does Dan look?*

- Tell the children to look at the picture on pages 44 and 45. Ask *What floor are they on? Who is at the reception desk? What do you think the woman is saying to Dad? Is she angry? How can you tell? Is Dad surprised? How can you tell? What is happening on the right? How do you think the case opened? What is in it? Has Dan seen what's in it? How does he look? Has the man seen it? How does he look? What do you think he is saying to Dan? Has Dad seen it? Why not?*
- Tell the children to look at the picture on page 46. Ask *What do you think Dan is saying to Dad? Does Dad look happy? What do you think he is doing? The man and woman are both looking crossly at Dan. Why do you think this is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why couldn't Dan lift the suitcase?*
- 2 *Who carried the suitcases into the lift?*
- 3 *What reason did the woman give for leaving the hotel?*
- 4 *What reasons did the man and woman give for not paying their bill?*
- 5 *Why was Dan worried?*

- 6 *What did the man tell Dan to do when they reached the Reception floor?*
- 7 *Who was at the desk?*
- 8 *What did the man and woman complain about?*
- 9 *What happened when Dan tried to lift a suitcase onto the trolley?*
- 10 *What was inside the suitcase?*
- 11 *Dan thought that the man and the woman were the _____ (porters, thieves).*
- 12 *What did the man do when he saw the open suitcase?*
- 13 *Did Dad see what was in the suitcase?*
- 14 *Why did Dad say he was sorry to the man and woman?*
- 15 *Why did the woman say she would refuse to pay her bill?*
- 16 *Did Dan manage to tell his Dad about the jewellery?*
- 17 *Did Dad make the man and woman pay their bill?*

- There are several places in the text where ellipses (...) are used to show that a sentence is not complete. Find and read these parts of the story again to demonstrate what these punctuation marks tell the reader.
- There are several examples of compound sentences in the text which are joined using the conjunctions *and* or *but*, for example *Dan tried to lift one of the heavy suitcases, but it was too heavy*. Ask children to find and read some of these sentences and identify the two shorter sentences within each longer sentence and the conjunction that is used to join each pair of shorter sentences.
- Ask the children to identify some adjectives in the text and to say which noun each adjective describes, for example *It's not a nice place*, where *nice* describes the hotel.

- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *woman*, *covered*).
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the suitcase was too heavy for Dan?*
- 2 *Do you think it would be fair to make the man and woman pay their bill?*
- 3 *How can you tell that Dan was worried about what his Dad would do when he found out what Dan had done?*
- 4 *Do you think the man spoke politely to Dan when they got out of the lift?*
- 5 *Why did Dan say, 'Oh, dear, I'm in trouble now!'*
- 6 *Do you think it was sensible of Dan to try and lift the heavy suitcase again?*
- 7 *Why do you think Dan was surprised when he saw all the jewellery inside the case?*
- 8 *Why did Dan think the man and woman were the thieves?*

- 9 *How do you know that only Dan and the man saw the open suitcase?*
- 10 *Why do you think the man came over quickly and shut the case?*
- 11 *How can you tell that the woman was surprised when she heard that Dan was Dad's son?*
- 12 *Why do you think Dad would not let Dan speak?*

- Play a word-changing game. Write the word *fair* on the board and ask the children to read it aloud. Rub out the 'f', replace it with 'h' and 'ch' and ask the class to read the new words you have made. Do the same with the words *place*, changing the 'pl' to 'f' and 'r', and *bill*, changing the 'b' to 'f' and 'h'. Continue the game with other suitable words from the text: *pay*, *floor*, *bring*, *found*, *man*.
- Write the word *try* on the board and ask the class to read it. Now write the sentence *Dan tried to lift the suitcase*, showing the verb in the past tense. Discuss how its spelling has changed. (We change the 'y' to 'i' and add 'ed'.) Write the verbs *carry*, *hurry*, *cry*, *study*, *copy*, *fry* on the board and ask the children to change them into the past tense and to use them in sentences of their own.
- Dan's Dad won't let him speak. Ask the class what they would do if they were Dan.
- Ask the children what they would do if they ever got stuck in a lift.
- Dan said that it was not fair for the man and woman not to pay their bill. Discuss things the children think are not fair and why.
- 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

Dan catches the thieves

Pages 48 to 52

CHAPTER 9
Dan catches the thieves



"But Dad..." Dan tried again to explain.
"Dan, I asked you to be quiet."
"You see," said the woman, "he doesn't even do as you tell him."
"He's a very bad boy," said the man.
"Dan," said Dad, "go to my office and wait for me there."
"But Dad..."
"Please do as you're told."
"BUT DAD!" Dan shouted, "LOOK IN THEIR SUITCASES! THEY'RE THE THIEVES!"
Dad looked at Dan in surprise.



"Do you remember all the things that are missing? You'll find them in their suitcases," Dan pointed to the man and woman. "I think these two are the thieves!"
The woman coughed. The man went very red.
"Please lock in their suitcases, Dad. I'm telling the truth."
"The boy is talking nonsense," the woman said. "How can you believe anything he says?"
"My son always tells the truth," said Dad. "He never tells lies. Do you, Dan?"
"Never!" said Dan.
Suddenly, the man lifted the suitcases from the trolley and set off towards the hotel entrance. "Come on," he said to his wife. "We're in a hurry."
"I'm coming," said his wife.

Dad came out from behind the desk. "Before you go I want to look in your suitcases."
The woman looked angry. "Are you calling us liars?"
"Of course not. But I want to check your suitcases, please."
"I'm afraid you can't. We're in a hurry," said the man.
"Then I will have to call the police," Dad said.
The man and woman hurried towards the entrance. Dan ran after them to stop them from leaving. But he tripped. As he fell, he knocked one of the suitcases from the man's hand. It fell to the floor and burst open again. Jewellery and money spilt onto the floor.
"My son is right," Dad said. "You are the thieves!"



Dad shouted for Mr Grey and the chef. They took the man and woman into Dad's office, and Dad telephoned the police.
The police soon arrived. They interviewed the man and woman and listened to Dan and Dad's story. Then they arrested the thieves.
One of the police officers shook Dan's hand. "Well done, young man," he said. "We think these people have been stealing from other hotels, too. We're very pleased you caught them."
They took the man and woman away in their police car.



Dad looked very pleased. "Well done Dan!" he said. "You were a big help, after all. I'm very proud of you! You can have the biggest ice cream you've ever had, for a reward!"
Dad took Dan into the kitchen and the chef made him a huge ice cream in a tall glass. It had fruit, nuts, chocolate sauce, and cream on top. Dan ate it with a long spoon.
"That was wonderful!" he said.
"Good," said Dad. "Now - it's time to go home."
Dan said goodbye to Jane, the chef and Mr Grey, and then got into Dad's car.
"What an amazing day!" he said, as they drove away.



<i>explain</i>	see Chapter 4 for a word that ends the same way (<i>complain</i>)
<i>interview</i>	a <i>view</i> is something you see
<i>nonsense</i>	the prefix 'non' means 'not', so <i>nonsense</i> makes 'not sense'
<i>police</i>	the 'c' is a soft 'c' and pronounced like 's'
<i>reward</i>	the 'ar' is pronounced 'or'
<i>surprise</i>	the second 's' is pronounced like 'z'
<i>truth</i>	rhymes with <i>tooth</i>

Passive vocabulary

entrance *liar*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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. Draw children's attention to the two small pictures on either side of the title: on the right is a policeman's helmet, and on the left is a pair of handcuffs. Explain what they are if the children do not recognise them.
- Tell the children to look at the picture on page 48. Ask *What do you think Dan is saying? Why do you think he is pointing at the man? Why do you think the man looks surprised? Does the woman look surprised? How is Dad reacting?*
- Tell the children to look at the picture on page 49. Ask *Why do you think the man is running away with the suitcases? How are the other characters reacting? What do you think is going to happen?*

Active vocabulary

<i>amazing</i>	the letter 'z' is not very common in English spelling
<i>arrested</i>	contains the 'hidden' word <i>rest</i>
<i>believe</i>	note the different sounds of the vowel digraph 'ie' in: <i>Don't believe any lies!</i>

- Tell the children to look at the picture on page 50. Ask *Have the man and woman escaped? What do you think has happened? What is Dad going to do?*
- Tell the children to look at the picture on page 51. Ask *Who is shaking hands with Dan? Why do you think this is? Where are the man and woman now? How do you think Dan's Dad feels? Who can you see standing behind Dan and Dad? Why do you think they have appeared?*
- Tell the children to look at the picture on page 52. Ask *What is Dan holding? Who do you think gave him the ice cream? Why? How do you think Dan feels?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What did Dad do when Dan tried to explain?*
- 2 *What did the woman say about Dan?*
- 3 *What did Dan shout?*
- 4 *How did Dad look at Dan?*
- 5 *What did the man and woman do when Dan said they were the thieves?*

- 6 *Dad said, 'My son always tells the ____.'*
- 7 *What did the man do after he picked up the suitcases?*
- 8 *Why did the man say that Dad could not check their suitcases?*
- 9 *What did Dan do when he tried to stop the man and woman from leaving?*
- 10 *Who did Dad shout for when he saw the jewellery in the suitcase?*
- 11 *Who telephoned the police?*
- 12 *What did the police officer say to Dan?*
- 13 *How did the police take the man and woman away?*
- 14 *What did Dad give Dan as a reward?*

- Note the use of ellipses (...) again in this chapter. Discuss with the children how they are used.
- Point out that when Dan shouts, the words are written in capital letters. Ask the children why they think this is.
- There are several exclamation marks in this chapter. Ask the children to find them. Read the sentences in which they occur and discuss what their purpose is.
- Ask children to find words on page 49 that rhyme with: *blind (find), head (red), toy (boy), fun (son), flies (lies), worry (hurry), knife (wife)*.
- Ask the class to find and read words in the text containing 'ur', 'ey', 'au' or 'ou'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask 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.

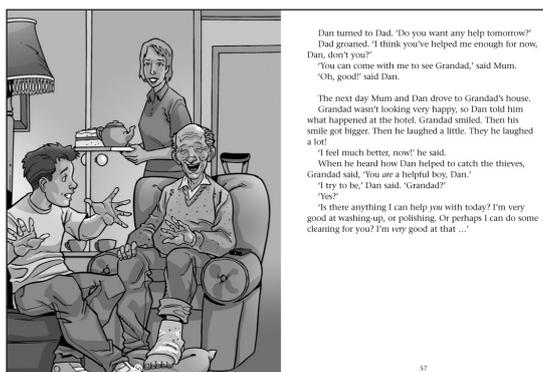
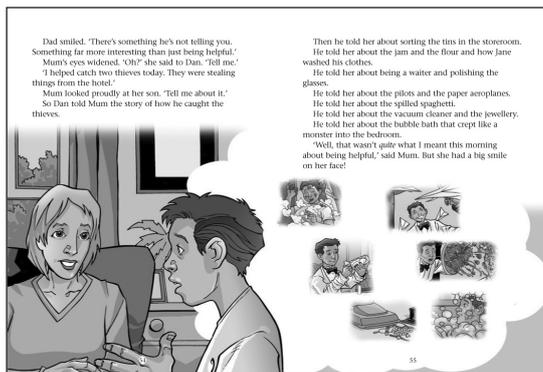
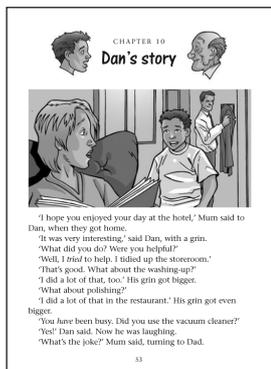
- 1 *Why do you think Dad told Dan to be quiet?*
- 2 *Why did Dan shout at Dad?*
- 3 *Why do you think the woman coughed and the man went red?*
- 4 *How do you know that Dan never tells lies?*
- 5 *Why do you think the man picked up the suitcases and ran towards the hotel entrance?*
- 6 *The man and woman said they were in a hurry. Was this true?*
- 7 *Why didn't the woman want Dad to check their suitcases?*
- 8 *Why did Dad believe the man and woman were the thieves?*
- 9 *Why do you think Dad shouted for Mr Grey and the chef?*
- 10 *Why do you think the police came so quickly?*
- 11 *How do you think Dan felt when the policeman shook him by the hand?*
- 12 *How do you think Dad felt about his son?*
- 13 *What do you think will happen to the man and woman?*
- 14 *What do you think will happen to the jewellery?*
- 15 *Do you think Dan's reward was a good one?*

- Write c_ _ght on the board and ask the children to fill in the missing vowel sound. Now write these words on the board: d_ _ghter, exh_ _sted, _ _thor; _ _tumn; s_ _cer; n_ _ghty. Ask children to complete each word with 'au', read the words they have made, and explain their meanings.
- Write the words *police, office, officer, entrance, ice* on the board and ask the children to read them. Point out that they all contain a soft 'c', which sounds like 's'. Now write these words on the board: dan_e, senten_e, fen_e, prin_ess, boun_e. Ask the children to complete them, read them, and explain their meanings.
- Some decisions are hard to make. It must have been very difficult for Dan's father to decide to stop the man and woman from leaving. Discuss with the children any really difficult decisions they have ever had to make.
- Write these prepositions from the text on the board: *behind, in, towards, from, onto, into*. Ask the children to make up some sentences of their own using the prepositions correctly.
- 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

Dan's story

Pages 53 to 57



<i>interesting</i>	a four-syllable word; tap out the syllables as you say it
<i>joke</i>	change the 'j' to 'sm' to make a word that makes you choke
<i>laugh</i>	the 'augh' is pronounced 'arf' ('larf')
<i>steal</i>	change the 'st' to 'm' to make something you can eat

Passive vocabulary

No new vocabulary

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 *Who do you think the man on the right of the title is?*
- Tell the children to look at the picture on page 53. Ask *Who is Dan talking to? What do you think they are talking about? How does Mum look? How do you know that Dad and Dan have only just arrived home?*
- Tell the children to look at the picture on pages 54 and 55. Ask the children to recall briefly some of the things Dan is remembering.
- Tell the children to look at the picture on page 56. Ask *Who do you think the old man is? (If necessary, remind the children that Mum has been to collect Grandad from hospital.) Why do you think Grandad has his foot in bandages? What do you think he and Dan are talking about? Does Grandad look as if he is enjoying Dan's adventures? What is Mum bringing in on a tray?*

Active vocabulary

<i>enjoy</i>	the word <i>joy</i> means 'happiness'
<i>grin</i>	other 'gr' words are: <i>grass, grab, grow, green, grey, ground</i>
<i>groan</i>	see <i>grin</i> above
<i>helpful</i>	note that there is only one 'l' in 'ful'

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What did Mum say when Dan and Dad first got home?*
- 2 *When Dan told his mum each thing he had done in the hotel his _____ got bigger and bigger.*
- 3 *When Dan told her about the thieves, how did Mum look at her son?*
- 4 *What other things did Dan tell his mum about?*
- 5 *What did Dan ask his Dad?*
- 6 *Who did Mum say she would take Dan to see?*
- 7 *When did they go to see Grandad?*
- 8 *How was Grandad looking when they arrived?*
- 9 *How did Grandad feel when Dan finished telling him about his day at the hotel?*

- Ask the children to find and read any three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, hos-pit-al).
- Ask the children to find and read aloud any words containing double vowels or double consonants.
- Find the word *proudly* on page 54. Read the sentence it is in, and show the children how the word tell us more about the verb *looked*. Explain that this word is an adverb.
- Identify a few nouns from the text and ask the children if each noun is singular (for example *storeroom*) or plural (for example *tins*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think Dan grinned when he told Mum about his day at the hotel?*
- 2 *Why do you think Mum said, 'What's the joke?' What did she mean?*
- 3 *Why do you think Dan did not tell Mum about the thieves until last?*
- 4 *What do you think Mum meant when she said, 'That wasn't quite what I meant about being helpful.'?*

- 5 *Why do you think Dad groaned when Dan asked if he could come and help at the hotel tomorrow?*
- 6 *How do you know Dan was pleased to go and see Grandad?*
- 7 *Why do you think Grandad was not looking very happy when they arrived?*
- 8 *Why do you think he said that he felt much better after Dan told him about his adventures?*
- 9 *Do you think Grandad wanted Dan to help him at his house?*

- Have a class competition. Dan's Grandad was quite old. See how many words the children can think of that end with 'old', for example *cold, gold, told, sold, bold, fold, hold*.
 - In the story, Grandad was a bit sad but Dan cheered him up. Discuss with the children ways in which they can help people who are sad.
 - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Write the adjectives *big* and *bigger* on the board. Say *Dan's grin got bigger and bigger when he told his Mum what he did at the hotel*. Point out how the spelling of the adjective changes into the comparative form. Ask children to write the comparative form of the adjectives *hot, sad, wet, thin, fat* and to use them in sentences of their own.
 - Play the word-changing game again. Write the word *joke* on the board and ask the children to read it aloud. Rub out the 'j', replace it with 'ch' and 'sm' and ask the class to read the new words you have made. Do the same with the words *grin*, changing the 'gr' to 'ch' and 'th', and *catch*, changing the 'c' to 'm' and 'sn'. Continue the game with other suitable words from the text.
 - Write the word *helpful* on the board, read it and ask the children what it means. Change the 'ful' to 'less' and explain what *helpless* means. Write the words *careful, useful, painful, thoughtful, powerful* on the board. Ensure the children know what each word means. Now ask them to change the suffix in each word to 'less' and read the new words they have made. Point out that each new word means the opposite.

The Giant's Accidents

Pages 58 and 59

Before reading

- Explain that in the story, Dan is very accident-prone. This poem is about a giant who also has lots of accidents.
- Read the title. Tell the children to look at the pictures (go across each row and down). Explain that the poem is a sequence of accidents and the pictures tell the story of the poem. Ask the class to describe in detail everything they can see. Encourage them to use their imaginations and use their other senses as well, for example describing the sounds they would hear or how the giant would feel in each picture.

During reading

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

Vocabulary notes

<i>ceiling</i>	the roof of a room
<i>clout</i>	a hard hit
<i>gasped</i>	breathed in suddenly in surprise or pain
<i>grasp</i>	get hold of

<i>mighty</i>	loud
<i>pain</i>	a feeling of discomfort
<i>reeling</i>	moving unsteadily
<i>staggered</i>	walking unsteadily as if about to fall
<i>stiffened</i>	tensed the muscles
<i>swayed</i>	moved from side to side
<i>tumbled</i>	fell
<i>tunnelled</i>	made a tunnel

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

After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the name of the poet, the number of verses, the words that rhyme, the pattern of the rhyming words (every two lines).
- Ask *Do you think the poem is amusing? Have you ever had a day like this?*

Hotels

Pages 60 to 63

Before reading

- Brainstorm with the class what they already know about hotels. Ask the children if they have ever stayed in a hotel. Encourage those who have to tell the rest of the class about it.
- Ask the class to name as many hotel jobs as they can.

During reading

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

After reading

- Discuss which of the jobs in a hotel children would like to do. Which would they not like to do and why?

After reading the book

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

Response to the story

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

Characters

- Ask the children about the main story characters: *What did you think of Dan? Did you like his father? Which of the people who worked in the hotel did you like best? Why? Which guests at the hotel did you like? Which did you dislike?* (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 the basis for a class discussion:
 - *Willingness to help:* Dan was always ready and willing to help – but sometimes things did go a bit wrong!
 - *Kindness:* There were many examples of people being kind to Dan, such as Jane and the pilots. Discuss how kind behaviour affects others.
 - *Justice:* Discuss whether the thieves got what they deserved.

Vocabulary

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

Follow-up ideas

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

Art/Craft Bring in some paper plates. Remind the children how Dan had an accident with a pile of plates. Ask the class to draw the faces of some of the characters in the story on the plates and label them. Children could use wool for hair, make a chef's hat for the chef, etc. Put the plates on display.

Paper plane competition Ask the children to make a paper plane each and decorate it. Then hold a plane-flying competition to see which plane flies the best / the furthest.

Writing There are many other things that could have happened to Dan in the hotel. Ask the children to write their own chapter for the book, depicting another catastrophe when Dan tries to help. Alternatively, as a class, discuss the day Dan stayed at home and helped his Mum!

Jobs Brainstorm and list some of the jobs mentioned in the story, for example manager, waiter, chef, porter. Have a general discussion with the class about jobs they want to do when they grow up. What jobs wouldn't they want to do? Why?

Accidents Statistically, there are more accidents in the home than anywhere else. Ask the children what accidents they have been involved in at home or know of. Discuss whose fault the accidents were, what exactly happened, and if anyone was hurt or anything broken.

Helping Dan loved helping. Ask the class to think of ways they could help more at school, at home, or with old people.

Blowing bubbles Make some soapy liquid with washing-up liquid and water and make a wire circle to dip into the liquid and blow through, or buy some commercial bubble liquid from a shop. Enjoy blowing bubbles with the class! Take the bubbles outside and watch them float away. Encourage the children to describe the bubbles. Encourage them to use their imaginations, for example, if they could float away in a bubble, where would they go?

Menus In the restaurant, the pilots looked at the menu and ordered the food they wanted. Make a class menu of favourite dishes. Set it out under these categories: *Starters, Main Courses, Desserts, Drinks.*

Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Dan Tries to Help*. Active vocabulary items are shown in *italic print*.

- accident** an unexpected event that causes damage
- aeroplane** a plane
- amazing** very good or surprising
- arrested** taken away by the police for doing something wrong
- behave** to act in a way that people think is correct
- believe** to think something is true or will happen
- bill** this shows how much you owe
- bored** how you feel when nothing interests you
- bow tie** a tie in the shape of a bow
- bubble** a small ball of air in a liquid
- bubble bath** a liquid you put in a bath that smells nice and makes bubbles
- burst** to break open suddenly
- can of spray** container with a button that you press to spray liquid
- careful** thinking about what you do so you don't make mistakes
- chef** someone who cooks meals in a restaurant
- clean** not dirty
- clear up** to tidy up a mess
- complain** to say that you are not satisfied with something
- computer** a machine for storing, writing and calculating
- cooking oil** oil in which you cook
- cough** to make a noise with your throat
- cross** angry (adjective); to go from one side to the other (verb)
- dirty** not clean
- disappear** to become impossible to see
- disappointed** unhappy about something or someone
- dishwasher** a machine which washes dishes
- doorway** the space that is made when you open a door
- drawer** a part of a piece of furniture that slides in and out that you keep things in
- drier** a machine for drying clothes
- dripping** small drops of liquid falling
- dust** very small pieces of dirt
- eagerly** saying or doing something in a way that shows you think it is interesting or enjoyable
- empty** containing nothing
- enjoy** to take pleasure from something
- entrance** the way into a place
- explain** to help someone understand something
- fair** reasonable and right
- favourite** the person or thing you like the best
- floor** the surface you stand on in a room
- flour** a white or brown powder made from grain, used for making bread
- fridge** a machine for storing food and keeping it cold
- funny** amusing, something that makes you laugh
- furniture** things like chairs, tables, cupboards, etc.
- grin** smile
- groan** to make a long, low sound
- guest** someone you have invited to your home; a person who is staying in a hotel
- has got a cold** to have an illness that makes you sneeze and cough
- heavy** difficult to pick up; the opposite of light
- helpful** a helpful person is someone who helps you do something
- horrible** very unpleasant, nasty
- hospital** a place where ill or injured people receive
- hotel** a building where you pay to stay in a room
- hum** a low, continuous noise

- hungry** the feeling you have when you need food
- hurry** to do something or move somewhere quickly
- interesting** making you want to pay attention or know more
- interview** to ask another person questions about a crime
- jewellery** things that you wear as decoration, for example rings
- joke** something you say to make people laugh
- juice** the liquid that comes from fruit or vegetables when they are pressed
- knock** to hit against something
- laugh** to make a sound with your voice that shows you think something is funny
- laundry** clothes that are being washed, or have just been washed
- liar** someone who does not tell the truth
- lift** a moving cupboard that takes people and things up and down in a building
- lovely** very nice, attractive
- machine** a piece of equipment with moving parts
- parts** that does a particular job
- manager** a person who is in charge at work
- meal** the food you eat at a particular time, for example lunch
- menu** a list of the food that is available
- mess** this describes a place that is dirty or untidy
- missing** can't be found, lost
- money** you use this to pay for things
- monster** a large, ugly, frightening creature
- napkin** cloth or paper for cleaning hands when eating
- newspaper** a number of pieces of printed paper that contain news
- noise** a sound
- nonsense** something that does not make sense
- office** a room where people work
- peace** calm, quietness
- pieces** parts of something that has been broken or cut up
- pilot** a person who flies an aeroplane
- plate** a flat round dish that you put food on
- police** people who try to catch criminals and check that people keep the law
- polish** something you rub onto a surface to make it shine
- porter** someone who carries suitcases to and from people's rooms in a hotel
- proud** feeling happy about what you have done
- quiet** without a sound, not noisy
- Reception** the area in a building where visitors are welcomed
- refuse** to say that you will not do something
- remember** to be able to bring information back into your mind
- restaurant** a place where you can buy a meal to eat
- retired** no longer working
- reward** something you receive because of something good you have done
- rush** to hurry; to go or move quickly
- sacks** large strong bags for storing or carrying things
- several** more than two or three but not many
- shelf** a long, flat piece of wood on which you put things
- sneeze** to blow air loudly out of your nose
- space** the distance between two things
- split** to divide into parts or groups
- stairs** steps for going up or down inside a building
- steal** to take something that belongs to someone else
- storeroom** a room in which things are stored
- sucked up** to pull something up
- suit** a jacket with trousers or a skirt
- suitcase** a case in which you carry clothes and other things when you travel
- surprise** something you are not expecting
- switch** to turn on a light or machine
- tasty** something that tastes nice
- thief** someone who steals things
- tickle** an uncomfortable feeling on a part of your body

- tidy up** to make a place look better by putting things in their correct place
- towel** you use this to dry yourself when you are wet
- trainers** sports shoes
- trip over** to hit your foot on something and fall all down
- trolley** something with wheels that you use to carry things
- trouble** problems or difficulties
- truth** the real facts about something
- uniform** a set of clothes worn to show you are part of a particular organisation
- vacuum cleaner** a machine that cleans floors by sucking up dirt
- valuables** things that are worth a lot of money
- vegetables** part of a plant used as food that is not sweet, for example potatoes, carrots
- waiter** a man or woman who brings food to your table in a restaurant
- wash up** to clean dishes and pans with water
- wipe** to clean or dry something with a cloth or hand
- wobble** move slightly from one side to another
- wonderful** extremely good
- worried** nervous and upset, anxious

