

The Camcorder Thief



The story

Steven and his sister Sarah were looking forward to a visit by their older cousin Robert. They were very excited when he arrived, especially as he had brought his camcorder with him.

Filming was great fun. Steven and Sarah wished they had a camcorder of their own, but their dad said they were too expensive. So the children made a model camcorder instead. They pretended to film some things outside their apartment, but when they pretended to film a man in a black jacket who was walking past, he was angry with them. He showed a lot of interest, however, when they told him that their cousin had a *real* camcorder.

Robert was filming in the street the next day, when someone in a speeding car tried to grab his camcorder. Steven saw what was happening and shouted a warning just in time. As a reward, Robert let Steven borrow the camcorder. Steven and Sarah used it to make a film of Dad at work in his jeweller's shop. Dad was selling an expensive watch to a lady. As she left the shop, the man in the black jacket bumped into her and another man (his accomplice) stole the watch from her pocket. Dad heard the lady's cry for help and managed to catch the accomplice. Steven filmed it all, and when the police arrived, he showed the evidence to them.

The next day Steven, Sarah and Robert went to an amusement park to do some more filming. Robert and Sarah went on the Big Wheel and Steven filmed them. By coincidence, the man in the black jacket was in charge of the Big Wheel, although the children did not see him. He stopped the Big Wheel, which caused panic among those riding on it. Steven was so involved in filming that he didn't see the man approach. The man grabbed the camcorder, knocked Steven over, and ran off into the crowd. Shortly afterwards he reappeared at the Big Wheel and re-started it.

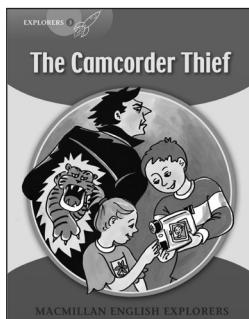
Steven had no idea who had taken the camcorder. When Robert and Sarah got off the Big Wheel, Steven told them what had happened and Robert called the police. That night the family watched a TV news report about the Big Wheel emergency, and Sarah spotted the man in the black jacket. They called the police. The police searched the man's car and found lots of stolen things – including Robert's camcorder!

The next day, it was time for Robert to leave. The family went to the airport with him to say goodbye. As they were waiting for Robert's plane, another plane made an emergency landing. One of its wings was on fire. Steven filmed the emergency while Sarah reported what was happening. When it was over, Dad telephoned the local TV station. They were keen to see the children's film of the incident. They invited Steven and Sarah to come to the studio, where a famous newsreader interviewed them. Their airport film was shown on TV that night.

The next day, Mum and Dad took Steven and Sarah to a camera shop. The children enjoyed looking at the latest camcorders, and were sad to leave the shop empty-handed. However, the following morning, a surprise parcel arrived for them. Inside it was a new camcorder – a present for the children from everyone at the TV studio!

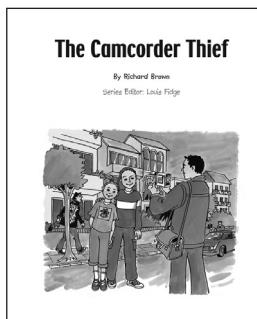
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Ask *What is a camcorder?* Point to the camcorder in the picture or, if possible, show the class a real one. Ask *Does anyone have one at home?* If so, ask the children to explain what it is for.
- Ask *What is a thief?* Explain the word yourself if necessary.
- Talk about the picture. Ask the children to suggest who they think the two children are. Ask *How old do you think they are? Do you think they are related?*

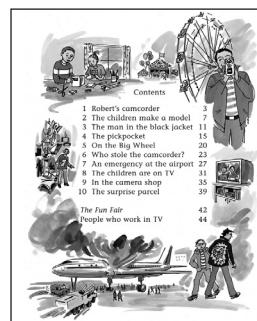
The title page



- Ask the children to turn to the title page. Ask *What is the name of the author?* Hold up your book and point to his name.

- Point to the picture. Draw attention to the extra character (Robert). Ask *Who do you think this is? What is he doing? How old does he look?* Point out the man in the black jacket in the background, and show the cover again. Ask *How does this man look? What picture has he got on the back of his jacket?*
- Read the title again. Ask *What do you think the story is going to be about?*

The contents page



- 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. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 42) and some information about people who work in TV (beginning on page 44).
- Ask questions about each chapter title to stimulate the children's interest. Point out any related artwork. For example:
Chapter 2: Point to the picture at the top left of the contents page. Ask *What do you think the children are making? etc.*
- Tell the children to do the related activity on page 1 of their Workbook.

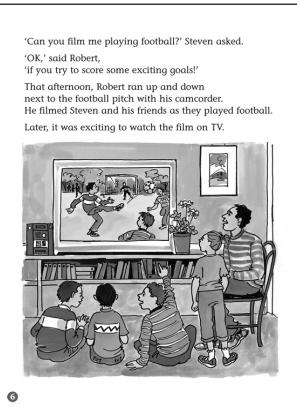
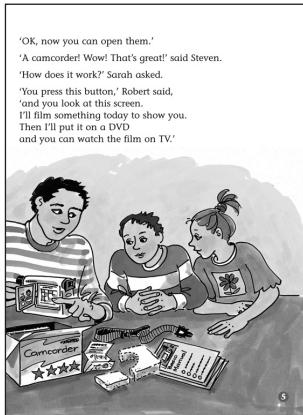
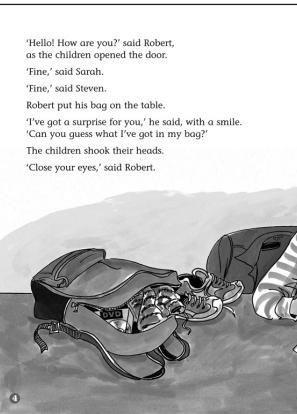
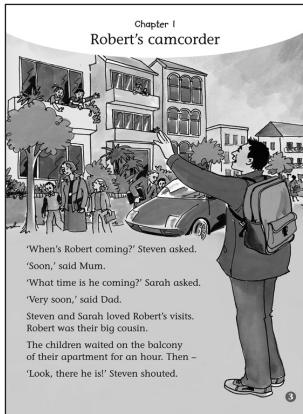


You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

Robert's camcorder

Pages 3 to 6



Active vocabulary

apartment useful for teaching how to divide words into syllables:
a / part / ment

camcorder an abbreviation of *camera* and *recorder*

cousin the 'ou' sounds like a short 'u' as in *hut*; explain that a cousin may be either male or female

DVD explain the difference between a CD and a DVD: you listen to a CD but you can watch a DVD

exciting the 'c' after the 'x' is soft – it is pronounced like 's'

film may be either used as a noun (*a film*) or a verb (*to film*) – in Chapter 1 it is a verb

hour the 'h' is silent

screen

surprise

Passive vocabulary

balcony **goal** **pitch**

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 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1 and tell the children to look at the picture on page 3. Ask *Who is the man waving to? What do you think he has got in the bag on his back? Do the children on the balcony look pleased to see the man?* Talk about other things you can see in the picture.
- Tell the children to look at the picture on pages 4 and 5. Ask *Where do you think the children and the man are? What is the man holding? What do you think he is explaining to the children?* Identify and talk about the other items that are related to the camcorder. Ask *What else did the man have in his bag? Why do you think he has some shoes and clothes in his bag?* Ask the class to describe the boy and the girl.
- Tell the children to look at the picture on page 6. Ask *Who do you think the two other boys are who are sitting on the floor? What are they all doing? Do you recognise any of the children playing football on the TV? Who do you think filmed the children playing football?*

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What were the names of the boy and girl?*
- 2 *Who was Robert?*
- 3 *Did the children live in an apartment or a house?*
- 4 *What was Robert's surprise?*
- 5 *Where was Robert's camcorder?*
- 6 *Complete this: 'Can you film me playing _____?' Steven asked Robert.*
- 7 *Did Steven play football in the morning, afternoon or evening?*
- 8 *How many characters appear in the chapter?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one and encourage the class to notice how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing – 'oo'; 'ou'; '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.

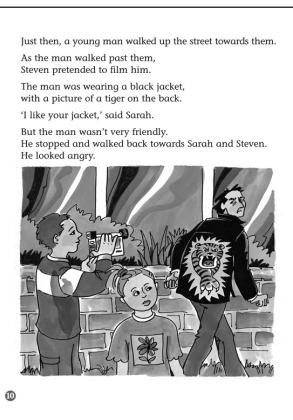
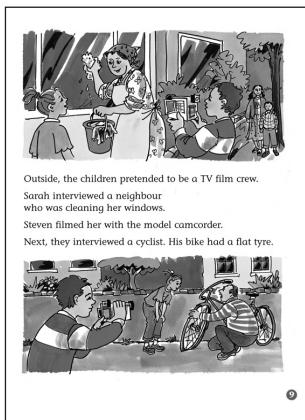
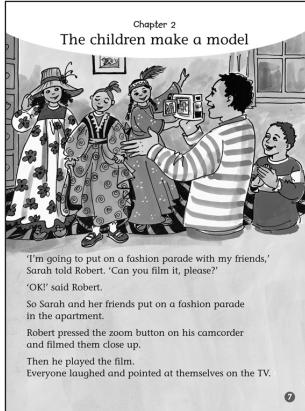
- 1 *How do you know that Steven and Sarah are both excited about Robert coming?*
- 2 *How do you know Robert was older than the two children?*
- 3 *How do you know that the children's apartment is upstairs?*
- 4 *Why do you think Robert said, 'I've got a surprise for you?'*
- 5 *Why did Robert ask the children to close their eyes?*
- 6 *How do the children feel when they see the camcorder?*
- 7 *Why did Robert explain how the camcorder worked?*
- 8 *Do you think Steven and his friends enjoyed playing football? Why?*
- 9 *Why do you think it was exciting to watch the film of Steven playing football?*

- Write sentences from the chapter on the board containing the following contractions: *when's; I've; that's; I'll*. Discuss and demonstrate how they can be written in their longer forms (*when's = when is*, and so on).
- Write these words from the chapter on the board: *apartment; shouted; camcorder; great; button; something; football; afternoon*. Ask the children to read them, and to find any smaller words 'hiding' inside each longer word (for example, *apartment* contains *a, part, art, apart, me, and men*).
- Ask *Who do you love to visit you?* Discuss why.
- Ask the children to talk about any exciting surprises they have had.
- Discuss why photos and films of family are good to keep. You might like to ask children to bring in DVD's of themselves that someone has recorded on a camcorder, for the class to look at.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *How long do you think Robert will stay?*
What do you think will happen next?

Chapter 2

The children make a model

Pages 7 to 10



<i>laughed</i>	draw attention to the unusual spelling and pronunciation of 'augh' (like 'arf')
<i>model</i>	there are only a few words that end with 'el' (others include <i>vowel</i> , <i>label</i> , and <i>parcel</i>)
<i>pretended</i>	a regular past tense, ending 'ed'
<i>replied</i>	an example of how we change the 'y' to 'i' then add the regular past tense ending 'ed' to make the past tense of a verb that ends with a consonant + 'y' (reply)
<i>young</i>	the 'ou' here sounds like a short 'u', as in <i>hut</i> (as with <i>cousin</i> in Chapter 1)
<i>zoom button</i>	one of only few English words that begin with a 'z'

Passive vocabulary

<i>cyclist</i>	<i>fashion parade</i>	<i>film crew</i>
<i>neighbour</i>	<i>silver foil</i>	<i>tyre</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 activity 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. Remind the class of the meaning of *model*. Ask *What do you think this chapter will be about?*
- Tell the children to look at the picture on page 7. Ask *What do you think Sarah and her two friends are doing? Why are they dressed like they are? Why do you think Robert is filming them? Why is Steven clapping?*

Active vocabulary

<i>cleaning</i>	the 'ea' is a common spelling pattern, as in <i>seat</i> , <i>speak</i> , <i>cream</i> , <i>meal</i> , <i>read</i> , <i>east</i> , <i>teach</i> , <i>reason</i>
<i>close up</i>	here, <i>close</i> is pronounced differently to when it is used in the verb 'to close' (where the 's' sounds like a 'z')
<i>covered</i>	the 'o' is pronounced like a short 'u', as in <i>hut</i> (not like the long 'o' in <i>over</i>)
<i>expensive</i>	useful for teaching how to divide words into syllables: ex / pen / sive
<i>interviewed</i>	a regular past tense, ending 'ed'

- Tell the children to look at the picture on page 8. Draw attention to the finished model of the camcorder at the bottom of the picture. Ask *What did the children use to make it?* (silver foil, cardboard box, cardboard, felt-tip pens, pencils, paint brushes, glue and scissors) Discuss the importance of taking care when using sharp implements like scissors. Ask *How do you think the children made the model?*
- Tell the children to look at the pictures on page 9. Ask *Who is holding the model camcorder? Who is Sarah talking to? What is wrong with the man's bike?*
- Tell the children to look at the picture on page 10. Ask *Who is holding the model camcorder?* (You may wish to discuss if this is fair. Should Sarah have a turn?) *Who is Steven 'filming'?* Ask the class to describe the man. Ask *What is he wearing? Does he look happy to be filmed? Why do you think he looks worried?*

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did Sarah and her friends do?*
- 2 *Where did they put on their fashion parade?*
- 3 *What did Robert press to film the girls close up?*
- 4 *Where did everyone see the film?*
- 5 *What did Dad say when Steven and Sarah asked him to let them have a camcorder?*

- 6 *What did the children cover their model camcorder with?*
- 7 *Did the children stay inside their apartment with their model camcorder?*
- 8 *What did the children pretend to be?*
- 9 *Who was cleaning her windows?*
- 10 *Who interviewed the neighbour?*
- 11 *Complete this: The cyclist's bike had a _____.*
- 12 *Who did Steven pretend to film after the cyclist?*
- 13 *What was the young man wearing?*
- 14 *Complete this: The man wasn't very friendly. He looked _____.*

- Ask the children to find examples of people speaking in the text. Draw their attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Point out how the word *us* on page 8 is in bold print. Read the whole sentence in which it appears to demonstrate how you emphasise the word.
- Ask the children to find and read aloud examples of verbs which end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).
- 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 Sarah wanted to put on a fashion parade with her friends?*
- 2 *How do you think they felt when they were doing it and when Robert filmed them?*
- 3 *Why do you think everyone laughed when they saw the film of the fashion parade?*
- 4 *Why do you think Dad said Steven and Sarah were too young to have a camcorder?*
- 5 *How do you think the children felt when Dad said 'No'?*
- 6 *Do you think it was difficult to make a model camcorder?*
- 7 *When she interviewed them, what do you think Sarah asked: a) the neighbour? b) the cyclist?*
- 8 *What do you think Sarah liked about the man's jacket?*
- 9 *Why do you think the man did not want to be filmed?*

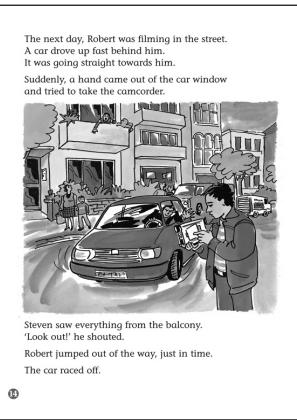
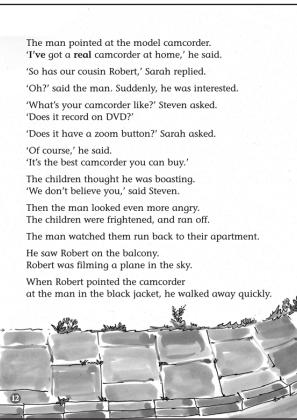
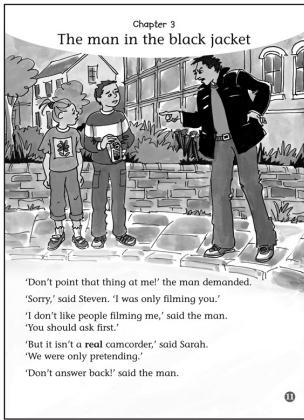
- You may wish to discuss some of the possible dangers of talking to strangers.
- Ask the children if they have ever made a model of anything. Ask *What did you use? How did you make it? Was it easy or difficult?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Write the words *pointed* and *foil* on the board. Ask the children what common letter pattern both words contain. Write *n_ _ se* on the board. Ask the children to complete and read the word.
- Write the words *stop* and *stopped* on the board and read them. Ask children what they notice about how the spelling changes when 'ed' is added (there is a double 'pp'). Write the verbs *hop*, *shop*, *mop*, and *pop* on the board and ask children to add 'ed' to each correctly.

Chapter 3

The man in the black jacket

Pages 11 to 14



Active vocabulary

answer the 'w' is a silent letter

believe demonstrates the spelling rule: 'i' before 'e' except after 'c'.

frightened the 'igh' sounds like the name of the letter 'i'

interested useful for teaching how to divide words into syllables:
in / ter / est / ed

people the 'eo' sounds like 'ee'

point

may be used as a noun or verb – in Chapter 3 it is a verb

real

although only a short word, it has two syllables: *re / al*

straight

the 'aigh' sounds like the name of the letter 'a'

suddenly

useful for teaching how to divide words into syllables: *sud / den / ly*

Passive vocabulary

boasting

demanded

raced

record

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 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 11. Discuss the expression on the man's face and the way he is standing. Ask *What is he doing? How does he look? What do you think he is saying? How do Steven and Sarah look?*
- Tell the children to look at the picture on pages 12 and 13. Ask *What are Steven and Sarah doing? Where are they going? How do they look? Why do you think they are running away? What is the man in the black jacket doing? What is he thinking? Who is on the balcony of the children's apartment? What is he doing? What is he recording? Why?* Discuss other things the class can see in the street.

- Tell the children to look at the picture on page 14. Ask *Where is Robert now? What is he doing? Has he seen the car coming towards him? How can we tell the car is going fast? Can you see who is driving it? Why do you think the driver is reaching out of the window? Who is on the balcony now? Why do you think Steven is shouting?* Discuss other things the class can see in the street.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did the man tell the children not to do at the beginning of the chapter? Why?*
- 2 *Where did the man say his camcorder was?*
- 3 *Did the children believe what the man said about his camcorder? Why not?*
- 4 *Why did Steven and Sarah run off?*
- 5 *Where was Robert?*
- 6 *What was Robert doing?*
- 7 *What did the man do when Robert pointed the camcorder at him?*
- 8 *When was Robert filming in the street?*
- 9 *What did the man in the car try to do?*
- 10 *What did Steven shout to Robert?*
- 11 *What did Robert do?*

- Ask the children to find some full stops in the text. Discuss their purpose. Remind children that they are like red traffic lights – they tell you to stop. Read a few sentences again to demonstrate. Discuss what other punctuation marks may be used to end a sentence (question or exclamation marks).
- Note how the words *I've* and *real* on page 12 are in bold print. Read the whole sentence in which they appear to demonstrate how you emphasise the words.
- Read several multi-syllabic words from the text, such as *filming, camcorder, pretending, answer, pointed, suddenly, interested, or children*. Say each word clearly and slowly to stress the syllables. Ask the children to tap out and count the syllables as you say the words.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask 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 man didn't like Steven filming him?*
- 2 *Why do you think the man was interested when he heard that Robert had got a real camcorder?*
- 3 *Why do you think the children didn't believe the man had got a real camcorder at home?*

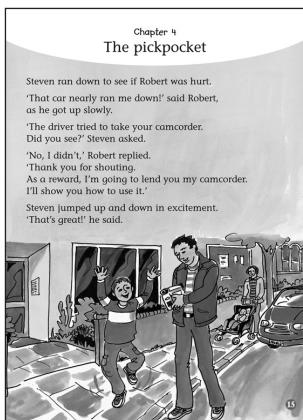
- 4 Why do you think the children were frightened of the man?
- 5 Why do you think the man was interested to see where Steven and Sarah lived?
- 6 Why do you think the man walked away quickly when Robert started filming him?
- 7 Who do you think was driving the car? Why?
- 8 How do you think Steven felt when he saw the car going straight towards Robert?

- Write the word *answer* on the board. Discuss the fact that we don't pronounce the 'w'. Write the words *write*, *wrist*, and *wrong* on the board and read them. Ask the class what they notice about the 'w' in each word.
- Write the word *boast* on the board and read it. Alter the spelling to make some new words. Change the 'b' to 'c' (to make *coast*). Rub out the 's' (*coat*). Change the 'c' to 'g' (*goat*). Change the 't' to 'l' (*goal*). Ask the class to read each new word as you make it.
- The chapter contains several prepositions – *at*, *on*, *in*, *behind*, *towards*. Write them on the board and ask children to find them in the text. Ask them to make up sentences of their own that use each word 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 4

The pickpocket

Pages 15 to 19

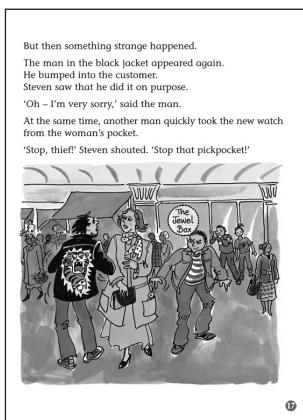


Chapter 4
The pickpocket

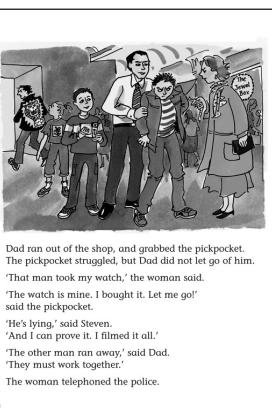
Steven ran down to see if Robert was hurt.
'That car nearly ran me down!' said Robert,
as he got up slowly.
The driver tried to take your camcorder.
Did you see?' Steven asked.
'No, I didn't,' Robert replied.
'Thank you for shouting.
As a reward, I'm going to lend you my camcorder.
I'll show you how to use it.'
Steven jumped up and down in excitement.
'That's great!' he said.



The next day Steven made his first film.
His dad had a shop in the mall.
He sold watches and jewellery.
Steven decided to make a film about the shop.
Sarah interviewed Dad and Steven filmed them.
'What do you like about your shop?' Sarah asked.
'I like talking to the customers
and selling them nice things,' Dad said.



But then something strange happened.
The man in the black jacket appeared again.
He bumped into the customer.
Steven saw that he did it on purpose.
'Oh – I'm very sorry,' said the man.



At the same time, another man quickly took the new watch
from the woman's pocket.
'Stop, thief!' Steven shouted. 'Stop that pickpocket!'

Active vocabulary	
bought	the irregular past tense of 'to buy'
customer	useful for teaching how to divide words into syllables: <i>cus / tom / er</i>
described	a regular past tense, ending ' <i>ed</i> '
hurt	the 'ur' spelling is one of three in English that make the same sound – 'er', 'ir' and 'ur'
lying	point out how the spelling of the verb 'to lie' is changed when we add the suffix ' <i>ing</i> '
mall	change the 'm' to 'b', 'c', 'f', 'h', 't', and 'w' to make more 'all' words

report	report and bought (see above) rhyme, despite not having the same letter pattern
strange	the 'g' here is soft – it sounds like a 'j' (as in <i>change</i> and <i>orange</i>)
thief	demonstrates the spelling rule: 'i' before 'e' except after 'c'
watch	the sound of 'a' is modified after the letter 'w' – it sounds like 'o' (as in <i>was</i> , <i>wash</i> , and <i>want</i>)

Passive vocabulary

arrested	copy	grabbed
lend	on purpose	pickpocket
prove	reward	robbery
struggled		

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 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. Explain *pickpocket*. Point out that it is a compound word made up of two smaller words joined together: *pick + pocket*.
- Tell the children to look at the picture on page 15. Discuss why the children think Robert is giving the camcorder to Steven. Ask *Is Steven happy? How can we tell?*

- Tell the children to look at the picture on page 16. Ask *Where is this?* Point out and read the shop sign and elicit from children what it might mean by looking at all the things in the shop. Ask *What are Steven and Sarah doing? Who do you think the man is? What is he doing? What do you think the lady is doing?*
- Tell the children to look at the picture on page 17. Ask *Is the lady inside or outside the jeweller's shop?* Explain that the shop is in a busy shopping mall. Ask *Who is bumping into the lady? What is the man on her left doing?* State that he is a pickpocket. Ask *Why hasn't the lady noticed him? Do you think the man in the black jacket and the pickpocket know each other? Why? Where are Steven and Sarah? What are they doing?*
- Tell the children to look at the picture on page 18. Ask *Who has caught the pickpocket? How does the thief look? Has he returned the watch to the lady? What is the man in the black jacket doing? Has anyone seen him leaving?*
- Tell the children to look at the picture on page 19. Ask *How many police officers have arrived? How do you think they got there? What are they doing to the pickpocket? Where do you think they will take him? Do you think the man from the jeweller's shop is related to Sarah and Steven? Are there any clues?* (Point out that he is holding Sarah's hand.)

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 Steven run down from the apartment to see Robert?*
- 2 *Did Robert see who was driving the car?*
- 3 *Why did Steven jump up and down in excitement?*
- 4 *Where did Steven's dad have a shop? What did he sell?*
- 5 *What did Steven and Sarah decide to make a film about?*
- 6 *Who interviewed Dad?*
- 7 *Who did Steven film in the jeweller's shop?*
- 8 *Where did the lady put the watch that she bought?*
- 9 *Who bumped into the lady? Did he do it on purpose?*
- 10 *What happened to the lady's watch?*
- 11 *Who shouted, 'Stop, thief!'*
- 12 *Who grabbed the thief?*
- 13 *Who telephoned the police?*
- 14 *How did Steven and Sarah prove that the man took the lady's watch?*

- Ask the children to find any examples of exclamation marks in the text. Read the sentences in which they appear and talk about when we use them.
- Find examples of 'time markers' in the text – for example 'The next day'; 'But then'; 'At the same time'; 'Then'; 'That evening'. Explain how they help show the sequence of events in the story.
- Ask the class to find and read all the words in the chapter with double consonants in them, such as *struggled* and *robbery*.

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

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think Robert felt when the car nearly ran him down?*
- 2 *Do you think it was kind of Robert to lend Steven his camcorder? Why?*
- 3 *What did Steven say and do that tell you he was excited?*
- 4 *Do you think Dad and the lady customer were happy to let Steven film them?*
- 5 *Was it sensible for the lady to put the watch in her pocket?*
- 6 *Do you think the man in the black jacket and the pickpocket were clever in the way they robbed the lady's watch?*
- 7 *Do you think Steven and Sarah were proud of their dad?*
- 8 *What do you think these people thought of Steven and Sarah: a) the lady? b) the pickpocket? c) the police? d) Dad?*

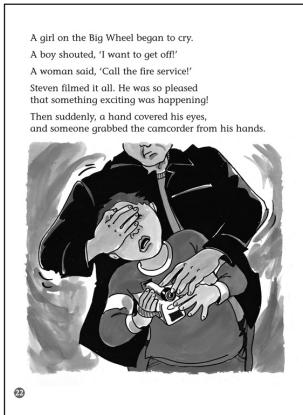
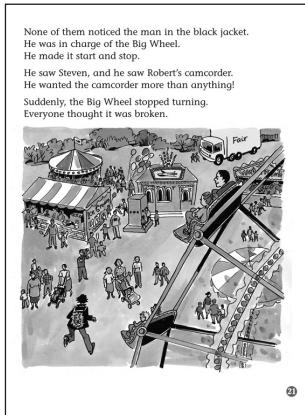
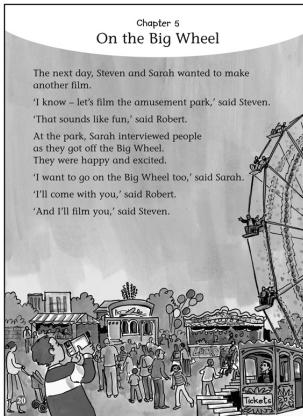
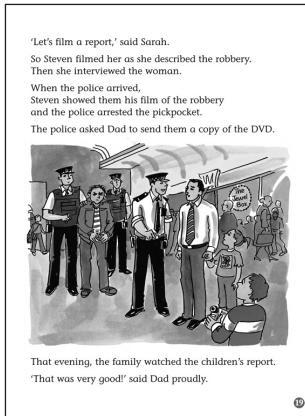
- Ask the class what they think should happen to the pickpocket. Discuss why it is wrong to steal from other people.
- In this chapter the children read about a jeweller and the police. Ask *What do you think about these jobs?* Discuss what sort of jobs the children want to do when they grow up.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Write the word *hurt* on the board and read it. Now write the following words: *t_n; n_se; p_se; f_;* *t_key; Th_sday; Sat_day.* Ask the children to complete each word with 'ur' and read the words they make.

Chapter 5

On the Big Wheel

Pages 20 to 22



noticed the 'c' is a 'soft c' – it sounds like 's' (as in *ice, nice, rice, twice, mice, price, police, and office*)

someone a compound word: *some + one*

something a compound word: *some + thing*

Passive vocabulary

amusement park

Big Wheel

fire service

in charge

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 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 and explain what a *Big Wheel* is. (Ask if anyone has heard of the Millennium Wheel in London which is a popular tourist attraction.) Tell the children to look at the picture on page 20. Ask *Where is this?* (Introduce words like *amusement park* and *funfair*.) *Who can you see on the Big Wheel? Do you think it would be scary on the Big Wheel?* Point out the man selling tickets – it is the man in the black jacket. Explain that he is in charge of the ride. Ask *What is Steven doing?* Talk about other things the children can see in the scene. Ask *Is it crowded? What other rides can you see?* Ask children to use their imagination to say what else they might see, hear, and smell at an amusement park. Elicit their opinions on amusement parks and encourage them to share any experience they have had of them.

Active vocabulary

another *another, anything, something and someone* (see below) are all compound words (words made from two or more smaller words joined together: *an + other = another*)

anything a compound word: *any + thing*

broken

everyone a compound word: *every + one*

happening useful for teaching how to divide words into syllables: *hap / pen / ing*

none the 'o' sounds like a short 'u' (as in *run*)

- Tell the children to look at the picture on page 21. Ask *Where do you think the man in the black jacket is going? Has Steven seen him?* Explain that Robert and Sarah are looking at the other rides below, and haven't seen him either.
- Tell the children to look at the picture on page 22. Ask *What is happening? Can Steven see who is taking the camcorder? Why not? Can you guess who it is? What clues are there?*

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 *Who suggested the idea of going to the amusement park?*
- 2 *When did Sarah interview people?*
- 3 *How did people feel when they got off the Big Wheel?*
- 4 *Who went on the Big Wheel – Robert, Steven or Sarah?*
- 5 *What was the job of the man in the black jacket?*
- 6 *Did Robert, Steven or Sarah see him?*
- 7 *What did people think when the Big Wheel stopped turning?*
- 8 *Who stopped the Big Wheel?*
- 9 *What did the following people on the Big Wheel say or do: a) a girl? b) a boy? c) a woman?*

10 *What happened to Steven at the end of the chapter?*

- Read the sentences that begin with 'The next day,' and 'At the park,' on page 20. Ask the children to look at them as you do so. Draw attention to the use of commas and point out how they tell the reader to make a short pause. Ask the children to find two similar examples on page 21 (the sentences which begin: 'He saw Steven,' and 'Suddenly,'). Ask children to read these sentences appropriately.
- Point out examples of pronouns in the text. Ask the children who each pronoun refers to.
- Ask the children to find as many words as they can in the chapter that contain 'ar' (*park, charge, start*). Say the words and draw attention to the sound 'ar' makes in them.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think Robert meant when he said, 'That sounds like fun.'?*
- 2 *Why do you think the people were happy and excited when they got off the Big Wheel?*
- 3 *Why do you think none of them noticed the man in the black jacket in charge of the Big Wheel?*

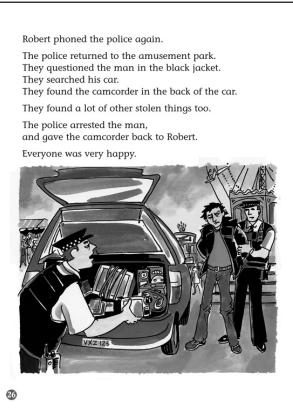
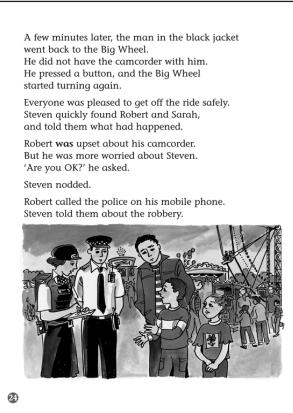
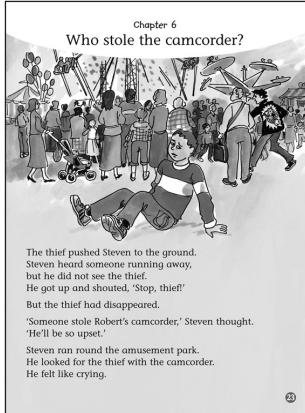
- 4 Why do you think the Big Wheel stopped turning?
- 5 Why do you think the girl on the big wheel began to cry?
- 6 Why do you think the woman on the big wheel said, 'Call the fire service!'?
- 7 Why didn't Steven see the man in the black jacket coming towards him?
- 8 How do you think Steven felt when someone grabbed the camcorder from his hands?

- Write the word *park* on the board and read it. Ask the class to suggest other words that rhyme with it (for example, *bark*, *dark*, *mark*, *shark*). Write them on the board.
- Write the word *girl* on the board. Underline the 'ir' in it and point out the sound it makes. Write the following on the board: *b_d; f_st; sh_t; sk_t; th_sty*. Ask the children to complete each word with 'ir' and read the words they make.
- Ask some children to name something they want 'more than anything'.
- Brainstorm and list the sorts of rides and amusements you might find in an amusement park. (What sort of food and drink can you buy there?)
- 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

Who stole the camcorder?

Pages 23 to 26



safely	one of many adverbs that end with 'ly'
stole	an irregular past tense (of the verb 'to steal')
sure	the 's' is pronounced 'sh'
worried	the 'o' is pronounced like a short 'u'; an example of the past tense of a verb ending with a consonant + 'y' (worry) (see <i>replied</i> in Chapter 2)

Passive vocabulary

emergency nodded upset

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 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. Point out that it is a question.
- Tell the children to look at the picture on page 23. Ask *Why is Steven lying on the ground? How did he get there? Why are all the people in the crowd looking the other way, at the Big Wheel? What is the man in the black jacket doing? Can Steven see him? Where are Robert and Sarah?*
- Tell the children to look at the picture on page 24. Ask *How do you think Robert and Sarah got off the Big Wheel? Who is Steven talking to? How do you think the police knew about the robbery? What is the woman police officer doing? What do you think Steven is saying?*

Active vocabulary

crowd	help children remember how the 'ow' is pronounced here by showing them that if you rub out the 'r' and 'd', you get cow
disappeared	adding the prefix 'dis' gives the verb <i>appeared</i> the opposite meaning
minutes	the 'u' is pronounced like a short 'i' sound
mobile phone	the 'ph' is pronounced like 'f', as in <i>alphabet</i> and <i>elephant</i>
news	the pronunciation is as in the word <i>new</i> (opposite of <i>old</i>)
pressed	a regular past tense, ending 'ed'

- Tell the children to look at the picture on page 25. Ask *Where are the family? What are they doing? What is on TV? What is the man on TV saying? Why do you think Sarah is pointing to the TV? What is she saying?*

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 pushed Steven to the ground?*
- 2 *Did he see the thief? Did he hear the thief?*
- 3 *Where did the thief go?*
- 4 *What did Steven shout? What did Steven think?*
- 5 *Why did Steven run around the amusement park?*
- 6 *When did the man in the black jacket go back to the Big Wheel?*
- 7 *Did he have the camcorder with him?*
- 8 *What did he do?*
- 9 *Was Robert upset about a) the camcorder? b) Steven?*
- 10 *How did Robert call the police?*
- 11 *How did people feel when they got off the Big Wheel?*
- 12 *When did the family watch the news on TV?*
- 13 *What was the report on TV about?*
- 14 *Why did Sarah point at the TV screen?*

- Ask the class to find words in the text that end with 'ly' (*safely, quickly, suddenly, nearly*). Explain that these are all adverbs. Read the sentences in which they appear and discuss how they give the reader more information about the verb in each sentence.
- Point out the several examples of question and exclamation marks in the text. Find them and read the sentences that contain them. Discuss how they are used.
- Find the word *ground* in the text. Ask children to find two other words in Chapter 6 that rhyme with it (*found, round*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think Steven felt like when he was pushed to the ground?*
- 2 *What do you think people did when Steven shouted, 'Stop, thief!?*
- 3 *Why do you think the thief ran into the crowd?*
- 4 *Do you think Steven saw the man in the black jacket when he went back to the Big Wheel?*
- 5 *Where do you think the man put the camcorder?*

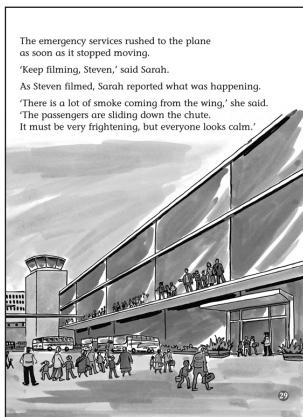
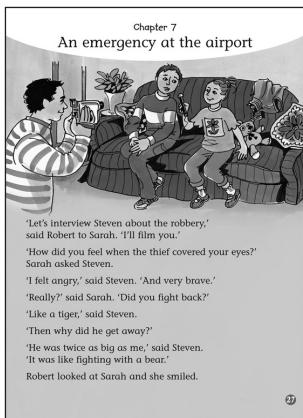
- 6 Why do you think Robert was more worried about Steven than he was about his camcorder?
- 7 Why do you think Sarah got so excited about seeing the man in the black jacket on TV?

- Write the verbs *push*, *shout*, *look*, *start*, and *press* on the board and read them. Add 'ed' to the end of each to show how they are changed to the past tense. Ask the children to make up sentences that use each verb correctly.
- Now write the verbs *worry* and *reply* on the board and read them. Write the past tense of each (*worried*, *replied*). Ask the class to explain how the past tense is made in these cases.
- Write the word *phone* on the board and say it. Draw attention to the sound of 'ph'. Write these words on the board: *al_abet*; *ele_ant*; *_otogra_*; *dol_in*. Ask the children to complete each with 'ph' and read the words they have made.
- Ask *Who watches the news on TV?* Discuss why it is important.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 7

An emergency at the airport

Pages 27 to 30



Active vocabulary

airport a compound word: *air + port*

brave *brave, plane, smoke, fire* and *huge* (see below) are all 'magic e' words – the 'e' at the end of the word makes the vowel in the middle a long-sounding vowel

cloud the 'ou' sound is made with the 'ow' spelling in some other words (see *crowd* in the previous chapter)

fight other words with the 'ight' letter pattern include: *bright, light, might, right, sight, tight, fright*

fire other 'ire' words include *wire* and *tire*

huge the 'g' is a soft 'g' – it is pronounced like 'j'

hurrying the suffix 'ing' is a very common ending for verbs (give examples: *go + ing; look + ing; talk + ing; paint + ing*)

passengers the 'g' is a soft 'g' (as in *huge*, above)

plane an abbreviation of *aeroplane*; good for demonstrating 'magic e' – point out the sound change from *plan* to *plane*

smoke other 'oke' words include *broke, joke, coke, choke, poke, woke*

wing change the 'w' to 'r', 's', 'str', 'th', 'br' to make some rhyming words

Passive vocabulary

calm *chute*

emergency landing *emergency services*

get away *runway*

rushed *safety*

sliding *twice*

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. Remind children of the meaning of *emergency* (from Chapter 6).

- Tell the children to look at the picture on page 27. Ask *What is Robert doing? Where are Steven and Sarah sitting? What do you think they are talking about?*
- Tell the children to look at the picture on pages 28 and 29. Ask *Where is this? What is the building on the right?* (an airport terminal where passengers wait for their planes) *Can you see Steven and the others?* (on the first floor, above the doorway) *What is Steven doing? Why do you think the family is at the airport? What is the problem with the plane? How are people getting off it?* (Point out the chute on the right side of the plane.) Talk about why passengers needed to get off the plane quickly. Ask *Where are the passengers who have just got off the plane going?* Ask children to identify the different vehicles that are on the scene. Discuss any other interesting details the children can see in the picture.
- Tell the children to look at the picture on page 30. Talk about what Steven is doing. (He is filming the plane on fire. The screen on the left of the camcorder is the viewfinder and shows what he is filming.)

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 *Who a) interviewed Steven b) filmed him?*
- 2 *How did Steven say he felt when the thief covered his eyes?*

- 3 *Did Steven say he fought like a) a lion b) a leopard or c) a tiger?*
- 4 *Steven said the thief was _____ as big as he was.*
- 5 *Why did the family go to the airport?*
- 6 *Why did a plane make an emergency landing?*
- 7 *Who rushed to the plane as soon as it stopped moving?*
- 8 *How did the passengers get off the plane?*
- 9 *What did Steven use the zoom button of the camcorder for?*
- 10 *What colour was the smoke over the runway?*

- Re-read the interview on page 27 and point out that in an interview someone asks questions and someone answers them. Ask one child to play the role of Sarah and ask the questions and another to be Steven and read all the answers. Ask *How can we tell which sentences are questions?*
- Ask the children to find and read all the words in the chapter that end with 'ing'.
- Ask the children to find and read the words *twice, emergency, services, and exciting*. Note that the 'c' in all these words sounds like 's'. Now ask them to find and read *covered, coming, calm, close-up, and cloud*. Ask what they notice about the sound of the 'c' in these words.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask 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 Steven said he felt like a tiger when he fought the thief?*
- 2 *Why do you think Robert looked at Sarah and smiled?*
- 3 *How do you think a) Robert b) Steven and Sarah felt when they were on their way to the airport?*
- 4 *How do you think the passengers in the plane felt a) as the plane made an emergency landing? b) as they came down the chute? c) as they got off the plane safely?*
- 5 *Everything ended well in the emergency. What might have happened?*
- 6 *The emergency services arrived very quickly. How do you think they knew about the fire on the plane?*
- 7 *Do you think the people who work for the emergency services are brave? What dangers do they face?*
- 8 *What do you think of the pilot of the plane?*

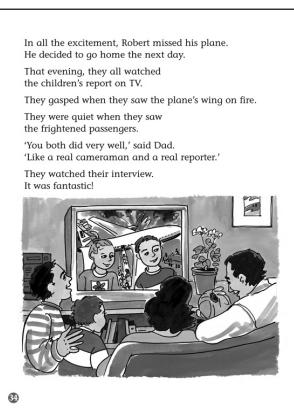
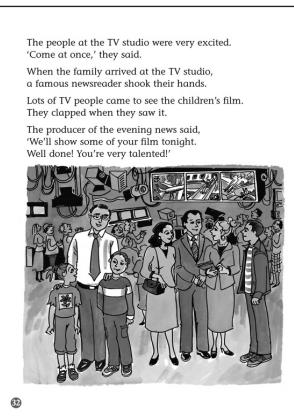
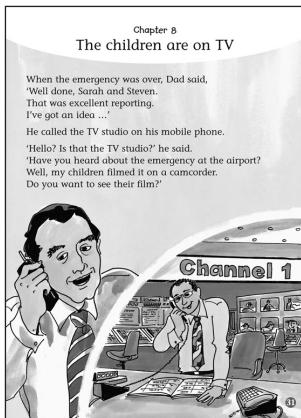
- Write the words *airport* and *runway* on the board and show how they are made of two separate words. Write the first word of some other compound words and ask children to suggest the second words to complete them. For example: *foot (ball, step); hair (brush); sun (shine, light); sea (side, shore, shell); bath (room); book (case, shop); rain (fall, drop).*

- Steven says he fought ‘like a tiger’. Explain that this is a simile. Ask children to complete some of these similes with their own ideas: *to swim like a _____; to run as fast as a _____; to slide like a _____; to cry like a _____; to climb like a _____*
- Ask children to talk about their experiences of airports and flying.
- 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 children are on TV

Pages 31 to 34



Active vocabulary

at once the 'o' is pronounced like a short 'u', and the 'c' is soft, pronounced like 's'

clapped we double the 'p' when we add 'ed', so *clap* becomes *clapped*

excellent the 'c' is a soft 'c', pronounced like 's'

famous the 'ous' ending is found in a number of adjectives (such as *marvellous*, *mountainous*, and *jealous*)

idea unusual in that three of its four letters are vowels

missed

quiet one of few words in English that begin with 'q' (which is always followed by 'u')

tidy the 'i' sounds like the name of the letter 'i'

tonight mention also *today* and *tomorrow*, both of which begin in the same way

Passive vocabulary

cameraman	combed	fantastic
gasped	make-up	newsreader
producer	talented	TV studio

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 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the pictures on page 31. Ask *Who is Dad phoning? What clues are there in the second picture?* Discuss all the things children can see in the background. Ask *What do you think they are talking about?*

- Tell the children to look at the picture on page 32. Ask *Where do you think the family are now?* (Again, point out clues in the background – the cameras, lights, rows of screens) *Who do you think is talking to Steven and Sarah? Who do you think is talking to Mum, Dad and Robert?* (Draw attention to the clipboard in the woman's hand. Discuss what this might be used for.) *What is being shown on the screens behind them? Who do you think the people watching the screens are? Why are they clapping?*
- Tell the children to look at the picture on page 33. Ask *Where do you think Steven and Sarah are now? What is happening? Who is the lady speaking to them?* (She's the same woman as in the picture on page 32.) *Why do you think there is a TV camera on the right? Why is the film of the plane on fire being shown?*
- Tell the children to look at the picture on page 34. Ask *Where are the family now? What are they doing? Why do you think Sarah and Steven are on the TV screen?*

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 *Dad said, 'I've got an _____.'*
- 2 *Who did Dad telephone?*
- 3 *What did Dad say to the people at the TV studio?*
- 4 *Did they like Dad's idea? What did they say?*

- 5 *Who did they meet first at the TV studio when they arrived?*
- 6 *What did the people do when they saw the children's film?*
- 7 *The producer said the children were very _____.*
- 8 *He said, 'We'll show some of your film _____.'*
- 9 *What did the make-up woman do?*
- 10 *Who interviewed the children?*
- 11 *Why did Robert miss his plane?*
- 12 *What did the family watch on TV that evening?*
- 13 *What did they think of the interview on TV?*

- Ask the class to find and read the names of all the people who work at the TV studio.
- Read several multi-syllabic words from the text (such as *emergency, reporting, excited, family, newsreader, talented*). Say them clearly and slowly to stress each syllable. Ask the children to tap out and count the syllables as you say each word.
- Write a random sample of words from the chapter on the board and ask children to see if they can find any smaller words 'hiding' in them (for example, *newsreader*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think of Dad's idea to telephone the TV studio?*
- 2 *Why do you think the people at the TV studio were excited when they heard about the children's film?*
- 3 *How do you think Steven and Sarah felt on their way to the TV studio? What do you think they talked about?*
- 4 *How can you tell the people in the studio enjoyed watching the children's film?*
- 5 *What do you think 'You're very talented!' means?*
- 6 *What did the producer mean when he said to the children 'You're part of the story.'?*
- 7 *Why do you think a make-up woman put make-up on their faces?*
- 8 *Do you think Dad was proud of the film and report Steven and Sarah made?*

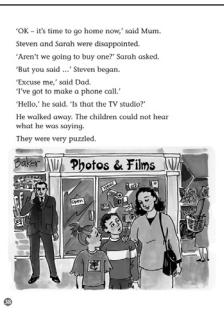
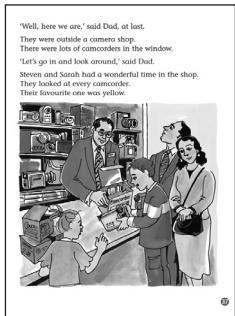
- Ask the class what questions they think the famous newsreader asked Steven and Sarah when she interviewed them. List the children's suggestions on the board. Ask three children to act out the interview, one playing the role of the interviewer, the others playing Steven and Sarah.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Write the words *airport, reporter, camcorder* and *story* on the board and underline the 'or' in each. Write the following on the board:
f_ _ k; sp_ _ t; sh_ _ t; t_ _ ch; c_ _ ner; m_ _ ning; f_ _ ty. Ask the children to complete each word with 'or' and read the words they have made. Ask them to make up sentences that use each word correctly.
- Ask *What are your favourite TV programmes?*
Do a class survey.

Chapter 9

In the camera shop

Pages 35 to 38



wonderful the 'o' sounds like a short 'u' (see once in the previous chapter); means 'full of wonder' but when we add 'full' as a suffix, it has only one 'l' (as in *helpful*, and *useful*)

Passive vocabulary

disappointed *puzzled* *recognised*

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 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 35. Ask *What do you think Mum is holding? What clues are there? What do they think Mum and Dad are talking about? Do you think Sarah knows what they are talking about?*
- Tell the children to look at the picture on page 36. Ask *Where are the family now?* Ask the class to talk about all the shops and other things they can see in the picture. Ask *Do you think Steven knows the lady and child who are waving?*
- Tell the children to look at the picture on page 37. Ask *What sort of shop are the family in? What are Steven and Sarah doing? Why do you think Mum and Dad took Steven and Sarah to this shop?*

Active vocabulary

choose	the 'oo' is a common letter pattern
favourite	the 'our' is pronounced 'er' here, and the 'ite' is pronounced 'it'
morning	the 'or' is a common letter pattern (see the 'After reading' activity in Chapter 8)
parents	to help children remember the pronunciation, ask <i>What piece of fruit does the word parents sound like it starts with?</i> (pear)
secret	the stress on the first syllable makes the 'se' sound like 'see'
smile	demonstrate rhyme by saying <i>The crocodile on the Nile gave a smile.</i>
town	change the 't' to 'd', 'cr' and 'fr' to make some rhyming words
whispering	the two letters 'wh' make one sound (as in <i>where</i> , <i>what</i> , <i>when</i> , and <i>which</i>)

- Tell the children to look at the picture on page 38. Ask *What is the name of the shop the family went in? What shops are next to it? Have Steven and Sarah bought a camcorder? How do you think they feel? What is Dad doing? Can you guess who he is talking to?*

During reading

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

Stage 1 comprehension (literal)

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

- 1 Who were whispering?
- 2 What did Sarah ask them?
- 3 Where did Mum say they were going?
- 4 Did Sarah and Steven know what they were going to choose?
- 5 Did the family drive or walk into town?
- 6 Why did some people recognise the children?
- 7 What was in the window of the camera shop?
- 8 Which camcorder was the children's favourite?
- 9 Why were Steven and Sarah disappointed?
- 10 Who did Dad telephone?
- 11 Could the children hear what Dad said?

- Ask the class to find and read words in the text containing 'ch' (*choose, children*); 'sh' (*shopping, shop*); 'th' (*the, something, think, with, their, them, they, there*); 'wh' (*whispering, what*); and 'ph' (*phone*).

- Ask children to find all the examples of speech in the chapter. Discuss the use of speech marks, and what the exact words spoken were in each instance. Ask *How many times is the word said used?* (11) Point out the words *asked* and *demanded* and discuss their meanings.
- 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 Mum and Dad were whispering?
- 2 Why do you think Dad said, 'Wait and see?'
- 3 How can you tell Mum thought the children would enjoy going to the shops?
- 4 Why do you think the children felt proud and happy as they walked down the street?
- 5 Do you think Sarah and Steven were surprised when Mum and Dad stopped outside the camera shop?
- 6 Why do you think Steven and Sarah had a wonderful time in the shop?
- 7 What do you think the children felt like when they did not buy anything?
- 8 Why do you think Dad telephoned the TV studio?

- Write the words *yellow* and *window* on the board and underline the ‘ow’ in each. Ask children to suggest other rhyming words that end with ‘ow’ (such as *grow*, *snow*, *blow*, *throw*, *know*, *low*, *mow*, and *show*). Now write the words *now* and *town* on the board. Ask *What sound does the ‘ow’ make in these words?* Change the ‘n’ in *now* to ‘c’, ‘h’ and ‘w’ and ask the class to read the new words you make.
- Discuss situations when you might use the expression ‘Excuse me’, as Dad does when he goes to make a phone call.
- Talk about secrets with the class. Ask *Is it hard to keep a secret? Do you like it when someone has a secret and will not tell you what it is?*
- Steven and Sarah were very disappointed when Mum and Dad did not buy them a camcorder. Ask *Have you ever been very disappointed? 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 10

The surprise parcel

Pages 39 to 41



quickly one of only a few words that begin with ‘q’ ('q' is always followed by 'u')

teeth an irregular plural: we say ‘one tooth’ but ‘two teeth’

Passive vocabulary

addressed note smart

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 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. Remind children of the meaning of *surprise*. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 39. Ask *Where are the family?* Discuss the clues in the picture (sign saying ‘Departures’, gate numbers, people with luggage). Ask *Why do you think Sarah and Steven are hugging Robert?* (Point out Robert has his bag with him.)
- Tell the children to look at the picture on pages 40 and 41. Ask *What is in the parcel that Steven and Sarah have unwrapped? Who is the parcel from?* Read the note that was in the parcel with the class. Ask *How do you think Steven and Sarah feel? Where are Mum and Dad? Why do you think they are smiling? Do you think they knew about the surprise parcel? Why?*

Active vocabulary

adventure useful for teaching how to divide words into syllables: *ad / ven / ture*

arrived

breakfast the ‘ea’ is pronounced like a short ‘e’ (as in *red*)

drove an irregular past tense (of the verb ‘to drive’)

inside a compound word, made from two smaller words: *in + side = inside*

parcel the ‘c’ is a soft ‘c’ – it is pronounced like ‘s’

During reading

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

Stage 1 comprehension (literal)

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

- 1 *At what time of day did the family drive Robert to the airport?*
- 2 *Why did Robert say he did not want to go home?*
- 3 *What did Steven say they were going to miss?*
- 4 *When did a parcel arrive?*
- 5 *Did the children open the parcel at once? Why not?*
- 6 *What was inside the parcel?*
- 7 *Who sent the parcel to the children? Why?*
- 8 *What did Steven say when Sarah said, ‘What do you want to film first?’?*

- Ask the class to find the following ‘time markers’ in the text: ‘That evening’; ‘Then’; ‘The next morning’; ‘first’. Explain that these help the reader understand the sequence of the events in the story.
- Ask the children to find and read all the words in the chapter that contain:
 - a) double consonants
 - b) double vowels.
- 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 the following people felt when they said goodbye: a) Robert b) Steven and Sarah c) Mum and Dad?*
- 2 *How do we know Robert lived a long way away?*
- 3 *Do you think it was dark when the family drove home?*
- 4 *Who do you think delivered the parcel to the children’s apartment?*
- 5 *Why do you think Mum told Sarah and Steven to eat their breakfast and clean their teeth before they opened the parcel?*
- 6 *Do you think the children guessed what was in the parcel before they opened it?*
- 7 *Why do you think the TV studio sent them a present?*
- 8 *How can you tell the children liked their present?*
- 9 *Why do you think Steven said, ‘Something interesting always happens when we start filming!’?*

- Write the word *studio* on the board. Point out that it ends with ‘o’. Explain that very few words in English end with ‘o’. Ask *Can you think of any others?* Write any suggestions on the board (for example, *radio, photo, ago, piano, disco, yoyo, banjo*).

- Write the word *at* on the board. Add a ‘magic e’ to the end, to make *ate*. Discuss the difference this makes to the pronunciation of the word and its meaning. Write the word *note* on the board. Rub out the ‘magic e’ at the end and discuss the change in pronunciation and meaning. Other words you can use to illustrate the effect of ‘magic e’ include *cap/cape; hat/hate; pin/pine; pip/pipe; bit/bite; rob/robe; rod/rode; hop/hope; cut/cute; tub/tube; and us/use.*
- Discuss with the class the pleasure of opening a parcel. Talk about the anticipation before you open it and the fun of trying to guess what’s inside it by feeling it. Ask the children to mime opening a parcel, expressing pleasure on their faces when they take the gift out, showing it to a friend and miming what it is.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

The Fun Fair

Pages 42 and 43

Before reading

- Read the poem's title. Explain that a Fun Fair is the same as an amusement park.
- Remind the class that the man in the black jacket worked in an amusement park. Ask *What was he in charge of?* Ask the children to recall what happened in the amusement park. Ask them what rides they can remember seeing in the story illustrations.
- Ask children for any anecdotes about visits they have made to fun fairs. Ask *What did you see? What did you like, or dislike?*
- Look at and discuss the picture that accompanies the poem.

During reading

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

Vocabulary notes

prancing lifting their legs high

leap jump

gallop run fast

gleaming shining

reel spin around

steals goes slowly

seething crowded

streaming moving along

distant far away

steeple a tall, pointed tower

- 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 name of the poet, the words that rhyme, the number of verses.

People who work in TV

Pages 44 to 47

Before reading

- Remind the children that Steven and Sarah visited a TV studio with their Mum and Dad. They saw what happened at the studio, met people who worked there, and were interviewed by a newsreader. Their film was shown on TV.
- Ask *Who do you think works at a TV studio? What different jobs do you think there are?*

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 each of the jobs described in the text.
- Ask *Would you like to work in a TV studio? Which job would you like to do? 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 Story Summary and Character Profiles) on pages 22 to 24 of the Workbook.

Response to the story

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

Characters

- Ask the children about the main story characters: *Did you like Robert? What did he do? What did he say?* Ask about how the characters behaved: *What did you think of the man in the black jacket?* (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 of these themes from the story as the basis for a class discussion:
 - *Theft:* Discuss how stealing is wrong and will be punished.
 - *Envy:* The story illustrates that it is wrong to want what other people have if this causes you to do something bad.
 - *Sharing:* Robert generously lends Steven and Sarah his camcorder.
 - *Hard work and initiative are rewarded:* The children show considerable initiative in filming and interviewing people – and receive an unexpected reward for doing so.

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

Developing the story The story ends with Steven and Sarah receiving their own camcorder. Steven said, ‘Something interesting always happens when we start filming!’ Ask the class to brainstorm other adventures the children might have. If appropriate, the class could use some of the ideas as a basis for compositional writing.

Poster In the story, the man with the black jacket is arrested and taken away by the police. Tell the children to imagine that he has escaped. Ask them to draw a ‘Wanted’ poster of the man. Tell them to draw his picture, and underneath it write a brief description of the man and a sentence or two about the crimes he has committed.

Mime Steven and Sarah receive a surprise parcel. Pretend to go to the door, answer it and collect a ‘parcel’ that is delivered. Suggest by your actions that it is big and heavy. Carry it slowly to the table and put it down. Discuss what might be in the parcel. Pretend to unwrap it. Show surprise on your face when you open it. Ask the children to guess what it is. Remind them it is something unusual and surprising. Repeat the activity – this time show distaste or displeasure at what you receive. Do it again and show pleasure. Vary the mime as you wish – the parcel could be light and large; very delicate; round; squashy; or rather lively. Give the children a chance to mime their own scenarios, too.

Thank-you letter Tell the children to imagine that Steven and Sarah write a thank-you letter to the studio for their present. Ask *What do they say in it?* Discuss it with the class. You could also ask the children to write a thank-you letter to someone.

Television There are many possible activities relating to the story theme of television:

- Have a class discussion on the advantages and disadvantages of TV.
- Ask each child to keep a diary of how much TV they watch each day for a week. Find out who watches the most/least TV each week.
- Ask the children to imagine that they could only watch one TV programme each week. Ask each child *Which programme would you watch? Why?*
- Ask each child to choose one TV programme they have recently watched and write a review of it. Tell them to give the name of the programme and the time it was on, and to address the following questions: *Who was the programme for? What was it about? What was particularly good, or bad, about the programme? How could it be improved? What mark would you give it out of ten?*
- Carry out a class TV survey: Ask the class to think of as many different types of TV programme as they can (breakfast TV; quiz shows, adventure films, music, soaps, cartoons, sports, etc.) Ask each person in the class to choose their two favourite types of programme. Tick the ones they choose. Add up the ticks at the end to find out which type of TV programmes are most popular with the class.

Glossary of Vocabulary

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

addressed a name and address written on an envelope or parcel
adventure an exciting experience
airport a place where aeroplanes land and take off
amusement park a place where people pay money to go on rides, for example a funfair
another one more
answer to reply to a question
anything the opposite of something, for example I didn't see anything in the grass.
apartment a flat for living in
arrested when the police take someone to the police station because they think he or she has done something wrong
arrived reached a place
at once immediately, straight away
balcony a flat surface sticking out from the outside of a house
believe to think that someone is telling you the truth; to think something is true
Big Wheel a ride in an amusement park
boasting talking about yourself in a way that sounds too proud
bought got something by paying money for it
brave not being afraid
breakfast the first meal of the day
broken not working
building where you can sit or stand
camcorder a camera for recording pictures and sound
cameraman someone who operates a TV or film camera
choose to decide what you want from a number of things

chute something people slide down
clapped hit your hands together many times to show you liked something
cleaning making clean, for example washing something
close up a short distance away
cloud a large amount of something in the air, for example smoke
combed tidied the hair with a comb
copy something that is exactly the same as something else
cousin a child of your uncle or aunt
covered put one thing over another to hide it or protect it
crowd lots of people together
customer someone who buys something
cyclist someone who rides a bicycle
demanded said something firmly
described to give details to someone about an event to explain what happened
disappeared the opposite of appeared; went out of sight
disappointed unhappy because something did not happen
drove made a car go
DVD digital video disc (a disc for storing pictures and sound)
emergency an unexpected situation in which immediate action is necessary
emergency landing an unscheduled landing because of a problem
emergency services for example fire service, ambulance etc.
everyone all the people
excellent extremely good
exciting interesting, full of action, not boring
expensive costs a lot of money
famous well-known
fantastic wonderful
fashion parade an event at which people wear new styles of clothes to show others
favourite the thing you like the best
fight to argue or disagree with someone, sometimes by using your strength

film crew the people who make a film

film to use a camera to record moving pictures

fire service people who fight fires

fire something that is burning

frightened afraid; feeling or showing fear

gasped breathed in suddenly because surprised, shocked or pained

get away escape

goal in football, this is when a player gets the ball into the net

grabbed took hold of something in a rough way

happening taking place; going on

hour 60 minutes of time

huge very big or large

hurrying going quickly

hurt injured

idea something you think of

in charge responsible for

inside in the inner part of something; within a container or place

interested wanting to know about something

interviewed asked someone questions

laughed made a sound with your voice that showed you thought something was funny

lend to give something to someone for a short time, expecting that they will give it back

lying saying something untrue

make-up people put this on their faces to make them look attractive

mall a large building with a lot of shops in it

minutes there are sixty minutes in an hour

missed was late for (for example a plane)

mobile phone a telephone you can carry around with you

model a copy of something

morning the part of the day from sunrise to midday

neighbour someone who lives next door or nearby

news information about something that has happened recently

newsreader a person who reads the news on radio or TV

nodded moved your head up and down to show you approve or agree

none not one

note a short written message

noticed saw

on purpose deliberately

parcel something wrapped in paper

parents someone's mum and dad

passengers people who travel, for example on planes

people more than one person

pickpocket someone who steals things from people's pockets or bags

pitch a flat area of ground that is used for playing football on

plane an aircraft with wings and an engine

point to aim something at someone or something

pressed pushed with your hand

pretended behaved in a way that made someone think something was true when it was not

producer someone who makes films or TV programmes

prove to show that something is true or correct

puzzled uncertain about something

quickly fast

quiet not noisy

raced went quickly

real something that actually exists; not false

recognise to know someone because you have seen them before

record to put sounds and pictures on a cassette, video, CD, or DVD

replied answered

report to give information about something

reward something you receive because of something good you have done

robbery the crime of stealing money or property

runway the surface on which planes land at an airport

safely in a way that will not hurt you

safety being safe

screen the flat surface on a computer, TV or piece of electronic equipment where words and/or pictures are shown

secret something that someone knows but will not tell you

silver foil very light thin sheets of metal that are used for covering food

sliding moving smoothly and quickly

smart attractive in appearance

smile you do this when you are happy

smoke grey, black or white cloud that comes from something that is burning

someone a person you do not know, for example Someone knocked at my door.

something a thing you do not know, for example I saw something in the grass.

stole took something that belongs to someone else

straight without a bend or curve

strange unusual

struggled fought against someone

suddenly quickly, without warning

sure certain

surprise an unusual or unexpected event or piece of news

talented very clever and able

teeth what you use for biting and chewing

thief someone who robs or steals things

tidy put things in the correct place; neat and clean

tonight this coming evening

town a large place where people live

TV studio the place where TV programmes are made

twice two times

tyre a thick rubber cover that fits round the wheel of a bicycle or car

upset worried or unhappy

watch a small clock that you wear on your wrist

whispering talking very quietly

wing part of a bird or plane that helps it to fly wonderful very, very good

worried felt nervous or upset; upset, nervous young someone who has lived for only a short time

zoom button the button that makes the thing a video camera is filming seem closer or further away

