

The Snow Queen



The story

This is an adaptation of the famous fairy tale (story) by the Danish writer, Hans Christian Andersen. Written in 1845, it has been made into films in such countries as Russia, the United States, Britain, Finland and Japan.

An imp made a mirror that made everything look ugly. One day the imp flew up into the sky with his mirror and dropped it. It broke into a hundred pieces. One of the pieces got caught in the eye of a little boy, Kay. It changed him from a polite, well-behaved boy to a rude and naughty boy. Kay, and his neighbour, a little girl called Gerda, were great friends and they loved each other like brother and sister. But after the glass went into Kay's eye, Kay suddenly changed.

Before this happened, Kay and Gerda used to play in his grandmother's lovely rose garden. One day Kay's grandmother told the children about the Snow Queen, the queen of the snowflakes. She brought snow and ice on winter nights. That night Kay looked out of his bedroom window and saw a snowflake turn into the Snow Queen.

The next day the imp's piece of glass got caught in Kay's eye. Kay stopped playing with Gerda and went to the town square to play with the naughty boys. The Snow Queen suddenly arrived in the square on her big white sledge and took Kay away. Kay forgot about his grandmother and Gerda. He went to live in the Snow Queen's icy palace.

When Gerda learned that Kay was gone, she set out to look for him. Her journey began at the river. She asked the river to help her find her friend. She gave her new red shoes to the river in return for its help. But when she threw the shoes into the river, they did not sink. She got into a little boat so that she could throw the shoes farther away from land. She threw the shoes again and they sank. But then the boat started floating down the river. Along the river, she met an old woman who tried to trick her into living with her. Next she met a raven who took her to a princess's palace. When Gerda met the princess and told her about Kay, the princess told her that Kay had been there, but he had already left with the Snow Queen. The princess liked Gerda and invited her to stay and live with her, but Gerda had to find her friend. The princess gave Gerda beautiful, warm clothes, two golden horses and a golden carriage for her journey. The raven said goodbye and left her.

Gerda continued her journey into a dark wood, where she met a robber and his young daughter. They took Gerda to their house, which was full of stolen gold. The daughter's bedroom was full of animals, including a pigeon who told Gerda he had seen Kay and the Snow Queen. He thought they were going to Finland to the Snow Queen's palace. The reindeer in the girl's bedroom told Gerda about Finland. The next morning, the robber's daughter, who liked Gerda, told her reindeer to take Gerda to Finland. On the way, they stopped in Lapland, where Gerda and the reindeer met an old woman who wrote a letter for them to take to her friend in Finland. In Finland, the old woman's friend read the letter. It told about the piece of glass in Kay's eye, which Gerda had to remove so that Kay would become his old self again. The woman told the reindeer to take Gerda to the Ice Queen's palace gates and leave her there. Inside the palace, Gerda found Kay alone, sitting on the floor doing a jigsaw puzzle made of pieces of ice. When Kay saw Gerda's hot tears, the piece of glass fell from his eye. He suddenly remembered Gerda and the two children escaped from the Snow Queen's palace. On their return journey back to Kay's grandmother's house, the children meet everyone who helped Gerda on her journey. When they came to the grandmother's house, they told her their stories and about their new friends. They soon forgot about the Snow Queen and her cold, empty palace.

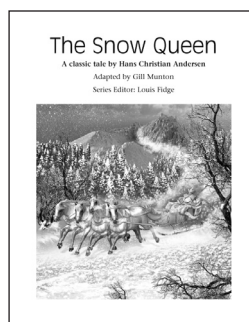
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask *Where do you think the story takes place? What time of year is it? What do you see in the picture?*
- 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 *Does it look hot or cold? Why is everything white? What are the horses doing? Who do you think is in the sledge? Who do you think the Snow Queen is? What kind of person do you think she is? Do you think she likes winter or spring? Do you think she is a kind, friendly woman?*

- Explain that the story happens in the northern countries of Lapland and Finland. Find these countries on a map. Ask *What do you know about these countries? What do you know about the weather there? Has anyone visited these countries?*
- Explain that the story has been adapted (made simpler) by another writer.

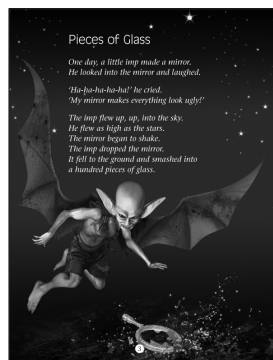
The contents page

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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 winter sports (beginning on page 60).
- Draw attention to the border pictures. Ask *What colour are the flowers? What kind of flowers are they?*
- Ask questions about each chapter title to stimulate the children's interest, for example:
 - Chapter 1: *What are the children's names in the story?*
 - Chapter 2: *Which one goes on a long journey?*
 - Chapter 7: *Who has a child?*
- Tell the children to do the related activity on page 1 of their Workbook.

Pieces of Glass

Page 3



- Ask the children to look at page 3. Read the poem to and with the class. It gives a brief background to help the children understand the story. Point out the little imp. Ask the children what they know about imps (playful, troublesome characters in fairy tales). Ask the children to describe the imp. Ask *Where is the imp? What did he drop? What happened to it?*



You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/younglearners

Chapter 1

Kay and Gerda

Pages 4 to 8

CHAPTER 1
Kay and Gerda

Kay lived next door to his best friend Gerda. The two children spent a lot of time together. They loved each other like brother and sister.

One day, the children were playing in Kay's grandmother's house. It was warm inside the house. But outside it was getting colder.

"Look out of the window, Kay!" cried Gerda. "Look! It's snowing!"



Kay's grandmother watched the children and smiled. Then she came and stood next to them.

"The snowflakes look like white bees on my roses," she said.

"Have the bees got a queen bee?" asked Kay.

"The Snow Queen is the queen bee," said his grandmother. "She is the biggest snowflake. She flies through the streets on winter nights. She brings the snow and ice."

That night, Kay looked out of the window again. A big snowflake lay on one of the roses. The snowflake grew bigger and bigger until it became a beautiful ice woman. The woman turned and looked at Kay coldly.

Kay was afraid of the ice woman. He turned away from the window and got into bed. Suddenly, he felt a cold wind on his face.

"What's that?" thought Kay. "Is it the ice woman?"

The next morning, the sun was shining. It melted some of the snow. Kay and Gerda went to play in the rose garden. Then they sat and looked at a book together.

Suddenly, Kay cried out. He put his hand to his face.

"There's something in my eye. Ow! It hurts!" he said.

"Let me see," said Gerda and she looked into his eye. But she couldn't see anything there.

The imp in the sky looked down and laughed: "Ha-ha! Kay has got a piece of glass in his eye! It came from my mirror! It will turn into ice and will make Kay naughty and rude!"


And that is what happened.

Suddenly, Kay was like a different boy. He looked angry and he spoke rudely.

"You look ugly, Gerda!" he shouted. "And so do the roses! Ugly, ugly!" Then Kay kicked one of the roses.

"Kay!" said Gerda. "What's wrong? Why are you being so rude?"

Kay was usually polite. But everything he said that day was rude and everything he did was naughty.



Gerda felt very sad. What was wrong with her best friend?



Active vocabulary

<i>beautiful</i>	an unusual word because it contains so many vowels; means 'full of beauty'
<i>eye</i>	point out that the two 'e's are like two eyes and the 'y' is the nose (write it on the board and draw a smile under it)
<i>face</i>	rhymes with <i>race</i>
<i>glass</i>	the 'g' is a hard 'g'
<i>ice</i>	the 'c' is a soft 'c'
<i>mirror</i>	point out the double 'r'
<i>piece</i>	<i>piece</i> and <i>peace</i> are homophones
<i>snow</i>	the 'ow' sounds like the name of the letter 'o'; and rhymes with <i>slow</i>
<i>warm</i>	point out the word <i>arm</i> hiding inside <i>warm</i>
<i>wind</i>	contains the hidden word <i>win</i>

Passive vocabulary

imp melted rude snowflake ugly

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1 again. Explain that these are the names of two children in the story. Ask *Who do you think is the girl, Kay or Gerda?*
- Tell the children to look at the picture on page 4. Ask *Who do you think is looking out of the window? What do they see? How do they feel? What is the boy doing?* Ask the children to describe the garden.

- Ask the children to look at the picture on page 5. Ask *Is it morning or night? What is the weather like? Where is the boy? What is he doing? Who does he see?*
 - Ask the children to look at the picture on page 7. Ask *Where are the children? What is the boy doing? What do you think the girl is trying to do? Who is in the sky? What is he doing?*
Discuss how the children are dressed.
 - Ask the children to look at the picture on page 8. Ask *How does the girl feel? Why do you think she feels this way?*
 - Ask the children if they have ever seen a film of *The Snow Queen*.
 - 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 or copy) the active vocabulary they have been introduced to.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask the 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 *Where did Kay live?*
- 2 *Who was Kay's best friend?*
- 3 *Were Kay and Gerda brother and sister?*
- 4 *What were Kay and Gerda doing at his grandmother's house?*
- 5 *Was it getting warmer outside?*
- 6 *What did Kay's grandmother say about the snowflakes?*
- 7 *What did Kay ask her?*
- 8 *Who did his grandmother say was the queen bee?*
- 9 *What did his grandmother tell him about the Snow Queen?*
- 10 *What did Kay see on one of the roses that night?*
- 11 *What did the snowflake change into?*
- 12 *Did the woman look at Kay warmly? How did he feel about her?*
- 13 *What did Kay feel on his face after he got back into bed?*
- 14 *What did Kay and Gerda do in the rose garden the next morning?*
- 15 *Why did Kay cry out?*
- 16 *What did Gerda see in his eye?*
- 17 *What had Kay got in his eye? Where did it come from?*
- 18 *How did Kay change?*
- 19 *When Kay looked at Gerda and the roses, how did he see them?*
- 20 *What did Gerda ask Kay? How did she feel?*

During reading

- Read the chapter expressively to the class (or play the audio download). 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).

- Ask the children to find an example of questions and exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing: 'ee'; 'ea'; 'oo'; 'ow'.
- Ask the children to find and read aloud any words containing a double consonant.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask 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 the imp's mirror is different from other mirrors?*
- 2 *Why do you think the imp flew up into the sky with his mirror?*
- 3 *How did Kay feel when he saw that it was snowing?*
- 4 *Why do you think Kay asked if the bees have got a queen bee?*
- 5 *Why did the snowflake turn into a beautiful ice woman?*
- 6 *How did Kay feel when he said, 'Ow!'?*
- 7 *Did the children see the imp in the sky?*
- 8 *Why do you think the imp laughed?*

- 9 *How do you think Gerda felt and what did she think after Kay spoke rudely to her?*
- 10 *Do you think Gerda will want to play with Kay again?*

- Discuss what it would be like to live in a northern country where there are long, cold winters.
- Discuss how the imp's piece of glass from his mirror changed everything that Kay saw. Ask *How will Kay feel about people he loved? How will he feel about the things he loved? How will he feel about the people he was afraid of or didn't like?*
- Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example *sn_wfl_k_s* (snowflakes). Ask the children to supply the missing vowels. (You might want to let the class cheer when someone supplies the correct answer to each spelling.)
- Play a rhyming game. Write these words from the chapter on the board: *door, bees, queen, ice, eye, book, rose*. Brainstorm as a class, and write on the board as many words that rhyme with each word as possible, for example *door: four, for, floor, tore, wore*.
- Elicit from the class names of any flowers they know. Do a quick survey to find out what the children's favourite flower is. Discuss where and when we see these flowers.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

Kay's journey

Pages 9 to 13


CHAPTER 2
Kay's journey

The next day, Kay took his sledge to Gerda's house. 'I can't play with you today,' he said. 'I'm tired of playing with a silly girl.'

'But we always play together!' cried Gerda.

'Well, not today. I'm going to the town square,' said Kay. 'I will ride on my sledge with the other boys.' And he left Gerda to play alone.

When Kay arrived in the town square, there was a horse and cart there. There were lots of boys around the horse and cart. One boy tied his sledge to the back of the cart. When the horse started to walk, the little sledge was pulled behind it. All the boys laughed.



Suddenly, Kay felt a cold wind on his face. Then a big white sledge raced into the square. It was pulled by four white horses. A beautiful woman sat on the sledge. She wore a white fur coat and a big fur hat. It was the ice woman!


'I know what I will do,' thought Kay. 'The other boys will think I'm very brave!'

Kay tied his little sledge to the back of the ice woman's big white sledge and jumped on it.


Then the big white sledge began to move. Kay was pulled along behind it.

Together, the woman and Kay raced out of the town square. When they came to the gates of the town, the woman turned and smiled.

It began to snow. On and on they went, faster and faster. Kay and the woman raced across the snowy fields. The snowflakes grew bigger and bigger. They looked like white birds!



Then, at last, the horses stopped and the beautiful woman stood up. She turned and smiled at Kay again. She was tall, with white skin and cold blue eyes. There was ice on her fur hat.



'Sit next to me, Kay,' she said. 'I am the Snow Queen. I will look after you.' Then she picked the little boy up and put him on the big white sledge.

'Put this around your shoulders. It's very cold,' she said. And she wrapped him in her fur coat.

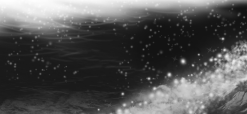
Suddenly, Kay didn't feel cold at all. He thought only of the Snow Queen and he forgot his home, his grandmother and his friend Gerda.

'We are going on a long journey, Kay,' said the Snow Queen.

'Where are we going?' asked the boy.

'We are going to my palace. It is made of snow,' she answered.

They began to move forward again. Soon they came to a river, but the horses did not stop. They flew up into the sky. The snowflakes fell and the wind blew. The horses pulled the sledge over land and sea. They went faster and faster, and higher and higher.




Active vocabulary

<i>alone</i>	point out the word <i>one</i> 'hiding' inside – when there is only one boy (girl), he (she) is alone
<i>arrive</i>	rhymes with <i>alive</i>
<i>forget</i>	a compound word: <i>for</i> + <i>get</i> = <i>forget</i>
<i>journey</i>	a two syllable word: <i>jour</i> + <i>ney</i>
<i>land</i>	rhymes with <i>hand, sand</i> and <i>tanned</i>
<i>move</i>	the 'o' sounds like 'oo' in <i>too</i>
<i>palace</i>	the 'c' sounds like 's'
<i>pull</i>	rhymes with <i>full</i>
<i>river</i>	ends in 'er' like <i>water</i>
<i>thought</i>	the <i>ough</i> is pronounced like 'au' as in <i>taught</i> and <i>caught</i>

Passive vocabulary

brave cart field shoulders sledge square

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Ask *What do you think the chapter is going to be about? What do you think Kay is going to do? Where do you think he is going to go?*
- Tell the children to look at the picture on page 9. Ask *Who is Kay playing with now? Does he look happy? What are the boys doing? What has one boy tied his sledge to? Why?*

- Tell the children to look at the picture on pages 10 and 11. Ask *Who is sitting on the sledge? What is his sledge tied to? What is the Snow Queen doing? Is Kay happy? Sad? Angry? What do you think the Snow Queen is thinking?*
- Tell the children to look at the picture on pages 12 and 13. Ask *Where is Kay now? What do you think is happening? Do you think Kay is happy to be with the Snow Queen? Why (not)?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

Ask the 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 Kay tell Gerda the next day?*
- 2 *What did Kay want to do?*
- 3 *What were the boys doing when Kay arrived in the town square?*
- 4 *What raced into the square?*
- 5 *What was the ice woman wearing?*
- 6 *Why did Kay tie his sledge to the ice woman's sledge?*
- 7 *Where did the ice woman's sledge take Kay?*
- 8 *What did the ice woman do when the horses stopped?*
- 9 *Where did the ice woman want Kay to sit?*

- 10 *What did the Snow Queen wrap around Kay?*
- 11 *What did Kay think of and who did he forget?*
- 12 *Where was the Snow Queen taking Kay?*
- 13 *What did the horses do when they came to a river?*
- 14 *Did the horses go quickly or slowly?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to the punctuation. Read each example and point out how your tone of voice changes.
- Ask the children to find and read aloud any words containing double vowels or double consonants, for example *silly, looked*.
- Ask the children to find and read aloud any two-syllable words in the text. Ask them to tap out the syllables as they read the words, for example *to-day*.
- Ask the children to find and read aloud proper nouns in the chapter. Elicit that each begins with a capital letter because it is the particular name of a person or place.
- 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 Kay called Gerda 'a silly girl'?*
- 2 *Do you think the boy was allowed to tie his sledge to the back of the cart, or was it naughty?*
- 3 *Was tying a sledge to the back of a cart safe or dangerous?*
- 4 *What did Kay feel before he saw the ice woman for a second time?*
- 5 *Why did Kay want the other boys to think he was brave?*
- 6 *Do you think Kay was afraid when the big white sledge began to take him away from the town square? Why (not)?*
- 7 *How did the Snow Queen feel?*
- 8 *Why did the Snow Queen wear white fur?*
- 9 *How do you think Kay felt about leaving his town?*
- 10 *How do you think Kay felt when the horses pulled the sledge up higher and higher?*

- Discuss friendship. Relate this to the story. Ask *Why did Kay play with Gerda and not the boys before the piece of glass got into his eye? How did he feel about Gerda? How do you think his feelings for the Snow Queen have changed? Do you think she will play with him?*
- Remind the class that the imp's mirror could make beautiful things look ugly. Ask *What is the opposite of these words: ugly, cold, arrive, pull, big, brave, forget, slow?*

- Write the words *faster and faster* and *higher and higher* on the board. Ask *Where do you find this in the chapter?* Explain that by repeating words in this way, we express the idea of continuing change. (We do not repeat the adjective when more and more is used as in *more and more interesting*.) Ask the children to think of other adjectives that end in *-er* in the comparative and use them in sentences with this pattern, for example, *the night got colder and colder*.
- Write *naughty* on the board. Explain that naughty is only a little bad and is usually used to talk about children. Ask the children if they think the boys in the town square were naughty. Ask *Is Kay naughty for going with the Snow Queen?*
- Write the verbs *wear, begin, grow, forget, make, come, fly, go* on the board. Tell the children to find the past tense of these verbs in the chapter and to read the sentences aloud. Write the past tense next to each verb and practise pronunciation.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3

Looking for Kay

Pages 14 to 18

CHAPTER 3
Looking for Kay

Gerda sat by the window. She watched and waited for Kay all day but he did not return. Where was he? So Gerda decided to go to the town square. There she saw the boys on their sledges.

"Where is Kay?" Gerda asked them. "He came here this morning to ride on his sledge."

"A woman raced into the square. She was on a big white sledge," said one of the boys. "Kay tied his little sledge to the back of her big sledge and then they left together."

"But where is Kay now?" said Gerda. "Where did the woman take him?"

"I don't know, Gerda. I'm sorry," replied the boy.



Gerda sat down and thought for a minute. Then she had an idea. "Kay and the woman must be at the river," she said to herself. "The river is very deep. The woman's horses cannot cross it."

So Gerda put on her new red shoes and went to the river. But Kay and the woman were not there.

"Where is my friend Kay?" Gerda asked the river. "Please show me where he is. I will give you my new red shoes."

She took off her shoes and threw them into the river. But the shoes did not sink into the water. They stayed next to the river bank.

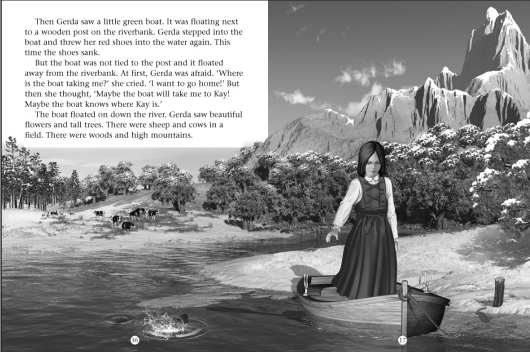
"I didn't throw the shoes far enough," thought Gerda.

Then Gerda saw a little green boat. It was floating next to a wooden post on the riverbank. Gerda stepped into the boat and threw her red shoes into the water again. This time the shoes sank.

But the boat was not tied to the post and it floated away from the riverbank. At first, Gerda was afraid. "Where is the boat taking me?" she cried. "I want to go home!" But then she thought, "Maybe the boat will take me to Kay! Maybe the boat knows where Kay is."


The boat floated on down the river. Gerda saw beautiful flowers and tall trees. There were sheep and cows in a field. There were woods and high mountains.



A short time later, the boat floated past a little white house with red and blue windows. The house had a beautiful sunny garden full of flowers. There was an old woman in the garden. The old woman was picking roses. She wore a long black dress and carried a stick. On her head she wore a big black hat. There was a red rose on the hat.

"Hello, little girl!" cried the old woman to Gerda. "What are you doing? Why are you floating down the river in a boat? Let me help you!"

And the old woman pulled the boat to the riverbank with her stick. She helped Gerda up and led her into the little house with red and blue windows.



Active vocabulary

<i>afraid</i>	<i>raid</i> is 'hiding' inside; when there is a <i>raid</i> , people are <i>afraid</i>
<i>cross</i>	notice the 'ss' at the end (as in <i>grass</i> , <i>mess</i> and <i>kiss</i>)
<i>deep</i>	change the 'd' to 'k' and 'w' to make new words
<i>far</i>	change the 'f' to 'c', 'j', 't', and 'w' to make new words
<i>float</i>	rhymes with <i>coat</i> , <i>goat</i> and <i>moat</i>
<i>idea</i>	three syllable word: <i>i + de + a</i>
<i>mountain</i>	'tain' sounds like <i>tin</i>
<i>return</i>	take off 're' to make another word
<i>sink</i>	<i>ink</i> is 'hiding' in <i>sink</i>
<i>wood</i>	<i>wood</i> and <i>would</i> are homophones

Passive reading

pick post replied riverbank stick

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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 14. Ask *What do you think Gerda is saying to the boy? What do you think he is saying to Gerda?*
- Tell the children to look at the picture on page 15. Ask *Where is Gerda now? What do you think she is doing?*

- Tell the children to look at the picture on pages 16 and 17. Ask *Where is Gerda? Where are her shoes?*
- Tell the children to look at the picture on page 18. Ask *What is the old woman doing? What do you see on her hat?* Ask the class to describe her house and garden. Ask *Is there something strange about her garden?* (no snow) *Do you think Gerda has travelled far in the green boat?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

Ask the 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 *Why did Gerda go to the town square?*
- 2 *What did the boy tell her about Kay?*
- 3 *Did the boy know where the woman took Kay?*
- 4 *Where did Gerda think Kay and woman must be?*
- 5 *Why did Gerda think that the woman's horses cannot cross the river?*
- 6 *What did Gerda put on before she went to the river?*
- 7 *What did Gerda ask the river?*

- 8 *Why did Gerda offer her new red shoes to the river?*
- 9 *What did Gerda think when her shoes did not sink?*
- 10 *Why did Gerda get into the green boat?*
- 11 *How did she feel when the boat began to float away from the riverbank?*
- 12 *Did she try to get out of the boat? Why (not)?*
- 13 *What did Gerda see as she floated down the river?*
- 14 *What did Gerda see in front of the little white house?*
- 15 *What was the old woman doing?*
- 16 *What was on the old woman's hat?*
- 17 *How did the old woman pull the boat to the riverbank?*
- 18 *Where did the old woman take Gerda?*

- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter, omitting the verbs. Ask the class to supply the missing verbs. Remind the class that every sentence must have at least one verb in it.
- Ask the children to find and read aloud sentences on page 14 with the following prepositions: *by, to, on, into*. Then tell the children to close their books. Ask *Where did Gerda sit? Where did Gerda decide to go? Where were the boys? How did Kay go to the town square that morning? Where did the woman race? How did the woman travel? Where did Kay tie his sledge?*
- Ask the children to find and read aloud any words containing: 'ow', 'ea', 'ee', 'oa' or 'ou'.

- Ask the children to find in the chapter and read aloud sentences with following words: *white, red, green, blue, black*. Ask *Do you think the old woman's house is pretty? Why do you think the old woman wears only black clothes but has a red rose in her hat?*
- 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 Gerda felt when she was waiting for Kay?*
- 2 *How do you think Gerda felt when she heard about the woman on the big white sledge?*
- 3 *Why did Gerda think that the woman and Kay must be at the river?*
- 4 *Do you think Gerda thought that the river would like to have her red shoes? Why (not)?*
- 5 *Why do you think Gerda thought that the river could show her where Kay was?*
- 6 *How do you think Gerda felt when she had no shoes on her feet?*
- 7 *What was more important to Gerda, her red shoes or her friend Kay?*
- 8 *How do you think Gerda felt when her red shoes sank? Why?*
- 9 *Why did Gerda cry, 'I want to go home!'?*
- 10 *What did Gerda hope that the boat would do?*

- 11 *Do you think Gerda enjoyed her ride in the boat? Why (not)?*
- 12 *Do you think the river wanted to help Gerda?*
- 13 *Why did the old woman have a sunny garden full of flowers and no snow?*
- 14 *Do you think the old woman will be kind to Gerda?*
- 15 *Was it a good idea for Gerda to go with the old woman into her house?*
- 16 *What do you think will happen next?*

- Discuss the use of magic so far in the story. Ask *How did the imp use magic in a naughty way? How did the Snow Queen use magic to get what she wanted? How did the river use magic so that Gerda would get into the boat?*
- Boats are often made of wood, which means they float. Experiment with a bowl of water and a range of objects made from different materials, for example a pencil and an eraser, to find out which things float and which things sink.
- Ask the children to describe the scenery on pages 16 and 17. Ask *Do you think Gerda has been there before? Do you think she feels alone and afraid? Would you like to ride in the little green boat on this river alone?* Ask the children why they think there is no snow in the old woman's garden. Ask *Do you think Gerda felt happier when she saw the beautiful sunny garden full of flowers?*
- Write the word *mountain* on the board and ask the children to read it. Now write these words on the board: *cer____, cur____, cap____, foun____*. Ask the children to complete each with 'tain'. Read the words they have made, and have the children repeat them. Use them in sentences.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story? Will the old woman help Gerda to find Kay?*

Chapter 4

The rose

Pages 19 to 23


CHAPTER 4
The rose

Gerda told the old woman all about Kay. She told her about Kay's grandmother's house and its beautiful rose garden. Then she told her about the woman on the white sledge.


"Don't worry about Kay," said the old woman. "Stay with me and I will look after you."

The old woman was very kind. She gave Gerda some red cherries to eat. Then she combed Gerda's hair with a gold comb.

"You are my little girl now!" the old woman told her. She carried Gerda to bed and sang her a song. Gerda was tired and soon went to sleep.



19




The next morning the old woman got up early. She went into her garden and pulled up every rose, one by one. "Gerda will see the roses and remember the rose garden at home," the woman thought. "She will remember her friend Kay and she will go to look for him. She won't want to stay with me any more."

But there was one rose the old woman forgot. It was the rose on her hat!

The old woman went back into her house. She made a big breakfast of eggs and fresh bread for Gerda.

20



After breakfast, Gerda went into the garden. She played with a ball and ran through the flowers. Then she sat in the sun and looked at a book.


"I love it here," she thought. "The old woman is very kind and the garden is so beautiful. Maybe I will stay here forever."

A short time later, the old woman came out of the house. She was carrying cherries and chocolate cake. "Thank you!" said Gerda. She smiled at the old woman. But then she saw the rose on the old woman's hat.

21

"Oh!" cried Gerda. Suddenly, she remembered Kay and his grandmother's rose garden. She remembered the hoys in the square and the woman on the big white sledge.

"I must go now! I must go and find Kay!" she told the woman. She ran to the garden gate and tried to open it. But the gate was locked.




22

"That old woman wants to keep me here forever!" thought Gerda. "She's not my friend!"

Then Gerda pulled the gate very hard. It opened and Gerda ran out of the garden. She ran far away from the little white house with red and blue windows. She ran far away from the old woman with the rose on her hat.

It was winter outside the old woman's sunny garden. Gerda was not wearing her red shoes. Her feet were bare and very cold as she ran through the snow.



23

Active vocabulary

<i>bare</i>	rhymes with <i>care</i> and <i>share</i>
<i>breakfast</i>	a compound word: <i>break</i> + <i>fast</i> ; to <i>fast</i> is to not eat, and when you have breakfast, you break your fast
<i>comb</i>	the 'b' is silent
<i>early</i>	<i>ear</i> is 'hiding' inside this word but it is pronounced like 'er'
<i>forever</i>	for all future time
<i>fresh</i>	think of other words that begin with 'fr'
<i>kind</i>	the word <i>in</i> is 'hiding' inside, but the 'i' is a long sound in <i>kind</i>
<i>remember</i>	three syllable word: <i>re</i> + <i>mem</i> + <i>ber</i>
<i>tired</i>	swap two letters to make <i>tried</i>
<i>worry</i>	'or' sounds like 'er'

Passive vocabulary

cherries look after

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 19. Ask *Where do you think Gerda is now? What is the old woman doing? Is Gerda happy, sad or afraid? How does the old woman feel? Why is there a fire in the house?*

- Tell the children to look at the picture on pages 20 and 21. Ask *Where is Gerda? What is she doing? What is the old woman doing? Do you think Gerda likes the old woman and her garden?*
- Tell the children to look at the picture on pages 22 and 23. Ask *What is Gerda doing? How does she feel? How does the old woman feel? Why do you think Gerda is leaving?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did Gerda tell the old woman?*
- 2 *What did the old woman tell Gerda?*
- 3 *Was the old woman kind?*
- 4 *What did the old woman give Gerda?*
- 5 *What did the old woman use to comb Gerda's hair?*
- 6 *What did the old woman say to Gerda before she carried her to bed?*
- 7 *Was Gerda afraid in the old woman's house that night?*
- 8 *Why did the old woman pull up every rose in her garden early the next morning?*

- 9 *Where was the one rose that the old woman forgot about?*
- 10 *What did the old woman make for Gerda's breakfast?*
- 11 *What did Gerda do in the garden after breakfast?*
- 12 *How did Gerda feel?*
- 13 *What did the old woman carry from the house to the garden?*
- 14 *What did Gerda do when she saw the rose on the old woman's hat?*
- 15 *Who said, 'I must go now!'?*
- 16 *Why couldn't Gerda open the gate?*
- 17 *How did Gerda feel about the old woman when she couldn't open the gate?*
- 18 *When Gerda pulled the gate open, what did she do?*
- 19 *What does it mean: 'her feet were bare'?*
- 20 *What was different between the old woman's garden and outside her gate?*

- Ask the children to point to the cherries on page 19. Write *cherry* on the board. Ask the children for the plural spelling. Discuss the rule about changing the 'y' to an 'i' before adding 'es'. Write these words on the board: *puppy, butterfly, monkey, pony* and ask the children to tell you the plural spellings.
- Ask the children how many words they can find for food in the chapter, for example *cherries, eggs, bread, chocolate cake*. Write *chocolate* on the board. Ask the children to use the letters in this word to make new words, for example *late, eat, ate, at, cola, hot, coat*.
- Ask the children to find all the words in the chapter with double consonants 'll', 'rr', 'gg', 'dd', 'tt', 'nn'.

- Ask the class to find and read aloud the sentences on page 19 where the old woman is speaking to Gerda. Discuss the tone of voice the old woman uses. Practise reading these sentences with emotion.
- Ask the class to find and read aloud the three words that have the letter combination 'mb' (comb, combed, remember). Practise pronunciation.
- 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 Gerda told the old woman about Kay and his grandmother?*
- 2 *Why do you think the old woman wanted Gerda to stay with her?*
- 3 *Why do you think the old woman had a gold comb?*
- 4 *Why was Gerda not afraid to sleep in the old woman's house?*
- 5 *What mistake did the old woman make?*
- 6 *Do you think the old woman was different from other old women?*
- 7 *How was the old woman's garden a magic garden?*
- 8 *How do you think Gerda felt when she saw the cherries and chocolate cake?*

- 9 *Why did the rose on the old woman's hat change Gerda's feelings for the old woman?*
- 10 *Do you think Gerda was happy to get away from the old woman's house and garden? Why (not)?*

- Write some words from the chapter on the board, with lines replacing the vowels, for example *g__rd__n* (garden). Tell the children that the old woman has pulled up all the vowels! Ask the children to supply the missing vowels.
- Write the word *breakfast* on the board and show how it is made of two separate words *break* and *fast*. Write the first word of some other compound words and ask the children to suggest the second words to complete them, for example *foot* (ball, step), *hair* (brush), *sun* (shine, light), *snow* (storm).
- Write *roses* on the board. Ask the children to think of the names of other flowers. See how many they can think of. Discuss why people like to give flowers to other people.
- Point out that Gerda is far from home, alone, and without shoes in a cold climate. Ask *Why is she trying so hard to find Kay? Do you think she is a good friend? Do you think the old woman was trying to be a good friend to Gerda? Is the river Gerda's friend?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

Gerda and the raven

Pages 24 to 28

CHAPTER 5
Gerda and the raven

Many hours passed. Gerda ran and ran. She ran until she was too tired to run any more. Then she sat down to rest. A big black raven flew down from a tree. He landed on the snowy ground next to the little girl. "What is your name?" he asked.

"My name is Gerda," she replied.

"Where are you going?" said the raven. "Why are you all alone? Why haven't you got any shoes?"

"I'm looking for my friend, Kay," Gerda said. "He went away with a woman on a big white sledge. I want him to come home."

"Did you say his name is Kay?" said the raven.

"It is," said Gerda. "Have you seen him?"


"Yes," the raven replied. "There is a big palace near here. A beautiful princess lives in the palace. She is looking for a husband. Lots of young men visit the princess. They all want to marry her."

"But Kay is only a boy," cried Gerda.

"Kay went to the palace. He talked to the princess," said the raven.

"Will you take me to the palace?" said Gerda. "Kay may still be there."

The raven thought for a moment. Then he said, "I will go and ask my wife. She will know what to do."



So Gerda sat and waited for the raven. It was snowing now and her bare feet were very cold. Soon it was dark. At last the raven flew back to her.

"Did you see your wife?" asked Gerda.

"Yes," said the raven. "She gave me a piece of bread for you."

The raven pulled a large piece of bread from under his wing and gave it to her.

"Thank you!" said Gerda. "Your wife is very kind."

Gerda was very hungry and she quickly ate the bread.

"Now will you take me to the palace?" she asked the raven.



"The servants will think you are very strange," the raven replied. "You are just a little girl. You are alone and you haven't got any shoes. They won't let you come in."

"Then what can I do?" said Gerda. "I must find Kay."

"My wife knows a secret staircase at the back of the palace," said the raven. "I will take you to it."

"Thank you!" said Gerda.


So Gerda and the raven set off across the snow.

The raven took Gerda to the back door of the palace. Gerda opened it and they went in.

It was dark inside but a candle was burning. Gerda could see the secret staircase. She walked up the stairs and thought about Kay. She remembered his golden hair and his bright blue eyes. "When will I see Kay again?" she said to the raven. "Will I find him here in the palace?"

"You are a good girl," said the raven. "And you love your friend very much. Don't worry. Everything will be all right."



Active vocabulary

<i>candle</i>	rhymes with <i>handle</i> ; you must <i>handle</i> a candle with care
<i>hungry</i>	the 'gry' sounds like 'gree' as in <i>green</i>
<i>husband</i>	<i>us</i> and <i>band</i> are 'hiding' inside this word; a <i>husband</i> puts a wedding <i>band</i> on his wife's finger
<i>princess</i>	<i>prince</i> is 'hiding' inside this word; a <i>prince</i> is a man and a <i>princess</i> is a woman
<i>raven</i>	two syllable word: <i>ra</i> + <i>ven</i>
<i>secret</i>	two syllable word: <i>se</i> + <i>cret</i>
<i>servant</i>	a <i>servant</i> serves
<i>strange</i>	add 'r' to the end to make a new word
<i>wife</i>	rhymes with <i>life</i> ; remember the phrase: a <i>wife</i> is for life!
<i>young</i>	the 'ou' sounds like 'u' in <i>sun</i>

Passive vocabulary

set off staircase wing

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Ask *What do you think the chapter is going to be about? Do you think the raven will help Gerda?*

- Tell the children to look at the picture on pages 24 and 25. Hold up your book so that the children can see it. Point to the raven. Ask *What kind of bird is this? What do you think Gerda is saying to the raven?*
- Tell the children to look at the picture on page 26. Ask *What has the raven brought for Gerda? How do you think Gerda feels?*
- Tell the children to look at the picture on page 27. Ask *Where do you think the raven and Gerda are going? What time of day is it?*
- Tell the children to look at the picture on page 28. Ask *Where are Gerda and the raven? What is Gerda doing? Whose house do you think it 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 (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Why was Gerda too tired to run any more?*
- 2 *Was the raven a small, brown bird?*
- 3 *What four questions did the raven ask Gerda?*
- 4 *Where did the raven see Kay?*
- 5 *What was the beautiful princess looking for?*

- 6 *Why do young men visit the princess?*
- 7 *Why did Gerda want the raven to take her to the princess's palace?*
- 8 *Who did the raven say will know what to do?*
- 9 *What did Gerda do after the raven left?*
- 10 *What did the raven's wife give him for Gerda?*
- 11 *What did Gerda say to the raven?*
- 12 *What did the raven say the servants will think when they see Gerda?*
- 13 *How did the raven know about the secret staircase?*
- 14 *Was it too dark to see the secret staircase?*
- 15 *What did Gerda ask the raven?*
- 16 *What did the raven answer?*

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.
- Discuss why Gerda cries, 'But Kay is only a boy!' Ask the children why Gerda said this. Ask the children to suggest reasons why Kay went to the princess's palace.
- Ask the children to find and read aloud sentences with the past tense of the verbs: *run, sit, think, give, eat, take, go*. Discuss irregular past tense forms.
- Point out that ravens are very intelligent birds. Ask the children to discuss the meaning of the raven's words at the end of the chapter. Ask *Do you think Gerda felt better after the raven told her that everything will be all right?*

- 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 raven was surprised to see a girl running in the snow with bare feet and alone? Why (not)?
- 2 How do you think the raven knew that Kay had visited the princess?
- 3 How do you think Gerda felt when the raven said he had seen Kay?
- 4 How do you think Gerda felt when she was waiting for the raven to return?
- 5 What do you think the raven told his wife about Gerda?
- 6 Why did the raven say that the servants would think Gerda was very strange?
- 7 Do you think the raven's wife knew the palace well? Why?
- 8 Why didn't the servants see Gerda when she went inside the palace?
- 9 What did Gerda hope for as she walked up the stairs?
- 10 Do you think she will find Kay in the palace?
- 11 How did the raven know that Gerda loved her friend Kay very much?

- Play a word changing game, changing the following words:

- Change the 'n' in *name* to 'g', 'l', 's', 't'
- Change the 'd' in *dark* to 'b', 'l', 'm', 'p'
- Change the 'w' in *wing* to 'br', 'k', 'r', 's', 'th'
- Change the 'sn' in *snow* to 'bl', 'cr', 'thr', 'sh', 'gr'


- Write *ate* on the board. Ask the children to think of letters to put in front of *ate* to make new words, for example *date*, *gate*, *late*, *mate*, *plate*.
- Write the words *beautiful*, *young*, *cold*, *dark*, *quickly*, *back*, *good* on the board and ask what the opposite of each word is.
- Discuss the dangers of going inside strange buildings alone. Ask *Do you think Gerda is brave or silly?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 6

The princess

Pages 29 to 34


CHAPTER 6
The princess



At the top of the staircase, there were six wooden doors. The raven flew up to one of them. 'That's the princess's bedroom,' he said. 'Shall we go in?' asked Gerda. 'Yes, but try to be quiet,' said the raven. 'We don't want to wake her.'


29

Gerda pushed the door open and walked into a beautiful room. The walls were pink and there were lots of flowers. In the middle of the room was a white bed. In the bed lay a beautiful young woman.




30

Gerda tried to be quiet. But the princess heard the little girl's footsteps and woke up. 'Who are you?' she asked Gerda. 'Why are you in my bedroom? What do you want?' So Gerda told the princess her story. 'So that is why I am here,' she finished. 'I am looking for my friend Kay!' The princess smiled. 'Kay came to the palace,' she said. 'We talked for a short time.' 'Is he still here?' asked Gerda. 'No,' replied the princess. 'He left with a woman on a big white sledge. Her name is the Snow Queen.' The princess turned to the raven. 'It was kind of you to help this little girl,' she said. 'You and your wife can both come to my kitchen and have some food.' Then the princess said, 'Gerda, I can see you are tired. You can sleep in my bed.' So Gerda jumped into the white bed. She went to sleep at once. She dreamt about Kay. He was riding through the snow on his little sledge.




31

When Gerda woke up, the princess gave her a breakfast of eggs, bread and honey. 'You can stay here with me if you like,' the princess said. 'There is lots of room in my palace.' 'Thank you very much,' said Gerda. 'But I must find my friend Kay!' 'Then I will give you two horses and a carriage,' said the princess. 'I will give you some new clothes, too.'



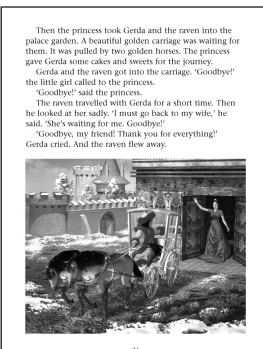
32

The kind princess brought a pink silk dress for Gerda. She gave her a fur coat, a fur hat, some big fur gloves and some fur boots. Gerda put them on and looked in the mirror. The little girl laughed at herself. 'Now I am ready for the ice and snow,' she said. 'Now I am ready for the Snow Queen!'



33

Then the princess took Gerda and the raven into the palace garden. A beautiful golden carriage was waiting for them. It was pulled by two golden horses. The princess gave Gerda some cakes and sweets for the journey. Gerda and the raven got into the carriage. 'Goodbye!' the little girl called to the princess. 'Goodbye!' said the princess. The raven travelled with Gerda for a short time. Then he looked at her sadly. 'I must go back to my wife,' he said. 'She's waiting for me. Goodbye!' 'Goodbye, my friend! Thank you for everything!' Gerda cried. And the raven flew away.



34

Active vocabulary

<i>at once</i>	'on' sounds like <i>won</i> ; the 'c' sounds like 's'
<i>both</i>	the 'o' is a long 'o' sound
<i>dream</i>	point out that a bad <i>dream</i> can make you <i>scream</i>
<i>middle</i>	point out the two 'd's in the middle of the word
<i>push</i>	the opposite is <i>pull</i>
<i>quiet</i>	swap the letters to make the word <i>quite</i>
<i>ready</i>	at the start of a race we say <i>ready, steady, go!</i>
<i>silk</i>	rhymes with <i>milk</i>
<i>travel</i>	two syllable word: <i>tra + vel</i>
<i>wall</i>	change the 'w' to 'b', 'c', 'f', 'h', 't' to make new words

Passive vocabulary

carriage footsteps fur golden honey wooden

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 29. Ask *How many doors do you see? What do you think the raven is saying to Gerda?*

- Tell the children to look at the picture on pages 30 and 31. Ask the children to describe the woman in the bed. Ask them to describe the room. Ask *Who do you think the woman in the bed is? Why is Gerda walking on her toes? What do you think is going to happen?*
- Tell the children to look at the picture on pages 32 and 33. Ask *Who do you think the woman in the blue dress is? What do you think the woman is doing? How does Gerda feel? Why?*
- Tell the children to look at the picture on page 34. Ask *Who is the person in the carriage? What is she doing?* Ask the children to describe Gerda's new clothes.
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Where did Gerda see six wooden doors?*
- 2 *How did Gerda know which door was to the princess's bedroom?*
- 3 *What did the raven tell Gerda to try to do?*
- 4 *When Gerda pushed the door open, what did she see?*
- 5 *What did Gerda see in the middle of the room?*

- 6 *Who was sleeping in the bed?*
- 7 *Why did the princess wake up?*
- 8 *What did the princess ask Gerda?*
- 9 *Where did the princess see Kay?*
- 10 *Who was Kay with when he left the palace?*
- 11 *What did the princess say to the raven?*
- 12 *Why did Gerda jump into the princess's bed?*
- 13 *Did Gerda lie awake or did she go to sleep quickly?*
- 14 *Who did Gerda dream about?*
- 15 *What was Kay doing in Gerda's dream?*
- 16 *What did the princess give Gerda to eat?*
- 17 *What did the princess give Gerda to help her find Kay?*
- 18 *What was the pink dress made of? What were the coat, hat, gloves and boots made of?*
- 19 *What did Gerda do when she looked in the mirror?*
- 20 *What did Gerda say she is ready for?*
- 21 *What did Gerda and the raven see in the palace garden?*
- 22 *Who got into the carriage with Gerda?*
- 23 *How did the raven feel when he left Gerda?*

- Ask the class to find and read any words in the chapter that tell us what material things are made of (wooden, silk, fur, golden). Ask *Will Gerda be more comfortable in her new fur clothes? Why did people in cold countries wear fur clothes? Do you think the golden horses and golden carriage will help her?*
- Ask the children to find and read aloud sentences that show that the princess is kind. Ask *What does 'it was kind of you to help this little girl' mean? What does the princess offer Gerda? What words did she use to offer them?*

- Ask the children to find and read aloud sentences that show that Gerda was polite. Discuss the importance of being polite and thanking people (and animals!) for their help.
- Point out the word *dreamt* on page 31. Ask *What does 'dreamt' mean?* Point out that other verbs with a similar irregular past tense spelling include *sleep-slept, keep-kept, sweep-swept*. Ask *Who did Gerda dream about? Where did the princess sleep?*
- Ask the children to find words in the chapter that mean the opposite of the following: *bottom, down, out, noisy, started, long, not much, old, hello*.
- 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 raven knew which door was to the princess's bedroom?*
- 2 *What do you think Gerda thought when she saw the princess's beautiful bedroom?*
- 3 *Do you think the princess was angry when she saw Gerda in her bedroom?*
- 4 *What do you think the princess and Kay talked about when he visited her?*
- 5 *Do you think the princess knows the raven and his wife well? Why (not)?*
- 6 *Why do you think the princess told Gerda she could stay in the palace and live with her?*







- 7 *Why do you think the princess gave Gerda a fur coat, fur hat, gloves and boots?*
- 8 *How do you think Gerda felt when she saw the golden carriage and the two golden horses?*
- 9 *How did Gerda feel about the princess and the raven?*

- Write the word *staircase* on the board and show how it is made of two separate words, *stair* and *case*. Write *_____room* on the board and ask the children to suggest the first word to complete it, for example *bed, bath*. Do the same with *snow_____* (man, ball, flake), *_____stairs* (up, down), *hair_____* (brush), *sun_____* (shine, light, glasses).
- Have a competition to see who can think of the most words rhyming with *pink*. (blink, drink, link, mink, rink, sink, think, wink)
- Write the word *middle* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: *mid-dle*. Point out that a word with a double consonant in the middle is split up. Write the words *little, marry, cherry, carry, robber, letter, dinner* on the board, and ask the class to split them into two syllables.
- Play a word-taking game. Tell the children *Take the word 'foot' from 'footsteps'*. *What word are you left with? (steps)* Now do the same with: *up* from *upstairs* (stairs); *out* from *outside* (side); *side* from *inside* (in); *break* from *breakfast* (fast); *thing* from *everything* (every).
- Ask the children to discuss the statement: 'Friendship is more important than having expensive things.'
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 7

The robber's child

Pages 35 to 40

<p>CHAPTER 7</p> <p>The robber's child</p>  <p>The carriage went into the woods. It was very dark and very silent. Gerda began to feel afraid. Suddenly she heard shouting. Then a group of men ran out of the trees. The leader was tall and dark. He had a little girl with him.</p> <p>'Look! That carriage is made of gold!' shouted the leader. 'And what beautiful golden horses!' said another man. 'This is a good day for us!'</p> <p>The leader ran up to the carriage and opened the door. Then he pulled poor Gerda out and held her by her arms.</p> <p>35</p>	<p>The little girl walked up to Gerda and smiled. 'Are you a princess?' she asked.</p> <p>'No,' said Gerda. 'I'm just a little girl, like you.' But you have a coat made of fur and a beautiful silk dress!' said the girl. 'Father, I want this little girl to come to our house and play with me. She can sleep in my room.'</p> <p>The robber looked at his daughter and smiled. 'All right,' he said. And he drove them back to his house.</p> 
<p>Inside the house there were many piles of gold. 'Where did you get all this gold?' Gerda asked. 'I stole it!' the robber replied.</p> 	 <p>Then the robber's child took Gerda to her bedroom. Gerda's eyes opened wide with surprise. The room was full of animals! Dogs, cats, pigeons, a sheep - and a reindeer! Gerda told the robber's child her story. The animals listened, too.</p> <p>Suddenly a pigeon flew down and sat on Gerda's hand. 'I saw your friend Kay a few days ago!' the pigeon said to Gerda.</p> <p>'Where?' cried Gerda. 'Where was he?'</p> <p>'He was on the Snow Queen's big white sledge,' said the pigeon. 'They flew past this castle.'</p> <p>'Where were they going?' asked Gerda. 'Do you know? Oh, please tell me. I must find Kay!'</p> <p>38</p>
 <p>'I think they were going to Finland,' said the pigeon. 'The Snow Queen lives there in a big palace made of snow. It's the coldest place in the world. Ask my friend, the reindeer. He comes from Finland.'</p> <p>'Tell me about Finland,' Gerda said to the reindeer. 'I must go there at once!'</p> <p>The reindeer opened his big dark eyes. 'It's a beautiful place, full of ice and snow!' he said. 'Lots of reindeer live there.'</p> <p>39</p>	<p>In the morning, when the robber was asleep, Gerda heard a girl's voice whispering in her ear. It was the robber's child.</p> <p>'Wake up, Gerda!' she said. 'I've got an idea!'</p> <p>Gerda sat up. 'Tell me!' she said.</p> <p>'I like you and I want to help you,' said the robber's child. 'Put on your fur coat and your hat. I will keep your gloves because I saw the robber's child. My reindeer will take you to Finland. Then you can look for Kay and the Snow Queen.'</p> <p>The girl untied the reindeer and helped Gerda on to his back. She gave Gerda some bread and water.</p> <p>'Thank you!' cried Gerda. Then she and the reindeer left the robber's house and set off for Finland.</p>  <p>40</p>

Active vocabulary

<i>castle</i>	't' is silent
<i>child</i>	rhymes with <i>wild</i>
<i>listen</i>	't' is silent; you must be <i>silent</i> when you <i>listen</i>
<i>lots of</i>	means the same as <i>a lot of</i>
<i>robber</i>	other 'er' words for people: <i>teacher, worker, painter</i>
<i>silent</i>	other 'ent' words are <i>patient, excellent, violent</i>
<i>surprise</i>	point out the two 's's (second one sounds like 'z') and two 'r's
<i>voice</i>	a one syllable word; 'c' sounds like 's'
<i>whisper</i>	his is 'hiding' inside; remember the phrase: his <i>whisper</i> is <u>perfect</u>
<i>world</i>	the 'or' sounds like 'er'

Passive vocabulary

piles reindeer shout stole

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 35. Ask *How many people do you see? How many horses do you see? Who do you think is in the carriage? Who do you think the men are? Why? What time of day is it?*

- Tell the children to look at the picture on pages 36 and 37. Ask the children to describe the room. Ask *Whose house do you think Gerda is in? Why do you think there is lots of gold in this room? How old do you think the other girl is? What do you think Gerda is saying?*
- Tell the children to look at the picture on pages 38 and 39. Ask *Where do you think Gerda is now? How many animals are in the room? Which animal is the largest? Is Gerda afraid?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

Ask the 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 *Why did Gerda begin to feel afraid?*
- 2 *What did Gerda suddenly hear?*
- 3 *What did the leader of the group say when he saw Gerda's carriage?*
- 4 *Why did the other man say, 'This is a good day for us!'?*
- 5 *What did the leader do to poor Gerda?*
- 6 *What did the little girl ask Gerda?*
- 7 *What did the little girl want Gerda to do?*
- 8 *What did Gerda find in the robber's house?*

- 9 *How did the robber get all his gold?*
- 10 *How did Gerda feel when she saw the little girl's bedroom?*
- 11 *What animals did the little girl have in her bedroom?*
- 12 *What did the pigeon tell Gerda?*
- 13 *Where did the pigeon think that the Snow Queen and Kay were going?*
- 14 *What did the pigeon tell Gerda about the Snow Queen and Finland?*
- 15 *What did the reindeer tell Gerda about Finland?*
- 16 *How did the robber's child help Gerda?*
- 17 *Why did the robber's child keep Gerda's gloves?*
- 18 *Why was Gerda happy to ride on the reindeer's back to Finland?*

- Write on the board *robber's child* and explain that the apostrophe shows possession (the child of the robber). Point to the robber's child on page 35. Ask *Whose child is she?* Ask the class to find and read aloud sentences with other examples of the apostrophe for possession in the chapter (Gerda's eyes, Gerda's hand, Snow Queen's sledge, girl's voice, robber's house). Write on the board (without apostrophes!): *Gerdas golden carriage, the robbers gold, Gerdas silk dress, the childs bedroom, the Snow Queens palace* and ask the children where they need to put an apostrophe. You could ask the children to write a list of the girl's animals, for example *the girl's four cats, the girl's reindeer*.

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person or the animal. Point out that these are the words that go inside the speech marks.
- Ask the children to find and read aloud the names of animals in the text (horses, dogs, cats, pigeons, a sheep, a reindeer). Point out the plural 's'. Explain that in the story there is only one *sheep* but that the plural of *sheep* is *sheep* (one sheep, two sheep, three sheep). Tell the class to look at the sentence on page 39, 'Lots of reindeer live there!' Explain that *reindeer* (and *deer*) is both the singular and the plural form. Point out that there are not many words like this, but that another common one is *fish*.
- If possible, bring a map to class and point out where Finland is. Point out that it is very near Russia. Ask *What do you know about Finland? Would you like to go there? Why (not)? What animals would you see there? What clothes would you need?*
- 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 Gerda felt when she heard men in the woods shouting?*

- 2 *How did the robbers feel when they saw the golden carriage and the golden horses?*
- 3 *Why do you think the robber's daughter thought Gerda was a princess?*
- 4 *Do you think the robber's daughter played with other children? Why (not)?*
- 5 *Do you think the robber loved his daughter? Why (not)?*
- 6 *What do you think Gerda thought when she saw piles of gold in the robber's house?*
- 7 *What do you think Gerda thought when she saw the little girl's animals?*
- 8 *Do you think the little girl understood Gerda's love for her friend Kay?*
- 9 *How did the pigeon help Gerda?*
- 10 *How did Gerda feel, do you think, about going to the coldest place in the world?*
- 11 *Did the reindeer like Finland? Why (not)?*
- 12 *Why do you think the little girl whispered when she told Gerda her idea?*
- 13 *Do you think the robber's child was a kind girl? Why (not)?*
- 14 *What did the robber's child learn from him?*
- 15 *How do you think Gerda felt when she set off for Finland on the reindeer's back?*

- Write *dark* and *silent* on the board. Point out that these are adjectives. Ask the children to find eight more adjectives on page 35 (*afraid, tall, dark, little, beautiful, golden, good, poor*). Discuss the difference in meaning between *dark woods* (no light) and *the leader was dark* (black hair). Find the other use of *dark* with this meaning in the chapter (page 39). Explain the meaning of *poor* (deserving sympathy) in this sentence (it does not mean having no money). Discuss the robber's daughter's life. Ask *Do you feel sorry for her? Can we say, 'the poor robber's daughter'?* (even though her house is full of gold?)


- Write the word *untied* on the board. Ask *What did the robber's child untie?* Point out that the prefix *un* changes the meaning of a word to the opposite meaning. Ask the children to use the prefix to change the meaning of these words: *afraid, clean, comfortable, cover, do, dress*.
- Ask the children to find and read aloud sentences with the word *must*. Make sure the children understand that when Gerda says this word, she means she has no choice. Discuss why she feels she *must* find Kay. Talk about her love for him, like the love for a brother.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 8

Gerda's journey

Pages 41 to 46

CHAPTER 8
Gerda's journey



All day and all night, the reindeer carried Gerda over the snow. The next morning, they came to a little house. Gerda knocked on the door and an old woman opened it.

"Hello, who's this? A little girl and a reindeer?" the old woman said. "What do you want, my child?"

"We're going to Finland," said Gerda. "We're looking for the Snow Queen. She came to my town and took my friend Kay."

"Well, you are in Lapland now," said the old woman. "Come in and sit by the fire. You can rest for a short time." Gerda and the reindeer went into the little house. They sat by the fire and the old woman gave them some bread and fish.

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"You have many miles to travel," said the old woman. "It is a long way to Finland."

"I hope it won't take too long," said Gerda.

"The reindeer will go fast," said the old woman. "And I have a friend who lives there. She will look after you. I will write a letter. Please give it to her when you get there."


So the old woman wrote a letter and gave it to Gerda. "Now," the old woman said, "Off you go!"

All day and all night, the reindeer carried Gerda over the snow and across the icy rivers. Big snowflakes fell from the sky. The snowflakes landed on Gerda's fur hat and on the reindeer's back.



In the morning, Gerda and the reindeer arrived in Finland! They looked at the address on the letter. Soon they found the old woman's friend. She was very kind. Gerda and the reindeer sat by her fire and the woman gave them some food. Then she read the letter from her friend in Lapland.

Kay has a piece of glass in his eye, the woman read. *It makes Kay love the Snow Queen and it makes him forget Gerda. It makes him forget his grandmother and his home with its beautiful rose garden. If Gerda doesn't take the piece of glass out of his eye, Kay will stay with the Snow Queen forever. He is happy with the Snow Queen and he doesn't want to go home.*




Then the woman looked at the reindeer. "The Snow Queen's palace is two miles away," she told him. "Take Gerda as far as the palace gates and leave her there."

When they came to the palace gates, the reindeer stopped.

"I must go now, Gerda," he said. Then he kissed Gerda's hand. "Goodbye!"

"Goodbye!" cried Gerda. And the little girl was all alone again.



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Active vocabulary

<i>address</i>	words 'hiding' inside: <i>add, dress</i>
<i>fire</i>	rhymes with <i>wire</i>
<i>food</i>	think of some other 'oo' words
<i>gate</i>	change the 'g' to 'l', 'm', 'f' to make new words
<i>kiss</i>	'ss' is a common letter combination: <i>class, dress, address</i>
<i>knock</i>	all 'kn' words have a silent 'k': <i>knife, know, knight</i>
<i>land on</i>	a two-word verb meaning: to come down from the sky onto a hard surface
<i>leave</i>	'ea' sounds like 'ee'
<i>letter</i>	think of other words with 'tt' in the middle
<i>rest</i>	point out: it is best to <i>rest</i> before a <i>test</i>

Passive vocabulary

miles

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 41. Ask *Where do you think Gerda is now? What is she doing? Do you think it is warm inside the little house? Why?*

- Tell the children to look at the picture on pages 42 and 43. Ask *What do you see in the picture? Do you think Gerda is afraid?*
- Tell the children to look at the picture on pages 44 and 45. Ask *Where are Gerda and the reindeer now? What is Gerda doing? What is the reindeer doing? What is the woman doing? Does the woman look angry or surprised? Is it warm inside the house?*
- Tell the children to look at the picture on page 46. Ask *What do you see behind Gerda and the reindeer? Where do you think Gerda is now? How does she feel? What is the reindeer doing?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

Ask the 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 *For how long did Gerda ride on the reindeer's back before they arrived at the old woman's house?*
- 2 *What did Gerda tell the old woman?*
- 3 *Was Gerda in Finland or Lapland?*
- 4 *Was it a long way from Lapland to Finland?*
- 5 *What did the old woman give Gerda? Why?*

- 6 *Did the reindeer carry Gerda through the woods after they left the old woman?*
- 7 *Where did Gerda go when she arrived in Finland?*
- 8 *Was the old woman's friend kind or unkind to Gerda and the reindeer?*
- 9 *What did the old woman's letter tell her friend about Kay?*
- 10 *How far was it to the Snow Queen's palace?*
- 11 *Where did the woman tell the reindeer to take Gerda?*
- 12 *Did the woman tell the reindeer to go inside the palace with Gerda?*
- 13 *Why did the reindeer kiss Gerda's hand?*

- Read the title and discuss the meaning of *journey*.
- Ask the children to find words 'hiding' inside these words: *reindeer, Finland, Lapland, letter, address, gate, alone*.
- Ask *What will happen if Gerda doesn't take the piece of glass out of Kay's eye?* (Kay will stay with the Snow Queen forever.) Ask *Will this be an easy thing for Gerda to do?* Ask the children to suggest ways that Gerda might get the glass out of Kay's eye.
- Discuss what *makes* means in these sentences: *It makes Kay love the Snow Queen; it makes him forget Gerda*. Write on the board: *something makes somebody do something*. Ask the children to suggest sentences using this pattern (for example: Gerda's love for Kay makes her forget about her own problems).
- 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 Gerda and the reindeer felt when they arrived at the little house?*
- 2 *Do you think the old woman knew the Snow Queen?*
- 3 *Why did the old woman write the letter?*
- 4 *How do you think Gerda felt when she rode on the reindeer's back over the snow?*
- 5 *Do you think Gerda felt happy when she arrived in Finland?*
- 6 *Do you think the old woman's friend had lots of money?*
- 7 *How did the old woman know about the piece of glass in Kay's eye?*
- 8 *How do you think Gerda felt when she heard the woman read the letter?*
- 9 *Why didn't the old woman's friend want the reindeer to stay with Gerda?*
- 10 *How do you think the reindeer felt when he left Gerda?*
- 11 *Do you think Gerda will find Kay?*
- 12 *Do you think Gerda will get the piece of glass out of Kay's eye?*

- Point out the use of *italics* for the letter on page 44. Discuss how it signals something different from the rest of the story.
 - Discuss the examples of people being kind. Ask *Why are people kind to strangers? Has Gerda met anyone who was unkind in the story? If Gerda came to your house, would you want to be kind to her and help her? Why (not)?*
 - If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen in the next chapter?*
- Ask the children to find all the things in the chapter that are cold (snow, icy rivers, snowflakes, the Snow Queen's palace). Ask *What other things are cold?*
 - Ask the class to find any verbs with irregular past tense (for example, *took, went, sat, gave*).


Chapter 9

The Snow Queen's palace

Pages 47 to 51

CHAPTER 9

The Snow Queen's palace



Kay was sitting on the floor of the Snow Queen's palace. He was doing a jigsaw puzzle made of pieces of ice. The walls of the palace were made of snow. All the rooms were empty. In the middle of the palace was a lake. It was covered in ice. The Snow Queen sat on a throne in the middle of the lake.

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'Come here, my little Ice Boy,' she called to Kay. 'I want to tell you something.'

Kay ran across the icy lake and the Snow Queen wrapped him in her fur coat.

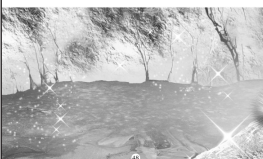
'I am going away,' she told him.

'Where are you going?' asked Kay.

'I'm going to the lands in the south,' said the Snow Queen. 'I am going to take winter to them. I will put snow on the mountains and ice in the rivers. I will make the cold winds blow.'

'But what about me?' asked Kay. 'You can't leave me.'

'You must stay here and wait for me,' the Snow Queen said. 'I won't be long.' Then she called for her horses and her big white sledge. She got on the sledge and raced away! Kay felt sad and went back to his jigsaw puzzle. He was all alone in the palace made of snow.





Then suddenly, Kay heard a voice!

'Kay! Oh, Kay!' cried the voice. 'I have found you at last!' Kay looked up and saw a little girl running towards him.

Kay dropped his jigsaw piece. He sat very still. Who was this little girl?

'Kay, it's me! Your friend, Gerda!' she said, and she began to cry. Kay looked at the little girl's hot tears and suddenly the piece of glass fell from his eye.

'Oh, Gerda!' Kay cried. 'Of course I remember you! Where am I, Gerda? What am I doing here in this cold, empty place?'



'The Snow Queen brought you here,' said Gerda. 'You had a piece of glass in your eye. It made you forget me. It made you forget your grandmother and her house with the rose garden. The Snow Queen wanted to keep you in her palace forever. But now we can go home.'


'Home?' said Kay.

'Yes,' said Gerda. 'Do you remember your home?'

'Yes,' said Kay. 'I remember now.'

'The piece of glass has gone,' Gerda said. 'You are not rude or naughty any more! Everything is all right now. But where is the Snow Queen?'

Kay smiled. 'The Snow Queen went to the lands in the south,' he said. 'She took winter with her. Let's go, Gerda, before she comes back!'



Active vocabulary

<i>before</i>	<i>be</i> and <i>for</i> go before 'e'
<i>empty</i>	opposite of <i>full</i>
<i>floor</i>	rhymes with <i>door</i> and <i>poor</i>
<i>icy</i>	the 'i' and 'c' say their names; 'y' does not (Have fun with the letters 'i' and 'y': I says, 'I see.' Y asks, 'Why?')
<i>jigsaw puzzle</i>	not many words have double 'z'
<i>lake</i>	change 'l' to 'b', 'c', 'm' to make new words
<i>south</i>	rhymes with <i>mouth</i>
<i>still</i>	think of the sentence, 'He is <i>still</i> ill.'
<i>tear</i>	you can have a <i>tear</i> in your eye but not in your ear!

Passive vocabulary

throne

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 47. Ask *Who do you think is the boy in the picture? What is he doing? Where is he? Who is watching him?*

- Tell the children to look at the picture on pages 48 and 49. Ask *Do you think the Snow Queen likes Kay? Do you think he likes her? Do you think the Snow Queen likes sunshine and flowers or snow and ice? Is Kay's life with the Snow Queen very different from his life before he met her? How?*
- Tell the children to look at the picture on pages 50 and 51. Ask *Does Kay look happy? What is Gerda doing? Is she happy or sad?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

Ask the 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 was Kay doing on the floor?*
- 2 *What was strange about his jigsaw puzzle?*
- 3 *What was in the middle of the palace?*
- 4 *What was the Snow Queen sitting on?*
- 5 *Why did the Snow Queen tell Kay to come to her?*
- 6 *What did she call Kay?*
- 7 *What did the Snow Queen wrap round her little Ice Boy?*
- 8 *Where is the Snow Queen going? Why?*

- 9 *Did Kay want the Snow Queen to go to the south without him?*
- 10 *Did the Snow Queen want Kay to go with her?*
- 11 *How did the Snow Queen travel to the south?*
- 12 *How did Kay feel after the Snow Queen left?*
- 13 *What did Gerda say when she saw Kay?*
- 14 *Did Kay remember Gerda when he first saw her?*
- 15 *What did Gerda do when Kay did not recognise her?*
- 16 *What made the piece of glass fall from Kay's eye?*
- 17 *When the piece of glass fell from his eye, what did Kay say?*
- 18 *What did Gerda tell Kay about the piece of glass?*
- 19 *What did Gerda tell Kay about the Snow Queen?*
- 20 *How has Kay changed?*

- Write the word *jigsaw* on the board. Ask the class to use the letters in this word to make new words, for example *saw, was, gas, jaw, is, wig, as*.
- Write *lake* on the board. Elicit words that rhyme with *lake*, for example *bake, cake, fake, make, rake, take*.
- Ask the class to find and read aloud two-syllable words in this chapter, for example *before, empty, icy, jigsaw, puzzle*.
- Ask *What is the opposite of these words: forget, cold, leave, happy, full, north, polite, well-behaved?* Ask the children to find and read aloud sentences from the text with the opposite words.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.

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 Snow Queen called Kay 'my little Ice Boy'?*
- 2 *Why do you think Kay felt sad when the Snow Queen raced away on her big white sledge?*
- 3 *Why do you think Gerda began to cry when she saw Kay?*
- 4 *How do you think Kay felt when Gerda told him about the piece of glass in his eye?*
- 5 *How do you think the Snow Queen will feel when she does not find Kay in the palace?*
- 6 *Do you think the story will have a happy or sad ending?*

- Discuss Kay's life with the Snow Queen. Ask *Who was the most important person in Kay's life? Was his life in the Snow Queen's palace a happy life? Why did the Snow Queen want a little Ice Boy?*
- Ask the children to think about the women in the story who lived alone. Ask *What did these women want? Were all of these women kind or unkind? Do you think that the Snow Queen was a bad woman?*

- Point out the word *icy* on page 48 (*icy lake*). Explain that nouns like *ice, snow, wind, sun* can be changed to adjectives by adding 'y'. Write on the board: *icy, snowy, windy, sunny*. Point out the rule for adding 'y' to these words. Ask the children to change these nouns to adjectives: *rain, cloud, fog, winter*.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 10

Kay and Gerda go home

Pages 52 to 57

CHAPTER 10
Kay and Gerda go home

Kay and Gerda ran out of the Snow Queen's palace and through the icy gardens. Wherever the two children went, the snow stopped falling and the sun started to shine.

Soon Kay and Gerda came to the palace gates. There they had a surprise. The reindeer was waiting for them! 'Here is some milk,' he said. 'You have a long way to go.' So Kay and Gerda drank the milk quickly.

'Thank you!' they said. 'I have come to take you home,' the reindeer told them. 'You can both ride on my back.' So Kay and Gerda climbed on to the reindeer's back and they set off for home. Soon they arrived at the house of the woman from Finland. 'Oh, good! You found your friends!' she said to Gerda. 'Hello, little Kay!' The woman gave the children some dinner. She also gave some hay to the reindeer. Then it was time to leave. 'Have a good journey!' cried the woman. 'And say hello to my friend in Lapland!'



The woman from Lapland was happy to see them, too. 'Come in and sit by my fire!' she said. 'You are still a long way from home.' They all sat by the fire and the children told the woman from Lapland their stories. Then the woman gave them some new clothes and some food. 'We must go now,' said Gerda. 'Thank you for everything!' Gerda and Kay travelled all day and all night until they came to the robber's house. There they saw the robber's child. She was riding on a golden horse. 'That's one of the horses that pulled my golden carriage!' thought Gerda. The robber's child rode up to them. 'It's good to see you again, Gerda!' she said. 'And is this Kay? Your friend loves you very much, Kay. She made a long journey to find you.' 'I know,' said Kay. 'I will never forget what she did for me.'



'We must go home now,' Gerda told the robber's child. 'Thank you! We will never forget you.' Then Kay and Gerda left the reindeer with the robber's child and set off again. At last, they came to their town and to Kay's grandmother's house. Kay and Gerda hugged and kissed the old woman. Then they sat down and told her their stories.

They told her about their new friends: the raven, the reindeer, the woman from Lapland and Finland. They told her about the robber's child and the princess. But they soon forgot all about the Snow Queen and her cold, empty palace. Later, Kay and Gerda went outside into the rose garden. Above their heads the sky was blue. The roses were growing and birds were making their nests. It was spring. The long cold winter was over.



Active vocabulary

dinner	think of other words with 'nn' in the middle
grow	point out: Green beans <u>grow</u> in a <u>row</u> !
hay	change 'h' to 'p' and 's' to make new words
hug	rhymes with <i>bug</i>
milk	you <i>milk</i> a cow to get <i>milk</i>
nest	rhymes with <i>best</i>
spring	other 'spr' words are <i>spray</i> , <i>spread</i> , <i>sprig</i> , <i>sprout</i>
until	a two-syllable word
wherever	a compound word: <i>where</i> + <i>ever</i> (do not double the 'e')
winter	in <u>winter</u> the weather can be <u>terrible</u>

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 40). 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. Ask *How do you think the children will get home?*
- Tell the children to look at the picture on pages 52 and 53. Ask *What are Gerda and Kay doing? Who is waiting for them? What has the reindeer brought for the children? How is the weather and garden different away from the Snow Queen's palace?*

- Tell the children to look at the picture on pages 54 and 55. Ask *Who do you see in the picture? How do you think Gerda feels now? Is Gerda wearing the same clothes? Do you think Kay is happy that Gerda found him?*
- Tell the children to look at the picture on pages 56 and 57. Ask *Where are Gerda and Kay now? How do they feel?*
- 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 or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What happened to the weather wherever the children went?*
- 2 *What surprise was there at the palace gates?*
- 3 *What did the reindeer bring for the children?*
- 4 *Why did the reindeer come back?*
- 5 *Where did they set off for?*
- 6 *Where did they stop?*
- 7 *What did the woman from Finland give the children and the reindeer?*
- 8 *What did the woman from Finland ask the children to do in Lapland?*
- 9 *Was the woman from Lapland angry or happy to see them?*

- 10 *What did the woman from Lapland give them?*
- 11 *Where did they stop after they left Lapland?*
- 12 *Who was riding on a golden horse?*
- 13 *What did the robber's child say when she saw Gerda and Kay?*
- 14 *What did Kay say to the robber's child?*
- 15 *What did Gerda tell the robber's child?*
- 16 *Where did Kay and Gerda leave the reindeer?*
- 17 *What did Kay and Gerda do when they saw his grandmother?*
- 18 *Which animals did they tell Kay's grandmother about?*
- 19 *Which people did they tell Kay's grandmother about?*
- 20 *Who did they forget about?*

- Read the title. Ask *Do you think the journey home was easier for Gerda than the journey to the Snow Queen's palace? Why?*
- Ask the children to find and read words on pages 52 and 53 that rhyme with these words: *silk* (milk), *hide* (ride), *way* (Kay, hay). Suggest other rhyming words for the class to find in the rest of the text.
- Ask the class to find the sentence 'I will never forget what she did for me'. Ask the class to tap out the syllables for each word in the sentence. Do the same with other sentences.
- Ask the children to find and read aloud words with double consonants.
- Ask the class to find the verb *set off* in the chapter. Discuss the meaning.
- 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.

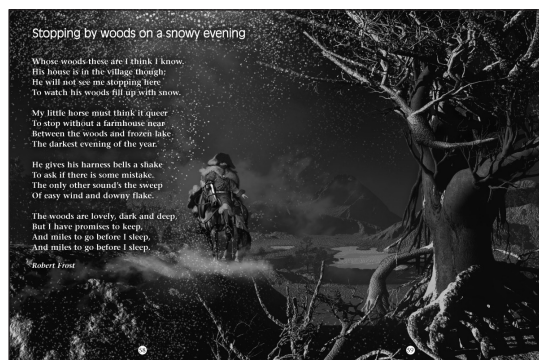
- 1 *How do you think the children felt as they ran out of the Snow Queen's palace?*
- 2 *Do you think the reindeer knew that the Snow Queen was not in the palace? Why (not)?*
- 3 *Why do you think they stopped in Finland?*
- 4 *Why do you think the woman in Finland was happy to see Gerda again?*
- 5 *How do you think Kay felt when the women from Finland and Lapland gave him food?*
- 6 *What do you think Kay and Gerda talked about when they were on the reindeer's back all day and all night?*
- 7 *What do you think Kay thought when he saw the robber's child on a golden horse?*
- 8 *What do you think Gerda said to the reindeer when she left him with the robber's child?*
- 9 *What do you think Kay's grandmother said to him when she saw him?*
- 10 *How do you think Gerda and Kay felt when it was spring and winter was over?*
- 11 *How do you think the Snow Queen felt when she went back to her palace and Kay was not there?*
- 12 *Do you think the Snow Queen will try again to find a little Ice Boy?*

- Ask *What past tense verb in the chapter rhymes with 'list'?* (kissed). Explain that the 'ed' sounds like 't' when added to verbs ending in these sounds: 's', 'p', 'f', 'k', 'sh', 'ch'.

- Play the word-changing game. Write the word *hug* on the board and ask the children to read it. Rub out the 'h', and replace it with 'b', 'd', 'dr', 'j', 'm', 'pl', 'r', 't' and ask the class to read each new word as you make it. Continue the game with other suitable words from the text: *grow, hay, nest, spring*.
- Write on the board *Gerda's new friends*. Elicit the names, or descriptions, of her new friends and discuss why the old woman on the riverbank was not really a friend. Ask *How was the old woman with the red rose on her hat different from the other people and animals who helped Gerda?*
- Tell the class that Kay and Gerda were away from home for a long time. Ask *What do you think they told their friends at school about the robber's child?* Discuss how the robber's child's life was very different from Kay and Gerda's lives.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Stopping by woods on a snowy evening*

Pages 58 and 59



Before reading

- Read the poem's title. Ask *What do you think the poem is going to be about?*
- Tell the children to look at the picture on pages 58 and 59. Give them a couple of minutes to look carefully at the picture. Hold up your book so that the children can see it. Point to the man on the horse. Ask *Where do you think the man is? What time of year is it? What is the weather like? What is the man wearing? Do you think he feels cold? Do you think his horse feels cold? Why do you think he is there?*

During reading

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

Vocabulary notes

<i>downy</i>	(like a) bird's feathers
<i>harness</i>	leather belts put on a horse to ride it
<i>queer</i>	strange
<i>village</i>	a small town

- 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 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, words that rhyme, the pattern of the rhyming words (first, second and fourth line of verses 1–3; then all lines in last verse).

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Winter sports

Pages 60–63

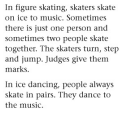
Winter sports
Winter sports are played on ice or snow. There are many winter sports in the Winter Olympic Games, which take place every four years.



In a speed-skating race, there are two skaters. They race each other. The faster skater wins.





In figure skating, skaters skate on ice to music. Sometimes there is just one person and sometimes two people skate together. The skaters turn, step and jump. Judges give them marks.



In ice dancing, people always skate in pairs. They dance to the music.


60

Curling is like the game of bowls and is played on ice. Two teams of four players push large round stones across the ice with special brushes. They have to get to a target.





In ice hockey, two teams of six players play each other. They try to score goals.

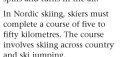
61



In a downhill skiing race, an Olympic skier may reach a speed of more than 140 km/h. A slalom is a race down a course. In mogul skiing, skiers have to ski over a lot of small hills in the snow.




In ski jumping, skiers jump off a snow ramp. They perform spins and turns in the air.




In Nordic skiing, skiers must complete a course of five to fifty kilometres. The course involves skiing across country and ski jumping.

62



Bobsled races take place on a steep, narrow, ice-covered run. Teams of two or four people take turns to steer their sled down the run. Bobsleds go very fast. The fastest team is the winner.



A luge is a very light sledge. The riders lie flat on the luge, feet-first. They use their feet to help them steer the luge.

63

- Discuss the differences between the sports. Ask *Which sport is done on ice/snow/ inside/ outside? Which ones are the most dangerous and why?*
- Ask the children if any of them would like to learn any of these sports. Ask the children to explain their reasons.

Before reading

- Brainstorm what the children already know about winter sports. Ask if anyone does any winter sport and encourage them to tell the rest of the class about it.

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

- Ask the children to close their books. Ask them some simple questions about the text to see what they can remember.
- Ask *Which sport did you find most interesting? 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? Do you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters. *Did you like Gerda? Did you like Kay? Which character did you not like? Ask how the characters behaved. What did you think of Kay in Chapter 2? Did you think Gerda was brave? Which animal did you like best? (See the activity on page 24 of the Workbook.)*

Plot

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

Settings

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

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - *Love*: Discuss which characters in the story loved Kay and how they showed their love for him.
 - *Kindness*: Discuss how each new friend showed kindness towards Gerda.
 - *Gratitude*: Explain that when a person says, 'Thank you' they are showing that they are very grateful for the person's help or kindness. Discuss how thanking people can make a big difference to how they think about you.
 - *Persistence and courage*: Gerda suffered from the cold, and she was often very tired and very hungry but she never gave up. When she was afraid, she did not turn back.

- *Selfishness*: The Snow Queen and the old woman with the red rose in her hat did not think about Kay's family or friends. The old woman wanted a little girl and the Snow Queen wanted a little Ice Boy. The old woman's plan was spoiled and Gerda ran away. But the Snow Queen took Kay away from his home and kept him until Gerda freed him. Their selfish behaviour was not rewarded.
- *Justice*: Discuss how not everyone who did bad things was punished. The imp and the robber were not punished for what they did. But the imp's plan did not work in the end and the robber's daughter got a golden horse without stealing it. The Snow Queen lost her little Ice Boy because Gerda's love was more powerful.

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 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 download.

Art Give each child a square of white paper. Show them how to fold and cut it to make a snowflake. Hang the snowflakes on a wall or put them on string and hang them from the ceiling. Put the children into groups. Ask each group to draw and paint characters from the story. One group could make animals, another group could make Gerda in the different clothes she wears in the story, another group could make the old women in the story, and another group could make Kay, the naughty boys, the imp and the Snow Queen. Make a display of the characters and the snowflakes.

Lapland and Finland Ask the class to do some research and find out more about these two countries, for example the weather, the animals found there, what people eat there, how they dress. Ask them to imagine they are going on a class trip there in winter. Ask each child to make a list of what they need to pack in their suitcases.

Magic The mirror in the story had magical qualities. Discuss children's understanding of magic. Ask *Do you think there is such a thing as magic? Would you like to have a mirror that changes how people see things? Why (not)?* Ask the children to think of other ways magical mirrors could be used in stories.

Danger In the story, Gerda faced many dangers. Ask the children to recount any dangerous situations they have experienced.

Topic work Discuss why the Snow Queen lives in an icy palace with empty rooms. Ask *Why doesn't she have flowers or sunshine in her life?* Discuss the difference between warm, loving people and cold, unfeeling people.

Glossary of vocabulary

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

- address** the number of your house, name of the street and town where you live
- afraid** worried that something bad might happen
- alone** no one else is with you
- arrive** to get to a place, after having been somewhere else
- at once** very suddenly
- bare** not covered
- beautiful** very attractive
- before** at an earlier time
- both** the two people or two things
- brave** able to deal with danger without being frightened
- breakfast** the first meal you have in the morning
- candle** a stick of wax with a string in it that you burn to give light
- carriage** a vehicle with wheels that is pulled by horses used before there were cars
- cart** a vehicle with four wheels for carrying things
- castle** a large strong building with thick walls, built in the past to protect the people inside from being attacked
- cherries** a small round red or black fruit
- child** a young person from the time they are born until they are about 14 years old
- comb** an object that you pull through your hair to make it tidy, with a row of thin pointed parts called teeth
- cross** to go from one side of something such as a road or river to the other
- deep** going a long way down from the top or the surface
- dinner** the main meal of the day, eaten in the evening or at midday
- dream** imaginary events you see when you are asleep
- early** near the beginning of a day; before the usual time; opposite of late
- empty** containing nothing
- eye** one of the two body parts in your face that you use for seeing
- face** the front part of your head, where your eyes, nose, and mouth are
- far** a long way from where you are
- field** an area of land used for keeping animals or growing food
- fire** flames and heat from something that is burning
- float** to rest or move slowly on the surface of water or in the air
- floor** the surface you stand on in a room
- food** the things that people or animals eat
- footsteps** the sound that your feet make when you are walking
- forever** for all time in the future, or for as long as you can imagine
- forget** to be unable to remember something
- fresh** fresh flowers have been recently picked
- fur** an animal skin covered with soft hair, used for making clothes
- gate** a door in a fence or wall that you go through to enter or leave a place
- glass** a hard clear substance used for making objects such as windows or bottles
- golden** bright yellow in colour
- grow** if plants or trees grow, they develop and get larger or taller
- hay** dried grass
- honey** a sweet, sticky food made by bees
- hug** to put your arms round someone to show your love or friendship
- hungry** the feeling you have when you need food
- husband** the man that a woman is married to
- ice** water that has frozen and become solid
- icy** covered with ice
- idea** a thought that you have about how to do something or how to deal with something
- imp** an imaginary creature that looks like a small child and likes to have fun by behaving badly
- jigsaw puzzle** a picture made of a lot of small pieces that you have to fit together
- journey** when you travel from one place to another, often far away
- kind** behaving in a way that shows you care about other people and want to help them
- kiss** to touch someone with your lips because you love them
- knock** to hit a door with your hand so that someone inside knows you are there
- lake** a large area of water that is surrounded by land
- land** an area of ground, especially one that is used for farming
- land on** to come down from the sky onto the land
- leave** to go away from a place
- letter** a message that you write on a piece of paper and send to someone
- listen** to pay attention to a sound, or to try to hear a sound
- look after** to take care of someone or something and make certain that they have everything they need
- lots of** a large number of something
- melted** changed from ice into a water
- middle** the centre
- miles** a long distance
- milk** a white liquid that comes from cows, which people drink and use in cooking

The Snow Queen

- mirror** piece of special glass in which you can see yourself or see what is behind you
- mountain** a very big hill that is much higher than the usual level of land around it
- move** to go to a different place
- nest** a structure that birds make to keep their eggs and babies in
- palace** a very large building, especially one used as the home of a royal family
- pick** to get flowers or fruit by breaking them off their stems
- piece** part of something that has been broken or cut up
- piles** a number of things put on top of each other
- post** a strong thick pole made of wood or metal that is put upright in the ground
- princess** the daughter of a king or queen
- pull** to move someone or something towards you using your hands
- push** to move something away from you with your hands
- quiet** without a sound, not noisy
- raven** a large bird with shiny black feathers
- ready** prepared for what is going to happen
- reindeer** an animal with large antlers growing from its head that lives in the Arctic and in northern regions of Europe and America
- remember** to be able to bring information back into your mind
- replied** answered
- rest** to spend a period of time relaxing or sleeping after doing something tiring
- return** to go back to a place where you were earlier, or to come back from a place where you have just been
- river** water that flows towards the sea
- riverbank** the land at the side of a river
- robber** a person who steals money or property from someone
- rude** not polite
- secret** a piece of information that is known by only a small number of people, and is deliberately not told to other people
- servant** someone who works in another person's home
- set off** start a journey
- shoulders** the two parts of the body between the neck and the top of the arms
- shout** to say something in a loud voice
- silent** without noise
- silk** thin smooth cloth made from the fibres produced by an insect called a silkworm
- sink** to disappear below the surface of the water
- sledge** a vehicle that you sit on to travel over snow
- snow** small soft white pieces of ice that fall from the sky and cover the ground
- snowflake** a single piece of snow that falls from the sky
- south** the direction that is on your right when you are facing the rising sun and is usually on the bottom of a map
- spring** the season of the year between winter and summer
- square** an open area of land in the shape of a square, usually with buildings around it
- staircase** a set of stairs in a building
- stick** a thin piece of wood that has been broken or cut from a tree
- still** used for saying that a situation continues to exist up to and including a particular time, especially when this seems surprising
- stole** past tense of 'to steal'
- strange** unusual
- surprise** something you are not expecting
- tear** a drop of water that comes from your eye when you cry
- thought** past tense of 'to think'
- throne** a special chair that a king or queen sits on
- tired** needing to rest or sleep
- travel** to go on a journey or visit different places
- ugly** someone who is ugly has a face that is unpleasant to look at
- until** up to the time when something happens
- voice** the sound someone makes when they speak
- wall** an upright side of a room inside a building
- warm** fairly hot in a way that is comfortable and pleasant
- wherever** everywhere or anywhere where someone does something
- whisper** to speak very quietly so only one or two people can hear you
- wife** the woman that a man is married to
- wind** a natural current of air that moves fast enough for you to feel it
- wing** one of the parts on a bird that move up and down and allow it to fly
- winter** the season after autumn and before spring, when it is usually cold
- wood** the main part of a tree that is used for making things such as furniture
- wooden** made of wood
- world** the place where we all live
- worry** to feel nervous and upset about something
- young** opposite of old



The Wonderful World of Words



Name _____ Date _____

Book Title _____ Chapter _____



Word

Meaning

Word	Meaning



The Snow Queen

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