The Railway Children

The story

Roberta, Peter and Phyllis live happily with their parents until one day when two men come and take their father away. Their mother looks worried and tells them their father will be away for a long time. They then move to the country to live.

Mother and the children get used to their new life. Their new house is near a railway line and so the children explore the area and the railway station. Unfortunately, the family can’t afford to buy coal for their fire now, so Peter takes some coal from the railway station. He is caught by the station master, who decides not to do anything about it.

The children become fascinated with the railway. One day an old man goes past on a train and waves to them. This becomes a regular event. To earn money, their mother writes books for children, but one day she becomes ill. The children write a letter to the old man and ask him for food to help their sick mother. Mother writes and thanks the old gentleman.

The children have lots of adventures. Roberta and Peter have a ride on a train engine. On another occasion there is a landslide onto the railway track and the children manage to stop the oncoming train before there is an accident. Another time, the children watch a running race and help one of the boys, who has slipped and broken his leg. Jim, the boy, stays with Roberta’s family while his leg gets better. Jim’s grandfather comes to see the boy – and turns out to be the old gentleman!

By chance, Roberta sees a newspaper article about her father which says he has been sent to jail for five years for being a spy. Mother tells her the full story and says her father is innocent. Roberta writes to the old gentleman and asks for his help.

One day Roberta feels restless and is sure something exciting is going to happen. She goes to the station. To her amazement, when a train comes in her father gets off it. Her father tells her that the old gentleman persuaded the police to free him from jail. Roberta and her father return home – and the family is happily reunited again!

Introducing the book

The cover

- Hold up the cover. Read the book’s title to and with the class.
- Talk about the picture. Ask the class where they think the story takes place. Elicit from the class anything they know about steam engines.
- Ask What do you think the story is going to be about? (As the title suggests, the book is about children who live near a railway.)
The Railway Children

Title page

- Ask the children to turn to the title page. Explain that this story is a classic story (one that is very good and has been popular for a long time) and that it has been adapted (made simpler). Ask Who is the author? Who adapted the story?
- Ask if any of the children has ever been on a railway journey. If they have, encourage them to recount their experiences to the class.
- Hold up your own book and point to the picture. Ask What can you see in the picture? Is it a modern train? Why is there smoke coming from the engine? (It is a steam engine.) Do you know what makes a steam engine work? (Coal is used to make a fire inside an ‘oven’ in the engine. This heats water that is stored inside the ‘body’ of the engine. The resulting steam provides power to turn the wheels. The rest of the steam can then be seen coming out of the ‘chimney’.) Point out that the train runs on metal railway lines. Ask What are the three children doing? How many girls are there? What are their clothes like? When do you think the story takes place?

The contents page

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask How many chapters are there? Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Explain that Peter and Jim are boys who appear in the story.
- Point out that at the end of the book there is a poem (on page 90), some facts about trains (beginning on page 92) and some information about the author (on page 96).
- Ask questions about each chapter to stimulate the children’s interest, for example:
  - Chapter 1: Do you know what a chimney is?
  - Chapter 5: Why do you think someone wants to stop a train?
  - In which chapter is the word ‘secret’ used?
  - In which chapter is there a surprise?
- Tell the children to do the related activity on page 1 of their Workbook.

You can play the story on the audio cassette/CD at any time you choose.
Chapter 1
Three Chimneys
Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering

The Railway Children

Chapter 1
Three Chimneys

Pages 5 to 13

Active vocabulary

country the ‘ou’ sounds like a short ‘u’ in this word

disappear the prefix ‘dis’ gives the word appear the opposite meaning

engine the ‘g’ is a soft ‘g’ and sounds like ‘j’

fetch other words containing ‘tch’ are: catch, ketchup, kitchen

frown rhymes with crown and brown

gloomy the noun crown is changed into an adjective by adding the suffix ‘y’

lonely the ‘y’ is pronounced ‘ee’, as in country, gloomy and ordinary

ordinary there’s a loud noise ‘hidden’ in this word (din)

railway this is a compound word: rail + way = railway

shivering contains the ‘hidden’ word ring at the end

Passive vocabulary

bare cellar cheerful
classed clumsy coal

government in a muddle pantry

platform puddle raisin

rustling sheet shovel

stumble

shivering
Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1.
- Tell the children to look at the picture on page 5. Ask Where is the picture set? What clues are there? Who do you think the woman is? What is she wearing? What is she doing? Which child do you think is the oldest? Which is the youngest? What is the boy wearing? What are the girls wearing? What do you think they are doing?
- Tell the children to look at the picture on page 8. Ask Who is leaving the room? Why do you think she is crying? Are all the children you saw before in the picture? Who is missing? Where is the boy lying? Why do you think this is? Does he look ill? Point out that from what we have seen so far, the children seem to live quite comfortably in a pleasant house.
- Tell the children to look at the picture on page 11. Ask What room is this? (a kitchen) What clues are there? Do you think the family is still in the same house? Is the house a modern house? (Point out the kettle hanging in the fireplace and the candle.) What are the children and their mother wearing? Do you think they are about to go out or have they just come in? What do you think their mother is saying to them? Why do you think they are standing in a line, listening carefully?
- Tell the children to look at the picture on page 13. Ask What time of day do you think it is? How can you tell it is a cold day? What are the children and their mother doing? Why do you think they are sitting on the floor, not at a table, to eat?
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
  - Read the chapter again and encourage the class to read it with you.
  - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
  - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.
Stage 1 comprehension (literal)
Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

1. What are the names of the three children?
2. Where did they live?
3. Where did Father work?
4. How did Mother spend her days?
5. Who looked after them all?
6. How old was Peter?
7. What present did he get for his birthday?
8. When did he break it?
9. Who was the youngest child?
10. Who came to see Father?
11. When Mother came in her face was ____ and she was ____.
12. Father went out with the men. Where did Mother say he had gone?
13. The next day Mother was in London until ____ o’clock.
14. What bad news did Mother give the children?
15. Was Mother at home for the next few weeks?
16. a) Who came to stay? b) What was she like?
17. Where did Mother say they were going to live?
18. What was the name of the house they were moving to?
19. Where did Peter sleep?
20. Was it a long or a short journey to their new house?
21. a) Was it light or dark when they arrived at the station? b) Was it hot or cold?
22. Why did they walk to their new house?
23. Who fell into a muddy puddle?
24. What three things did Mother ask Mrs Viney to do to their new house?
25. How did their luggage get to the house from the station?
26. Why wasn’t Mrs Viney at the house?
27. How did they get into the house?
28. How did they light the room?
29. Describe the kitchen.
30. What made a rustling noise?
31. Did the children look happy or gloomy?
32. Describe the dining room.
33. Did they find any dinner in the kitchen or dining room?
34. What did they find in one of the big boxes?
35. What did they use to light a fire?
36. What did they eat for their picnic?
37. What did they do when they finished their picnic?

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.
- Ask the children to find and read aloud examples of adjectives in the text and ask them which nouns they describe, for example They lived in a big red brick house, where big red brick describes the house.
- There are many words containing double consonants. Ask the children to find and read aloud some of these words.
- Ask the children to find and read some words from the text. Ask them to tap out the syllables in each word as they read it, for example or-din-ar-y has four syllables, rail-way has two syllables.
Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

1. How can you tell the family was quite rich?
2. How do you think Peter broke his train engine?
3. Why do you think Phyllis said she would probably break something if she was an engine driver?
4. Why do you think the men’s voices were loud when they talked?
5. How can you tell Mother was upset when she came back in the room?
6. Why do you think Father didn’t say goodbye to the children when he left?
7. Why was the next day unusual?
8. Why do you think Aunt Emma came to stay for a few weeks?
9. How do you know Mother did not want to leave their house in London and move to the country?
10. Why do you think Peter said, ‘I wish we could move house every day’?
11. Why do you think the children fell asleep on the train journey?
12. Why do you think they felt ‘cold and lonely’ as they stood on the platform?
13. How do you think they felt as they walked along the road towards Three Chimneys?
14. How do you know Three Chimneys was in or near a village?
15. How do you think they felt when they first lit a candle and looked around the kitchen?
16. Why do you think Mother said, ‘What fun! It’s quite an adventure’ to the children?
17. a) Did Mrs Viney do what Mother asked her to do? b) What do you think of Mrs Viney?
18. What did Mother really think of the house? (see page 12)
19. How do you think they opened the big box?
20. What do you think made the room look ‘much more cheerful’?
21. Why do you think they laughed as they ate their picnic?

Stage 2 comprehension extra

Plot  Help the children to identify some of the key points of the plot so far.

1. Discuss how the chapter opens with the family living comfortably and happily in a large house in London. Ask What can we learn about Father’s job in the chapter?
2. Next, there’s the visit of the two men, and some sort of argument with Father. He disappears with them without even saying goodbye. Ask Why do you think this is? Why do you think Mother is so upset?
3. Then there is a period of a few weeks when Mother is away a lot and Aunt Emma comes to stay. Ask What do you think this is? Why do you think Mother is doing during this time?
4. Finally, the family moves to another house in the country. Ask Why do you think this is? Is Three Chimneys as nice as their home in London? Why isn’t Father with them?
The children's father obviously had an important job to do with the government. Discuss what this could have been.

Ask Have any of you ever moved house? Encourage them to share their experiences. Ask Were you excited to move? Did you like your new house at first? What did you find difficult about the move?

On page 6 Peter asks his father if girls can help to mend engines. This raises the possibility of discussing the differences between boys and girls and what they can and can’t do.

The children were taken away from their home. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example c_ndl _ (candle). Tell the children that they have been taken away. Ask the children to supply the missing vowels.

The children heard a rustling sound. Play a ‘sound’ game involving rhyming. Write these words from the chapter on the board: cook, life, house, good, broke, frowned, boys, dirty, door, wall, heard, cry. Brainstorm as a class and write on the board as many words that rhyme with each word as possible (for example life: knife/wife). Draw attention to those rhyming words that contain the same letter patterns (for example door/floor) and those that don’t (for example door/snore).

There are several examples of compound words in the chapter: railway, homework, everything, someone, upstairs, goodnight, countryside, candlelight. Write them on the board and discuss how each word can be broken into two smaller words, for example rail + way = railway.

If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

Ask What do you think will happen next in the story?
Chapter 2

Peter's coal mine

Pages 14 to 22

Active vocabulary

afford note the ‘ff’ in this word

explore think of other ‘ex’ words, such as exciting, expect

fault other words containing ‘au’ are: author, autumn, saucer, caught

fence the ‘c’ is a soft ‘c’ and sounds like ‘s’

puzzled it is unusual to see ‘zz’ in a word

shadow this is something we all have!

slope change the ‘sl’ to ‘r’ to make another word

smoke change the ‘sm’ to ‘j’ to make you laugh

tunnel other words ending with ‘el’ are: parcel, camel, travel, vowel, label

Passive vocabulary

attic boiled chuckled

chugged collar dragon

figure flickering match

murmured porter pram

servant shed stack

station master tiptoed water pump

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
Ask children to do the activities on page 4 of their Workbook to practise the new vocabulary.

Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 2. Explain what coal is and that a mine is what we dig to get coal from.

Tell the children to look at the picture on page 17. Ask Who do you think the man is? (the porter – he helps carry passengers’ luggage and makes sure the station is clean and tidy). Point out the luggage on a trolley behind them and the platform they are standing on. Ask What are they looking at? (a pile of coal) Why do you think the white line is on the coal?

Tell the children to look at the picture on page 21. Ask What has happened to the pile of coal? Where do you think the coal is? Why do you think the children have taken the coal? What time of day is it? How can you tell? (It is dark and the man has had to strike a match to see clearly.) Why do you think the children are taking the coal at night time? How do the children look? Why do you think they look upset and ashamed? What is the man wearing? (a uniform with a cap) Who do you think the man is? What do you think he is saying to the children?

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

During reading

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

Stage 1 comprehension (literal)

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

1 What did Roberta do to Phyllis when she woke up?
2 Where did the girls wash their faces?
3 What did the children do to help Mother?
4 a) Was Three Chimneys at the top or the bottom of a hill? b) Where was the railway line?
5 At what time did Mother come out?
6 What were the children doing when she came out?
7 What had happened to the water in the kettle and to the fire?
8 What did they find when Mother opened the door in the kitchen?
9 What was on the table in the room?
10 a) Who left the food on the table? b) Why had Mrs Viney left early?
11 Where did the children go after breakfast?
12 What sounds did they hear in the tunnel?
13 What poured from the engine?
14 What did Phyllis say the train was like?
15 What did Phyllis do as they walked towards the station?
16 What did they see when they peeped into the porter’s room?
17 Why did Mother write stories for children?
18 Mother told them they were now ‘quite ____’.
19 What happened in the middle of the summer?
20 Why did Mother say they could not have a fire?
21 What did they find when they went to play in the attic?
22 Where did Peter take the girls the next day?
23 What did they find next to a pile of stones?
24 What did they use the pram for?
25 Where did they put the coal they took?
26 What did the station master think when he looked at his stack of coal one day?
27 a) Where did he creep when it was dark? b) Where did he hide?
28 When he saw Peter, what did he grab?
29 The station master called Peter a ‘young ____’.
30 Where were the two girls hiding?
31 Why did Peter take the coal?
32 The station master told the children ‘it’s wrong to ____’.

- Ask the children to find examples of people speaking in the chapter. 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. Elicit that these are the words that go inside the speech marks.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, early, tiptoed, young).
- Ask the children to find and read aloud examples of verbs that end with ‘ed’, the suffix which indicates that the verb has a regular past tense (for example tiptoed, pulled, murmured).

- Ask the children to find some pronouns in the chapter. Ask them who or what each pronoun refers to.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

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

1. Why do you think Roberta pulled Phyllis’s hair?
2. How can you tell Roberta is a kind girl?
3. Why do you think the children fell asleep on the flat stone?
4. How can you tell Mother was not cross with the children when she found them asleep?
5. Do you think the children were surprised when Mother showed them the little room?
6. Why do you think it says it was a ‘wonderful breakfast’?
7. Why do you think they all wanted to go and look at the railway line?
8. Do you think they were sensible to stop at the fence and stand behind it?
9. How can you tell the train was getting faster as it came out of the tunnel?
10. Why do you think the little stones on the railway line ‘jumped and rattled’?
11. How can you tell the porter was tired?
12. In what ways was life ‘very different now’ for the family?
13 How can you tell the family were poorer now?
14 What do you think Peter did when he went out on his own after tea?
15 How do you know there was a lot of coal the next day?
16 Why do you think Peter often went out after tea?
17 Why did the children laugh when Mrs Viney said that the coal in the shed was lasting a long time?
18 How do you think the station master knew someone was stealing his coal?
19 Why do you think he chuckled when he heard a rustling noise coming from the stack of coal?
20 Do you think Peter knew that his sisters had followed him to the station?
21 a) How do you think the station master felt when he caught Peter? b) How do you think Peter felt?
22 Do you think the station master was really a kind man?

Stage 2 comprehension extra
Author’s use of language The author uses lots of interesting words and phrases in this chapter. Look at and discuss with the class some of the ways she uses words to make the text come alive.
1. Read again the paragraph in the middle of page 16 that describes the train. The author uses many ‘sound’ words in it.
2. Draw attention to the use of similes: the train was ‘like a great big dragon’; the tunnel ‘like a dragon’s cave’; the station master waited for Peter ‘like a cat waiting for a mouse’.

3. Discuss some of the interesting verbs used in the chapter, for example tiptoed, murmured, scrambled, peeped, shivered, crept, chuckled.
   - The porter at the station helped to carry things for people. The names of many people’s jobs end with the ‘er’ suffix, for example porter. Write these words on the board: build___, teach___, sing___, paint___, farm___, clean___, report___, climb___, box__.
   Ask the children to complete each job with ‘er’, say what each person does, and use the words in sentences of their own.
   - When we change a singular noun ending in consonant + ‘y’ into the plural, we change the ‘y’ to ‘i’ and add ‘es’, for example story – stories. Ask children to change these nouns into the plural: spy, baby, lady, lorry, party, city, pony, family. However, when the noun ends with a vowel + ‘y’ we just add ‘s’ to make the plural, for example chimney – chimneys. Ask children to change these nouns into the plural: journey, boy, trolley, valley, tray, holiday.
   - Write the words work and warm on the board and read them. Point out that the ‘or’ sounds like ‘er’ when it comes after ‘w’, and the ‘ar’ sounds like ‘or’ when it comes after ‘w’! Write these words on the board: w_ _ d, w_ _ ning, w_ _ ld, rew_ _ d, w_ _ se, sw_ _ m. Ask the children to complete them with either ‘ar’ or ‘or’ and to explain their meanings.
   - Write the word engine on the board and say it. Point out that the ‘g’ sounds like ‘j’. We call this a soft ‘g’. Write these words on the board: _entle, ima__ne, ma__ic, emer__ency, stran__e, chan__e. Ask the class to complete each with ‘g’ and read the words they have made.
Write the word station on the board and say it. Point out that the ‘tion’ ending is quite common. Write these words on the board: perfec__, inven__, educa__, popula__, informa__, competi__, collec__. Ask the children to complete each with ‘tion’ and read the words they have made.

The breakfast was ‘wonderful’. Explain to the children that the suffix ‘ful’ means ‘full of’. Write these words on the board: use, care, thought, hope, pain, help, colour. Ask the children to add ‘ful’ to the end of each noun to make it into an adjective, and use them correctly in sentences of their own.

The children tried to help their mother around the house. Brainstorm with the class and make a list of ways of helping at home.

Ask the class to explain how to make a cup of tea. Ensure they list what they need first, and then carefully explain, one step at a time, what to do.

Have a discussion about stealing. Ask What do you think about people who steal? Can you understand why Peter decided to take the coal? Can stealing ever be right? What else could he have done?

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask What do you think will happen next in the story?
The Railway Children

Chapter 3
The old gentleman
Pages 23 to 31

Active vocabulary

**celebrate**
- the 'c' is a soft 'c' and sounds like 's'

**fact**
- take away the 'f' and it's something you can do on a stage!

**favourite**
- the 'our' is pronounced 'er' and 'ite' is pronounced 'it' – we pronounce the word as 'faverit'

**gentleman**
- this is a compound word: gentle + man = gentleman

**medicine**
- the ‘ine’ is pronounced ‘in’

**message**
- take away the ‘mess’ and you are left with your age!

**passenger**
- note the ‘ss’ in this and in message (above)

**proud**
- rhymes with loud and cloud

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

Passive vocabulary

**envelope**

**handkerchiefs**

**invite**

**look forward to**

**magazine**

**medical bag**

**printed**

**scissors**

**stranger**

**tearfully**

**train spotting**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
Ask children to do the activities on page 6 of their Workbook to practise the new vocabulary.

Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 3. Ask What do you think the chapter is going to be about?

Tell the children to look at the picture on page 25. Ask Who is in bed? How can you tell she is ill? (flushed cheeks, hand to her throat, the medicine bottle) What do you think is wrong with her?

Tell the children to look at the picture on page 27. Explain that this is a message written by the children in large letters on an old sheet. Ask Who do you think the message is for? Why do you think the children have written it on a large sheet? What do you think the children are going to give to the person?

Tell the children to look at the picture on page 28. Read the letter to and with the class. Ask Who wrote the letter? Who do you think they wrote it to? (We can infer from the PS at the end that the letter was given to a man the children see on a train.) Why did they write to him? Why can’t their father give them the money? Who will pay the man back? How will the man get the food to them?

Tell the children to look at the picture on page 29. Read the letter to and with the class. Ask Who wrote this letter? Did he get them what they wanted? Does he think the children were wrong to ask for his help? How can you tell the man was a kind man?

Tell the children to look at the picture on page 30. This is another message written by the children in large letters on an old sheet. Ask Who do you think the message is for? Why do you think the children have written it on a large sheet? Do you think the man on the train will be pleased to see the message?

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

**During reading**

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

---

**Stage 1 comprehension (literal)**

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

1. a) What was the children’s favourite train? b) What time did it go past? c) Where was it going?
2. Describe the old gentleman on the train who waved to the children.
3. One of Mother’s stories was to be printed in a magazine called ____.
4. What did Peter go to buy in the village?
5. Who did Peter meet?
6. Who did Peter tell the station master about – his mother or his sisters?
7. Who did the children see on the station platform the next morning?
8. What did the station master give them?
9. a) Why did Mother have to stay in bed? b) What was wrong with her?
10. Who did Peter go and fetch?
11. Dr Forrest told Roberta that Mother had ____.
12. What sort of things did Dr Forrest say Mother should eat?
13 Where did Roberta sleep that night?
14 What did Peter and Phyllis paint on the white sheet for the old gentleman on the train to read?
15 What did Phyllis give to the old gentleman?
16 What did the children ask the old man for?
17 At what time did the porter bring a large basket to the house?
18 What did he give to Roberta to give to her mother?
19 List the food that was in the basket.
20 In the letter in the basket, the old gentleman asked the children to tell their mother that the things came from a ____.
21 About ____ (one, two, three) weeks later, Mother sat up in bed and said, 'I feel much better today'.
22 What message did the children write for the old gentleman next?
23 When the children told Mother about the old gentleman, what did she do?
24 Mother wrote a ____ to the old gentleman and the children took it to the ____ ____.
25 What did the children learn about the porter?

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- Ask the children to find examples of irregular past tenses in the text, for example went, stood, said. Discuss how regular past tenses like learned are formed by adding ‘ed’, whereas irregular past tenses do not follow this rule.
- Ask the children to find ‘time marker’ words or phrases and discuss how they indicate the passing of time in the story, for example One day, The next morning, In the evening.
- Ask the children to find and read any words of more than six letters and decide how many syllables each word contains. Ask them to tap out the syllables as they read the words (for example, chil-dren, fa-vour-ite).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.
1 How can you tell Phyllis missed her father?
2 How can you tell the old gentleman liked the children (on page 23)?
3 Why do you think Mother wanted everyone to celebrate?
4 Why do you think Peter’s face went red when he met the station master?
5 Do you think the station master was a kind man?
6 How do you think the children felt when Mother was ill?
7 Why do you think Mother whispered to Peter (on page 25)?
8 Why did Peter like Dr Forrest?
9 Why do you think Dr Forrest spoke to Roberta about Mother’s illness?
10 Why do you think Roberta slept in Mother’s room that night?
11 What did you think of the children’s idea to get the old gentleman’s attention?
12 How can you tell that the porter was a thoughtful man (on page 29)?
13 How do you think the children felt when the porter arrived with the large basket of food?
14 Do you think the children were right to ask the old gentleman for his help?
15 Why do you think Mother was so angry when she discovered that the old gentleman had sent the food for her?
16 Why do you think Mother did not want the children to ‘tell strangers about our problems’?
17 What do you think Mother wrote in her letter to the old gentleman?
18 Why do you think Phyllis said, ‘So trains really are dragons’?

Stage 2 comprehension extra

Characterisation  As a class, review what they have learned about the children so far – their ages, any interests they have, any aspects of their characters, etc. After the discussion, ask the children to write down three facts about each child.

- Sometimes the letter ‘o’ sounds like the ‘u’ in ‘fun’. Write the words love and London on the board and ask the children to read them. Now write these words on the board: m_ney, _ne, an_ther, n_thing, m_nth, w_nderful, s_n. Ask the children to complete each with ‘o’. What sound does the ‘o’ make in them?
- Write the words face, celebrate, fence, parcel, office, medicine on the board and read them. Discuss what sound the ‘c’ in each makes. Explain that when ‘c’ is followed by ‘e’, ‘i’ or ‘y’ it sounds like ‘s’ and that we call this a soft ‘c’ sound. Now write these words on the board: city, centre, icy, cinema, dance, difference. Ask the children to read them.
- The words tunnel and parcel end with ‘el’. Write these words on the board: cam_ _, trav_ _, jew_ _, tow_ _, nov_ _, vow_ _, lab_ _. Ask the children to complete each word with ‘el’, and to explain their meanings.
- Write these pairs of homophones on the board: sure/shore, way/weigh, right/write, poor/pour, sea/see, whole/hole, flu/flew. Ask the children to read them and explain the difference between the two words in each pair and use them correctly in sentences of their own.
- The children’s favourite train was the Green Dragon. Ask the class about their favourite things, such as TV programmes, colours, food, sports.
- Peter felt ashamed and embarrassed when he met the station master. Discuss why this was. Ask the children what sort of things make people feel ashamed or embarrassed.
- The station master forgave Peter for stealing the coal. Discuss why it is important to learn to forgive people for things they have done wrong.
Discuss the importance of being friendly to people, but also talk about some potential dangers of speaking to strangers.

Mother made the children promise never to ask strangers for things. Talk about why people make promises and why it is always important to keep the promises we make.

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask What do you think will happen next in the story?
**Chapter 4**

**A ride on an engine**

Pages 32 to 40

---

**Active vocabulary**

- **carrier**: note the ‘i’, which is often missed when children spell this word.
- **curious**: change the ‘c’ to ‘f’ to make an angry word.
- **dangerous**: the noun *danger* is changed into an adjective by adding the suffix ‘ous’.
- **honest**: the ‘h’ is a silent letter and is not pronounced.
- **metal**: other nouns ending with ‘al’ are: animal, signal, decimal, capital.
- **parcel**: the ‘c’ is a soft ‘c’ and sounds like ‘s’.
- **polite**: change the ‘t’ to ‘c’ to make a new word.
- **slice**: it’s cold at the end of this word! (ice)
- **whistle**: the ‘h’ and the ‘t’ are silent letters and are not pronounced.
- **worried**: rhymes with hurried.

---

**Passive vocabulary**

- **brake**
- **brooch**
- **canal**
- **handle**
- **long boats**
- **needle case**
- **properly**
- **scratch**
- **screched**

---

**Before reading**

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
Ask children to do the activities on page 8 of their Workbook to practise the new vocabulary.

Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 4. Ask "What do you think the chapter is going to be about?"

Tell the children to look at the picture on page 33. Ask "Whose birthday do you think it is? What clues are there? How old do you think Roberta is? What present do you think is in the parcel she is holding? Can you see any other presents or cards?"

Tell the children to look at the picture on page 36. Ask "What is Roberta doing? Do you think Peter is going to follow her? Why do you think she's getting onto the engine? Can you see the engine driver? Do you think he knows what Roberta is doing? Do you think it's a dangerous thing to do? Do you think the engine is standing still, or is it moving?"

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

### During reading

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

#### Stage 1 comprehension (literal)

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

1. How old was Roberta on her birthday?
2. What did she do after lunch?
3. What did Roberta see as she stood on the canal bridge?
4. How did Peter and Phyllis look when they met Roberta at the door?
5. What did Roberta run upstairs to do?
6. What did Roberta see when she stood in the dining room doorway?
7. Who gave Roberta a) a silver brooch? b) a needle case? c) two blue glass vases? d) a toy engine filled with sweets?
8. What was Roberta's cake like?
9. Who cut the cake – Mother, Roberta, Phyllis or Peter?
10. Why did Roberta get up in the middle of the night?
11. What did she see?
12. Who did Mother take shopping the next afternoon?
13. a) Where did Roberta and Peter go? b) What did they take with them?
14. How did the children feel when they stood beside the train?
15. Why didn’t the driver and the fire man hear Roberta when she spoke to them?
16. What happened when Roberta and Peter climbed into the engine?
17. What happened when the station master blew his whistle?
18. Why didn’t the children climb off the engine?
19. How did Roberta get the fire man to notice her?
20. What did Roberta do when the fire man saw her?
21. What happy thought did Roberta have?
22. What was a) the fire man’s name? b) the driver’s name?
23. How did the fire man try to stop Roberta from crying?
24 What did Roberta ask the driver to do?
25 By the time Roberta and Peter reached the next station, they knew all about ____ ____.
26 What did Bill do at the next station?
27 How did Roberta and Peter get back home?
28 What happened on Friday afternoon?

- Ask the children to find all the pronouns in the chapter and say who or what each pronoun refers to.
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, stood, boats, tied).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1 How can you tell the men who led the canal boat horses were happy?
2 Who do you think a) decorated the dining room? b) made the cake for Roberta?
3 How do you think Roberta felt when she looked in the dining room?
4 What did you think of the way the cake was decorated?
5 Which present do you think Roberta liked best?
6 Were you surprised about the present Peter gave Roberta?
7 Why do you think Mother wrote her stories when the children were asleep?
8 a) How do you think Roberta felt when she saw her mother crying? b) Why do you think she didn’t go and talk to her?
9 Why do you think Roberta and Peter hid when they got to the station?
10 How did they know the train was coming?
11 Why do you think the train was described as a ‘huge puffing dragon’?
12 Do you think it was sensible for Roberta and Peter to climb onto the engine?
13 Why were the children ‘trapped’ on the engine?
14 Do you think the fire man was surprised to see the children?
15 Why do you think Roberta started to cry?
16 How can you tell the driver was a kind man?
17 Do you think Peter was happy to be on the engine?
18 Why do you think the children’s ride home ‘wasn’t nearly as exciting’ as riding on the engine?
19 What did the guard keep in the guard’s van?
20 Why do you think Phyllis had been worried about Roberta and Peter?
21 Why do you think Peter didn’t tell Phyllis about ‘their great adventure’ when they got home?
22 How do you think Peter felt when Bill mended the toy engine?
Stage 2 comprehension extra

Setting Most of the action in the book takes place around the railway tunnel, railway line and station. Review with the class what they have learned about this setting so far. Ask Where was the railway line in relation to where they lived? Why was there a fence along by the line? Was there a tunnel nearby? (Discuss why tunnels are necessary.) How close was the station? Who worked at the station? Talk about what the class has learned about steam trains, too.

- Play the opposites game. Write the following words from the story on the board: after, warm, long, clean, tidy, late, upstairs, asleep, afternoon, mend, careful, high, noise, better, silly, new. Divide the class into two teams. Explain that you will read out some words and each team must decide what the opposite of each word is. Say each word in turn, allow a short time for the teams to discuss their answer, then select one person from each team to give you their team’s answer. Award a point for each correct answer. The team with most points wins.

- Write the words surprise, birthday and afternoon on the board and read them. Ask the class what they notice about the underlined letters in each word. (They make the same sound.) Write these words on the board: person, bird, purse, shirt, Saturday, desert, verse, burn, first, term, thirsty, curve, lantern, third, purple. Ask the children to complete each with a silent ‘w’, read the words they have made, and explain their meanings.

- Write the word wrap on the board and read it. Point out that the ‘w’ is silent and is not pronounced. Write these words on the board: _rist, _rite, _rong, s_ord, ans_er. Ask the children to complete each with a silent ‘w’, read the words they have made, and explain their meanings.

- Write the word knife on the board and read it. Point out that the ‘k’ is silent and is not pronounced. Write these words on the board: _nee, _now, _not, _nock. Ask the children to complete each with a silent ‘k’, read the words they have made, and explain their meanings.

- It was very dangerous to climb onto the engine. Ask the children to complete these words with ‘ous’, read them and use them correctly in sentences. Write these words on the board: danger____, curi____, nerv____, fam____, mysteri____, furi____. Ask the children to complete each with ‘ous’, read the words they have made, and use them correctly in sentences of their own.

- Roberta had a surprise when she got home. Talk about why people like surprises. Ask What is the nicest surprise you’ve ever had?

- Ask How did you celebrate your last birthday? Did you have a party or go somewhere special?

- Peter had always wanted to go on a steam train. Encourage individuals to tell the rest of the class about something they have always wanted to do.

- Ask What is the most exciting present you have ever received?

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

- Ask What do you think will happen next in the story?
Chapter 5
Stop that train!

Pages 41 to 48

Active vocabulary

<table>
<thead>
<tr>
<th>word</th>
<th>feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>the second ‘c’ is a soft ‘c’ and sounds like ‘s’</td>
</tr>
<tr>
<td>attention</td>
<td>the ‘tion’ at the end is pronounced ‘shun’ and is a common word ending</td>
</tr>
<tr>
<td>complain</td>
<td>take off the ‘com’ and you are left with something simple! (plain)</td>
</tr>
<tr>
<td>emergency</td>
<td>there’s a soft ‘g’ and a soft ‘c’ in this word</td>
</tr>
<tr>
<td>frightening</td>
<td>contains a ‘hidden’ number (ten)</td>
</tr>
<tr>
<td>heroes</td>
<td>note how the spelling of hero changes in the plural</td>
</tr>
<tr>
<td>impossible</td>
<td>the prefix ‘im’ gives the word possible the opposite meaning</td>
</tr>
<tr>
<td>landslide</td>
<td>this is a compound word: land + slide = landslide</td>
</tr>
<tr>
<td>rough</td>
<td>rhymes with tough and stuff</td>
</tr>
<tr>
<td>signal</td>
<td>other nouns ending with ‘al’ are: animal, metal, decimal, capital</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>beech</td>
</tr>
<tr>
<td>birch</td>
</tr>
<tr>
<td>blossom</td>
</tr>
<tr>
<td>desperately</td>
</tr>
<tr>
<td>faint</td>
</tr>
<tr>
<td>oak</td>
</tr>
<tr>
<td>petticoat</td>
</tr>
<tr>
<td>slid</td>
</tr>
<tr>
<td>sob</td>
</tr>
<tr>
<td>thundered</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
Ask children to do the activities on page 10 of their Workbook to practise the new vocabulary.

Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 5. Ask What do you think the chapter is going to be about?

Tell the children to look at the picture on page 43. Ask What do you think has happened to the tree? Why are the children looking worried? What is on the railway track? Why is this dangerous?

Tell the children to look at the picture on page 45. Ask Why do you think the children are waving red flags? How many flags are there? Who are they waving to? What are the flags made of? Where do you think the material came from? Where do you think the sticks came from?

Tell the children to look at the picture on page 47. Ask What do you think has happened to Roberta? Why is the driver carrying her onto the train? Where is he taking her? How do Phyllis and Peter look?

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

During reading

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

Stage 1 comprehension (literal)
Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

1. What did Roberta suggest the children did?
2. What was the weather like?
3. There were lots of trees near the ________ of the ________.
4. What led down the bank to the mouth of the tunnel?
5. What sound did they hear?
6. What tumbled down the slope and fell onto the railway line?
7. Why did Peter think there would be a ‘terrible accident’?
8. What did Peter say to Roberta when she said she would go and tell the station master?
9. What did Peter say they needed?
10. What did Roberta say would make good flags? Why?
11. Where did Peter get six sticks from?
12. Why did Peter grab Phyllis’s arm and pull her?
13. What did Roberta do as the train thundered towards them?
14. Did the train stop in time?
15. Why did the driver pick Roberta up and carry her to the train?
16. How did Roberta look?
17. When did she wake up?
18. How were the children welcomed when they reached the station?
19. Who cheered the children?
20. What did the children forget to do?

Point out and discuss the use of commas in the text.

Ask the children to find any examples of exclamation and question marks in the text and to read the sentences with appropriate expression.
Point out the use of ellipsis (...) on pages 44 and 45 and explain that they show that the sentences in which they appear were not completed.

Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.

Ask the children to find examples of regular past tenses in the text, for example replied. Discuss how they are made by adding ‘ed’ to the end of the verb. Now find some irregular past tenses in the text, for example made. Elicit that these do not end with ‘ed’ and discuss how the spelling has changed in the past tense.

Ask the children to find and read any two-syllable and three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, morn-ing, re-mem-ber).

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

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. What time of the year do you think it is – spring or summer?
2. Why do you think the track ‘glittered’?
3. How do you know the cherries were ready to eat?
4. What made the trees look as if they were ‘walking down the bank’?
5. Why was Peter worried about the bend in the track?
6. How do you know they had less than half an hour before the train came?
7. Do you think it was sensible or silly to use the girls’ petticoats for flags?
8. Why do you think Peter said they had to wave flags and not their hands?
9. What time was it when Peter tore up the petticoats to make flags?
10. How did they know the train was coming?
11. How do you think Roberta felt when she was standing on the track and the train was thundering towards her?
12. Why do you think Roberta fainted?
13. Why did Phyllis hug her sister when Roberta opened her eyes?
14. Do you think the children were heroes?
15. Why was Roberta quiet on the way home?

Stage 2 comprehension extra
Characterisation Brainstorm with the class what they know about the three children from previous chapters. Discuss what the reader can find out about each of them in this chapter. For example, ask How can we tell Peter sometimes has good ideas and is quite practical? How can we tell Roberta also has good ideas? How can we tell Phyllis is the youngest and doesn’t always think in a grown-up way? (One clue is that she worried about tearing up the petticoats instead of thinking how they could be used to help prevent a terrible accident.) In what way were all the children sensible and brave? Ask the children to each write a paragraph about one of the children.
• Write the word rip on the board and read it aloud. Now add ‘e’ and read the word ripe. Point out how the ‘magic e’ changes the sound of the short vowel ‘i’ and gives it a long sound. Write the following ‘magic e’ words from the chapter on the board and ask the class to read them: time, made, line, gate, home, wide, slide, white, wave, knife, place, smoke.

• When we change a singular noun ending in consonant + ‘y’ into the plural, we change the ‘y’ to ‘i’ and add ‘es’, for example cherry – cherries. Ask children to change these nouns into the plural: spy, baby, lady, lorry, party, pony, city, family.

• Write the word rough on the board and read it. Now write thought, through and cough. Elicit what the common letter pattern is (‘ough’). Point out that each word contains the same letter pattern but it is pronounced differently each time.

• Read the title again: Stop that train! Explain that stop is an imperative. Play the imperatives game with the children. Give a number of commands to the children, for example Stand up! Hop on one leg! Point to the board! The last one to obey the command is out each time.

• The children heard the sound of the landslide and the train as it approached. Play one of these ‘noise’ games:
  – the ‘Do you know this sound?’ game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.

  – the ‘Do you know this sound?’ game B. Ask the children to shut their eyes while you make different sounds such as closing a book, shutting the door, writing on the board, tapping your desk, etc. Ask the class to identify each sound.

  – the ‘How many sounds can you hear?’ game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.

  – the ‘What noise do they make?’ game. Name different animals and ask children to say what sound each one makes.

• Ask What is the most dangerous situation you have ever been in? What happened? Was anyone hurt?

• Peter thought quickly and creatively about how to make some flags from everyday materials. Brainstorm with the class as many uses as possible for an ordinary household brick, for example to stand on, to use as a door stop, to use as a paper weight.

• Ask the class What is the bravest thing you have ever done?

• If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

• Ask What do you think will happen next in the story?
Chapter 6
Heroes
Pages 49 to 56

Active vocabulary
chatter note how two-syllable words containing a double consonant are split: chat-ter
director change the ‘dir’ to ‘insp’ to make a new word
distant there’s an ‘ant’ at the end of this word!
gift remember the phrase: Can you lift a heavy gift?
invitation the ‘tion’ at the end is pronounced ‘shun’ and is a common word ending
model other words ending with ‘el’ are: parcel, camel, travel, vowel, label, tunnel
quarrel another ‘el’ word
secret the ‘se’ is pronounced ‘see’
wonder rhymes with thunder

Passive vocabulary
leather medal rinsed scrubbed
speech waistcoat

Before reading
● Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
● Ask children to do the activities on page 12 of their Workbook to practise the new vocabulary.
Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 6. Ask *Who do you think the heroes are?*

Tell the children to look at, and read, the letter on page 49. Draw attention to the formal way it begins and ends. Ask *Who is the letter from? Who is it to? Who are the ‘Sir’ and ‘Ladies’ referred to in the opening? The letter is an invitation. What are the children being invited to?*

Tell the children to look at, and read, the letter on page 50. Ask *Who is the letter from? Who is the letter to? The letter is a reply to the invitation, but have the children accepted the invitation? Where have they got to go? When? What is going to happen then? How do you think the children feel about the invitation?*

Tell the children to look at the picture on page 53. Ask *Who do you think the man is? What is he wearing? Are his clothes formal or informal? Where do you think he’s going? Why? Do you think this is a difficult walk for an old man? Why? Can you see anyone else in the picture?*

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

**During reading**

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

---

**Stage 1 comprehension (literal)**

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

1. Who opened the letter and read it to the others?
2. How did the children feel?
3. Who did they show the letter to?
4. What did the children do that morning?
5. What sort of paper did they write their reply on?
6. What did the children do that morning?
7. How did the children dress when they went to the station?
8. What other people were at the station?
9. Who made a long speech first?
10. What was the old gentleman’s job?
11. What gift did he give the children?
12. What did it say on the back of each watch?
13. What did the station master whisper to Peter?
14. At the end of Peter’s speech, what did everyone do?
15. What did Roberta ask the old gentleman?
16. Did Mother go to the station with the children?
17. When did the old gentleman come to see them at their house?
18. What did the children do when they saw someone coming up the hill towards their house?
19. What was special about the old gentleman’s waistcoat?
20. What did Mother say when she met the old gentleman?
21. What present did the old gentleman give to the children?
The Railway Children

22 Did the old gentleman return to the station before or after tea?
23 Who went to the station with the old gentleman?
24 What did Mother do when Phyllis talked about Father?
25 What did Mother ask Roberta when Roberta took her a cup of tea a few days later?
26 What did Roberta say about Father?
27 Why couldn’t Mother tell Roberta anything more about Father?
28 How did Mother say the children all helped her?
29 Why did the children laugh a lot that night?

Ask the class to find a word on page 51 that rhymes with: date (great), test (best), faster (master), brain (train), sunny (funny), beach (speech), snapped (clapped), socks (box).

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 children felt proud when they received the letter?
2 Were you surprised when the children washed their own clothes?
3 Why didn’t they use a washing machine?
4 Why do you think it took a long time to write the reply?
5 What was different about the station?
6 Why do you think everyone clapped when Mr Inglewood finished his speech?
7 What did you think of the gifts the old gentleman gave the children after his speech?
8 How can you tell that Peter did not realise that he had to make a speech?
9 Why do you think Mother did not go to the station with the children?
10 Why didn’t the children recognise who was walking towards their house when they first saw him?

Ask the children to find examples of dialogue in the chapter. 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. Elicit that these are the words that go inside the speech marks.

Read aloud the sentence ‘That’s wonderful news,’ she cried (page 49). Ask What other words could have been used instead of ‘cried’. Ask the children to look through the chapter and find words used instead of said, for example asked, called, laughed, cried, suggested, whispered.

Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, such as Roberta, Ladies, and elicit that each begins with a capital letter because it is the particular name or title of a person, place or event.

Ask the children to find and read any adjectives in the text, for example excited, proud, wonderful. Ask them which nouns they describe.
The Railway Children

11 Why do you think Peter was ‘breathless’ when he reached the old gentleman?
12 How can you tell the children were pleased to see the old gentleman?
13 Why do you think Mother was pleased to meet the old gentleman?
14 Do you think the old gentleman enjoyed his afternoon?
15 Why do you think Roberta held Mother’s arm as they walked back up the hill?
16 Why do you think Mother got upset when Phyllis spoke about Father?
17 How can you tell Phyllis didn’t understand why Mother was upset?
18 Why did Mother think that Phyllis and Peter were forgetting about Father?
19 Why do you think Roberta stood on ‘one leg and then on the other’?
20 Why do you think the children did not talk to Mother about Father?
21 How can you tell Mother missed Father?
22 Why do you think Mother asked Roberta not to tell Phyllis or Peter about their conversation?

Stage 2 comprehension extra

Plot Running throughout the whole story, often in the background, is the mystery surrounding Father. This is a good time (half way through the story) to think more about him. Review some of the facts with the class.

1. The story began happily with the whole family together in their house in London. They were quite rich. Father worked for the Government, but we don’t know what job he did.

2. Next there was the visit of the two men, and some sort of argument with Father. He disappeared with them without even saying goodbye.

3. The children then move to the country to another house and become quite poor. Mother has to write books to earn money. Father does not get in touch with them at any time. Mother is often very sad and upset.

4. The children meet the old gentleman and tell him about Father.

5. Mother talks to Roberta on her own and tells her that Father will return one day, but says that the reason he is away is a ‘secret’.

Ask children a number of questions (note that there are no ‘right’ answers): Why do they think the family had to move? Why did they suddenly become poor? Why didn’t they ever hear from Father? Why is he away for so long? Where can he be? What can he be doing? What is the ‘secret’ Mother cannot tell Roberta? Will the old gentleman help in any way?

Write the words elephant and Phyllis on the board, say them and underline the ‘ph’ in each word. Write these words on the board: _ _one; dol_ _in, _ _otogra_ _, al_ _abet, ne_ _ew, paragra_ _. Ask the children to complete each word with ‘ph’, read the words they have made, and use them correctly in sentences of their own.
Write the words *room* and *shook* on the board and say them. Point out that the sound of the ‘oo’ is short in *shook* and long in *room*. Explain that the same letter patterns are not always pronounced the same. Brainstorm other ‘oo’ words and check to see if the ‘oo’ in them is short (for example *wood, stood, book, cook, hood, look, good*) or long (for example *cool, roof, moon, boot, food, school, mood, snooze*).

Write these words on the board: *clapped, skipped, stepped*. Now write: *clap, skip, step* and ask the children what happens when we add ‘ed’ to each verb. (We double the final consonant and add ‘ed’. This happens with all one-syllable regular verbs that end with a short vowel and a consonant.) Ask the children to use the same rule to write the past tense of these verbs: *rob, hug, pop, hum, rip, fit*.

Ask the children about their heroes.

Discuss occasions when we write letters or invitations.

Find out if any of the children have ever won an award or prize. Ask them to share their experiences with the rest of the class.

The three children helped their mother a lot. Discuss some of the ways in which they did so, and ask the class to suggest ways in which they could help at home.

Roberta pulled a face at Phyllis to tell her to stop talking about Father. We can often tell what a person is feeling by their facial expressions. Ask the class to show different emotions, using facial expressions only, for example happiness, sadness, fear, surprise, boredom, uncertainty.

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask *What do you think will happen next in the story?*
Chapter 7

The terrible secret

Pages 57 to 65

Active vocabulary

- argument: the verb argue is changed into a noun by adding the suffix ‘ment’
- bored: contains a ‘hidden’ colour (red)
- crime: change the ‘cr’ to ‘t’ to make another word
- glanced: the ‘c’ is a soft ‘c’ and sounds like ‘s’
- guilty: we pronounce the word as ‘gilty’
- jealous: ‘ous’ is a common word ending and is pronounced ‘us’
- spilled: you don’t feel well in the middle of this word (ill)
- spy: have fun saying: Why do you try to be a spy?
- visitor: another word ending with ‘or’, like director in chapter 6

Passive vocabulary

- arrest
- concerned
- headline
- patch
- rake
- tear-stained
- trial
- turnips

Before reading

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

Tell the children to look at the picture on page 59. Ask Where are Roberta, Peter and Mother? Why are Mother and Roberta bending down to help Peter? Why do they look concerned? How does Peter look? Why is he holding his foot? What is on the grass? (a rake) What do you think has happened?

Tell the children to look at the picture on page 62. Explain that this is part of an article from a newspaper. Read the headlines and any of the text that is legible to and with the class. Explain any unknown vocabulary as you do so. Ask Who do you think is reading this newspaper?

Tell the children to look at, and read, the letter on page 65. Ask Who wrote this letter? Who is it to? Who do you think ‘My dear friend’ refers to? Why has Roberta written the letter? What has Roberta enclosed with the letter? Does Roberta think her father is guilty? Why does Roberta say she is worried about her Mother? Draw attention to the PS at the end of the letter. Explain that we sometimes add a post script (which literally means ‘after writing’) when we want to add something extra. Ask Why do you think Roberta hasn’t told her Mother about the letter?

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

During reading

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

**Stage 1 comprehension (literal)**

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

1. What did each child grow in their patch of garden?
2. Why did Roberta’s flowers all die?
3. What garden tool did Roberta use?
4. Why did she quarrel with Peter?
5. What happened?
6. Why did Mother come out of the house?
7. How did Mother clean the blood off Peter’s foot?
8. Who did Phyllis go to fetch?
9. Whose footsteps did Roberta hear?
10. What did Perks bring for Roberta?
11. How long did Dr Forrest say it would take for Peter’s foot to get better?
12. Did Roberta and Peter become friends again?
13. What visitors did Peter have?
14. Why did Roberta go to see Perks at the station?
15. What did Perks wrap the magazines in?
16. Why did Roberta stop to rest on her way back to the house?
17. What did she read about on the newspaper wrapping?
18. a) Where did Roberta go when she got home? b) What did she do? c) Did she think her father was guilty?
19 What did Roberta say when Mother asked her what was wrong?
20 Where did Roberta ask Mother to go with her?
21 Mother told Roberta the whole story. Two men came to ____ Father. They found some ____ in his desk. They said he was a ____. Father was sent to ____ for ____ years.
22 How did Mother say the papers got into Father’s desk?
23 Why did Roberta write a letter to the old gentleman?
24 How did she get the letter to the old gentleman?

- Draw attention to the way Roberta’s thoughts are written on page 60. Discuss why they are in italics.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, could, dead, poor).
- Ask the children to find examples of contractions in the text, for example I’m, I’ll, won’t. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example I’m = I am.
- 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 Peter was really interested in growing vegetables?
2 How was Perks kind to Roberta?
3 Do you think Roberta and Peter were right to argue about the rake?
4 How can you tell Peter was in pain?
5 Why was Peter’s foot covered in blood?
6 Why do you think Mother and Roberta carried Peter into the house?
7 How can you tell Roberta was very worried about Peter?
8 Was Peter’s injury serious?
9 Do you think it is right to make friends again after an argument? Why?
10 Why do you think Peter got bored during the next week?
11 Do you think Roberta’s idea about the magazines was a good one?
12 Why do you think Perks tied the magazines in a bundle?
13 How can you tell there were a lot of magazines?
14 How can you tell Roberta was shocked when she read the newspaper?
15 Why do you think she went to her room and locked the door?
16 Why do you think Roberta felt her father was not guilty?
17 How did everyone know that something was wrong with Roberta when she went downstairs?
18 How did Phyllis try to be kind to Roberta at the table?
19 Why do you think Roberta wanted to talk to Mother on her own, and not in front of Peter and Phyllis?
20 Why do you think Roberta put the newspaper under her mattress?
21 Do you think Mother was pleased to be able to tell Roberta the truth at last?
22 What do you think of the man who placed the papers in Father’s desk to get him into trouble?
23 Why do you think no one would listen to Mother when she told them what had happened?
24 Why do you think Roberta asked the old gentleman to help?

Stage 2 comprehension extra

Characterisation  In this chapter, Roberta can be seen to be sensitive, kind, caring and thoughtful. Discuss how she worried about Peter when he hurt his foot. Discuss the fact that she was prepared to say sorry to him, even though he was also to blame for what happened. Find other examples of her kindness to Peter, such as helping to carry him into the house, or offering to go and get some magazines for him to read. Talk about her reactions to reading the piece about her father in the newspaper. Draw attention to the fact that she did not want to upset her brother or sister with the news and so made sure she spoke to her mother on her own. Ask the class to discuss whether they think she was right to ask the old gentleman for his help. What does this tell us about Roberta’s character?

The children each grew things in the garden. Have some fun ‘growing’ words. Write the word fun on the board. The rules are simple: you can change any one letter at a time to make another word, for example fun – bun – bin – bit – bat – cat – fat, etc. See how long the class can keep the word ‘chain’ going.

Write some words from the chapter on the board and ask the children to find any smaller words ‘hiding’ inside each longer word (for example, plant, vegetables).

Say the word fetch and write fe_ _ _ on the board. Ask the children to fill in the missing letters. Now write these words on the board: ma_ _ _, scr_ _ _, ki_ _ _, en, ca_ _ _, sw_ _ _, stre_ _ _. Ask the children to complete each word with ‘tch’, read the words they have made, and explain their meanings.

Some plural nouns are irregular. Write these singular nouns on the board: tooth, foot, child. Ask the class what their plural forms are.

Write the word argument on the board and read it. Point out that it ends with ‘ment’. Write these words on the board: amuse___, enjoy___, improve___, excite___, astonish___, amaze___, advertise___. Ask the children to complete each with ‘ment’, read the words they have made, and explain their meanings.

Ask the class if they have ever tried growing anything. Ask them to share their gardening experiences. See how many different gardening tools they can name, for example rake, hoe, spade, wheelbarrow.

Divide the class into two teams and have a competition. See which team can think of the names of the most vegetables and/or flowers.

Peter and Roberta had an argument. Ask Do you ever argue with your brothers or sisters? What sort of things do you disagree about?
● Discuss what sort of things make the children cross. Talk about ways you can stop yourself from getting angry.

● Peter had a nasty accident. Ask Has anyone ever had an accident? How did it happen? Discuss the importance of first-aid (cleaning wounds, keeping them clean, etc.).

● Discuss what jealousy is. Consider how damaging this can be by referring to what happened to Father because of one man’s jealousy.

● If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

● Ask What do you think will happen next in the story?
Trouble in the tunnel

Pages 66 to 74

Active vocabulary
alive  the prefix ‘a’ is quite common, as in awake, asleep, aboard
bends the end is ‘hidden’ in the middle!
crash think of other words ending in ‘sh’. such as push, fish, punish
damp change the ‘d’ to ‘l’ to give some light
slimy the noun slime is changed into an adjective by adding the suffix ‘y’
slippery take off the suffix ‘y’ and you are left with something you can wear (slipper)
sprinkle think of other words beginning with ‘spr’
terrified note what happens to the spelling when terrify becomes terrified
wire change the ‘w’ to ‘f’ to make a hot word

Passive vocabulary
archway lace lever swollen
trotted wheelbarrow

Before reading
● Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
● Ask children to do the activities on page 16 of their Workbook to practise the new vocabulary.
● Ask the class to recall what happened in the previous chapter.

● Read the title of Chapter 8. Ask What do you think the chapter is going to be about?

● Tell the children to look at the picture on page 69. Ask Where are the children? Can you see anything in the tunnel? Why not? What do you think the children are doing? Do you think it is sensible to stand by the railway track?

● Tell the children to look at the picture on page 73. Ask Who do you think the man is? What is he doing? What do you think Phyllis is doing? Where do you think Phyllis is? (She is in a signal box by the side of the railway. The man is a signalman.)

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

During reading

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

Stage 1 comprehension (literal)

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

1 What did the children go to the railway line to see?
2 Who were racing?
3 The runners ran into the ___.
4 The last runner was a boy in a ___, ___.
5 Why did the children climb the hill and walk down the other side?
6 How did the boys look as they came out of the tunnel?
7 Why were the children worried about the boy with the red shirt?
8 Why did the children go into the tunnel to look for the boy?
9 What was it like in the tunnel?
10 Who said she wanted to go home?
11 How did they know a train was coming?
12 What did the children do when the train went past them?
13 What did Peter light?
14 What was the boy doing when they found him?
15 Why did they sprinkle milk on his face?
16 What happened when the boy tried to stand up?
17 Was the boy able to walk?
18 Where did they move the boy to?
19 Where did Phyllis go?
20 Why did Roberta want Peter’s knife?
21 What was the boy’s name?
22 What did Phyllis see among the trees when she came out of the tunnel?
23 It wasn’t a house. It was a ___, ___.
24 When Phyllis looked inside the signal box, what did she see?
25 Why was it dangerous for the signalman to be asleep?
26 Why did the man say he fell asleep?
27 Where did the signalman tell Phyllis to go?

● Ask the children to find any examples of question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out the effect they have on the way you should read these sentences.
• Ask the children to find some commas in the text. Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.

• There are a lot of prepositions in the text, for example along, through, towards. Ask the children to find them. Check that the children know the meaning of them by using them in sentences of their own.

• Write some words from the chapter on the board and ask the children to find any smaller words ‘hiding’ inside each longer word (for example, branches).

• 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 was the tall boy with a pink face ‘breathing heavily’?
2. Do you think it is sensible to run along a railway track?
3. Why do you think it says the ‘black’ mouth of the tunnel?
4. Why did Roberta say, ‘It will be a long time before the runners come out again’?
5. Why was it hard work climbing the hill?
6. Do you think Peter was excited when he saw the first runner coming out of the tunnel?
7. How can you tell Phyllis was hungry?
8. Why didn’t Phyllis want to go on the railway track?
9. How can you tell Phyllis didn’t like it in the tunnel?
10. How do you think they felt when they heard a train coming?
11. Why do you think Roberta and Phyllis held each other tightly when the train went past?
12. Why do you think Peter’s hands shook when he lit the candle?
13. Why do you think the boy had his eyes closed?
14. Why do you think Roberta started to cry when they discovered the boy was still alive?
15. Why did the boy say, ‘I think you’re all very brave’?
16. Why did the boy gasp when he tried to walk?
17. Do you think it was easy or hard to carry the boy and move him to a safer place?
18. Do you think it was a good idea to take the boy’s boot off?
19. What do you think ‘The tunnel had seemed endless’ means?
20. Why was Phyllis worried when she found the signalman was asleep?
21. Why was the signalman worried when Phyllis woke him up?
22. Was it lucky that Phyllis woke him up?
23. Why do you think the signalman could not leave his signal box to help Phyllis?
Stage 2 comprehension extra

Author’s style and use of language

Ask the children what makes this an exciting chapter. Then focus on one or two key passages.

1. Read the first paragraph on page 70, which describes what it is like inside a tunnel. Ask Do you think this is a good description? Why?

2. Now read the rest of the page down to where Peter lights the candle. Discuss how the author describes the train approaching, the train passing and the train going away. Draw attention to the use of sound words, such as hum, rattling, roaring. Point out the use of simile when the author says the train’s headlights ‘glowed like a dragon’s eyes in the dark’. Ask the children to close their eyes and imagine they are there.

3. Read again the parts that tell of the children’s reactions to the passing train. Can the class imagine their fear?

- The prefix ‘dis’ often makes the root word mean the opposite (for example appear – disappear). Write the words agree, honest, trust, approve, connect, obey on the board. Discuss the meaning of each word. Now add the prefix ‘dis’ to each and discuss the change it makes to the meaning.

- Write the word tunnel on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: tun-nel. Point out how a word with a double consonant in the middle is split up. Write the words running, appear, followed, worried, swallowed, carriage, silly, rattling, bottle, dripping on the board. Ask the class to decide how each can be split into two syllables.

- Write the word carriage on the board and read it. Point out that it ends with ‘age’. Write these words on the board: c__, st__, p__, cott__, cabb__, post__, bagg__. Ask the children to complete each with ‘age’, read the words they have made, and explain their meanings.

- There are several examples of compound words in the chapter: landslide, wheelbarrow, lamplight, candlelight, headlight, penknife, archway, signalman. Write them on the board and discuss how each word can be broken into two smaller words, for example land + slide = landslide.

- To give children an idea what it is like to be in darkness, blindfold a volunteer so they can’t see. Ask the child to move to different parts of the classroom using the sense of touch only.

- Discuss why tunnels are necessary. Ask What tunnels have you been through? Have you ever been through a tunnel in a train?

- Have some races. These could be running, hopping or skipping races outside, or they could be competitive races inside the classroom, for example the first person to find a particular word in the dictionary or in the chapter.

- The children were very frightened in the tunnel. Ask the class to share any frightening experiences they have had.

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

- Ask What do you think will happen next in the story?
Chapter 9
Jim’s surprise grandfather
Pages 75 to 82

Active vocabulary

**blanket**  have fun saying: **Thank you for the blanket**

**comfortable**  the noun **comfort** is changed into an adjective by adding the suffix ‘able’

**gate**  think of other ‘ate’ words, such as **late, plate, date**

**nurse**  have fun saying: **The nurse is holding a purse**

**relative**  a three-syllable word: rel-a-tive; tap out the syllables as you say it

**rescue**  other words ending with ‘ue’ are: **blue, clue, glue**

**shocked**  the ‘ed’ sounds like ‘t’ – we pronounce the word as ‘shockt’

**sigh**  rhymes with **cry**

**surgery**  the ‘g’ is a soft ‘g’ and sounds like ‘j’

Passive vocabulary

**boarding school**  **insist**
**let someone down**  **stretcher**

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 18 of their Workbook to practise the new vocabulary.
Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 9. Ask What do you think the title means? Point out that the word surprise is used here as an adjective, not a noun. It means that it was a surprise to discover who Jim’s grandfather was.

Tell the children to look at the picture on page 75. Ask Why is Jim sitting down? How does he look? Which leg is broken? How can you tell? Why is Roberta looking up? Does she look happy or worried? Who or what is coming through the tunnel? Why isn’t Phyllis with Roberta and Peter?

Tell the children to look at the picture on page 79. Ask What is Peter holding? What do you think he is going to do with the letters? Where is he going? Who do you think wrote the letters? Who do you think the letters are to? How does Peter look? Where is the post box? What is the old house near the post box like?

Tell the children to look at the picture on page 82. Ask Who is talking to Roberta? Where are they? Why do you think the old gentleman has visited Three Chimneys again? Do you think there is any connection between this picture and the title of the chapter?

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

During reading

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

Stage 1 comprehension (literal)

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

1. Who came to fetch Jim from the tunnel?
2. What did they use to carry him on?
3. Where did Jim live?
4. Where did the men take Jim?
5. Why did Mother sigh when Roberta told her about Jim?
6. How did Jim look when the men brought him into the house?
7. How long did Mother say Jim could stay at Three Chimneys for?
8. What did Dr Forrest say a) was wrong with Jim? b) Jim needed?
9. a) Who did Mother write to? b) Why did she write to both these people?
10. Why did Peter want Jim to stay?
11. Why did Mother say she couldn’t look after Jim?
12. What did Mother ask Peter to do with the letters?
13. What did Peter think about as he walked to the post box?
14. A few days later Jim’s ____ came to see him.
15. What did Mother tell the children to do before they met Jim’s grandfather?
16. Why was Roberta surprised when she saw who Jim’s grandfather was?
17. What did Mother agree to do for the old gentleman?
18. Who walked to the gate with the old gentleman?
The Railway Children

19 What did the old gentleman say he had been doing for Father?
20 Did the old gentleman think Father was guilty?

- Draw attention to the way the sentence *What does he mean?* on page 81 is written. Discuss why it is in italics.
- Ask the class to find a word on page 77 that rhymes with: *floor* (poor/door), *place* (face), *bubble* (trouble), *wheel* (feel), *ground* (found), *phone* (bone), *friend* (mend), *hum* (come).
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, and elicit that each begins with a capital letter.
- Ask the children to find and read any three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, rel-a-tive).
- Ask the children to find and read any words in the chapter containing double consonants. Ask them to say if they are in the word, for example *carrying*, at the end of the word, for example *well*, or both, for example *address*.
- 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.)

**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 Roberta felt when she saw a flash of light in the distance?
2 Why do you think Roberta ran ahead of the men and the stretcher?
3 How did Mother react when Roberta told her about the boy?
4 Why do you think Mother changed her mind about letting Jim stay?
5 Why do you think Jim felt safe at Three Chimneys?
6 Why do you think Dr Forrest said Jim was a ‘brave boy’?
7 Why do you think Peter did not want Mother to write to Jim’s grandfather?
8 How can you tell that Peter missed Father?
9 What clues made the children think that the visitor who came a few days later was not Dr Forrest?
10 Why do you think Mother made the children wash their hands and faces before they met Jim’s grandfather?
11 How can you tell Roberta is surprised when she sees who Jim’s grandfather is?
12 Do you think Peter was pleased when he heard that Jim’s grandfather was going to pay Mother to look after Jim?
13 Why do you think Roberta cried when Jim’s grandfather talked to her about Father?
14 Why do you think Jim’s grandfather wanted to help Father?
15 How can you tell Roberta wanted him to help, too?
Stage 2 comprehension extra

Characterisation  The old gentleman on the train, Jim’s grandfather, features more and more throughout the book. Review what the children have learned about him so far.

1. Start with his physical appearance. Ask children to recall what he looked like, without referring to the book. Then check by looking at the picture on page 53.

2. Ask When did the children first see the old gentleman? (see page 23.) How did he first help them? (When Mother was ill and they asked him for food for her.)

3. Ask How did the children discover he was the Director of the Railway Company? (When they prevented a train accident and he gave them gold watches in Chapter 6)

4. Ask When did he first visit their house and learn more about them? (If necessary, read pages 52–54 again.)

5. Ask Why did Roberta write the second letter to him? (see page 65)

6. Now review what we can learn about him from Chapter 9. For example, he is Jim’s grandfather; he is thoughtful and kind; he is rich. Ask What do you think he meant when he said, ‘Something nice might happen, and she (Mother) won’t have to earn money by writing’? What do you think he meant when he said ‘I’ve been trying to help him (Father). There is still more to do but we mustn’t give up hope’?

- Write the words nurse, first and farmer on the board and read them. Ask the class what they notice about the underlined letters in each word. (They make the same sound.) Write these words on the board: person, bird, purse, shirt, Saturday, desert, verse, burn, first, term, thirsty, curve, lantern, third, purple. Ask the children to read them, explain their meanings and divide them into three sets according to their common letter patterns.

- Write the word unusual on the board and read it. Point out that it begins with the prefix ‘un’. Discuss how adding this prefix to a word makes it mean the opposite (for example usual – unusual). Write these words on the board: well, fair, pack, cover, do, wrap. Ask the children to add ‘un’ to the beginning of each to make it mean the opposite. Encourage the class to use the words in sentences of their own.

- Write the word comfortable on the board and read it. Ask the children what the following ‘able’ words mean: miserable, valuable, fashionable.

- When Jim’s grandfather visited, the children thought at first that it was Dr Forrest. Then, when they heard his voice, they knew it was not. Invite one child to the front and ask him or her to close their eyes and to try and identify different children in the class by their voices only.

- Jim went to a boarding school, which meant living away from his parents during term time. Discuss what the children think of this idea. Have any of them been away from home for any time? How did they feel about their experiences?
• Jim broke his leg. Choose some longer words from the text and write only the beginning of each word on the board, for example childr___ (children). Ask the children to ‘mend the broken word’ by supplying the missing part.

• The old gentleman was Jim’s grandfather. Brainstorm and list as many family relationship words as possible, for example mother, aunt, nephew.

• Discuss what the children think Mother put in each of the two letters she wrote.

• At the end of the chapter, Roberta makes a wish. She wishes, ‘Please help my father’. If the children could make any wish, what would it be?

• If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

• Ask What do you think will happen next in the story?
Chapter 10
A very special passenger
Pages 83 to 89

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>chess</td>
<td>change the ‘ch’ to ‘m’ to make everything untidy</td>
</tr>
<tr>
<td>concentrate</td>
<td>the second ‘c’ is a soft ‘c’ and sounds like ‘s’</td>
</tr>
<tr>
<td>dominoes</td>
<td>note the ‘es’ to make the plural, as in heroes in Chapter 6</td>
</tr>
<tr>
<td>luggage</td>
<td>note how two-syllable words containing a double consonant are split: lug-gage</td>
</tr>
<tr>
<td>notice</td>
<td>it’s cold at the end of this word! (ice)</td>
</tr>
<tr>
<td>purr</td>
<td>note the ‘rr’ at the end</td>
</tr>
<tr>
<td>shy</td>
<td>rhymes with why and sky</td>
</tr>
<tr>
<td>special</td>
<td>the ‘ci’ is pronounced ‘sh’ – we pronounce the word as ‘speshal’</td>
</tr>
<tr>
<td>squeeze</td>
<td>think of other words beginning with ‘squ’, such as square, squeak</td>
</tr>
<tr>
<td>wander</td>
<td>the ‘an’ sounds like ‘on’</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>blacksmith</td>
</tr>
<tr>
<td>draughts</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask What do you think this means?
- Tell the children to look at the picture on page 84. Ask What are the children doing? Why do you think they are waving to the train? Can you see the old gentleman? What is he doing? Are any other passengers waving, too?
Tell the children to look at the picture on page 86. Ask Where do you think Roberta is going? What is she wearing? How does she look? Why do you think all the other people are standing and looking at her? Who else is in the picture? What do they look like? What else can you see?

Tell the children to look at the picture on page 88. Ask Who do you think the man in the picture is? Where do you think he has come from? (Remind the children of the title of the chapter.) Do you think Roberta knows him well? How can you tell? What does the man look like? Do Roberta and the man look happy? What do you think they are talking about?

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

**During reading**

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

**Stage 1 comprehension (literal)**

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

1. What changes happened at Three Chimneys after the old gentleman’s visit?
2. a) What did Jim enjoy doing? b) What did he teach Peter?
3. Why was Phyllis sad one morning?
4. a) What month was it? b) Who did Roberta pick some flowers for?
5. a) Who ran ahead? b) Who tripped over?
6. What did the children cry out to the train as it passed?
7. How did Roberta think the old gentleman’s wave was different from other days?
8. Why did Peter and Phyllis look at Roberta in surprise?
9. Why did Mother ask Roberta ‘Don’t you feel well’?
10. Roberta said she wanted to be ____.
11. a) Where did Roberta go? b) Did it make her feel better?
12. Why did she go to the station?
13. Who did she meet on the way to the station?
14. Who came out and shook her hand when she arrived at the station?
15. a) What did the station cat do? b) Why was this unusual?
16. Who appeared, carrying a newspaper?
17. a) How many people got off the train when it arrived? b) Who were the first two?
18. a) Who was the third passenger to get off the train? b) What did Roberta do?
19. a) Who did Father write to and say when he was going to arrive? b) Did Mother get his letter?
20. Who found out about the other man who got Father into trouble?
22. When did Father go into the house?

Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
Ask the children to find examples of contractions in the text, for example wasn’t. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example wasn’t = was not.

There are a lot of questions in the chapter. Ask the children to find them. Discuss how they identified them and when we use them. Ask the class who asked each question.

Ask the children to identify all the proper nouns in the chapter.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask 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 children enjoyed spending more time with Mother?
2. Why do you think Peter and Jim became good friends?
3. How can you tell Phyllis missed going down to the railway line?
4. How did Roberta think of Jim when they were going to the railway line?
5. How did Roberta help Phyllis?
6. Why do you think Peter did not stop and help Phyllis?
7. Why do you think the children cried, ‘Send our love to Father’?

8. Usually, only the old gentleman waved to the children. Why do you think all the passengers waved this time?
9. Why did Roberta think it was strange that the old man waved a newspaper?
10. Why couldn’t Roberta concentrate on her lessons?
11. How can you tell that Mother was worried about Roberta?
12. Why did the flowers in the garden seem different to Roberta?
13. What happened to Roberta’s heart as she walked to the station? Why do you think this happened?
14. How did Roberta know the train was coming?
15. What do you think Perks meant when he said, ‘I’ve read all about it in the paper’?
16. How can you tell the cat was feeling friendly?
17. How can you tell Roberta was excited when she saw Father get off the train?
18. How can you tell Father was pleased to see Roberta?
19. Why was Father surprised Mother was not there to meet him?
20. How do you know that Father was grateful to the old gentleman? What had the old gentleman done?
21. Why do you think Roberta went into the house first, and Father stayed outside for a few minutes?
22. Why do you think the flowers were the first ones he had seen all summer?
23. How do you think the rest of the family felt when they saw Father?
Stage 2 comprehension extra

Plot Discuss how the story ends. Ask Why do you think Roberta ‘knew’ something special was going to happen? Did anyone else in the family have the same feeling? Why do you think everyone stopped and smiled at Roberta? Remind the children about the newspaper the old gentleman waved and the one Perks talked about. Ask What do you think was in it? Why didn’t Roberta know about it? Why do you think Father’s letter didn’t arrive? Did you guess that the old gentleman would be involved in helping Father to get out of prison? Did you think Father was guilty? Were you pleased that the other man was caught? What do you think the family talked about when Father came home? How do you think life changed for them after Father returned?

- Ask Do you think Father had changed much when the children saw him again? Play a word-changing game. Write the word back on the board and ask the class to read it. Rub out the ‘b’, replace it with ‘p’, ‘r’, ‘s’, ‘sm’, ‘cr’, ‘bl’ and ‘tr’ and ask the class to read the new words you have made. Continue the game with other suitable words from the text: told, cat, hill, ran, bit, man.

- Write the words watch, was, want and wandered on the board and read them. Ask the children what they notice about the sound of the letter ‘a’ in each word.

- Write the words daughter and caught on the board and say them. Ask what sound the ‘augh’ makes in them (‘or’). Now write the word laugh on the board. Ask what sound ‘augh’ makes in this word (‘arf’).

- Write the words window (long ‘ow’ sound) and flower (short ‘ow’ sound) on the board and ask children to say them. Elicit the difference in pronunciation of the ‘ow’ sound in each word. Write these words on the board: l___, h___, thr___, sh___, c___, arr___, cr___d, yell___, all___. Ask the children to complete them with ‘ow’ and decide whether the ‘ow’ sound is long or short.

- Write the word squeeze on the board and ask the children to read it. Write these words on the board: ___eak, ___ash, ___irrel, ___are. Ask children to complete each word with ‘squ’, read the words they have made, and explain their meanings.

- Discuss if the children have ever had any strange feelings, like Roberta did, that something special was going to happen.

- Ask the children what sort of things make them really happy.

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
Down the line

Before reading

- Much of the story takes place around trains and railways. The poem continues the theme.
- Read the title. Explain that the title refers to a railway line. Tell the children to look at the picture that accompanies the poem. Ask How can we tell from the picture that the poem is set at night time? Can you see the driver of the train? Can you see any passengers? How can you tell the train is going fast? (By the way the steam and smoke from the engine is being blown backwards.) Can you see all of the train? Why not? What sounds would we hear if we were standing by the side of the railway line? What animals are standing by the side of the line, watching? Do you think it is a good picture? Why?

During reading

- Read the entire poem to the class. Read it rhythmically, like a train racing along a railway track.
- Read it again and explain any unfamiliar vocabulary.

Vocabulary notes

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>billowing</td>
<td>rising in clouds</td>
</tr>
<tr>
<td>burn up</td>
<td>go very fast</td>
</tr>
<tr>
<td>chug</td>
<td>go slowly</td>
</tr>
<tr>
<td>clanging</td>
<td>making a loud metallic sound</td>
</tr>
<tr>
<td>cover the distance</td>
<td>go the whole distance</td>
</tr>
<tr>
<td>grates</td>
<td>makes an unpleasant sound</td>
</tr>
<tr>
<td>grind to a halt</td>
<td>move more and more slowly until it stops</td>
</tr>
<tr>
<td>homeward bound</td>
<td>on the journey home</td>
</tr>
<tr>
<td>pick up speed</td>
<td>get faster</td>
</tr>
<tr>
<td>points</td>
<td>places where one railway line joins another line</td>
</tr>
<tr>
<td>pressure</td>
<td>the force of the engine</td>
</tr>
<tr>
<td>reduce</td>
<td>to make less or smaller</td>
</tr>
<tr>
<td>scorching</td>
<td>burning</td>
</tr>
<tr>
<td>shovel in coal</td>
<td>to put coal in the engine with a spade or shovel</td>
</tr>
<tr>
<td>spurt</td>
<td>a sudden increase in speed</td>
</tr>
<tr>
<td>stoker</td>
<td>the fire man who shovels coal into the engine</td>
</tr>
<tr>
<td>toots</td>
<td>produces a short, whistling sound</td>
</tr>
<tr>
<td>vibration</td>
<td>a shaking feeling or movement</td>
</tr>
<tr>
<td>wake</td>
<td>the smoke that is left behind after a train passes</td>
</tr>
</tbody>
</table>

- Ask the class to read the poem together.
- Ask individuals to read pairs of lines each.

After reading

- Ask questions to check the children’s understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the name of the poet, the words that rhyme, the pattern of the rhyming words (every second and fourth line).
- This could lead on to a wider discussion about trains and any train journeys children have taken.
The story of trains

Pages 92 to 95

Before reading

- Discuss what the children know about trains. Ask *What sort of trains were in the story? How were they powered? Do you know how modern trains are powered?*

During reading

- Discuss the way the text is set out. Point out that it is in chronological order, beginning with the early development of trains up to the present time.
- Read the text in order, a section at a time. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- At the end of each section, read the text again. Ask individuals to read a section each.

After reading

- Have a competition to see who can remember the most facts. Devise a short test based on the facts in each section and see who scores highest. Read the questions to the class for each child to answer individually. The child with the highest score wins.
- Alternatively, divide the class into groups and ask the questions. Allow time for the groups to discuss each answer before you read the next question. The group with the highest score wins.
About the author

Page 96

Before reading
- Look back at the title page of the book and read the name of the author.
- Ask the children to turn to page 96, and read the title. Explain that this is some biographical information about Edith Nesbit.
- Draw attention to the picture and ask the children for their comments on her appearance.

During reading
- Read the information about Edith Nesbit. Explain any unfamiliar vocabulary as you do so.
- Read the text again. Ask individuals to read a paragraph each.

After reading
- Devise a short quiz about the author. Read the questions to the class for each child to answer individually. The child with the highest score wins.
After reading the book

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

Response to the story
- Ask Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?
- Ask Did you like the author’s style? Did you think she wrote well? Did she use exciting words?
- Ask the children to complete the Book Review on page 22 of the Workbook.

Moral issues
- Use any one of these themes from the story as a basis for a class discussion:
  - Coping with difficulties: The family had to change their whole lifestyle when Father was taken away. How did they manage to do this? What sacrifices did they have to make?
  - Friendship: Discuss why Peter and Jim soon became friends. In what way was the old gentleman a friend to the children, even though he was a lot older than they were?
  - Kindness: The old gentleman was very kind. There were also many examples of the children being kind to each other and to their mother. Encourage the class to think of and discuss some of the examples of kindness in the story.
  - Courage: The children showed great courage throughout the book. Ask the class to think of different occasions when they were brave.

Characters
- Ask the children about the main story characters: What did you think of each child? Ask the children to recall some of the things each child did and to say something they liked about each one. Ask a few questions about each of the following characters: Mother, the old gentleman, Perks the porter. (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.

Vocabulary check-up
- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.
Follow-up topics and ideas

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

**Art**  1. Make life-size pictures of some of the characters from the story. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Then assign a group of children to each outline to draw and colour the details, or stick materials on for clothes rather than just paint them. Make sure the costumes and clothes of the period are clear.

2. Draw or paint pictures of a train of the period. Use some of the pictures in the book to help.

**Celebration**  Although the story doesn’t say so, it is reasonable to expect that there was a big family celebration when Father returned home at the end of the story. Why not have your own party to celebrate finishing the book?

**Writing**  There are many other things that could have happened to Roberta, Peter and Phyllis. Ask the class to imagine other adventures that the children may have had and brainstorm some possible ideas. Ask the children to write their own chapter of the story.

**Trains**  Use the non-fiction section at the end of the book as a starting point for some further research. Ask the children to pick any of the things mentioned in the section and use the internet or books to find out more information on their chosen topic.
Glossary of Vocabulary

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

**afford**  to have enough money to pay for something

**alive**  not dead

**archway**  a curved roof over an entrance or passage

**argument**  an angry disagreement between people

**arrest**  when the police take someone to the police station because he or she has done something wrong

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

**attic**  a room in a house under the roof

**bare**  with nothing on or in

**beech**  a type of tree

**bends**  curves changing direction in something

**birch**  a type of tree

**blacksmith**  someone who makes horseshoes and things from metal

**blanket**  a warm covering for a bed

**blossom**  flowers on a tree

**boarding school**  a school in which the pupils live during term time

**boiled**  heated water until it was very hot

**bored**  feeling impatient and annoyed because nothing interesting is happening

**brake**  the thing on a vehicle that helps it to stop

**brooch**  a piece of jewellery you can pin to your clothes

**canal**  an artificial river

**carriage**  one of the vehicles that are joined to make a train

**celebrate**  to do something enjoyable to show an occasion is special

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

**chatter**  to talk informally in a fast way about unimportant things

**cheerful**  pleasant, making you feel happy

**chess**  a board game

**chuckled**  laughed quietly

**chugged**  (of vehicles) went slowly

**clattered**  made a lot of loud short noises as one thing hit another

**clumsy**  careless, likely to have accidents.

**coal**  a hard black substance that is dug from the ground and burned

**collar**  the part of a shirt that goes round your neck

**comfortable**  feeling relaxed and pleasant

**complain**  to say that you are not satisfied with something

**concentrate**  to give all your attention to the one thing you are doing

**concerned**  worried about something

**country**  areas away from cities and towns, consisting of fields, farms, villages, etc.

**crash**  an accident that happens when a vehicle hits something

**crime**  an illegal activity

**curious**  wanting to find out about something

**damp**  slightly wet

**dangerous**  likely to cause harm or hurt you

**desperately**  trying hard to do something
**director** someone important who manages all or part of a company

**disappear** to become impossible to see or find

**distant** far away

**dominoes** a game with small flat blocks with two groups of spots on each

**dragon** an imaginary animal that breathes out fire

**draughts** a board game for two people

**emergency** an unexpected situation which requires immediate action

**engine** a vehicle that pulls a train; the part of a vehicle that makes it move

**envelope** a paper case that you put a letter in

**explore** to travel around an area to find out about it

**fact** a piece of true information

**faint** to suddenly become unconscious for a short time (verb); feel weak (adjective)

**fault** being responsible for a bad situation

**favourite** the thing you like best

**fence** something made of wood or wire that surrounds an area

**fetch** to go and get someone or something

**figure** a person

**flickering** like a candle flame that does not burn evenly

**frightening** making you feel afraid

**frown** to look annoyed or worried

**gate** a door in a fence or wall

**gentleman** a polite reference to a man whose name you don’t know

**gift** a present

**glanced** looked at quickly

**gloomy** dark

**government** the people who are in charge of a country

**guilty** someone who is guilty has committed a crime

**handkerchiefs** pieces of material on which we blow our noses

**handle** the part of something that you use for holding it

**headline** the title of a newspaper story that is printed in large letters

**heroes** people who have done something very brave

**honest** someone who is honest does not tell lies or cheat

**impossible** something that can’t be done is impossible

**in a muddle** when everything is in a mess

**insist** to say very firmly that something must be done

**invitation** a request for someone to come to a special event

**invite** to ask someone to come and see you

**jealous** upset because someone else has something you want

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

**landslide** a heavy fall of rocks and earth down the side of a slope

**leather** a strong material made from animal skin

**let someone down** to make someone disappointed by not doing something they are expecting you to do

**lever** a long handle you pull or push to make it do something

**lonely** unhappy because you are alone or have no friends
long boats long flat boats that are used on canals
look forward to to feel happy or excited about
luggage bags and suitcases you take on a journey
magazine a large thin book which is published once a week or once a month
match a small stick that produces a flame
medal a small flat piece of metal you are given for winning a race or doing something special
medical bag a bag in which medicines and medical instruments are kept
medicine something you eat or drink to make you better if you are ill
message a piece of information you give or send to someone
metal hard substance used to make things like tools, pots and pans
model a small copy of something
murmured spoke very softly
needle case a small case in which sewing needles are kept
notice to become conscious of something
nurse someone who looks after people who are ill or injured
oak a type of tree
ordinary normal or average, nothing special
pantry a small room for storing food
parcel something wrapped in paper
passenger someone who travels in a vehicle such as a train
patch a piece of ground
petticoat clothes worn under a skirt
platform an area next to a railway track from which passengers can get on and off trains
polite behave well
porter someone who helps people with their bags
pram a small vehicle with four wheels in which you push a baby
printed letters made by a machine on paper
properly in a correct way
proud feeling happy about something you have done
puddle a small pool of water
purr the sound a cat makes when it is happy
puzzled confused because you cannot understand something
quarrel argue
railway the system of travelling by train
raisin a dried grape
rake a tool for making the soil level
relative a member of your family
rescue to save someone from a dangerous situation (verb); help in a dangerous situation (noun)
rinsed washed in clean water
rough not calm, smooth
rustling making a sound like cloth or leaves moving
scissors a tool with two blades, used for cutting paper
scratch to rub your fingernails against your skin (verb); damage to the skin by cutting it slightly with a sharp object (noun)
screched made a loud, high, unpleasant noise
scrubbed washed something thoroughly by rubbing it hard
secret something that is known only to a small number of people
servant  someone whose job it is to cook and clean someone else’s house

shadow  the area of darkness that is created when something blocks the light

shed  a small building used for storing things

sheet  a large piece of thin cloth you put on your bed

shiver  to shake because you are cold or frightened

shocked  being very surprised – usually by something unexpected or bad

shovel  a tool used for digging or lifting and moving something such as coal

shrivelled  small and dry and unhealthy-looking

shy  nervous and embarrassed in the company of others

sigh  to make a long sound, especially when disappointed, tired, annoyed or relaxed

signal  something that tells a driver of a train to stop, go, or slow down

slice  a piece of food that has been cut from a larger piece

slid  moved smoothly across or down a surface

slimy  thick, wet and unpleasant to touch

slippery  difficult to move on because the surface is wet or smooth

slope  a piece of ground with one end higher than the other

smoke  grey, black or white cloud produced by something that is burning, such as coal

sob  cry loudly

sore  painful and uncomfortable

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

speech  a formal occasion when someone speaks to an audience

spilled  flowed out of a container

sprinkle  to shake small amounts of liquid over something

spy  someone who finds out secret information

squeeze  to press something firmly

stack  a pile of things placed on top of each other

station master  the person in charge of a railway station

stranger  someone you do not know

stretcher  a type of bed that is used for carrying someone who is injured

stumble  to fall, or almost fall, when you are walking or running

surgery  a place where people can visit a doctor

swollen  bigger than usual because of an injury

tearfully  feeling as if you want to cry

tear-stained  when you have been crying, your face looks tear-stained

terrified  very frightened

thundered  moved fast in a loud way

tiptoed  walked quietly on your toes

train spotting  looking for different sorts of trains

trial  in court, when a judge decides if a person is guilty or not

trotted  walked quickly

tunnel  a passage through a hill or underground

turnips  vegetables that grow under ground

visitor  someone who visits a person or place

waistcoat  a coat without sleeves

wander  to walk slowly from place to place

water pump  a piece of equipment used for sending water into something
**wheelbarrow**  a large container for carrying things that has a wheel at the front and two handles

**whistle**  an object that you put in your mouth and blow in order to make a high sound (noun); to make a high sound (verb)

**wire**  a long piece of metal like string

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

**worried**  anxious, nervous or upset about something
# The Wonderful World of Words

**Name** ___________________________  **Date** ___________________________

**Book Title** ___________________________  **Chapter** ___________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

59