

Escape from the Fire



The story

Two cousins, Robert and Lucy, go to stay with their grandad. He is an inventor who loves history. He has just invented a new kind of mobile phone, which allows people to travel backwards and forwards in time. After looking at a book on the Great Fire of London one day, Lucy disappears. Grandad thinks she may have used one of the phones to take her back to the time of the Great Fire in 1666. She is now stuck there because she doesn't know how to instruct the phone to bring her back to the present. Grandad has hurt his leg so Robert agrees to go and look for her.

After travelling back in time, Robert arrives in London and is attacked by two thieves who steal his mobile phone. Fortunately, a boy called Toby comes to his rescue. It turns out that Toby's sister, Molly, has met and befriended Lucy. Toby takes Robert home, where Robert is re-united with his cousin. Robert explains to Lucy how to use the mobile phone to travel back to the present again. Lucy immediately returns to their Grandad's house to get another phone so that they have a phone each again. In the meantime, Toby and Molly offer to show Robert around London. Robert knows that the Great Fire started in a baker's shop so he tries to warn the baker. The baker thinks Robert is being silly and pushes him out of his shop.

Once again the thieves attack the children. Toby and Molly escape but Robert is caught and put in a dark room at the bottom of a house. The thieves have sold the phone to a rich man and want another one. They leave Robert and lock him in the room. Robert knows the fire will soon begin but he cannot get out because the door is locked and the only window is too high to reach.

When Lucy returns with another phone, she goes to look for Robert with Toby and Molly. They look everywhere for him. That night Robert wakes up and finds rats all over him. He screams loudly. The children hear his scream and rescue him.

Suddenly, they smell burning coming from the baker's shop in Pudding Lane and see fire coming from one of its windows. Quickly they run to Toby's house nearby to wake Toby's mother, who is too ill to walk. They throw some of their belongings onto the family's cart and make Toby's mother sit on the cart. The children push the cart to a hostel. Molly stays there with her mother while Toby, Robert and Lucy go out to see what is happening.

The fire is spreading very quickly. There is panic everywhere. People are rushing towards the River Thames to try and escape. The children realise that Toby and Molly's mother will not be safe in the hostel, so they return to the hostel to collect her and set off to the river – but unfortunately all the boats are full.

Toby's mother sends Toby and Robert to find Toby's uncle, who lives further along the river, and ask him to come at once with his boat. All the time the wind howls and the fire gets worse and worse. Nothing can stop it. When Toby and Robert reach the uncle's house he is not there, so they return to the river bank.

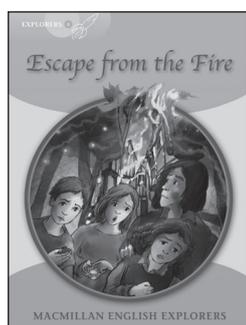
Everyone is trying to find boats to take them across the river to the opposite side, away from the fire. Lucy manages to find a boatman. She gives him her silver necklace to take them in his boat. Eventually they reach the other side and look back at the fire. It has burned down most of London, including Toby and Molly's house.

Together with Robert and Lucy, Toby, Molly and their mother make their way to Aunt Nell's house, where they can stay for a while. After they have all washed and had something to eat, Robert and Lucy decide it is time to return to Grandad's house in the present. They sadly say their goodbyes, put in the correct information on their phones and return safely. When the two children go back to school, their teacher tells them they are going to study the Great Fire of London and asks if anyone has ever heard of it! Robert and Lucy grin at each other ...

Introducing the book

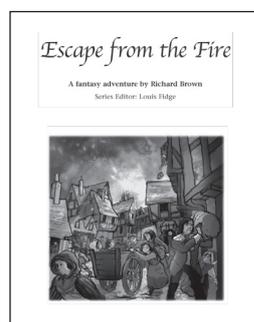
It is a good idea for you to read the non-fiction section at the back of the book yourself before reading the book with the children. This will give you some historical background to the story. The pictures throughout the book give a good impression of how the buildings and streets of London looked at the time, and how the people dressed.

The cover



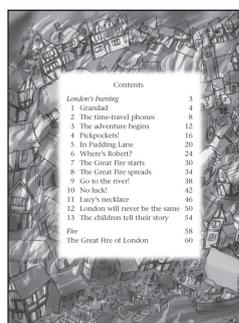
- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask *How do you know the story happens in the past? Why do you think two children have clothes and hairstyles from the present and two have clothes and hairstyles from the past? What are two of the children holding? What's happening behind the children? Have a general discussion on the dangers of fire.*
- Ask *What do you think the story is going to be about?*

The title page



- Ask the children to turn to the title page. Hold up your own book and point to the picture. Ask *Who is the author? What sort of story is it?*
- Discuss what is happening in the picture, encouraging the children to note the old-fashioned clothes of the people, the old houses, the wooden cart, and the person riding a horse in the street. Ask *How can you tell the people are frightened? What are they doing? How big is the fire?*

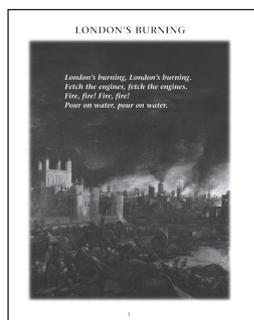
The contents page



- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.

- Discuss the picture on the contents page. Ask *What can you see?*
- Point out that at the end of the book there is a poem (on page 58) and some facts about The Great Fire of London (beginning on page 60).
- Ask questions about each chapter title to stimulate the children's interest, for example:
Chapter 2: Show the cover again. Ask *What do you think is special about these phones?*
Chapter 5: *What two words make the word 'pickpocket'? What do you think a 'pickpocket' does?*
Chapter 7: Draw attention to the picture on page 3. Ask *What do you think 'great' means in the chapter title?* (very big)
Chapter 9: *What is the title of the book? So why do you think they must go to the river?*
Chapter 13: *Who do you think the children told about their adventures?*
- Tell the children to do the related activity on page 1 of their Workbook.

London's burning (Page 3)



- By way of introduction to the story, tell the children to look at page 3. Read the text to and with the class. This is an old nursery rhyme about the Great Fire of London that has been passed down through the years. The picture is an artist's impression of how the fire looked from across the other side of the River Thames (the safe side). Listen to the rhyme together on the audio cassette/CD.



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

Chapter 1

Grandad

Pages 4 to 7

CHAPTER 1
Grandad




The other thing they liked was that Grandad loved history. His house was full of history books. When Robert and Lucy came to stay, Grandad told them exciting stories from history. The cousins loved the stories because they were true.

Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too. She was the same age as Robert and they were good friends.

Suddenly, the telephone rang. Robert answered it. It was Lucy.

'I hope we have a great weekend,' said Lucy.

'So do I,' said Robert. 'It's always good fun at Grandad's.' There were two things about Grandad that Robert and Lucy really liked. First, he was very clever. He was an inventor. He invented lots of things, but mostly he invented new kinds of mobile phones.

Robert knocked on Grandad's door. Mrs Green, the maid, opened it.

'Hello, Robert,' she said. 'Come in.'

'Hello, Mrs Green,' Robert said. 'How are you?'

'I'm fine,' said Mrs Green. She took his bag from him. 'Your grandfather is in his study.'

Robert hurried into Grandad's study. 'Hello, Grandad,' he began. Then he stopped in surprise.

Grandad was sitting in an armchair. His foot was bandaged.

'Grandad, what happened?' Robert asked.

'I've hurt my ankle,' Grandad said. 'The doctor says I mustn't walk on it for a few days.'

'Poor Grandad. Does it hurt? I'll help you, and so will Lucy. Where is she? Has she arrived yet?'

Grandad looked worried. 'I'm not sure,' he said.

'I think she has disappeared.'

'Disappeared?' said Robert. 'What do you mean?'

Grandad leaned towards him and whispered, 'I think she has travelled back in time.'



Active vocabulary

<i>armchair</i>	a compound word: <i>arm</i> + <i>chair</i> = <i>armchair</i>
<i>clever</i>	'er' is a common word ending
<i>cousin</i>	note that the vowel digraph 'ou' makes a short 'u' sound as in <i>hut</i>
<i>disappeared</i>	the prefix 'dis' gives the word <i>appear</i> the opposite meaning
<i>excited</i>	the 'c' after the 'x' sounds like 's'
<i>history</i>	'history' is the 'story' of the past!
<i>inventor</i>	other 'or' nouns are: <i>author</i> , <i>editor</i> , <i>doctor</i> , <i>professor</i>

<i>mobile phone</i>	the 'ph' sounds like 'f' – we pronounce the word as 'fone'
<i>surprise</i>	note that the second 's' sounds like 'z', as in <i>prize</i>
<i>worried</i>	rhymes with <i>hurried</i>

Passive vocabulary

<i>age</i>	<i>ankle</i>	<i>bandaged</i>
<i>grandfather</i>	<i>study</i>	<i>true</i>
<i>weekend</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the Chapter 1 title again. Explain that in this chapter, a boy called Robert and a girl called Lucy, who are cousins, are going to stay with their Grandad. He is an inventor.
- Tell the children to look at the picture on page 4. Ask *Who do you think this is? What is he doing?* Ask the children to describe all the things they can see – the plans and drawings on the board, the instruments he is using, etc. Point out that the room is rather like a laboratory. Ask *What do you think he is making?*
- Tell the children to look at the picture on page 5. Ask *Who are the two children? Are they interested in what Grandad is saying? Where is Grandad sitting? How old do you think he is? What do you notice about the room?* (There are a lot of books on the shelves.) *What does this tell you about Grandad?*

- Tell the children to look at the picture on pages 6 and 7. Ask *What is Grandad doing? Where is he sitting? Who is he talking to? How does Robert look? What do you notice about Grandad's foot? What do you think he has done to his foot?*
- 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. Check that 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 activities on page 3 of their Workbook.

- 1 *Why was Robert excited?*
- 2 *Who was Lucy?*
- 3 *Was Lucy older than Robert?*
- 4 *Who telephoned Robert?*
- 5 *What were the two things Lucy and Robert really liked about Grandad?*
- 6 *Who answered Grandad's door when Robert knocked on it?*
- 7 *Where was Grandad?*
- 8 *Why was Robert surprised when he saw Grandad?*
- 9 *Why was his foot bandaged?*
- 10 *Why wasn't Grandad sure where Lucy was?*

- Ask the children to find examples of questions in the chapter. Draw attention to their punctuation. Read each question aloud and ask the class to notice how your tone of voice changes.
- Ask the children to find and read aloud any words containing double vowels or double consonants (for example, *weekend*, *hurried*).
- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, cle-ver).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you know Lucy and Robert liked each other?*
- 2 *How do you know Robert and Lucy did not live in the same house?*
- 3 *Lucy and Robert liked Grandad because he was an inventor. Why do you think they liked this about him?*
- 4 *How can you tell that the children loved history?*
- 5 *Do you think Grandad had a wife?*
- 6 *What sort of things do you think Mrs Green did?*
- 7 *When Robert arrived, did he know that Grandad had hurt his ankle?*
- 8 *How do you think Grandad hurt his ankle?*
- 9 *How can you tell Robert was a kind boy?*
- 10 *How do you know Robert and Lucy did not travel to Grandad's house together?*
- 11 *What did Grandad mean when he said, 'I think she has disappeared.'?*
- 12 *Why do you think Grandad whispered to Robert?*

- Grandad was an inventor. 'Invent' some new words with the class:
 - Change the 'b' in *book* to 'l', 't', 'sh', 'c', 'h'
 - Change the 'st' in *stay* to 'd', 'h', 'm', 'p', 's', 'w', 'pl', 'aw', 'tod', 'yester'
 - Change the 'n' in *new* to 'f', 'dr', 'fl', 'st', 'cr'
 - Change the 'f' in *full* to 'b', 'p'
 - Change the 'tr' in *true* to 'bl', 'gl'

- Lucy and Robert were cousins. Brainstorm and list as many family relationship words as possible (for example, *sister, uncle*).
- Write the words *story* and *stories* on the board. Draw attention to the way the spelling changes in the plural form of words that end with consonant + 'y' (the 'y' changes to 'i' and then 'es' is added). Write the words *baby, lorry, lady, cherry, fly, copy, mystery, party, city* on the board and ask the children to write their plural forms and to use them in sentences of their own.
- Ask any children who have ever had an accident or broken any bones to tell the class about it.
- Robert and Lucy loved history. Discuss what the children's favourite subjects are and why.
- Write the words *sailor, editor, doctor, instructor, tailor, actor, conductor, inspector, professor, author, mayor, director* on the board, read the words aloud and ask the class what each person does.
- Discuss how often the class see their grandparents and whether they ever go and stay with them.
- 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.
- Robert is very excited about going to stay with his Grandad. Discuss exciting things that the children do during the summer holidays.
- Ask the class what they would invent if they could. Discuss their ideas.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

The time-travel phones

Pages 8 to 11

CHAPTER 2
The time-travel phones



Robert looked at Granddad, amazed. 'How could Lucy have travelled back in time?' he asked.
Granddad showed him a mobile phone. 'Look at this,' he said. 'This is not an ordinary phone. This is my newest invention.'
Robert thought the mobile phone looked ordinary. 'What's special about it?' he asked.
'Do you promise not to tell anyone?'
'Not even Lucy?'
'Lucy knows already.'
'Not even Mum and Dad?'
'I'll tell them soon.'
'Okay. So what does it do?' asked Robert.
'With this mobile phone you can travel back in time.'
'Wow!' Robert exclaimed. 'Can you really do that?'
Granddad nodded proudly. 'I've worked on this invention for two years,' he said. 'It's really new.'
Robert's eyes widened. 'How does it work?'
'Let me show you. You put in the date you want to visit. Then you put in the place you want to visit. Then you put in the password. Adventure.'
'Did you tell Lucy this?'
'Yes. And now one of the time-travel phones is missing.'
'How many time-travel phones have you made?' Robert asked.
'Four.' Granddad shook his head. 'I'm worried, Robert. I think Lucy has used the missing phone to travel back in time.'
'Wow!' Robert exclaimed. 'Where do you think she has gone?'

Granddad picked up a book. 'We were looking at this together last night,' he said. 'It's about the Great Fire of London in 1666.'
'I think I've heard about that,' said Robert. 'What happened?'
'In the early morning of 2nd September 1666, a baker's shop caught fire. The shop was in Pudding Lane, in London. There was a strong wind that night and the fire spread quickly. The fire grew so strong that no one could put it out. It burned for five days. It destroyed three-quarters of London. It was a huge disaster.'
Robert looked scared. 'Do you think that's where Lucy has gone?'
'Yes,' said Granddad. 'She was really interested in the story of the Great Fire.'
'But why can't she come back home?'
'To come home you have to spell the password backwards, then put in the place, then the date. I didn't tell her about that.'
'What shall we do?' said Robert.
Granddad pointed to his ankle. 'I can't walk,' he said, 'so I can't go and find her.'
'Then I'll go,' said Robert. He jumped up from his chair. 'I'll bring Lucy home.'
'You are a brave and clever boy,' said Granddad. 'I'm sure you can do it. But you must be very careful. Find Lucy and bring her home straight away. Don't wait until the fire starts.'
'Where shall I start?'
'Go to Pudding Lane. I'm sure that's where she will go first.'



<i>travel</i>	other 'el' words are: <i>parcel, label, vowel, jewel, camel, tunnel</i>
<i>whisper</i>	the 'h' is a silent letter– we pronounce the word as 'wisper'

Passive vocabulary

<i>backwards</i>	<i>date</i>	<i>disaster</i>
<i>interested</i>	<i>invention</i>	<i>leaned</i>
<i>nod</i>	<i>password</i>	<i>put out</i>
<i>special</i>	<i>spread</i>	<i>widen</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *Do you think the time-travel phones are one of Granddad's inventions? What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 8. Ask *What is Granddad showing Robert? Does it look like an ordinary phone? Do you think there is anything special about it? Does Robert look interested or worried?*
- Tell the children to look at the picture on page 11. Ask *Where is Robert? What is he doing? Can you see the picture in the book that Robert is reading? What is Robert thinking? Who do you think the girl is? Does she look frightened? Why? How does Robert 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.

Active vocabulary

<i>adventure</i>	the suffix 'ture' is pronounced 'cher'
<i>amazed</i>	the letter 'z' is not very common
<i>brave</i>	change the 'br' to 's', 'w', 'c', 'g' to make some other words
<i>destroy</i>	other 'oy' words are: <i>boy, joy, toy</i>
<i>exclaim</i>	other words with 'ai' are: <i>rain, chain, brain, sail, rail, tail, wait, paint</i>
<i>ordinary</i>	tap out the syllables as you say this word
<i>promise</i>	pronounced 'promiss'
<i>scared</i>	contains the 'hidden' words <i>care, are, red</i>

During reading

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

Stage 1 comprehension (literal)

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

- 1 What did Grandad show Robert?
- 2 Did Robert think the mobile phone looked ordinary?
- 3 Did Lucy know what was special about the phone?
- 4 What did Grandad make Robert promise?
- 5 What did Grandad say was special about the mobile phone?
- 6 Had Grandad worked on the invention for a long time?
- 7 How did the invention work?
- 8 Grandad made _____ (two, three, four) phones.
- 9 Where did Grandad think the missing phone was?
- 10 What had Lucy and Grandad looked at the night before?
- 11 What happened in the Great Fire of London in 1666?
- 12 Where did Grandad think Lucy was?
- 13 Why couldn't Lucy come back home?
- 14 Why couldn't Grandad go and find her?
- 15 What did Robert say when he jumped up from his chair?
- 16 What did Grandad tell Robert to do?
- 17 Where did he tell Robert to start?

- 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 children to find words of three syllables, such as *disappeared*, *anyone*, *adventure*. Read the words aloud, tapping out or clapping the syllables as you read.
- Ask children to find and read any adjectives in the text, for example *strong*, *ordinary*, *newest*, *huge*. Ask them which nouns they describe.
- Ask the children to find and read aloud any verbs that end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Why was Robert amazed?
- 2 How do you know that Grandad had only just invented the time-travel phone?
- 3 Why do you think Grandad made Robert promise not to tell anyone?

- 4 How can you tell Grandad was pleased with his newest invention?
- 5 How can you tell Robert was very interested in the phone?
- 6 Why did Grandad think Lucy had the missing phone?
- 7 Why do you think Robert was scared when he heard where Lucy might be?
- 8 Why do you think Grandad didn't tell Lucy about the password?
- 9 Why do you think Robert felt that he had to go and find Lucy?
- 10 Do you think Grandad was worried about Robert travelling back in time to look for Lucy?

- Ask the children to tell you anything they know about mobile phones.
- Discuss the idea of time travel. Ask if any of them have ever seen any time-travel films, such as 'Back to the Future'. Talk about the possibility of travelling through time, whether the children like the idea of time travel, where they would go, what the dangers would be, and whether it would be anything like the films.
- Explain that the word *wow* in the text is an example of a palindrome – it is spelt the same forwards and backwards. Write the palindromes *dad*, *mum*, *eye*, *level*, *madam*, *noon*, *peep*, *pip*, *pop*, *radar*, *wow* on the board and ask the children to check them.
- Write the words *soon* and *shook* on the board and say them. Point out that the sound of the 'oo' is short in *shook* and long in *soon*. 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 *stood*, *look*, *cook*, *hood*, *hook*, *good*) or long (for example *cool*, *roof*, *moon*, *boot*, *food*, *school*, *mood*, *snooze*).
- Write the words *Lucy* and *place* 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*, *fence*. Ask the children to read them.
- Discuss why people make promises and why it is important always to keep any promises you make. Talk about the importance of trust. Play a 'trust' game. Put a few chairs at the front of the room. Invite two children to the front. Tie a blindfold (a piece of material) around one child's eyes. The partner must then 'guide' the child from one side of the room to the other using words only, without the blindfolded child walking into any of the chairs. The child who is blindfolded must be able to trust his or her partner completely to do this.
- Grandad was very proud of his invention. Ask the children what personal achievements they are proud of.
- Discuss the decision made at the end of the chapter. Ask *Was it sensible for Grandad to allow Robert to go and look for Lucy? Do you think it was brave of Robert to go? What possible dangers lie ahead?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3

The adventure begins

Pages 12 to 15

CHAPTER 3
The adventure begins

Robert took the time-travel phone and put in the date and place: 1st September 1666, London. Then the password: Adventure. He pressed the green button. Everything went dark. There was a sound like the wind rushing.

Then Robert was no longer in Grandad's study. He was standing in Thames Street, London, in 1666. The houses looked very different. The people wore different clothes.

On the right was a dark lane going to the River Thames. Robert could see a bridge with houses and shops on it. Crowds of people were walking over it. Other people were in carts or on horses. On the left was another lane, where tall houses leaned close to one another. The lane was too narrow for carts.

The air was hot and dusty. The street was full of dirt and rubbish. Clouds of dust rose from the wheels of the carts and there was a strong smell in the air.




Robert turned and saw a rich lady wearing a beautiful dress. She leaned out of the window of her chair and looked at Robert. She held a bag of sweet-smelling herbs.

"What extraordinary clothes you are wearing," the lady said. "Come closer. Let me look at you."

Robert wore jeans, a T-shirt and trainers. Other people stopped and looked at him, too. He didn't like this. He had to find Lucy and bring her home quickly.

"Excuse me," he said to the rich lady. "Could you tell me where Pudding Lane is?"

She did not answer straight away. She said, "How strange you look. You are so clean. It's most extraordinary! Where do you come from, boy?"

"I come from London."

"And why are you wearing those strange clothes?"

"I'm looking for my cousin Lucy. Can you tell me where Pudding Lane is?"

"It's just over there," said the lady. She pointed with her fan.

"Thank you," said Robert. He ran quickly to escape from all the people who were staring at him. He ran down Thames Street and into Pudding Lane. It was dark and narrow.

He could not see Lucy anywhere. He shouted her name. He walked up the lane and stopped outside a baker's shop.

"This must be where the Great Fire began," Robert said to himself.

A man came out of the shop. He was carrying a basket of loaves. He called to his daughter in the shop, "I won't be long, Hannah!"

Robert watched the baker walk down the lane.



<i>narrow</i>	contains a double consonant in the middle
<i>rubbish</i>	note the 'bb' in the middle

Passive vocabulary

<i>basket</i>	<i>cart</i>	<i>dark</i>	<i>dirt</i>
<i>dusty</i>	<i>fan</i>	<i>herbs</i>	<i>loaves</i>
<i>rushing</i>	<i>stare</i>	<i>strange</i>	<i>street</i>
<i>trainers</i>			

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 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 this chapter is going to be about?*
- Tell the children to look at the picture on page 12. Ask *What is it?* Discuss the phone's features and anything the class can read on its screen.
- From this point onwards the action takes place in London in 1666. Point out and discuss the houses and streets, the vehicles and the way the people are dressed in the pictures.
- Tell the children to look at the picture on page 13. Ask *How can you tell that Robert has travelled back in time?* Point out the features of the houses: the wooden beams, the windows, the fact that the tops of the houses jut out forward above the street and that the houses are built very close together. Ask *What is in the cart? What does the cart look like? Why is Robert jumping? Who has he bumped into? What did the man drop?* Discuss how the two men are dressed.

Active vocabulary

<i>beautiful</i>	an unusual word because it contains four different vowels
<i>bridge</i>	the 'g' is a soft 'g' and sounds like 'j'
<i>clean</i>	take off the 'c' to get a word that means 'thin'
<i>crowd</i>	change the 'd' to 'n' to make another word
<i>different</i>	the first 'e' is often not stressed
<i>escape</i>	note the difference that adding the 'e' to 'cap' makes (<i>cape</i>)
<i>extraordinary</i>	the prefix 'extra' means 'more than'
<i>lane</i>	think of some rhyming words, such as <i>rain, cane, again</i>

- Tell the children to look at the picture on page 15. Ask *What do you think is in Robert's back pocket? Who is Robert talking to? What is the lady wearing? What is she holding? How is she looking at Robert? Why? What do you think they are talking about?* Explain that she is riding in a sedan chair – a carriage without wheels which was carried by two men – and this was how some rich people, especially ladies, travelled around town: it was their 'car'. Discuss with the class why they think ladies travelled in this way. Talk about how the carriage moved. Discuss how the men are dressed and whether the children think this was a good job.
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 Describe how Robert used the phone.
- 2 What happened when he pressed the green button?
- 3 Where did the phone take Robert to?
- 4 What was on Robert's right?
- 5 What could he see in the lane?
- 6 What was on Robert's left?
- 7 What did he notice about the houses?

- 8 Was the lane wide or narrow?
- 9 The air was _____ and _____.
- 10 The street was full of _____ and _____.
- 11 What rose from the wheels of carts?
- 12 Was it very smelly?
- 13 What made Robert jump?
- 14 Who did he bump into?
- 15 What did the man sell?
- 16 Describe the rich lady that Robert saw.
- 17 Where was she?
- 18 What was she holding?
- 19 What did she say to Robert?
- 20 What did Robert ask the lady?
- 21 Why did the lady think Robert looked strange?
- 22 How did the lady point to Pudding Lane?
- 23 Pudding Lane was _____ and _____.
- 24 Did Robert find Lucy in Pudding Lane?
- 25 Where did he stop?
- 26 Who came out of the shop?
- 27 What was he carrying?

- 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 class to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask children to find a word on page 12 that means the opposite of: *same (different), light (dark), left (right), short (tall), wide (narrow), cold (hot), weak (strong)*.
- There are a lot of prepositions in the text, for example *in, on, over, towards, out of, into, outside*. Check that the children know the meaning of these by using them in sentences of their own.

- Ask the children to find and read aloud any words containing: 'ou', 'ar', 'ow', 'ee' or 'ea'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think Robert felt when he pressed the green button and travelled through time?*
- 2 *How do you think Robert felt when he stood in Thames Street and looked around?*
- 3 *Why did Robert have to jump out of the way of the cart?*
- 4 *Do you think the houses had water taps in them? How can you tell?*
- 5 *Why do you think the lady was holding a bag of sweet-smelling herbs? (The streets smelled so badly that ladies often carried these to hold to their noses so they could not smell the bad smells.)*
- 6 *Why do you think the lady said, 'What extraordinary clothes you are wearing!'?*
- 7 *Why do you think other people stopped and looked at him, too?*
- 8 *Why do you think the lady was surprised that Robert was so clean?*
- 9 *Why do you think the lady carried a fan?*
- 10 *How do you think Robert felt when he could not find Lucy?*

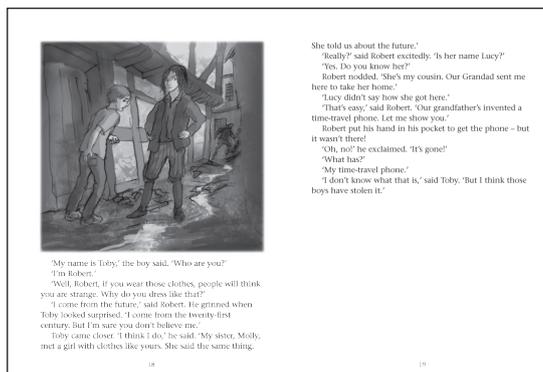
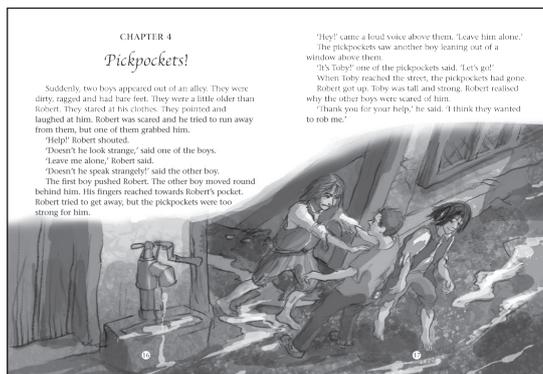
11 *How do you think Robert knew where the Great Fire of London started?*

12 *How do you know that the man who came out of the shop was a baker?*

- Robert looked strange to the woman because he was wearing clothes from the present time. Discuss some of the things that Robert saw that would have looked strange to him.
- Brainstorm and list smells that the children like and don't like.
- Ask the children how they feel when people stare at them. Discuss what might make people stare and if it is always rude to stare.
- Write the word *adventure* on the board and ask children to read it. Now write these words on the board: na____, tempera____, fu____, crea____, mix____, pic____, furni____. Ask the children to complete each with 'ture', read the words they have made, and use them in sentences of their own.
- The water-carrier was angry when Robert bumped into him. Discuss what makes people angry and ways in which we can prevent ourselves from getting angry.
- 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 Pickpockets!

Pages 16 to 19



<i>rob</i>	note what happens if we add 'e' to the end of the word
<i>stolen</i>	this comes from the verb 'to steal'

Passive vocabulary		
<i>above</i>	<i>bare</i>	<i>century</i>
<i>pickpocket</i>	<i>ragged</i>	<i>voice</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 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 this chapter is going to be about?*
- Tell the children to look at the picture on pages 16 and 17. Ask *What is happening? What are the two boys doing to Robert? Point out the boys' appearance – ragged clothes, untidy and dirty, no shoes, long hair. Do they look rich or poor? What do you think the one behind Robert is going to do? How does Robert look? Point out the water standpipe for fresh water and the muddy street.*
- Tell the children to look at the picture on page 18. Ask *Is Robert talking to one of the pickpockets? Does the boy look the same as the pickpockets? How is his appearance different? Does the boy look as if he is going to hurt Robert? What do you think they are talking about? Point out that Robert has noticed that his phone is missing. How does he look?*

Active vocabulary

<i>alley</i>	other 'ey' words are: <i>valley, money, trolley, donkey, monkey</i>
<i>believe</i>	the 'ie' is pronounced 'ee'
<i>dirty</i>	the noun <i>dirt</i> is changed into an adjective by adding the suffix 'y'
<i>future</i>	the 'ture' is pronounced 'cher'
<i>grab</i>	both <i>grab</i> and <i>grin</i> (see below) begin with 'gr'
<i>grin</i>	think of other words beginning with 'gr'
<i>push</i>	change the 'p' to 'r' and note the difference it makes to the pronunciation of 'ush'
<i>realise</i>	pronounced 're-a-lise'; the 's' sounds like a 'z'

- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Where did the two boys appear from?*
- 2 *Describe their appearance.*
- 3 *Were they older or younger than Robert?*
- 4 *What did they do first?*
- 5 *How did Robert feel?*
- 6 *What did he try to do?*
- 7 *The first boy _____ Robert.*
- 8 *The other boy moved around _____ him.*
- 9 *Why couldn't Robert get away from the pickpockets?*
- 10 *Who leaned out of a window above the boys?*
- 11 *What did the pickpockets do when Toby came?*
- 12 *Toby was _____ and _____.*
- 13 *What did Toby ask Robert?*
- 14 *Why did Toby look surprised?*
- 15 *How did Toby know where Lucy was?*

- 16 *When Robert put his hand in his pocket, what did he discover?*
- 17 *Did Toby know what a time-travel phone was?*
- 18 *Who stole it from Robert?*

- Ask the children to find examples of exclamation marks in the text. Read the sentences in which they appear. Point out the effect they have on the way you should read these sentences. Talk about when we use exclamation marks.
- Ask the children to find the contractions *doesn't, its, let's, I'm, she's, that's, don't* in the chapter. Read the sentences in which they appear. Check that the children know what the full form of each one is (for example, *doesn't = does not*).
- Ask the children to look through the chapter and find and read any words with two or more different vowels together, for example *appeared, pointed, doesn't*.
- Ask the class to find a word on pages 16 and 17 that rhymes with: *toys (boys), shout (out), care (bare), meet (feet), cried (tried), weak (speak), long (strong), proud (loud), small (tall)*.
- 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 two boys were poor?*
- 2 *Why do you think Robert was scared of them?*
- 3 *Why do you think they pointed and laughed at Robert?*
- 4 *Do you think the pickpockets were surprised when Toby shouted down at them?*
- 5 *What do you think made Toby look out of the window?*
- 6 *Why do you think the pickpockets ran away?*
- 7 *Do you think Robert was pleased to see Toby? Why?*
- 8 *Why do you think Toby looked surprised when Robert said that he came from the future?*
- 9 *How do you know that Toby did not live alone?*
- 10 *Why do you think Toby did not know what a time-travel phone was?*

- Write the word *pickpocket* on the board and show how it is made of two separate words, *pick* and *pocket*. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot (ball, step)*, *hair (brush)*, *sun (shine, light)*, *sea (side, shore, shell)*, *bath (room)*, *book (case, shop)*, *rain (fall, drop)*.
 - Write the words *wear* and *stare* on the board and say them. Point out that the 'ear' and 'are' in these words sound the same. Ask the children to suggest other 'ear' and 'are' words with the same pronunciation (*pear; tear, bear, care, share, dare, flare, glare, hare, rare*).
 - Find out if any of the class have ever been to London. Encourage them to share their experiences.
 - London is the capital of England. Ask the class to name any other capital cities they know.
 - Discuss what the children think of pickpockets and thieves.
 - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*
- Write some words from the chapter on the board, with lines replacing the vowels, for example *t_l_ph_n_ (telephone)*. Tell the children that the pickpockets have 'stolen' the vowels! Ask the children to supply the missing vowels.

Chapter 5 In Pudding Lane

Pages 20 to 23

CHAPTER 5
In Pudding Lane

"Without my time-travel phone, I can't go home," Robert said. "Those boys could be anywhere by now," he said.

"What shall I do?" asked Robert.

"Did Lucy use a time-travel phone to come here?" Toby asked.

"Yes," said Robert. "She's got a time-travel phone. She can go home and get another one for me. Thank you, Toby!" Toby grinned. "Come on, Lucy's at home with Molly. Let's go and find her!"

Toby lived in a tall, narrow house at the north end of Pudding Lane. As they went into the house, Toby whispered, "We must be very quiet. My mother's in bed. She's not well."

The boys climbed the dark stairs. In a small room, they found the girls. Lucy jumped up. She was very pleased to see her cousin.

"Robert," she said. "I've been so frightened. I tried and tried to go home but the time-travel phone does not work." Robert explained that she had to spell the password backwards. Lucy was pleased to hear that!

Toby looked at the time-travel phone. "This looks amazing. I wish my father could see this," he said.

"We can show it to him," said Lucy.

"No, he's not here. He's a sailor and he's at sea now, far away." Robert said to Lucy. "Some pickpockets stole my phone. Will you go home and get another one for me?" Lucy put the password, place and date into her time-travel phone. She remembered to spell the password backwards. One minute the sea there. The next minute she was not! Toby and Molly looked at each other in amazement.

"She'll be back soon," said Robert, with a laugh. (Toby nodded. "Hey," he said. "Would you like to explore London while you are here?")

"Yes, please," said Robert.

Robert, Toby and Molly left the house and walked down Pudding Lane.



Robert stopped outside the baker's shop. "Shall I tell the baker that the fire will start tonight? Maybe I can stop the Great Fire of London," he thought.

"I'm going into the baker's," he said to Toby and Molly. "I won't be long."

He went into the shop. "Excuse me," he said to Hannah, the baker's daughter.

She was putting some biscuits into a basket. "Oh!" she exclaimed, looking surprised. "What strange clothes you're wearing!"

"That's because I come from the future." She looked even more surprised. "You come from the future?"

"Yes. I've come to tell you that a big fire will start here tonight and it will spread all over London."

"Don't be silly!" Hannah said.

"But it's true. It will happen."

"No one can see the future," said Hannah. "Please go, at once. Your friends are waiting for you outside."

"But you must listen to me," said Robert. "Please!"

Then a man's voice behind him said, "What is happening here?"

Robert turned. It was Thomas Farnoe, the baker.

"Please sit, you must believe me. A big fire will start here tonight. I know it will."

Mr Farnoe did not look pleased. "Don't be silly! Now please leave my shop." The baker opened the shop door to let Robert out.

"But you must listen to me," said Robert. "Your shop will burn down tonight. Please believe me."

The baker pushed him into the street.



silly take off the 's' and 'y' and you are left feeling unwell

without a compound word: *with* + *out* = *without*

Passive vocabulary

amazement north whispered

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think the chapter is going to be about? What do you already know about Pudding Lane?*
- Tell the children to look at the picture on page 21. Ask *Who do you think is sitting in the chair next to Toby? Who do you think the girl is who is standing up, holding a mobile phone? Where are the children? Describe the room they are in (the wooden beams, the wooden floors, the furniture). Ask Does the room have any electricity? How do you know? What do you think is in the pot over the fire? What do you think Lucy is doing with the phone? Do you think Robert is pleased to see Lucy again?*

Active vocabulary

baker note what happens when we add 'er' to *bake* (we drop the last 'e')

biscuit the 'u' is silent – we pronounce the word as 'biskit'

burn change the 'b' to 't' to make another word

daughter note the difference in pronunciation between *daughter* and *laughter*

explore change the 'r' to 'd' to make a loud word

frightened contains a 'hidden' number (*ten*)

pleased the 's' is pronounced like a 'z'

sailor some other 'or' words are: *author, doctor, tailor, professor, inspector*

- Tell the children to look at the picture on page 23. Ask *Where is Robert?* (He is in the baker's shop.) *How do you know?* (Clues are the bread and biscuits; the big open oven behind, where the bread is baked; the aprons the baker and the girl are wearing.) *Who is Robert talking to?* (Hannah, the baker's daughter, mentioned on page 14.) *Why do you think Robert is in the baker's shop? What do you think he is saying? Does the girl seem happy to see Robert? How can you tell?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why was Robert worried?*
- 2 *How could Lucy help Robert?*
- 3 *Where did Toby live?*
- 4 *Why did Toby and Robert have to be quiet in the house?*
- 5 *Why did Lucy jump up when the two boys came in the room?*

- 6 *Why did Lucy say she was frightened?*
- 7 *What did Robert tell her about the password?*
- 8 *Why wasn't Toby's father at home?*
- 9 *Why did Lucy go back to Grandad's house?*
- 10 *Robert, Toby and Molly went out to _____ London.*
- 11 *Why did Robert go into the baker's shop?*
- 12 *What was the name of the baker's daughter?*
- 13 *What did Hannah say when Robert told her a fire would start in the shop that night?*
- 14 *What was the name of the baker?*
- 15 *Did he believe Robert?*
- 16 *What did he do to Robert?*

- Ask the children to find and read aloud sentences containing verbs that show movement, for example *come on, climbed, nodded*. Discuss their meanings.
- Find and point out some pronouns in the text. Ask the children who each pronoun refers to.
- 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, *London*).
- Find some examples of irregular past tenses in the chapter, for example *said, saw, went, found*. Talk about how the spelling of these has changed in the past tense.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

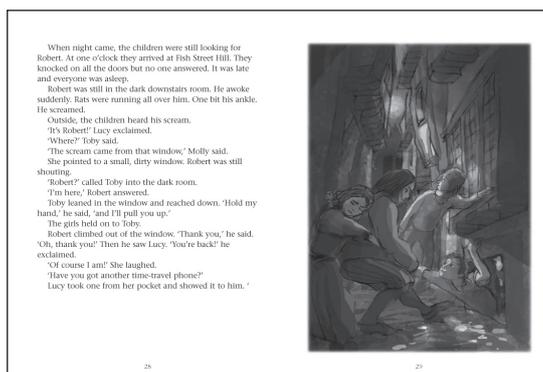
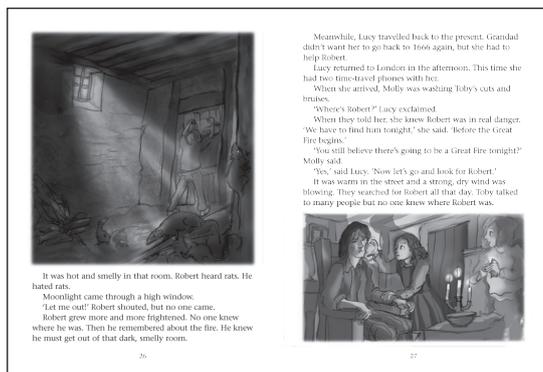
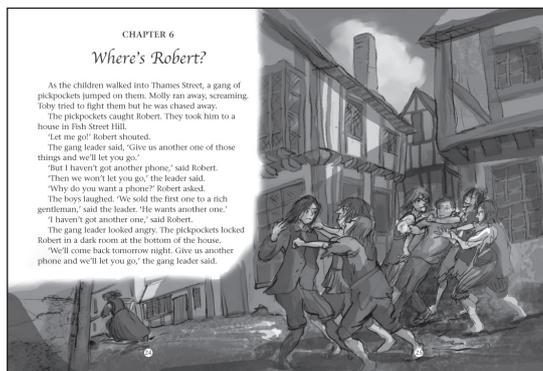
- 1 How did Robert feel when Toby told him that Lucy had her phone with her?
- 2 What do you think was wrong with Toby's mother?
- 3 Who do you think looked after her?
- 4 Why was Lucy so pleased to see Robert?
- 5 Do you think Toby and Molly are sad that their father is away at sea?
- 6 Why did Toby and Lucy look at each other in amazement when Lucy disappeared?
- 7 Do you think Robert felt safe with Molly and Toby when they went out to explore?
- 8 Do you think Robert did the right thing when he tried to tell the baker about the fire?
- 9 Why do you think Hannah and her father did not believe him?
- 10 What did you think of the way the baker treated Robert?

- Write the word *climb* on the board and say it. Point out that the 'b' is silent and is not pronounced. Write these words on the board: lam_, com_, thum_, crum_, bom_. Ask the children to complete each with 'b', read the words they have made, and explain what they mean.
 - Write these words on the board: c __, sn __, t __, st __, expl __, w __, st __, b __, f __. Ask the children to complete them with 'are', 'ire' or 'ore'. Some words may be completed with more than one ending (for example, care, core).
 - Write the name *Hannah* on the board. Point out that it is a palindrome (see note in Chapter 2).
 - Ask the children *Have you ever tried to tell someone something important – and they will not listen to you?* Discuss what happened and how they felt.
 - 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?*
- There are several examples in Chapter 5 of compound sentences which are joined using the conjunctions *and* or *but*, for example *She can go home and get another one for me*. Ask children to find and read some of these sentences and identify the two shorter sentences within each longer sentence and the conjunction that is used to join each pair of shorter sentences, for example *She can go home. She can get another one for me*.

Chapter 6

Where's Robert?

Pages 24 to 29



<i>danger</i>	the 'g' is soft and is pronounced 'j'
<i>late</i>	change the 'l' to 'd', 'g', 'h', 'pl' to make some more words
<i>lean</i>	add 'c' to the beginning and see what new word you make
<i>reach</i>	rhymes with <i>teach</i> , <i>beach</i> and <i>peach</i>
<i>scream</i>	take the 's' off and make a word made from milk

Passive vocabulary

<i>bottom</i>	<i>bruises</i>	<i>downstairs</i>
<i>gang</i>	<i>locked</i>	<i>meanwhile</i>
<i>moonlight</i>	<i>searched</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on pages 24 and 25. Ask *What is happening? Who do you think the boys are who are attacking Robert and Toby? Why do they think they are fighting them? How many boys are there altogether? Do you recognise any of them? How many are around Robert? How many are around Toby? Where is Molly? Have the boys got her? Where is she running to? Will she escape? What do you think will happen to Robert and Toby?*

Active vocabulary

<i>answer</i>	the 'w' is silent and not pronounced in this word
<i>asleep</i>	begins with the prefix 'a' (a-sleep)
<i>awake</i>	begins with the prefix 'a' (a-wake)
<i>chase</i>	think of words beginning with 'ch'

- Tell the children to look at the picture on page 26. Ask *Where is Robert? Who put him in this room? What is he doing? How do you think Robert feels? Where do you think Toby is? What is the room like? Does it look as if anyone lives in it? Why not? What animals can you see? Is it light or dark? Where is the window? Can Robert reach it? Do you think anyone will come and let Robert out of the room?*
- Tell the children to look at the picture on page 27. Ask *Did Toby and Molly manage to escape and get home again? How can you tell Toby got hurt in the fight? What is Molly doing? Point out that Lucy has returned. Ask Why is she looking so worried?*
- Tell the children to look at the picture on page 29. Ask *What are Toby and Molly doing? Why is Lucy looking around her? How do you think the children knew where Robert was? How do you think Robert feels now? What time of day is it? How can you tell?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Where did the gang of pickpockets jump on the three children?*

- 2 *What did Molly do?*
- 3 *What did Toby do?*
- 4 *Where did the pickpockets take Robert?*
- 5 *What did the pickpockets want? Why?*
- 6 *Where did the pickpockets lock Robert?*
- 7 *It was _____ and _____ in the room.*
- 8 *There were some _____ in the room.*
- 9 *Was the window high or low?*
- 10 *Why did Robert grow more and more frightened?*
- 11 *When did Lucy return to London?*
- 12 *Why did Lucy say, 'We have to find Robert tonight'?*
- 13 *What was the weather like when they went out to look for Robert?*
- 14 *Did the children find Robert in the daytime?*
- 15 *Where were the children at 1 o'clock in the morning?*
- 16 *Why was everyone asleep?*
- 17 *Why did Robert wake up suddenly?*
- 18 *Why did he scream?*
- 19 *Who leaned in the window and reached down to Robert?*
- 20 *Did they manage to get Robert out?*
- 21 *What did Robert ask Lucy when he saw her?*

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.

- Ask the children to find and read aloud any words containing the consonant digraphs 'ch' as in *children*, 'sh' as in *she*, 'th' as in *they*, 'wh' as in *why*, and 'ph' as in *phone*.
- Ask the children to find examples of commas in the middle of sentences in the text (for example, the first sentence on page 24). Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think the children felt when the pickpockets jumped on them?*
- 2 *Did Toby fight bravely?*
- 3 *Why did the gang leader look angry?*
- 4 *Why do you think the rich man wanted another phone?*
- 5 *Do you think the rich man knew what the phone was?*
- 6 *What are some of the reasons why Robert was frightened?*
- 7 *Why do you think Grandad didn't want Lucy to go back to London again?*
- 8 *How can you tell Toby was hurt in the fight?*
- 9 *Why did the children have to find Robert quickly?*

- 10 *How can you tell the children spent a long time looking for Robert?*
- 11 *How do you think Robert felt when he woke up?*
- 12 *How do you think Robert felt when Toby and the others pulled him out of the window?*
- 13 *Why was Robert so pleased to see Lucy?*

- Find and write any contractions from the chapter on the board. Show children what the full form of each contraction is (for example, *we'll* = *we will*), and ask them to say which letters have been omitted in the contraction.
- Write the words *gang*, *fight*, *house*, *phone*, *dark*, *dry*, *late* and *scream* on the board. Ask the children to suggest and spell a rhyming word for each word.
- Robert was frightened of rats. Ask the children if they are afraid of any animals and, if so, to give reasons for their fear.
- Discuss why it is important to clean and wash cuts.
- Write the words *smelly* and *dry* on the board and ask children to say them. Point out that the 'y' at the end of *smelly* sounds like 'ee' and the 'y' at the end of *dry* sounds like 'igh'. Write the words *baby*, *cry*, *lady*, *fly*, *why*, *shy*, *body*, *copy*, *reply*, *empty* on the board. Ask the children to read them and decide which 'y' sound appears at the end of each.
- 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 Great Fire starts

Pages 30 to 33

CHAPTER 7
The Great Fire starts

Toby said, 'They, what's that smell?'
'It smells like something burning,' said Molly.
'Burning?' Robert exclaimed.
'It's the Great Fire!' said Lucy.
'Where?' Toby asked.
'In Pudding Lane. In the baker's. We told you.'
'But how do you know?' Toby said.
'It's in all the history books,' said Lucy.
Molly looked scared. 'Mother's not well. We must get her out of the house. Come on.'
They ran back through the moonlit streets and into Pudding Lane. The air smelled of burning and the wind blew smoke towards them. They began to cough.
'Look!' Toby shouted.
He pointed to the upstairs window of the baker's house. The window broke and glass fell down. Flames came out of the window.
'Who's inside?' Lucy asked, coughing.
'There's Mr Farynor,' said Toby, 'his daughter Hannah, and his servants. I hope they're all right.'
'Let's get Mother,' said Molly.
They ran past the baker's and into Toby's house. They woke his mother. The girls helped her downstairs, and onto the family's cart. Robert and Toby brought some of the family's things down.




Thomas Farynor appeared in front of his burning building. He looked very upset. 'My gold,' he shouted. 'My gold is here.'
The street filled with people. Some shouted to their neighbours. Others screamed in fear.
'We must get away from here,' Toby shouted.
'Take me to the hotel,' said his mother. 'We will be safer there.'
Now bells were ringing loudly to warn everyone that there was a fire.

The children and Toby's mother soon reached the hotel, and Toby's mother went to her room to rest.
Toby said, 'I wonder what's going on. I'm going out to see if anyone else coming.'
'I'll stay and look after Mother,' said Molly.
'I'll come,' said Robert.
'Let's go home,' Lucy said to her brother. 'Home to Grandma.'
'No,' Robert said excitedly. 'This is real history! Let's stay and see a bit of it. Lucy, then we can go home.'

<i>smell</i>	change the 'sm' to 'b', 'f', 's', 't', 'w', 'sh' to make some other words
<i>smoke</i>	change the 'sm' to 'j' to say something funny (joke)

Passive vocabulary

<i>burning</i>	<i>hostel</i>	<i>upset</i>
<i>warn</i>	<i>wonder</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 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 *Where do you think the Great Fire starts?*
- Tell the children to look at the picture on page 31. Ask *What is happening? Where are flames coming from? What are the people doing on the roof? Can you guess who they are? Do you think they will escape? Who is pointing at them?*
- Tell the children to look at the picture on pages 32 and 33. Ask *What are the children pushing? Who do you think is in the cart? Why do you think she is there? What else can you see in the cart? Where have the things come from? Where do you think they are going? Why?*
- 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.

Active vocabulary

<i>blew</i>	rhymes with a colour (<i>blue</i>)
<i>building</i>	the 'u' is silent – we pronounce the word as 'bilding'
<i>cough</i>	the 'ough' sounds like <i>off</i> – we pronounce the word as 'coff'
<i>fierce</i>	the 'c' is a soft 'c' and is pronounced like 's'
<i>flames</i>	other words beginning with 'fl' are: <i>flag, flash, flick</i>
<i>neighbour</i>	the 'eigh' is pronounced 'ay' and the 'our' is pronounced 'er' ('nayber')
<i>roof</i>	change the 'r' to 'h' and make a horse's foot!
<i>servant</i>	contains a small insect 'hidden' at the end (<i>ant</i>)

During reading

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

Stage 1 comprehension (literal)

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

- 1 How did Robert know the fire was in Pudding Lane?
- 2 Who smelled it first?
- 3 Why did Molly look scared?
- 4 What was it like when they reached Pudding Lane?
- 5 What happened to the window of the baker's house?
- 6 Why did they run into Toby's house?
- 7 What did they do to Toby's mother?
- 8 Who was on the roof of the baker's house?
- 9 Where were they trying to go?
- 10 Why was Thomas Farynor upset?
- 11 Were the streets empty or full of people?
- 12 Where did Toby's mother tell the children to take her?
- 13 Why were the bells ringing?
- 14 Did the children reach the hostel safely?
- 15 Who went out to see what was happening?
- 16 Who stayed and looked after Toby's mother?
- 17 Why didn't Robert want to return to Grandad?

- There are many proper nouns in the text, such as *Toby*, *Thomas Farynor*, *Mother*, *Pudding Lane*, *Great Fire*. Ask children to find them. Elicit that each begins with a capital letter because it is the particular name of a person, place or event.
- Ask the children to find the words *fiercely* on page 31 and *loudly* on page 32. Read out the sentences in which they appear. Explain that they tell us more about the verb in each sentence: *fiercely* tells us how the house was burning; *loudly* tells us how the bells were ringing. Explain that these words are called adverbs.
- Ask the class to find and read any words in the text that contain 'er' or 'ur'.
- Ask the class *How many words in the chapter end with 'ing'?*
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Why did Toby think there was a fire?
- 2 Why was Toby's mother not safe in her house?
- 3 What made the children cough?
- 4 What do you think made the baker's window break?

- 5 *What do you think mother thought when the children woke her up?*
- 6 *What sort of things do you think the boys brought out of the house and put in the cart?*
- 7 *What do you think it means when it says, 'The baker's house was now burning fiercely'?*
- 8 *Do you think it was sensible for the baker and his family to climb on their roof? Why didn't they come downstairs and out of the front door?*
- 9 *Why were people screaming?*
- 10 *Do you think that ringing the bells to warn people was a good idea?*
- 11 *How can you tell the hostel was quite near?*
- 12 *Do you think Robert and Lucy were sensible to stay in London?*

- Ask the children to name the five different senses (touch, sight, hearing, smell, taste).
- 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?*

- Play a word-changing game, changing the following words to make other words with similar letter patterns:
 - Change the 'sm' in *smell* to 'w', 'sp', 'b', 'f', 'sh', 's', 't', 'y'
 - Change the 'kn' in *know* to 'bl', 'sn', 'gr', 'sh', 'foll', 'wind'
 - Change the 'sm' in *smoke* to 'j', 'br', 'str', 'sp'
 - Change the 'f' in *fear* to 'n', 'cl', 'app', 'd', 'y', 'h'
- Write the words *well*, *shouted*, *downstairs*, *quietly* on the board and ask the class what the opposite of each word is.
- Ask the class *If your house or apartment caught fire, and you could only rescue one thing, what would it be?*
- Discuss what children would do if they saw a fire starting in the school. Check that all the class knows how to evacuate the school quickly and without panic in an emergency.

Chapter 8

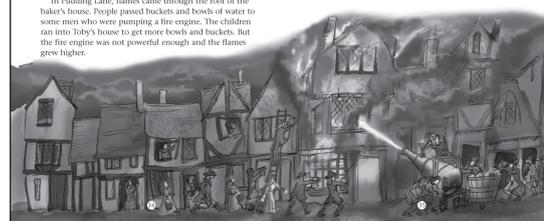
The Great Fire spreads

Pages 34 to 37

CHAPTER 8
The Great Fire spreads

The three children ran past the hostler's stables. The horses in the stables felt the danger. They were frightened and were neighing loudly and kicking at the doors. In the street, the wind howled. Carts filled Thames Street. People were going towards a large building with thick stone walls.

In Padding Lane, flames came through the roof of the baker's house. People passed buckets and bowls of water to some men who were pumping a fire engine. The children ran into Toby's house to get more bowls and buckets. But the fire engine was not powerful enough and the flames grew higher.



Later, the children stood in Thames Street and looked down Padding Lane.
"Our house is not on fire yet," said Toby. His face was black with smoke.
"It will be soon," said Lucy, shaking her head.
"Please don't say that," said Toby.
"I'm sorry. Soon everything from here to the Tower of London will be burned down."
"What?" Toby exclaimed. He could not believe it.
Lucy nodded. "We read all about it in Granddad's history book. London is on fire."



The lane was now full of people, carts and animals. They were all trying to escape.
"Look!" Robert exclaimed. He pointed up the lane. "The house next to the baker's is catching fire now."
For an hour the children watched as the flames spread from one house to another. The heat got stronger and stronger. Suddenly, there was a loud explosion. It knocked the children over. Luckily, no one was hurt.
"Let's go back to the house!" said Robert.
"That won't be safe for long," said Lucy. "The flames will soon reach it. We must take you mother to a safer place, Toby."



Just then a coach stopped nearby and a gentleman got out. He walked a little way into Padding Lane and stood there with his hands on his hips.
"Who's that?" Robert asked.
"I think he's in charge of the soldiers," said Toby.
But the gentleman shrugged his shoulders and said that there was nothing to worry about. It was only a small fire, he said. His soldiers weren't needed. He got back into his coach and drove away.

<i>safe</i>	used as an adjective in the text, but it can also be a noun (a place where money and valuable things are kept)
<i>soldier</i>	the 'di' sounds like a 'j' ('soljer')
<i>stable</i>	take off the 's' and find a piece of furniture (<i>table</i>)

Passive vocabulary

<i>coach</i>	<i>engine</i>	<i>flames</i>
<i>gentleman</i>	<i>hip</i>	<i>howled</i>
<i>pumping</i>	<i>shrugged</i>	<i>shoulders</i>
<i>shrug</i>	<i>stood</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 35 and 36. Ask *What is happening?* Elicit that the fire is getting bigger and is spreading. Talk about what different people are doing: *How are they trying to put out the fire? What are they using?* Elicit that people are up ladders or running with buckets of water. Point out the old-fashioned water pump and ask *How do you think it works? What sounds do you think you would hear? What would you smell? Which way is the wind blowing? Why are the houses burning so quickly?*

Active vocabulary

<i>bowl</i>	change the 'b' to 'h' and note the difference it makes to the pronunciation of 'ow'
<i>bucket</i>	remind children of <i>basket</i> in Chapter 3 and note the similar ending
<i>enough</i>	rhymes with <i>rough</i>
<i>explosion</i>	other 'sion' words are: <i>television, division, decision</i>
<i>nearby</i>	a compound word: <i>near + by = nearby</i>
<i>neigh</i>	have fun saying the following: <i>horses eat hay and they neigh</i>
<i>powerful</i>	note that there is only one 'l' in 'ful'

- Tell the children to look at the picture on page 36. Ask *Who do you think the man is? Does he look important? What is he wearing? What is happening in the background?*
- Tell the children to look at the picture on page 37. Ask *What has happened? What do you think caused the explosion? What has the explosion done to the children? Will they be hurt? Will they escape?*
- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What were the horses in the hostel's stables doing?*
- 2 *Why were they frightened?*
- 3 *What noise did the wind make?*
- 4 *Thames Street was full of _____.*
- 5 *In Pudding Lane some men were pumping a _____.*
- 6 *What were men carrying water in?*
- 7 *Was the fire engine powerful enough to stop the fire?*
- 8 *Toby's face was black with _____.*
- 9 *What stopped nearby?*
- 10 *Who got out of the coach?*

- 11 *What did the man say about the fire?*
- 12 *How long did the children stand and watch the fire?*
- 13 *What knocked the children over?*
- 14 *Why did Lucy say, 'We must take your mother to a safer place'?*

- Ask children to find and read the following 'noisy' verbs from the text (and the sentences in which they appear): *neighing, kicking, howled*.
- Find and point out some pronouns in the text. Ask the children who each pronoun refers to.
- Read out a number of random words from the text and ask children to count how many syllables each word contains. To help, tap out or clap the syllables as you say them.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How can you tell the horses in the hostel's stables were frightened?*
- 2 *How can you tell there was a strong wind?*
- 3 *Who do you think the people were who were trying to put the fire out?*
- 4 *How did Lucy know so much about the fire?*

- 5 *How do you know the man was not worried about the fire?*
- 6 *Why didn't he think his soldiers were needed?*
- 7 *How can you tell lots of people were frightened of the fire?*
- 8 *Why do you think the heat got stronger and stronger?*
- 9 *What do you think caused the explosion?*
- 10 *How can you tell it was a powerful explosion?*

- Write *powerful* on the board and explain that it means 'full of power'. Point out that when the suffix 'ful' is added, it has only one 'l'. Write the words *use, care, pain, hope, colour* on the board. Ask children to add 'ful' to the end of each word, and use the words correctly in sentences of their own.
- Write the word *believe* on the board and underline the 'ie'. Tell the class the rule: 'i' always comes before 'e' except after 'c'. Write these words on the board: th_ _f, f_ _ld, p_ _ce, c_ _ling, f_ _rce, n_ _ce, rec_ _ve. Ask children to complete each word correctly.
- Write these words from the chapter on the board: *nodded, stopped, shrugged*. Now write: *nod, stop, shrug* and ask the children what happens when we add 'ed' to each verb. (We double the final consonant and add 'ed'.) Ask the children to use the same rule to write the past tense of these verbs: *rob, hug, pop, hum* and *rip*.
- Find out what facts the children know about the local fire service: *Where is the nearest base? How can you contact them? How do the fire fighters protect themselves? What equipment do they use to fight fires?* Discuss how badly prepared the people of London were to cope with a major fire in 1666.
- Write the words *danger, large, gentleman* on the board and say them. Point out that the 'g' in each word sounds like 'j'. We call this a soft 'g'. Write these words on the board: _entle, en_ine, ima_ine, ma_ic, emer_ency, stran_e, chan_e. Ask the children to complete each with 'g' and read the words they have made.
- Ask children *What is the most exciting thing that has ever happened to you?*
- 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

Go to the river!

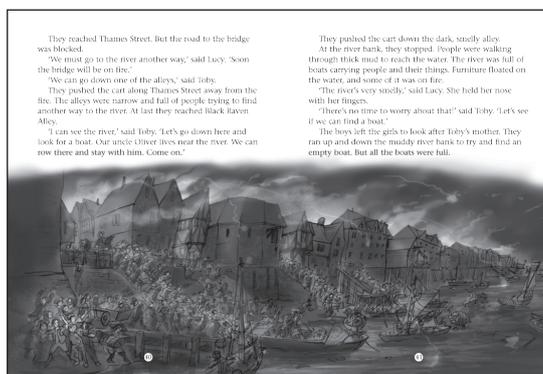
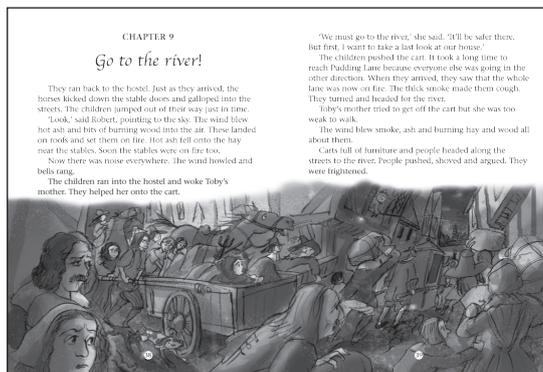
Pages 38 to 41

Passive vocabulary

ash	bank	blocked
furniture	gallop	headed
hay	mud	row

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 38 and 39. Ask *Where are the children going with Toby's mother? Where have they come from? Are the streets full of people? Do they look frightened? What are they carrying? Where do you think they are all going? Why? What animals can you see? Can you see any coaches? Is the street quiet or noisy? What sounds would you hear? What would people be worrying about? What would people be shouting?*
- Tell the children to look at the picture on pages 40 and 41. Note: the River Thames runs through the centre of London. The fire was contained on one side of the river. The opposite side of the river was safe. People escaping from the fire headed towards the river to try and get boats across to the other side. Ask *Where are the children and Toby's mother now? Why do you think they have headed towards the river? Have many other people had the same idea? How are people getting across the river? Are people panicking? How close is the fire?*



Active vocabulary

argue	other 'ue' words are: <i>true, blue, clue, glue</i>
direction	other 'tion' words are: <i>station, education, information, action</i>
empty	the 'y' sounds like 'ee' – we pronounce the word as 'emptee'
everywhere	a compound word: <i>every + where = everywhere</i>
float	rhymes with <i>coat</i> and <i>boat</i>
full	change the 'f' to 'b' and 'p' to make some other words
river	change the 'r' to 'sh' to make what you do when you are cold! (<i>shiver</i>)
shove	rhymes with <i>love</i> not <i>move</i>
weak	compare this with <i>week</i>
whole	take off the 'w' and be careful not to fall in it (<i>hole</i>)

- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *When the children got back to the hostel, what did the horses do?*
- 2 *Did the horses knock the children over?*
- 3 *What did the wind blow onto the roofs?*
- 4 *Why was this dangerous?*
- 5 *What noises did the children hear?*
- 6 *Why did the children return to Pudding Lane?*
- 7 *Why was it difficult to reach Pudding Lane?*
- 8 *What did they see when they reached Pudding lane?*
- 9 *What were people carrying on their carts?*
- 10 *Where were they going?*
- 11 *People _____, _____ and _____.*
- 12 *Why didn't the children go down Thames Street?*
- 13 *Which alley did they go down to the river?*
- 14 *Who did Toby say lived near the river?*
- 15 *What were people walking through at the river to reach the water?*
- 16 *What did the children see on the river?*

- 17 *Why did Lucy hold her nose?*
- 18 *Who went to find a boat?*
- 19 *Who looked after Mother?*
- 20 *Were there any empty boats?*

- Ask the class to find any words ending with 'er' (*river, mother, Oliver, other, another, after*).
- Ask the class to find any verbs with irregular past tenses (for example, *ran, blew*).
- Draw attention to the use of commas to separate items in a list, for example *smoke, ash and burning hay; pushed, shoved and argued*.
- Ask children to find and read any words containing a double consonant (for example, *arrived, galloped*).
- 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 horses kicked down the doors of the stables at the hostel?*
- 2 *How can you tell the wind was strong?*
- 3 *Why do you think the roofs burnt so easily?*
- 4 *How do you think Toby's mother felt when the children made her get up again?*
- 5 *Why do you think Mother wanted to take a last look at her house?*

- 6 *Why do you think Toby's mother tried to get off the cart and walk?*
- 7 *Why did people push and shove each other?*
- 8 *How do you think they felt when they reached the river?*
- 9 *How do you think they felt when all the boats on the river were full?*
- 10 *Why did Toby tell Lucy not to worry about the smell of the river?*

- 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?*
- Ask the children to find all the things in the chapter that caught fire and burnt easily. Brainstorm and add other things that burn easily to the list. Ask *What things are difficult to burn?*
 - Write the opposite words *first* and *last* on the board. (Point out that they both contain the same letter pattern 'st'.) Ask children for the opposite of: *thick (thin), weak (strong), full (empty), narrow (wide)*.
 - Robert and Toby went to look for an empty boat. Send a child out of the classroom. Write the message *Well done! You found me!* on a piece of paper and hide it in the classroom. Ask the child to come back in and try to find it.
 - Most furniture is made of wood, which means it floats. Experiment with a bowl of water and a range of objects made from different materials (for example, a pencil, an eraser) to find out which things float and which things sink.
 - Sometimes 'o' sounds like 'u', as in *worry*. Write these words on the board: w_rry, n_thing, m_nth, m_ney, fr_nt, s_n, l_ve, m_nkey, w_nderful. Ask children to complete each with 'o', read the words they have made, and use each word in a sentence of their own.

Chapter 10

No luck!

Pages 42 to 45

towards other words beginning with 'to' are: *today, tonight and tomorrow*

Passive vocabulary
appeared *choking* *glow*
ground *pick up*

CHAPTER 10
No luck!



42

It was quieter in this part of the city. People looked out of their windows to see what was happening. They did not look worried. The fire will never spread this far, they thought.



43

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 43. Ask *What are Robert and Toby doing? Why do you think the people are talking to this boatman? (Note his empty boat.) How does Toby look? How does the boatman look? (Note that his arms are in front of him as if he were pushing them away, which is not a positive sign.)* Encourage the children to discuss and describe the scenes all around: the crowds of people and belongings on the river bank, pushing, shoving and shouting; the full boats on the river heading away from the fire; the fire in the background.
- Tell the children to look at the picture on page 45. Ask *Are the houses on fire? What does this tell you? Where are Toby and Robert? (Remind them of Uncle Oliver, mentioned in Chapter 9, who lived along the river.) What time of day do you think it is? Why is Toby calling up to the person in the top window? Who do you think the woman is? Why do you think she isn't at the front door of the house? What do you think Toby is saying?*

Active vocabulary	
<i>bring</i>	think of other 'br' words, such as <i>branch, break, brave</i>
<i>city</i>	this begins with a soft 'c', which sounds like 's'
<i>dawn</i>	change the 'd' to 'y' to make a word for when you are tired (<i>yawn</i>)
<i>discover</i>	the 'o' sounds like 'u' – we pronounce the word as 'discover'
<i>hour</i>	do not pronounce the 'h' – it is silent
<i>hurry</i>	rhymes with <i>worry</i>
<i>master</i>	ends with 'er' like <i>river</i> in Chapter 9
<i>mistress</i>	take the 'ress' off and you may not see the word you are left with (<i>mist</i>)
<i>promise</i>	pronounced 'promiss'

- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What colour was the moon?*
- 2 *What passed in front of it?*
- 3 *The boys ran towards an _____.*
- 4 *Why was the boat empty?*
- 5 *Where did Toby's mother tell Toby to go?*
- 6 *What did she tell him to do?*
- 7 *Why did Robert ask Lucy if she wanted to go home?*
- 8 *What did Robert make Lucy promise?*
- 9 *What time was it?*
- 10 *Did the two boys run towards the fire or away from it?*
- 11 *Why weren't the people in the houses in the quiet part of the city worried?*
- 12 *Why didn't people look at Robert's clothes any more?*
- 13 *How long did it take to get to Uncle Toby's house?*
- 14 *When the boys knocked on the door, did anyone answer?*

- 15 *Who opened the window upstairs?*
- 16 *Where did the servant say Uncle Oliver and Aunt Bess were?*
- 17 *What did Toby ask the servant to tell his uncle and aunt when they returned?*
- 18 *Why didn't the two boys stay at the house?*
- 19 *The boys couldn't _____ Uncle Oliver and Aunt Bess when they looked for them.*

- Ask the children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, to-wards).
- Ask the children to find and read any words containing 'oa' or 'ea'.
- 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 class to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask the children to find examples of commas being used in the middle of sentences in the text, for example *In Thames Street, every house and shop was on fire*. Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Finally, ask individual children to read sections of the text (a paragraph or so) aloud. Encourage them to read expressively and with appropriate intonation. (Another idea is to ask different children to play the role of the various characters and read their parts, and for another child to read the other sentences.)

After reading

Stage 2 comprehension

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 moon looked red?*
- 2 *Why do you think the boatman wanted a lot of money for his empty boat?*
- 3 *Why do you think Toby's mother would not pay the money for the boat?*
- 4 *How can you tell Toby was worried about Robert's safety?*
- 5 *How can you tell Lucy was a thoughtful girl?*
- 6 *What do you think Robert and Toby thought about as they ran away from the fire, towards Uncle Oliver's house?*
- 7 *Why do you think it was quieter in that part of the city?*
- 8 *How can you tell Robert's clothes were very dirty?*
- 9 *Why do you think the servant girl did not answer the door?*
- 10 *Who were her 'master and mistress'?*
- 11 *Why do you think the boys did not see Uncle Oliver and Aunt Bess when they looked for them?*

- Find and read aloud Toby's mother's sentence *Go to Uncle Oliver's house*. Explain that *go* 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.
- It was quieter near Uncle Oliver's house than near the river. When we use comparative adjectives to compare one thing with another, we often add 'er' to the end of the adjective. Ask children to add 'er' to the adjectives *tall, small, cold, long* to make the comparative form, and then make simple sentences using the comparative adjectives, for example *A giraffe is taller than a horse*.
- Explain that if an adjective ends with a consonant + 'e', we take off the 'e' before adding 'er' to make the comparative form (for example, *safe – safer*). Ask children to add 'er' to the adjectives *large, brave, rude, wide* to make their comparative form, and then make simple sentences using the comparative adjectives.
- Have a class competition. See how many words the children can think of that end with 'ill' (for example *bill, fill, hill, kill, mill, pill, sill, till, will, chill, grill, still, will*) and 'ell' (for example *bell, fell, sell, tell, yell, well, shell*).
- Write the verb *hurry* on the board and its past tense *hurried*. Ask children to explain the difference in spelling. Now write the verbs *worry, carry, reply, try* on the board. Ask children to spell the past tense of each and make sentences using them.
- Discuss why it is important to keep 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 11

Lucy's necklace

Pages 46 to 49

CHAPTER 11
Lucy's necklace



Soldiers pulled down buildings with ropes and hooks. They tried to make a space to stop the fire spreading, but the strong wind blew wood and ash across the open space and onto the straw roofs of the houses on the other side. These roofs soon burst into flames and the fire spread. The wind was too strong.

The boys reached Black Raven Alley and ran down it. Molly and her mother were still there with the cart.

"Where's Lucy?" asked Robert.

"She's gone to find a boat," said Molly.

"But the price for the boat will be too high now," said her mother.

Toby told his mother that they did not find Uncle Oliver and Aunt Bess. She shook her head. "What will happen to us now?" she said quietly.

"Look!" Robert exclaimed. He pointed to the bridge. The wooden houses on the bridge were on fire. People were jumping off the bridge into the water. The river was crowded with boats trying to escape from the burning bridge.

The houses in the alley started to catch fire. Flames soon spread towards the river bank.

Suddenly, Lucy appeared. "Come quickly," she said. "I promised to pay the boatman my silver necklace to take us across the river. Hurry, or someone else will have the boat."



The children pushed the cart towards the boat. People were trying to give the boatman money to use his boat, but he liked Lucy's necklace. He knew it was worth a lot of money.

The boatman helped Toby's mother to get into the boat. Then he helped them put their things in. There was just enough room left for the children. They all sat on the cart. At last they were ready to row across the river.

"Shall we go home?" Robert said to Lucy. "They will be all right now, without us."

"Let's wait until they are safely across the river, shall we?"

"That's what I wanted you to say!" Robert said with a grin. The boatman began to row. The wind made the water rough. Molly felt sick and held onto her mother.

When they reached the middle of the river, they looked back at the burning city. Clouds of black smoke filled an orange-red sky. The children could still feel the heat of the flames.

All along the river bank there were crowds of people looking for boats to take them and their things to safety.

"It'll be much worse than this," said Lucy. "Soon, three quarters of London will be on fire. This is only the start of it."



Active vocabulary

across	begins with the prefix 'a' (a-cross)
along	begins with the prefix 'a' (a-long)
heat	take the 'h' off 'heat' and it's something we do when hungry
money	change the 'm' to 'h' and it's something bees make (<i>honey</i>)
necklace	the second 'c' is a soft 'c' and sounds like 's'
price	the 'c' is a soft 'c' and sounds like 's'
quarter	the letter 'q' is always followed by 'u'
rough	rhymes with <i>enough</i> (see Chapter 8)
silver	change the 'sil' to 'ri' to spell a word learned in Chapter 9 (<i>river</i>)

worse the 'or' sounds like 'er'; worse rhymes with verse

Passive vocabulary

burst (into flames)	hook	ready
someone else	space	start
straw	worth	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 22 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 11. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 46. *What are the men doing?* Describe how the men are dressed. (The men are soldiers.) Ask *Why do you think they are pulling the house down. How are they are doing it? How close is the fire?*
- Tell the children to look at the picture on page 47. Ask *What are the children doing now? Where are they going? How close is the fire now? What's happening on the riverbank? What can you see on the river? Where's the bridge? What's unusual about it? (It's got houses on it.) What's happening to the houses? What are some people doing from the bridge? (jumping off).*
- Tell the children to look at the picture on pages 48 and 49. Ask *Where are the children and Toby's mother? Where are they going? How do you think they managed to get a boat? What else is on the boat? How do the children and Toby's mother look? Point out that the fire is now burning the buildings on the riverbank behind them.*

- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 23 of their Workbook.

- 1 *Who were pulling down buildings?*
- 2 *What did the soldiers use to pull the buildings down?*
- 3 *What were they trying to do?*
- 4 *How did the fire spread across the open space?*
- 5 *Which alley did the boys run down?*
- 6 *Was Lucy with Molly and her mother?*
- 7 *Why did Robert point to the bridge?*
- 8 *Were there lots of boats on the river?*
- 9 *What did Lucy promise a boatman?*
- 10 *Did the boatman manage to get everyone and all their things on to the boat?*
- 11 *What made the water rough?*
- 12 *Why did Molly hold on to her mother?*
- 13 *What did the children see when they looked back at the burning city?*
- 14 *How much of the city did Lucy say would soon be on fire?*

- Find and read out some of the nouns in the passage. Ask the children whether they are singular or plural nouns.
- Find and point out some pronouns in the text. Ask the children who each pronoun refers to.
- 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, *spreading*).
- 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 soldiers were helping to try and stop the fire?*
- 2 *Do you think their plan was a good idea?*
- 3 *Why was the strong wind a problem?*
- 4 *Why didn't Molly's mother think Lucy would be able to get a boat?*
- 5 *Why do you think Mother shook her head?*
- 6 *Why do you think people were jumping off the bridge into the river?*
- 7 *In which alley did the houses start to catch fire?*
- 8 *When Lucy returned, why was she worried?*
- 9 *Why do you think the boatman did not let other people use his boat?*

- 10 *What made Molly feel sick?*
- 11 *How do you think the children felt when they looked back at the burning city?*
- 12 *Do you think the children and Toby's mother were lucky to get across the river?*
- 13 *Do you think all the other people on the riverbank escaped safely?*

- Write the word *worth* on the board. Now write the sentence *He knew the necklace was worth a lot of money* to demonstrate its meaning. Underline 'or' in the word. Say the word and point out that the 'or' sounds like 'er'. Write these words on the board: w__d, w__se, w__k, w__ld. Ask the children to complete each with 'or', read the words they have made, and explain their meanings.
- Write the words *blew, too, right, wait* on the board and ask the children to read them. Ask them to tell you another word for each that sounds the same but is spelt differently (*blew – blue, too – two, right – write, wait – weight*). Ask the children the difference in meaning between the pairs of words.
- Lucy was prepared to give her silver necklace to the boatman. This was a big sacrifice for her as it was very special. Ask the class what they thought of her act of kindness. Ask if there is anything they have that they would find extremely difficult to give up.
- Ask if any children have ever been on a boat in rough water which made them feel sick.
- 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 12

London will never be the same

Pages 50 to 53

CHAPTER 12
London will never be the same

Toby's mother shook her head in sadness. "We have no home now," she said.
"Where will you stay?" Robert asked.
"My sister, Nell, lives across the river with her family. We'll stay with her."
"You'll be safe there," said Lucy. "The fire didn't spread south of the river."
"But what about Uncle Oliver and Aunt Bess?" Molly said.
"They can come there too," her mother replied. "We'll be one big family then."
The boat reached the other river bank.
In this part of the city, the streets were quieter. It was easier to push the cart. They arrived at Aunt Nell's house at ten o'clock.
When she opened the door, Aunt Nell looked at them in amazement. All their faces were black and they were covered in dust and ash. Aunt Nell did not recognise Toby, Molly or their mother!
Everybody washed, had a meal and felt better. Toby's mother went to bed and fell asleep at once. Toby and Molly told Aunt Nell about their adventures.
Then they became quiet. They were thinking of their home. They were tired after such a long and exciting night.
"We are lucky," said Toby. "We had somewhere to go. There must be lots of people with nowhere to go. They will

have to sleep outside or go into the countryside!"
"This is only the first day of the Great Fire," said Robert. "It will burn for four more days. London will never be the same again."



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"Come on, Lucy," said Robert. "It's time for us to go home now. Grandad will be worried about us."
Robert turned to Toby. "I'm sorry we came at such a sad time."
"You helped us to escape. Thank you," said Toby.
"I don't know if we will see you again," Lucy said to Molly, "but I will never forget you."
"May I look at your time-travel phone again?" Toby asked Robert.
Robert gave him the phone. Toby pressed a few of the buttons. "Perhaps one day I will travel to the future," he said. He grinned, then handed the phone back.

"Thank you for giving your necklace to the boatman," said Molly to Lucy.
Lucy smiled. She was sorry to lose her necklace but she was pleased to help.
"We must go," said Robert.
The children waved goodbye. Robert and Lucy put in the password backwards and pressed the green buttons on their time-travel phones.
Everything went dark. There was the sound of wind rushing. Then they were back in Grandad's study.



51

<i>sadness</i>	take the suffix 'ness' off this abstract noun and you are left with the adjective <i>sad</i>
<i>somewhere</i>	a compound word: <i>some</i> + <i>where</i> = <i>somewhere</i>
<i>wash</i>	the 'a' sounds like 'o' – we pronounce the word as 'wosh'

Passive vocabulary

<i>buttons</i>	<i>countryside</i>	<i>pressed</i>
<i>south</i>	<i>stay</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 24 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 12. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 51. Ask *Have the children reached the other side of the river safely? Are any of the houses on fire? Did the children manage to get the cart and all their things off the boat safely? A woman is running towards them. Who do you think she is? Do you think she knows them? How can you tell? Is she pleased to see them?*
- Tell the children to look at the picture on pages 52 and 53. Ask *Where do you think the children are now? Do they look different in any way? Compare them with the picture on page 51. What is the room they are in like? What do you think Toby is doing with the phone? What are Lucy and Molly doing?*

Active vocabulary

<i>forget</i>	a compound word: <i>for</i> + <i>get</i> = <i>forget</i>
<i>home</i>	change the 'h' to 'c' and notice the difference in the pronunciation of 'ome'
<i>lucky</i>	the abstract noun <i>luck</i> is changed into an adjective by adding the suffix 'y'
<i>meal</i>	change the 'l' to 't' and it gives you what some people eat for a meal
<i>nowhere</i>	a compound word: <i>no</i> + <i>where</i> = <i>nowhere</i>
<i>quiet</i>	the letter 'q' is always followed by 'u'
<i>recognise</i>	the 's' is pronounced like a 'z'.

- 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 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 25 of their Workbook.

- 1 *Why did Toby's mum shake her head in sadness?*
- 2 *Who did Toby's mum say they would stay with?*
- 3 *Why was it easier to push the cart on the other side of the river?*
- 4 *When did they arrive at Aunt Nell's house?*
- 5 *Why did Aunt Nell look at them in amazement?*
- 6 *How did they feel after they had washed and eaten?*
- 7 *What did Toby's mother do?*
- 8 *Why did they become quiet?*
- 9 *Why did Toby say they were lucky?*
- 10 *What did he say would happen to the people with nowhere to go?*

- 11 *Robert said, 'The Great Fire will burn for _____ more days.'*
- 12 *What did Robert say it was time for?*
- 13 *Who did Lucy say she would never forget?*
- 14 *What did Toby say when he pressed the buttons on the phone?*
- 15 *What happened after the children waved goodbye?*

- Ask the children to find examples of commas being used in the middle of sentences 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.
- Ask the class to find any words ending with a double consonant.
- Ask the class to find any verbs using *will* to show the future tense, for example *It will burn for four more days.*
- The letter 'z' is rarely used in English. Ask the children to find a word in the text that contains it.
- The letter 'q' is always followed by the letter 'u'. Ask the children to find an example of this in the text.
- 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 Toby's mother was sad?*
- 2 *How do you know the fire was on the north of the river?*
- 3 *What do you think happened to Uncle Oliver's house?*
- 4 *Why do you think it was easier to push the cart on the other side of the river?*
- 5 *Why do you think Aunt Nell did not recognise them?*
- 6 *Why do you think they felt better after washing and eating?*
- 7 *Why did Toby's mother go to bed?*
- 8 *How can you tell Toby and Molly were sad after telling Aunt Nell about their adventures?*
- 9 *Do you think Toby and Molly were luckier than many people in London?*
- 10 *Why do you think Robert said, 'London will never be the same again'?*
- 11 *Do you think Toby will ever travel to the future?*
- 12 *Do you think Robert and Lucy were sad to leave?*
- 13 *Do you think it was the right time to leave?*

- Write the word *countryside* on the board. Ask the children to tell you the two shorter words that together make the word (*country* and *side*). Write these compound words on the board: *boatman*, *password*, *outside*, *everything*, *necklace*, *nowhere*. Ask children to read them and tell you the two smaller words that join together to make each longer word.
- Remind the children that we often add 'er' to the end of the adjective to make the comparative form, for example *It was easier to push the cart*. Write the words *easy* and *easier* on the board, and ask children to explain how the comparative form is made. Ask children to add 'er' to the adjectives *heavy*, *busy*, *noisy*, *empty*, *lucky* to make the comparative form, using the same rule, and to make simple sentences containing each comparative adjective, for example *A hippo is heavier than a cow*.
- The fire made many people homeless. Discuss other common disasters in the world that make people homeless (such as floods, earthquakes, hurricanes and tsunamis) and what we as individuals can do to help.
- It was lucky that Toby's mother had a sister living on the other side of the river to go and live with. His mother said, 'We'll be one big happy family'. Discuss the importance of having a family and the advantages families bring to life.
- Robert and Lucy were sad to leave their new friends. Lucy said, 'I will never forget you.' Discuss the qualities of a good friend.
- 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 13

The children tell their story

Pages 54 to 57

CHAPTER 13

The children tell their story

Grandad smiled when he saw them. 'Welcome home!' he exclaimed. The children both began to speak. Grandad held up his hand for silence. 'I can smell the fire and smoke in your clothes!'

'Can you?' said Lucy. She sniffed her T-shirt. 'Yes!' she said.

'So can I,' said Robert.

'That's what the Great Fire of London smells like,' said Grandad. 'Now go and change your clothes before you do anything else.'

They met Mrs Green, the maid, in the hall.

'What is that smell?' she asked.

'It's the Great Fire of London,' said Robert.

'Don't be silly,' said Mrs Green, with a laugh.

The children ran upstairs to change their clothes.

Later, they told Grandad the whole story.

'It's just like it says in the history books,' said Grandad. 'You were so lucky to see it. No one else in the world today has been there!'

'I never thought of that!' Robert exclaimed.

'But now you must give me the time-travel phones.'

'Do we have to?' Lucy wailed.

'I don't want you to travel in time by mistake. It's much too dangerous!'



54

The new term began at school. Robert and Lucy were in the same class.

'This term,' said their new teacher, 'we are going to study some exciting events in history. I'm going to start with the Great Fire of London. Has anyone heard of that?'

Robert and Lucy grinned at each other and put up their hands.

The teacher folded his arms. 'Really? What do you two know about it?'

'Well,' Robert said, 'it began very early on 2nd September 1666, in a baker's shop in Pudding Lane, London.'

'It was a warm night,' said Lucy, 'and there was a strong wind. The wind helped to spread the fire.'

'Well done!' said the teacher. 'You know a lot about it.'

'We know a lot about the first day of the Great Fire,' said Lucy.

'Tell us more, then,' said the teacher.

So they did. Everyone in class was amazed.

'How do you know all this?' the teacher asked.

'Oh, we just like history,' said Lucy. 'Grandad tells us stories from history.'

'You make it sound as if you were there,' said the teacher, with a laugh.

'Perhaps we were,' said Robert, grinning.

'Perhaps we travelled back in time,' said Lucy.

The teacher smiled. 'I wish we could do that. History would be very easy to learn!'

'And it would be more fun,' said Robert.

All that term the cousins thought about the time-travel phones in Grandad's safe.



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Passive vocabulary

event	stories	term
welcome		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 26 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 13. Ask *Who do you think the children tell their story to?*
- Tell the children to look at the picture on page 55. Ask *Are Robert and Lucy in the present or still in the past? Where are they? Do you think Grandad is pleased to see them? Why do you think the children are giving the phones back to Grandad? Do they look happy to be back at Grandad's? Is Grandad's foot better?*
- Tell the children to look at the picture on page 57. Ask *Where are Robert and Lucy now? How can you tell they are in school? Who do you think the man on the right is? What is Robert pointing at on the wall? What do you think he and Lucy are saying to the other children in their class?*
- 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.

Active vocabulary

change	the 'g' is a soft 'g' and sounds like 'j'
early	the 'ear' is pronounced 'er' – we pronounce the word as 'erly'
everyone	a compound word: every + one = everyone
first	first and last both end with 'st'
learn	the 'ear' is pronounced 'er' – we pronounce the word as 'lern'
mistake	contains the 'hidden' words <i>mist</i> , <i>is</i> , <i>take</i>
silence	the 'c' is a soft 'c' and sounds like 's'
sniff	note the 'ff' at the end of this word
warm	the 'ar' is pronounced like 'or'
world	the 'or' is pronounced like 'er'

During reading

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

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 27 of their Workbook.

- 1 *What did Grandad do when he saw the children?*
- 2 *What did Grandad do with his hand?*
- 3 *What did he say he could smell?*
- 4 *What did Grandad tell the children to do?*
- 5 *Who did they meet in the hall?*
- 6 *Why did Mrs Green laugh?*
- 7 *Why did Grandad say the children were lucky to see the Great Fire?*
- 8 *Why did Grandad ask them to give back the phones?*
- 9 *Did Lucy and Robert want to go time-travelling again?*
- 10 *What did Robert and Lucy's new teacher say they were going to study?*
- 11 *What did Lucy and Robert tell the class about the fire?*
- 12 *What did Lucy reply when the teacher asked, 'How do you know all this?'?*
- 13 *What did the cousins think about all term?*

- Ask 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 *sit-ting* has two syllables, *bat-ter-ies* has three syllables.

- Ask the children to find and read any words containing 'ai', 'ay' or 'ar'.
- Ask the children to find examples of exclamation marks in the text. Read the sentences in which they appear. Explain how they should be read with expression.
- 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

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 Grandad felt when he saw Robert and Lucy?*
- 2 *Why do you think the children both began to speak?*
- 3 *How could Grandad tell the two children had been in a fire?*
- 4 *Why do you think Mrs Green said to them, 'Don't be silly'?*
- 5 *Do you think the children were lucky to see the Great Fire?*
- 6 *Do you think Robert and Lucy wanted to keep the time-travel phones?*
- 7 *Do you think it was sensible of Grandad to take the phones back from the children?*
- 8 *How can you tell Robert and Lucy loved their adventure?*
- 9 *How do you think the children felt when the teacher said the class were going to study the Great Fire of London?*

10 *Why do you think everyone in the class was amazed when Robert and Lucy told them about the Fire?*

11 *Why did the teacher say, 'History would be very easy to learn!'?*

12 *Do you think the children will go time-travelling again? Where do you think they will go?*

- Try a blindfold 'smell' test. Prepare several different smelling items, such as lemon, soap, perfume. Do not let the children see them. Blindfold one child and ask him or her to come to the front and try to identify each object by smell alone. (No touching allowed!)
- Grandad said that when someone found the missing phone, they would say it was three hundred and fifty years old! Ask *What is the oldest thing you have at home? What is the oldest thing you know about?*
- The Great Fire of London was an important historical event in England. Ask the children to name some important historical events in your own country.
- Ask the children if they think Robert and Lucy ever told any of their friends about their time-travelling.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

Fire

Pages 58 and 59

Before reading

- Explain that the story is about how devastating fire can be. This poem is about the good and the bad qualities of fire.
- Read the title. Tell the children to look at the picture on pages 58 and 59. Explain that the two children in the middle are enjoying the warmth of the fire: the fire is their friend. Then ask the class to notice what happens when fire becomes our enemy: the fire is sweeping around the outside of the children, out of control and burning everything it touches. Ask the children to try and identify some of the things being burnt, and particularly to note the frightened child's face on the left.

During reading

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

Vocabulary notes

<i>joy</i>	happiness
<i>roams</i>	moves with no particular purpose
<i>crackles</i>	like the sound of wood burning
<i>cackles</i>	laughs in a loud, unpleasant way
<i>evil</i>	very bad or cruel
<i>destroys</i>	severely damages or harms

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

After reading

- Ask questions to check the children's understanding. Explain that the poem shows how fire can be a friend or an enemy.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the number of verses, the chorus, the words that rhyme, the pattern of the rhyming words (every two lines).
- Discuss whether fire is more a friend or an enemy.

The Great Fire of London

Pages 60 to 63

THE GREAT FIRE OF LONDON

How did the Great Fire of London start?
It started in a baker's shop, in Building Lane. The baker Thomas Farynor, his daughter Hannah and a servant escaped over the rooftop to a neighbour's house. Their maid, Rose, did not escape.



How long did the fire last?
The fire lasted for five days.

How much of London did the fire destroy?
It destroyed about three-quarters of the city. An area about 2.5 kilometres long and 60 metres wide was burned to the ground.

What did the fire destroy?
It destroyed over 13,000 houses and many other buildings. Lots of valuable books and manuscripts and other treasures were lost in the fire.



How many people died?
Most people believe that hundreds, perhaps thousands, of people died in the Great Fire.

Why did the fire spread so quickly?

- ten months without rain meant everything was very dry
- most buildings were made of wood, plaster or paper
- the buildings were very close to each other
- there was a strong wind
- the wind carried burning ash in the air, and the ash set fire to straw roofs
- the fire engines could not pump enough water onto the fire
- there wasn't enough water to put out the flames

Why didn't the fire spread across the River Thames to the south of the city?
The wide river stopped the fire from spreading to the other side. There was only one bridge, and the fire only burned half of it. Burning ash that blew across the river was put out before it caused a fire.



How did the fire end?
The king's brother told the soldiers to pull down buildings near the fire. This stopped it spreading further. Also, the strong wind stopped.



What happened to the people who lost their homes?
They moved to areas outside London. Some lived in tents. Most people built huts to live in. Slowly they built the City of London again. They used brick and stone instead of wood. The new buildings did not burn so easily.

How do we know about the Great Fire of London?
People wrote about it in diaries, letters and reports.

After reading

- Have a competition to see who can remember the most facts. Devise a short test based on the facts in the section. 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.

Before reading

- Ask *What event in history was the story about?*
- Discuss what facts the children have learned about the Great Fire of London from the story.

During reading

- The text is set out in the form of questions and answers about the Great Fire.
- Read each question and answer. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Read the text again. Ask individuals to read a question each and others to read each answer.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book Summary and Character Profiles) on pages 28 to 31 of the Workbook.

Response to the story

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

Characters

- Ask the children about the main story characters: *Did you think Robert and Lucy were sensible to travel back in time? Were they brave? How? Were they kind? How? Was Grandad right to allow Robert and Lucy to use his new invention? What did you think of Toby and Molly? How did they treat Robert and Lucy? How well did they look after their mother?* (See the activity on page 30 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 28 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask

them to identify each of the story settings.

Moral issues and themes

- Use any one of these themes from the story as a basis for a class discussion:
 - *Acting responsibly:* Toby and Molly were responsible for their mother while she was ill and their father was away at sea. Was it responsible of Grandad to allow Robert to travel back in time to look for Lucy? Did he have any other choices?
 - *Sacrifice:* Lucy was prepared to give up her silver necklace to pay the boatman so that everyone could get to safety.
 - *Bravery:* There are many examples of bravery in the story, such as the children saving Toby's mother from the fire.
 - *Bullying:* Robert was twice set about by two or more boys who bullied him, stole a phone and locked him up on his own.
 - *Kindness:* Aunt Nell immediately offered to share her house with Toby, Molly and their mother when their house burnt down in the fire.
 - *Thinking of others:* Robert and Lucy could have left Toby and Molly several times and returned to the present, but they chose to stay on and help, even in the face of personal danger.

Vocabulary

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

Follow-up ideas

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

Art Make life-size pictures of each of the main characters. Draw round the outlines of children on large sheets of paper to make the figures the correct size and in proportion. Then assign a group of children to each outline to draw and colour the details. You could also ask some children to paint a background picture of London on fire, like the one on pages 40 and 41, as a background and stick the characters onto this.

Inventions Ask *If you could invent anything, what machine would you invent? What would it do? What would it look like? What would happen if things went wrong?*

Famous inventors Ask the children to do some research and see what they can find out about some famous inventors, such as Michael Faraday, Thomas Edison, John Logie Baird, Johann Gutenberg, Alec Issigonis, Galileo. Ask the children to find out when they lived, what they invented and why it was an important invention.

Class story The theme of time travel has great potential for exploring as a class. Brainstorm and list times and places children would like to visit in the past. Ask the class to suggest famous events in the history of your country. What would they do there? What would they see? What adventures would they have? Remind them that the time machine could also travel forwards in time and ask them to suggest what they might see and do if they went forward in time.

Fears Robert was terrified of the rats when he was locked in the dark room. Explore sensitively some of the things that frighten other children, for example other animals that they are scared of. Discuss how these fears can be helped. Talk about particular situations that children are worried about, such as fear of the dark.

Fire – friend or foe? As the poem on page 58 says, fire can be a friend or an enemy. The story shows the enormous destructive power fire can have. Discuss and list ways in which fire can help us and ways in which fire can be a danger.

Science There are many ways the story could lead to controlled and supervised class activities. For example, fire needs oxygen to burn. Light a candle and place a jar over it. When the oxygen is burnt up, the candle goes out. Another way to demonstrate this is to put a centimetre or two of water in a bowl. Stand a candle in the water and light it. Stand a jar in the bowl, over the candle. When the oxygen is burnt up, the water level rises to take its place.

Glossary of Vocabulary

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

- above** at a higher level than something
- across** moving from one side of something to the other
- adventure** an exciting, unusual and sometimes dangerous experience
- age** how old someone or something is
- alley** a narrow street or path between buildings
- along** near or beside the edge of something
- amazed** very surprised
- amazement** a feeling of being very surprised
- ankle** the part of the body where the foot joins the leg
- answer** to open the door when someone knocks or rings
- appeared** came into sight
- argue** to discuss something you disagree about, often angrily
- armchair** a large, comfortable chair with parts for you to rest your arms
- ash** the grey powder that remains after something has burned
- asleep** sleeping; not awake
- awake** to stop sleeping
- backwards** in the opposite way round to the usual way
- baker** someone who makes and sells bread and cakes
- bandaged** covered with bandages
- bank** the side of a river
- bare** not covered
- basket** a container for carrying things, made from thin pieces of wood
- beautiful** very attractive
- believe** to think something is true or will happen
- biscuit** a small, flat cake
- blew his horn** made a noise with his horn
- by blowing into it
- blocked** stopped something moving in a particular direction
- bottom** opposite of top
- bowl** a round container you put food or liquid in
- brave** able to deal with danger without being frightened
- bridge** something built to go over a river
- bring** to take something with you
- bruises** dark marks on your skin where you have been hit
- bucket** a round container with a handle, often used for carrying water
- burn** when a fire burns it produces light and heat
- burning** on fire
- burst (into flames)** to catch fire suddenly
- buttons** small objects that you press to operate a machine
- cart** a vehicle with four wheels for carrying things
- century** one hundred years
- change** to put on clean clothes
- chase** to run after someone and try to catch them
- choking** not being able to breathe
- city** a big town
- clean** not dirty
- clever** good at learning or understanding things; skilful
- coach** a vehicle pulled by horses, used in the past
- cough** to make a noise with your throat
- countryside** in the country, not in a town or city
- cousin** the child of your uncle or aunt
- crowd** lots of people in one place at the same time
- danger** a situation in which harm or damage is possible
- dark** with little or no light
- date** a particular day, month or year
- daughter** a parent's female (girl) child
- dawn** the early part of the day when light

- first appears
- destroy** to damage or harm something so
- badly** that it no longer exists
- different** not the same as another thing
- direction** the place that someone moves towards
- dirt** soil or mud
- dirty** not clean
- disappear** to become impossible to see
- disaster** something very bad that happens and causes a lot of damage or kills people
- discover** to find out
- downstairs** to or on the lower floor of a building
- dusty** covered with dust
- early** near the beginning of a day; before the usual time; opposite of late
- empty** containing nothing
- engine** the part of a vehicle or machine that makes it move or work
- enough** as much as needed
- escape** to get away from a dangerous or unpleasant place
- event** something that happens
- everyone** every person
- everywhere** all around
- excited** very happy because something good is going to happen
- exclaim** to say something suddenly or loudly because you are surprised
- explore** to travel around an area to find something out or to look for something
- explosion** the sudden burst when something explodes (blows up)
- extraordinary** very unusual and surprising
- fan** something you wave in front of your face to keep cool
- fierce** very strong or severe
- first** before any other
- flames** when a fire burns you can see flames
- float** to rest or move slowly on the surface of water or in the air
- forget** to be unable to remember something
- frightened** feeling or showing fear; scared
- full** containing so much that there is no room for more
- furniture** things like chairs, tables, cupboards, etc.
- future** the time after the present
- gallop** (of horses) to run very fast
- gang** a group of thieves
- gentleman** a polite, educated man from a good family
- glow** to shine with a soft warm light
- grab** to take hold of something in a rough way
- grandfather** the father of your mother or father (informal: grandad)
- grin** smile
- ground** the surface of the earth
- hay** dried grass
- headed** moved in a particular direction
- heat** what you feel when something is hot
- herbs** plants that are added to food to give flavour
- hip** a flat bone at the side of the body between the waist
- history** things that happened in the past
- home** the place where you live
- hook** a curved piece of metal
- hostel** a place to stay, like a hotel
- hour** 60 minutes of time
- howled** made a long, loud sound
- hurry** to do something or move somewhere quickly
- interested** wanting to know about something
- invention** something someone has invented
- inventor** someone who is the first person to think of or make something
- lane** a narrow road
- late** near the end of the day
- lean** to bend your body towards something or someone
- learn** to gain knowledge
- loaves** bread (plural of 'loaf')
- locked** shut a door with a key
- lucky** if you are lucky, something good happens to you
- master** a man who has servants

- meal** the food you eat at a particular time, for example lunch
- meanwhile** between the time that two things happen
- mistake** something you do not do correctly
- mistress** a woman who has servants
- mobile phone** a small telephone that you can carry around with you
- money** you use this to pay for things
- moonlight** light from the moon
- mud** very soft, wet earth
- narrow** only a short distance from one side to the other
- nearby** near to
- necklace** a piece of jewellery that hangs around the neck
- neigh** the noise made by a horse
- neighbour** someone who lives next door or nearby
- nod** to move your head up and down to show you are answering 'yes'
- north** a compass direction
- nowhere** with no place to go; not in any place
- ordinary** normal; not unusual
- password** a secret word or phrase
- pick up** collect someone who is waiting for you to take them somewhere
- pickpocket** someone who steals things from people's pockets or bags
- pleased** happy and satisfied
- powerful** very strong, influential
- pressed** pushed with a finger
- price** the amount you pay for something
- promise** to tell someone that you will definitely do something
- pumping** moving liquid with force
- push** to move something away from you with your hands
- put out** to make something stop burning
- quarter** one of four equal parts
- quiet** without a sound, not noisy
- ragged** old and torn (of clothes)
- reach** to move your hand towards something to pick it up; to arrive somewhere
- ready** prepared for what is going to happen
- realise** to know and understand something
- recognise** to know someone or something because you have seen, heard or met them before
- river** water that flows towards the sea
- rob** to steal money or property from someone
- roof** the top part of a building
- rough** not smooth
- row** to use oars to move a boat through water
- rubbish** things you throw away
- rush** to hurry; to go or move quickly
- sadness** being unhappy
- safe** not likely to be hurt or harmed
- sailor** someone who works on a boat or a ship
- scared** frightened
- scream** to shout in a loud, high voice because you are afraid
- search** to look carefully for someone or something
- something** that is lost
- servant** someone who works in another person's home
- shoulders** the two parts of the body between the neck and the top of the arms
- shove** push roughly
- shrug** to move your shoulders up and down to show that you aren't interested or do not care
- silence** no noise
- silly** foolish, not sensible
- silver** a valuable metal
- smell** to experience the smell of something through your nose
- smoke** a grey, black or white cloud that comes from a fire
- sniff** to make a noise through your nose when you smell something
- soldier** someone who is in an army
- someone else** another person
- somewhere** a place
- south** a compass direction
- space** the distance between two things
- special** different from, and better than, something else

- spread** to move from one place to another
- stable** a building where a horse lives
- stare** to look at something directly for a long time
- start** the beginning
- stay** live with someone
- stolen** taken without permission
- stood** up on your feet, not moving
- stories** accounts of things that are imaginary or true
- strange** unusual
- straw** dried wheat given to animals to eat or sleep on
- street** a road with buildings on it
- study** a room in a house where you can read or work quietly
- surprise** something you are not expecting
- term** a period of time, normally several weeks (at school)
- towards** going in a particular direction
- trainers** sports shoes
- travel** to go on a journey or visit different places
- true** not false, real
- upset** sad, worried or angry about something
- voice** the sound someone makes when they speak
- warm** between hot and cold; to heat something
- warn** to tell someone about possible danger
- wash** to make yourself clean with water
- weak** not strong
- weekend** the two days when many people do not work, for example Saturday and Sunday
- welcome** an expression you use to greet
- someone** in a friendly way
- whisper** to speak very quietly
- whole** all of something
- widen** to become wider
- without** not have something
- wonder** to think about something because you want to know more
- world** the planet we live on
- worried** nervous and upset, anxious
- worse** less good than something else
- worth** the value of something

