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### Extract 3

- Read this extract, taken from the final chapter, which brings the story, and Grandma, to an end.
- Circle 'grab' in the first paragraph. Suggest that the word conveys both the speed of Mrs Kranky's movement and the speed at which Grandma is disappearing. Ask: *Why is Mrs Kranky in such a hurry?*
- Identify and circle 'must'. Ask: *Why has Roald Dahl used italic font? Is it necessary?* (It emphasises Mrs Kranky's protective feelings.) Ask: *Which verbs show the strength of Mrs Kranky's emotion?* Circle 'cried' and 'wailed'.
- Comment on Roald Dahl's effective comparisons when describing Grandma's size. Underline 'a matchstick', 'a pin' and 'a pumpkin seed'. Circle 'Then ... Then ...'. Ask: *Why does Dahl stop completing his comparisons?* (There is nothing tiny enough.)
- Compare the two adults' attitudes after Grandma disappears. Ask: *Which word sums up Mr Kranky's reaction?* Underline 'Hooray'. In a different colour underline 'I've lost her!' and 'Mother, where are you? Where've you gone'. Ask: *What is Mrs Kranky's emotion?* (distress)
- Read aloud Mrs Kranky's final dialogue. Ask: *What is surprising?* (her speedy acceptance of Grandma's fate) *Which words suggest it is partly a relief?* Underline 'She was a bit of a nuisance around the house.' How do the children react to these words? Are they meant to be humorous?
- Focus on George. Underline 'George didn't know what to think' and 'George didn't say a word'. Ask: *What does George think and feel about Grandma's disappearance?* (He is puzzled and he thinks magic is involved; he perhaps also feels a mixture of guilt and excitement.) Underline 'the edge of a magic world'.

### Extract 4

- This extract, from a non-fiction book about alternative medicines, provides information about herbalism.
- Highlight the title. Explain that it indicates what the text is about.
- Underline and read aloud the opening statement. Ask: *What is its purpose?* (It introduces the subject.) Read aloud the next two sentences and discuss the first paragraph's function. Point out that having introduced the topic of herbalism, the paragraph then answers the questions What? Why? When?
- Question the children about divisions in the remaining text (paragraphs). Underline the bold words before paragraphs two to eight. Explain that such subheadings are common in information texts. Ask: *What is their purpose?* (They help the reader to find information they are looking for.)
- Circle 'cinchona', 'carotenoids', 'jujube', 'balsam poplar', 'birch', 'quassia' and 'St John's Wort' within the paragraphs. Emphasise that they are the correct names, essential in a text providing scientific information.
- Circle 'malaria'. Ask: *What is it?* (a serious fever caused by a mosquito bite) The correct term gives medical authenticity to the text.
- Read the fourth paragraph aloud. Refer to George's chant in the second chapter of the novel. Suggest that Roald Dahl is linking Grandma's irritability to this traditional herbal cure.
- Underline 'Even in modern times', in the first paragraph. Identify it as a fronted adverbial: a phrase functioning as an adverb and placed in front of the verb. Circle the comma after 'times'. Explain that a fronted adverbial is often followed by a comma.

### 3. What a story!

#### Objective

To give well-structured narratives for different purposes, including for expressing feelings.

#### What you need

Copies of *George's Marvellous Medicine*, photocopiable page 35 'What a story!'.

#### What to do

- Complete this activity after reading the tenth chapter.
- Point out that the chapter ends after an unusual day for everyone. Suggest that George, Grandma, Mr Kranky and Mrs Kranky will probably need to tell their story to someone.
- Guide the children through the main events, scanning from the beginning of the first chapter to the end of the tenth. Point out: the parents' absence; Grandma's taunts; George's fear; talk of magic; George's race against time; Grandma's reaction to the medicine; the damage to the house; Mrs Kranky's shock; Mr Kranky's hysterical exuberance; the use of a crane; Grandma's energy.
- Ask the children to decide which character to be: George, Grandma, Mr Kranky or Mrs Kranky. As storytellers, they must organise their facts in order, describe their feelings and include details, perhaps with information or memories known only to them.
- Give the children photocopiable page 35 'What a story!' and ask them to make notes and sketches to remind them what happened. Emphasise that they will be telling, not reading, their story. If appropriate, the boxes can be cut out of the photocopiable sheet and used as cue cards.
- Let the children practise their storytelling with a partner. Organise storytelling groups, so that everyone can experience speaking to a group.

#### Differentiation

**Support:** Suggest doing pictorial and one-word notes for a reduced number of cue cards.

**Extension:** Ask the children to take the role of an animal on the farm.

### 4. Stop or proceed?

#### Objective

To participate in discussions and debates.

#### What you need

Copies of *George's Marvellous Medicine*, photocopiable page 36 'Stop or proceed?', media resource 'Stop or proceed?'.

#### What to do

- Complete this activity after reading the eleventh chapter.
- Direct the children to where George says, 'I can't possibly remember all the hundreds of things'. Explain that you want the children to consider whether Mr Kranky should have given up his idea at this point or carried on.
- Put the children into pairs with a copy of photocopiable page 36 'Stop or proceed?'. Encourage partner and class discussion of the statements on the sheet. Point out that some statements may support either case, such as: 'Mr Kranky is a very excitable, enthusiastic person.'
- Ask partners to discuss and decide which side to support. (Ensure there are children supporting both sides.) The children must choose the statements to support their case. Suggest writing notes that list two or three new arguments; the children may like to consider the ethics of treating animals in this way, and the possible side effects of eating an animal that has been given such a concoction.
- Give yourself the role of chairing the debate and listening to arguments from both sides. Allow everyone to speak.
- Finally, sum up. Use media resource 'Stop or proceed?' and listen to the opinions. Do some children want to change their minds? Ask the children to make their final decision and vote.

#### Differentiation

**Support:** Children read out the statement that they think is the most effective argument.

**Extension:** Ask the children to argue a third way: persuading Mrs Kranky to work with them.

# Stop or proceed?

- Read the statements below. Do you want Mr Kranky to give up his idea or to go on with it? Tick the statements which support your case.

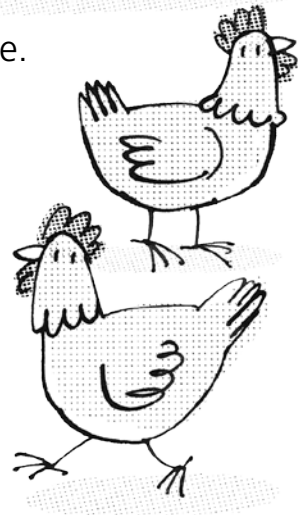
**I think Mr Kranky should:**

- give up his idea.
- carry on with it.



**Statements that support my opinion are:**

- The family could become rich from selling George's medicine.
- George used a large number of ingredients.
- Mr Kranky is a very excitable, enthusiastic person.
- George is not used to seeing and talking to lots of people.
- Mrs Kranky is worried about the size of her mother.
- George's medicine, if successful, will make George famous.



- Think of your own statements to support your argument.

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