## CONTENTS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 1-10 POP-QUIZ</td>
<td>2</td>
</tr>
<tr>
<td>SOCIOGRAM</td>
<td>3-4</td>
</tr>
<tr>
<td>CHAPTER 11: THE ANCIENT ONES</td>
<td>5-6</td>
</tr>
<tr>
<td>CHAPTER 12: METAMORPHOSIS</td>
<td>7-8</td>
</tr>
<tr>
<td>CHAPTER 13: BRUNO</td>
<td>9-10</td>
</tr>
<tr>
<td>CHAPTER 14: HELLO, GRANDMAMMA</td>
<td>11-12</td>
</tr>
<tr>
<td>CHAPTER 15: THE MOUSE-BURGLAR</td>
<td>13-14</td>
</tr>
<tr>
<td>CHAPTER 16: MR AND MRS JENKINS MEET BRUNO</td>
<td>15-16</td>
</tr>
<tr>
<td>CHAPTER 17: THE PLAN</td>
<td>17-18</td>
</tr>
<tr>
<td>CHAPTER 18: IN THE KITCHEN</td>
<td>19-22</td>
</tr>
<tr>
<td>CHAPTER 19: MR JENKINS AND HIS SON</td>
<td>23-24</td>
</tr>
<tr>
<td>CHAPTER 20: THE TRIUMP</td>
<td>25-26</td>
</tr>
<tr>
<td>CHAPTER 21: THE HEART OF A MOUSE</td>
<td>27-28</td>
</tr>
<tr>
<td>CHAPTER 22: IT'S OFF TO WORK WE GO!</td>
<td>29-30</td>
</tr>
<tr>
<td>EXTRA ACTIVITIES</td>
<td>31</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>32</td>
</tr>
<tr>
<td>STUDENT EVALUATION</td>
<td>33</td>
</tr>
<tr>
<td>NOTES</td>
<td>34-36</td>
</tr>
</tbody>
</table>
## KAHOOT!

1. Which of the following is not a witches’ trait?
   a) Bald head  
   b) Fire and ice dancing in their eyes  
   c) Red spit  
   d) Large pink nose holes

2. Who is a retired witchophile?
   a) Grand High Witch  
   b) Grandmamma  
   c) The boy’s father  
   d) Bruno Jenkins

3. Where did the boy first encounter witches?
   a) In the Ballroom  
   b) On the Tree house  
   c) In the Dining-Room  
   d) At school

4. Why do Grandmamma and the boy go to Norway?
   a) Because the boy doesn’t want to go  
   b) Because Grandmamma gets pneumonia  
   c) Because Grandmamma needs to meet the Grand High Witch  
   d) Because the Boy has a school project

5. What is the boys’ fabulous future dream?
   a) To be a mouse  
   b) To find the Grand High Witch  
   c) To travel the world with his famous Mouse-Circus  
   d) To become a doctor

6. What do the Witches of England disguise as?
   a) RSPCC  
   b) SSW  
   c) WSS  
   d) RSPPC

7. What is peculiar about the Grand High Witches accent?
   a) She couldn’t pronounce the letter “r” and “w”  
   b) She rolled around the “a”  
   c) She couldn’t pronounce “h”  
   d) She couldn’t pronounce the “w” and she rolled her “r”

8. What does the Grand High Witch do every meeting?
   a) Resurrect an ancient witch  
   b) Fry a witch  
   c) Kill an adult  
   d) Turn a child into a mouse

9. What is the Grand High Witch’s evil plan?
   a) To wipe out all the children in England  
   b) To turn all children in England into slugs  
   c) To burn all English Witches  
   d) To set fire to London bridge

10. Who turned into a mouse?
    a) The doctor  
    b) Grandmamma  
    c) Bruno Jenkins  
    d) Mr Stringer
A. Complete the sociogram by naming the characters, connecting them together and showing the relationship. Use arrows to connect characters, plus symbols and sentences to explain the relationship. See example below.

Mr and Mrs Jenkins

Mother and father of Bruno

Jenkins

Family
A. Use context clues to decide the definition and the part of speech of the word in bold. Read the passage, underline the context clue, and then decide which option is the true definition.

1. “I do not vish to deny you the pleasure of bumping off a few thousand children each just because you are old and feeble”
   The part of speech of feeble is _______________________ and it means:
   a) Very strong
   b) Very weak
   c) Not successful

2. “... A limited quantity of Delayed Action Mouse-Maker which I vill distrurrrbute to the ancient vuns before you leave the hotel.”
   The part of speech of to distribute is _______________________ and it means:
   a) To give or deliver (something) to people
   b) To take (something) from people
   c) To spread (something) over an area

3. “In this tiny bottle is five hundred doses of Mouse-Maker! Is enough to turrrn five hundred children into mice!”
   The part of speech of dose is _______________________ and it means:
   a) The amount of something that a person experiences
   b) To give a dose of medicine
   c) An amount of a substance (drug, radiation, poison, food or formula etc.)

4. “That Dining-Rrroom vill be full of filthy little children and without the nose-plugs the stink vill be unbearrrrable”
   The part of speech of unbearable is _______________________ and it means:
   a) Too bad or extreme to be accepted or tolerated
   b) Too bad or extreme but tolerable
   c) Unpleasant but acceptable

5. “… Shouted the Grand High Witch, glaring down from the platform”
   The part of speech of to glare is _______________________ and it means:
   a) To shine with harsh, bright light
   b) To look directly (at someone) in an angry way
   c) An angry look
6. “Don’t let it escape! If it is in here, it has observed the most secret things! It must be exterminated immediately”

The part of speech of to exterminate is _________________ and it means:

a) To find something
b) To look for something
c) To destroy or kill (something or someone) completely

B. Read the sentences and fill in the gaps using words from part A. Don’t forget to use the word in the correct form.

1. The teacher _____________ at the student as he walked in late to class again.
2. After the car accident, the injured man described his pain as _____________.
3. We arranged with pest control for the bugs to be ________________.
4. She is still ____________ from her long-term illness.
5. The postman ______________ the mail to the given addresses.
6. The drug is deadly even in small _____________.

C. Read the questions and answer using meaningful sentences.

1. What is the Grand High Witch going to distribute? Explain why.

______________________________________________________________

2. How many doses of Mouse-Maker are there in each tiny bottle?

______________________________________________________________

3. Where are the witches going to after the meeting?

______________________________________________________________

4. Who gets the first whiff of dogs’ droppings?

______________________________________________________________

5. What are the witches planning to do the boy when they find him?

______________________________________________________________

______________________________________________________________

D. At the end of the chapter, the witches smell out the boy and try to find him. What advice would you give the boy in this situation? What do you think he should or should not do?

______________________________________________________________

______________________________________________________________

______________________________________________________________
A. Use the QR code to watch the short video about metamorphosis and order the events.
   ___ The cocoon starts breaking and a beautiful butterfly comes out. In the process, the caterpillar completes the necessary alteration to change into a butterfly.
   ___ The caterpillar starts to alter its skin and change shape, forming a green cocoon.
   ___ The caterpillar eats food and grows.
   ___ The cocoon changes shrinks and starts to lose its colour becoming transparent (see through).

B. What does metamorphosis mean?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  

C. Research about examples of animals that undergo metamorphosis. Choose one animal and explain the process of metamorphosis.

For example:
A tadpole alters its shape and bodily organs as it undergoes metamorphosis and turns it into a frog. When metamorphosis is complete, it finishes developing its lungs. Now, it can leave the pond it lives in and make its way onto land.

_____________________________________________________________________________________
_____________________________________________________________________________________  

Reference: ________________________________________________________________________

D. Match the words to their definitions.

Fierce (Adjective) 1. To get or take (something) in a forceful or violent way
Swift (Adjective) 2. Very harsh and powerful
To seize (Verb) 3. To an unusual or surprising degree or extent
Remarkably (Adverb) 4. Able to move very fast

E. What clue tells us that the word “remarkably” is an adverb? Explain your answer.

_____________________________________________________________________________________
_____________________________________________________________________________________

F. Choose two words from part A and write meaningful sentences.

1. _______________________________________________________________________________
2. _______________________________________________________________________________
CHAPTER 12: METAMORPHOSIS

G. Describe in detail the process of metamorphosis the boy went through. Use 4 explicit details, you may use the book to quote the details or events.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

H. At the end of the chapter, the boy also turns into a mouse. Design a missing poster for Bruno or the boy. Below make notes of the information, you will include in the poster. When you are ready, start making your missing poster.
A. Use the QR code to access Merriam-Webster’s online dictionary to find the definition of the following words.

1. To glance (verb)
   __________________________________________________________________________
   __________________________________________________________________________

2. Sympathy (noun)
   __________________________________________________________________________
   __________________________________________________________________________

3. Leftover (noun)
   __________________________________________________________________________
   __________________________________________________________________________

4. To consult (verb)
   __________________________________________________________________________
   __________________________________________________________________________

B. Sympathy is a special word; people tend to confuse it with empathy. Watch the video and take on notes on the Venn diagram below to determine the similarities and differences.

C. Do you think you can sympathise and/or empathise with others? Which one do you think is more important? Why?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
D. Read the statements and write true (T) or false (F). For false statements, write the correct statement.

1. Bruno was guzzling a fish paste sandwich when the boy had found him. _______

2. Bruno did not know he was a mouse until he looked into the mirror. _______

3. Mrs Jenkins loves mice, and Bruno thinks she will show him sympathy. _______

4. The boy suggests that they should go consult Mr Jenkins about what to do. _______

E. The boy and Bruno are now mice, but they have human abilities that mice do not have. What are these abilities? Why do you think it is important for the mice to have these abilities? Which poetic device has Roald Dahl used to give these abilities to the mice? Explain your answers in a short PEEL (Point, Evidence, Explanation and Link) paragraph.

F. With your partner, write a short play script to re-enact the part in the chapter when the boy found Bruno.

The boy: __________________________________________________________

Bruno: __________________________________________________________

The boy: __________________________________________________________

Bruno: __________________________________________________________

The boy: __________________________________________________________

Bruno: __________________________________________________________

The boy: __________________________________________________________

Bruno: __________________________________________________________

Playwright: ________________________________
A. Read the definitions of the words below and decide on the part of speech, and then match to a picture.

1. To dart (___________): To run or move quickly or suddenly in a particular direction or place
2. Instinctively (___________): by natural instinct, without taught
3. To collapse (___________): to fall down or become unconscious, usually because someone is sick, upset or weak.
4. Absolutely (___________): in an absolute way, completely or totally
5. Railings (___________): A barrier that is made of rails supported by posts

B. Complete the diagram below. You may use the QR codes to help you.
CHAPTER 14: HELLO GRANDMAMMA

C. Read the questions and answer using meaningful sentences.

1. Who had the boy and Bruno have to hide from on the way to Grandmamma’s room?

2. What did the boy do instinctively? Why?

3. What did Grandmamma do when she recognised the boy?

4. Why did Grandmamma collapse? What made her feel so overwhelmed?

5. How did the boy feel about turning into a mouse? You may use quotes from the chapter to explain.

6. What was Bruno doing when the boy was telling Grandmamma all about what had happened?

7. What was Grandmamma’s explanation to the boy about turning into a “mouse-boy”?

8. Why is the room numbers 454 and 554 important?

9. What was the boy’s ingenious idea? Explain the boy’s plan in detail.

D. Do you think the boy’s plan will work? If you were Grandmamma, what advice would you give the boy?
A. Use context clues to decide the definition and the part of speech of the word in bold. Read the passage, underline the context clue, and then decide which option is the true definition.

1. “As far as I could see, the room was tidy enough. There was no sign anywhere that it was inhabited by anyone but an ordinary person”
   The part of speech of to inhabit is _______________________ and it means:
   a) To mess up a place
   b) To live in a place
   c) To desert a place

2. “If The Grand High Witch wanted to hide something top secret, where would she put it? Certainly not in any ordinary drawer. Not in the wardrobe either. It was too obvious.”
   The part of speech of obvious is _______________________ and it means:
   a) A place to find
   b) To find
   c) Easy to see or notice

3. “I heard feet walking on the carpet. I peeped round the bedpost.”
   The part of speech of to peep is _______________________ and it means:
   a) A quick high sound
   b) To look very quickly at someone or something
   c) To look very slowly at someone or something

4. “‘Who is this on my balcony?’ she muttered. ‘Who is it? Who dares to trespass on my balcony?’
   She went through the door on to the balcony itself.”
   The part of speech of to trespass is _________________ and it means:
   a) To go on someone’s land (or place) without permission
   b) To go on someone’s land (or place) with permission
   c) To do something that hurts or offends someone

5. “…then I saw a whole lot of feet and shoes beginning to enter the room. They were coming in slowly and hesitantly, as though the owners of those shoes were frightened of entering.”
   The part of speech of hesitantly is _______________________ and it means:
   a) In an unsure and slow way because you are nervous or unsure.
   b) Slow to act or speak because you are nervous or unsure.
   c) To be unwilling to do something because you are nervous or unsure.

6. What is the noun form of hesitantly?
7. “...still clutching the precious bottle to my chest... ‘Formula 86 Delayed Action Mouse-Maker’ she read.”

The part of speech of precious is _______________________ and it means:

a) To mess up a place
b) To live in a place
c) To desert a place

B. Choose two words from part A and write meaningful sentences.

1. __________________________________
2. __________________________________

C. Complete a storyboard for events in the chapter to show the events in the chapter.

1. _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. _____________________________________________________________________
   _____________________________________________________________________

3. _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

4. _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

5. _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
CHAPTER 16: MR AND MRS JENKINS MEETS BRUNO

D. Read the words and then skim through the chapter to find the words. Complete the chart below accordingly. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Quote from book</th>
<th>Part of speech</th>
<th>Possible meaning</th>
<th>Dictionary definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immensely</td>
<td>“He had eaten three bananas and was now attacking a fourth. He had become immensely fat.”</td>
<td>Adverb</td>
<td>In a way that is great and big</td>
<td>To an exceedingly great extent (amount); extremely or hugely.</td>
</tr>
<tr>
<td>To scowl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delicate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To alter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chandelier</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Read the sentences and fill in the gaps using words from part A. Don’t forget to use the word in the correct form.

1. This is a _____________ situation; you should choose your words carefully.
2. Mike was _____________ powerful; he could even lift a car.
3. The _____________ was the most beautiful lighting fixture I had ever seen, its crystal sparkled in its dim light.
4. He _____________ at her and then frowned all evening to show her how angry he was.
5. After gaining too much weight, the tailor told her that the dress needed to be _____________, so it could fit her again.
F. Read the statements and write true (T) or false (F). For false statements, write the correct statement.

1. Bruno scowled at the mouse-boy for telling his father what had happened to him. ______

2. Grandmamma gave Bruno an apple to keep him quiet. ______

3. Grandmamma found Mr and Mrs Jenkins in the Lounge. ______

4. Mr and Mrs Jenkins listened to and believed Grandmamma. ______

5. Grandmamma describe Bruno as “drastically altered” because he turned into a mouse. ______

6. Mrs Jenkins loved mouse, so shriek in joy when she saw Bruno. ______

7. Mrs Jenkins’ shriek was so loud it rattled the chandelier. ______

8. Grandmamma was not able to restore Bruno back to his family. ______

G. You are a journalist and you think that there is a big story to cover in Hotel Magnificent. You think that the weird events and the missing children are the key to your story. You decide to interview Mr and Mrs Jenkins after the public scene with Grandmamma. Prepare five “WH” questions to ask Mr and Mrs Jenkins and their possible answers. See the example below.

E.g. What did the old lady tell you that made you so angry and upset? Do you believe her?

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
A. Read the definitions and then match them to the pictures.
   1. Disagreeable (adjective): unpleasant or offensive person.
   2. Disastrous (adjective): cause great suffering, very bad or unfortunate.
   3. To consider (verb): To think about (something or someone) carefully especially in order to make the right choice or decision.

B. Choose two words from part A and write meaningful sentences.
   1. _________________________________________________________________________________
   2. _________________________________________________________________________________

C. Read the questions and answer using meaningful sentences.
   1. Why does Grandmamma think that Bruno is a disagreeable person? Explain your answer.
      _________________________________________________________________________________
      _________________________________________________________________________________
   2. Where does the boy need to go for the plan?
      _________________________________________________________________________________
      _________________________________________________________________________________
   3. What mistake could the mouse-boy make that could be disastrous?
      _________________________________________________________________________________
   4. Why is it dangerous for the mouse-boy to go into the kitchen?
      _________________________________________________________________________________
      _________________________________________________________________________________
   5. What did the Grandmamma consider?
      _________________________________________________________________________________
**CHAPTER 17: THE PLAN**

D. Read the table and decide which **RAFT writing task** you would like to do, and then complete the task in the box below.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The boy</td>
<td>Bruno</td>
<td>Motivation speech</td>
<td>To speak to his father about what had happened to him.</td>
</tr>
<tr>
<td>2</td>
<td>Grandmamma</td>
<td>Mr and Mrs Jenkins</td>
<td>Letter</td>
<td>Telling them what happened to Bruno. How to contact her so she can restore Bruno back to his family.</td>
</tr>
</tbody>
</table>
CHAPTER 18: IN THE KITCHEN

A. Use the QR code to access the Quizlet link, and then write the definitions and part of speech of the words below.

Reserved (_______): ___________________________________________________________________
Intension (_______): ___________________________________________________________________
To glimpse (_______): ___________________________________________________________________
To dodge (_______): ___________________________________________________________________
Desperation (_______): _________________________________________________________________
Commotion (_______): __________________________________________________________________

B. The verb “to glimpse” is a looking word. This year we have learnt many verbs that describe a different way to look. Label the diagram below using the “looking” verbs in the word box.

<table>
<thead>
<tr>
<th>Glance</th>
<th>Gaze</th>
<th>Glimpse</th>
<th>Glare</th>
<th>Peep</th>
<th>Stare</th>
</tr>
</thead>
</table>

C. Read the sentences and fill in the gaps using the words from part A.

1. The table is ____________ for the birthday party; they had booked it last week.
2. He ____________ the ball just in time, otherwise it would have hit him hard.
3. She does not have bad ____________ it was an honest mistake.
4. There was a ____________ when the group of celebrities entered the room.
5. After the doctor told her she had cancer, she felt overcome by ____________.
6. He took a ____________ at the book before he brought it from the bookstore.
D. Going into the kitchen is going to be a very dangerous job for a mouse. The boy and Grandmamma are taking a big risk. Give some advices on what he should and should not do.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

E. If you were the boy, would you take the risk and go to the kitchen? Explain why. Remember, to use a Type 2 if conditional sentence.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

F. While reading answer the following questions.
1. How did the boy-mouse intend to get to the Kitchen from the Dining Room?

_________________________________________________________________________________

2. What important information did the boy-mouse hear in the kitchen? Why?

_________________________________________________________________________________
_________________________________________________________________________________

3. Where did the boy pour the formula? Why is it important that the soup was reserved for only the RSPCC?

_________________________________________________________________________________
_________________________________________________________________________________

4. What disastrous thing happened to the mouse-boy? Who caused it?

_________________________________________________________________________________
_________________________________________________________________________________

5. What caused the commotion in the kitchen?

_________________________________________________________________________________

6. What did the boy do in desperation? Where did the boy hide after?

_________________________________________________________________________________
_________________________________________________________________________________

7. What did Grandmamma do when she saw that the boy-mouse was hurt?

_________________________________________________________________________________

8. Did everything go to plan and was the boy successful? Explain you answer in detail.

_________________________________________________________________________________
G. Have you taken any risks in your life? Read the following possible risky situations that you may come across in life and tell us what you will do in those conditions. Use Type 1 if conditional statements to explain what you will do. See example below.

Example situation: You are walking home dark at night.

Example answer: If I walk home dark at night, I will call my mum until I arrive home.

1. You are doing your assessment and your best friend asks you to give them the answers to the questions.

_____________________________________________________________________________

2. You are playing with your friends at the mall and you notice that someone is following you.

_____________________________________________________________________________

3. You see somebody physically bullying another student; the bully’s friends try to stop you.

_____________________________________________________________________________

4. Your friend tells you that they will show you a new game on their iPad at snack break. They say it is the best but it is against the school rules to play with your iPad in the school premises.

_____________________________________________________________________________
_____________________________________________________________________________

5. You are playing truth or dare with your friends and they dare you to do something that is dangerous.

_____________________________________________________________________________
_____________________________________________________________________________

H. Can you think of a risky situation you have experienced? What did you do? What will you do if it happens again?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
CHAPTER 18: IN THE KITCHEN

1. Complete the comic below about the events that occurred in the chapter. Use the pictures to guide you. Add some onomatopoeia to spice up the comic.

2. What is going on?

3. What is that racket?

4. __________

5. __________

6. __________
A. Read the words and then skim through the chapter to find the words. Complete the chart below accordingly. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Quote from book</th>
<th>Part of speech</th>
<th>Possible meaning</th>
<th>Dictionary definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>To stride</td>
<td>“Mr Jenkins came striding up to our table with a very purposeful look on his face.”</td>
<td>Verb</td>
<td>To walk</td>
<td>To walk with very long steps.</td>
</tr>
<tr>
<td>(pg. 172)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To stammer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pg. 173)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mischievous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pg. 175)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pg. 176)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Choose two words from part A and write meaningful sentences.

1. __________________________________________
2. __________________________________________
CHAPTER 19: MR JENKINS AND HIS SON

B. The verb “to stride” is a verb that is type walking. This year we have learnt different types of walking or running verbs. Label the diagram below about the different looking verbs.

| Stride | Dart | Scamper | Dash | Stroll | Stalk | Wander |

C. Read the questions and answer using meaningful sentences

1. Why did Mr Jenkins come striding up to Grandmamma’s table? Who was he looking for?

__________________________________________________________________________________
__________________________________________________________________________________

2. How does Mr Jenkins feel about Bruno’s disappearance?

__________________________________________________________________________________
__________________________________________________________________________________

3. What cause Mr Jenkins to stammer?

__________________________________________________________________________________

4. Why does Mr Jenkins think Mrs Jenkins will go crazy when she sees Bruno?

__________________________________________________________________________________
__________________________________________________________________________________

5. Why does Mrs Jenkins have to get rid of Topsy the cat?

__________________________________________________________________________________
__________________________________________________________________________________

6. Who was being mischievous? Why?

__________________________________________________________________________________
__________________________________________________________________________________

7. Why was practically everyone in the Dining Room watching Mr Jenkins?

__________________________________________________________________________________
__________________________________________________________________________________
A. Use the QR code to access Merriam-Webster’s online dictionary to find the definitions of the words.

Overdose (noun): ________________________________________________________________
To swarm (verb): ______________________________________________________________
To restore (verb): ______________________________________________________________
To accomplish (verb): __________________________________________________________
Envy (noun): ____________________________________________________________________

B. Choose two words from part A and write meaningful sentences.

1. ______________________________________________________________________________
2. ______________________________________________________________________________

C. Order the events in the chapter.

___ The witches started to grow fur as they turned into mice.
___ The Dining room was swarming with mice.
___ The Grand High Witch’s table let out a piercing scream.
___ The boy mouse and Grandmamma went to the station to go back to Norway.
___ The doorman hailed a taxi for Grandmamma, as the boy watch him in envy as he whistled.
___ The waiters and the kitchen staff attacked the mice-witches to kill them.
___ Grandmamma gave Bruno to Mr and Mrs Jenkins.

D. Match the cause with its effect.

1. The witches drink their soup. a) They left the hotel to go to Norway.
2. The Witches turn into mice. b) The hotel staff attacked the mice.
3. The hotel staff attacked the mice. c) Mrs Jenkins screamed in horror.
4. Bruno says hello to his mother and father. d) The witches turned into mice.
5. Grandmamma and the boy succeeded. e) The witches were killed.
CHAPTER 20: THE TRIUMPH

E. You are a journalist again, after your interview with Mr and Mrs Jenkins you are trying to find out what is going on in the hotel. After the huge commotion, you go to the Dining room and try to find out what had happened. After interviewing people, you decide to write a newspaper article for the Bournemouth Daily News. Write a newspaper article:

**The headline:** Remember! This must be short, interesting and eye-catching.

**By-line:** Who is the journalist of this article?

**Main paragraph:** Do not forget to summarise the events and cover the interviews.

Do you have any information from the police investigators? What are the eyewitnesses saying? Does this news report connect with another news report?

**Pictures:** Which pictures will you cover?

**Caption:** Where did you take the picture? What is happening in the picture?
A. Read the words and then skim through the chapter to find the words. Complete the chart below accordingly. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Quote from book</th>
<th>Part of speech</th>
<th>Possible meaning</th>
<th>Dictionary definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter (pg.184)</td>
<td>“She got a carpenter to put together a number of slim tall stepladders ...”</td>
<td>Noun</td>
<td>A builder</td>
<td>A person whose job is to make or fix wooden objects or wooden parts of a building.</td>
</tr>
<tr>
<td>Gadget (pg. 184)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingenious (pg. 148)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To doze (pg.187)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparently (pg.189)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To hum (pg.190)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Complete the story elements table below about chapter 21.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Main Idea</th>
<th>Key events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe the setting:</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

B. Grandmamma invented various mechanisms for the boy-mouse to increase his quality. As he now is a mouse and too same to live in the big house in Norway. Invent a mechanism for the boy-mouse. Use at least five Type 0 If conditionals to explain how your mechanism works.
A. Use the QR code to access the Quizlet link, and then write the definitions and part of speech of the words below.

Gradually (Adverb): ________________________________________________________________

Faintest idea (Phrases): ________________________________________________________________

Headquarters (noun): ________________________________________________________________

Necessary (adjective): ________________________________________________________________

To snoop (verb): ________________________________________________________________

Colossal (adjective): ________________________________________________________________

B. Choose three words from part A and write meaningful sentences.

1. ________________________________________________________________________________

2. ________________________________________________________________________________

3. ________________________________________________________________________________
C. Read the statements and write true (T) or false (F). For false statements, write the correct statement.

1. There is always another Grand High Witch waiting to take over should anything happen.  
   __________________________________________________________
   ____

2. Grandmamma called the Chief of Police in Bournemouth to get information.  
   __________________________________________________________
   ____

3. Grandmamma did not get any information.  
   __________________________________________________________
   ____

4. The Boy and Grandmamma are going to hunt all the witches in the world.  
   __________________________________________________________
   ____

5. Grandmamma found another bottle of Mouse-Maker before she left the hotel.  
   __________________________________________________________
   ____

6. Grandmamma will send lions into the castle to kill the witches that turn into a mouse.  
   __________________________________________________________
   ____

D. The boy-mouse and Grandmamma came up with two plans to get rid of all the witches in the castle. Describe each plan and tick the one you think is better.

E. If you were Grandmamma and the boy, what would be your plan to get rid of all witches across the globe? Use Type 2 if conditionals to express your ideas.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
EXTRA ACTIVITIES

1. Write a recipe for a new witches’ potion. Be creative with the ingredients! ☐

2. Write a story about a witchophile, who spends time learning about witches and trying to find them. ☐

3. Write the next chapter about the adventures of the boy and Grandmamma. ☐

4. Write an acrostic poem about the witches. ☐

5. Compare the Grand High Witch to another witch. ☐

6. Design the new Grand High Witch. What are her characteristics? ☐

7. Design a mechanism to trap witches. ☐

8. Draw a picture to illustrate a scene from the book. ☐

9. Write a comic summarising your favourite parts in the book. ☐


11. Meet the illustrator. Visit the following website and find out interesting facts about Quentin Blake. ☐

12. Imagine you are a mouse; design your room or house. ☐


14. Create a storyboard to summarise the book. ☐

15. Write a short monologue about how you would feel if you were turned into another animal. ☐
## REFERENCES

<table>
<thead>
<tr>
<th>Cambridge Dictionary</th>
<th>Oxford Dictionary</th>
<th>Online thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://dictionary.cambridge.org/" alt="QR Code" /></td>
<td><img src="https://en.oxforddictionaries.com/" alt="QR Code" /></td>
<td><img src="http://www.thesaurus.com/" alt="QR Code" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary.com</th>
<th>Learners’ dictionary</th>
<th>Visual thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://www.vocabulary.com/" alt="QR Code" /></td>
<td><img src="http://learnersdictionary.com/" alt="QR Code" /></td>
<td><img src="https://visuwords.com/" alt="QR Code" /></td>
</tr>
</tbody>
</table>

1. [https://www.pinterest.cl/pin/416090453055834970/?autologin=true](https://www.pinterest.cl/pin/416090453055834970/?autologin=true)
4. [https://duitkita.net/biaya-jasa-pest-control/](https://duitkita.net/biaya-jasa-pest-control/)
5. [https://www.lifehack.org/572189/empathy-sympathy-are-talking-about-the-same-thing](https://www.lifehack.org/572189/empathy-sympathy-are-talking-about-the-same-thing)
6. [https://classroomclipart.com](https://classroomclipart.com)
8. [https://openclipart.org/](https://openclipart.org/)
10. [https://www.youtube.com/watch?v=1Evwgu369Jw](https://www.youtube.com/watch?v=1Evwgu369Jw)
11. [https://www.youtube.com/watch?v=g1tZ3uiOa_A](https://www.youtube.com/watch?v=g1tZ3uiOa_A)
12. [https://www.youtube.com/watch?v=ocWgSpMGxOc](https://www.youtube.com/watch?v=ocWgSpMGxOc)
13. [https://aci5english.wordpress.com/quizlet-links/](https://aci5english.wordpress.com/quizlet-links/)
**STUDENT EVALUATION**

<table>
<thead>
<tr>
<th>I know so much about the story elements of the story. I learned a lot such as:</th>
<th>I think I learned...</th>
<th>What I should work on...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>I liked the booklet because ...</th>
<th>I did not enjoy it so much because ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>