1. Match the words to the pictures.

A. The Emperor of China always wanted the best of everything.
B. The gardener saw the nightingale every day.
C. The garden was full of bright flowers with silver bells.

2. Match the two halves of each sentence.
A. The Emperor’s palace...    ...sounds sweeter that the bells.
B. The nightingale’s song...   ...was made of fine white bricks.
C. The palace servants...   ...can’t sing.
D. Spiders...     ...never went into the garden.

3. Read pages 20-26, then answer True or False.
A. The nightingale agreed to come to the palace.    TRUE/FALSE
B. The nightingale was enchanted by the Emperor.    TRUE/FALSE
C. The Emperor ordered the gardener to sing to him everyday.    TRUE/FALSE
D. The nightingale missed living outside.    TRUE/FALSE

4. Put the sentences in story order, numbering them from 1 to 4.
A. When you turned a key, it sang like the little brown bird. ___
B. One day, the golden nightingale broke. ___
C. The little brown bird flew away. ___
D. The Emperor of Japan sent a golden nightingale. ___

5. “The Emperor longed for the little brown bird” is another way of saying:
A. He walked a long way to find her.    C. He wished she would come back.
B. He reached out towards her.            D. He thought she was very long.

6. Put the verbs in the text below into the right tense.
The Emperor (become) ................................ sick. The doctors (say) ............................ he
(be) ................................ close to death. The nightingale (sing) ............................ so sweetly that
the shadows (seem) ................................ to fade. The Emperor (begin) ............................ to get better.
The Emperor and the Nightingale • Worksheet

Writing activity: Imagine that the Emperor of Japan has sent you a wonderful present. It is beautifully made and fabulously valuable, the only one of its kind in the world.
What is it?

What is it made of?

What can it do?

Now draw a picture of the Emperor’s present.
1. Match the words to the pictures.

A. The boy set off up the hill to find the dragon.
B. A shepherd ran home, terrified.
C. The boy sat down and asked the dragon all kinds of questions.

2. Read pages 14-21, then answer True or False.

A. The villagers were pleased when they heard about the dragon.  TRUE/FALSE
B. Saint George wanted to fight the dragon.  TRUE/FALSE
C. The dragon thought of a good way to avoid the fight.  TRUE/FALSE

3. Put a circle around the right tenses in the sentences below.

A. The boy (will walk/walking/walked/has walked) slowly back to the village.
B. A crowd of villagers (has told/telling/tell/was telling) George about the dangerous dragon.
C. “He (is eating/eats/has eat/has been eating) ten sheep for breakfast,” said one.
D. “He (burning/burns/burned/going to burn) down five houses,” said another.

4. On page 24, “The dragon wouldn’t hurt a fly” is another way of saying...

A. The dragon doesn’t eat insects.  C. The dragon isn’t at all dangerous.
B. The dragon only fights enemies his own size.  D. The dragon isn’t very good at flying.

5. Put the sentences in story order, numbering them from 1 to 6.

A. The dragon slumped to the ground. ___
B. Everyone gasped as the dragon appeared. ___
C. CLATTER! BANG! OUF! ___
D. Lots of villagers arrived to watch the fight. ___
E. “I think the dragon has learned his lesson,” George declared. ___
F. George galloped hard, his spear held high. ___

6. Match the two halves of the sentence.

A. The boy was happy... because he had lots of new friends.
B. The villagers were happy... because his plan worked.
C. George was happy... because they’d seen a fight.
D. The dragon was happy... because he’d won.
Writing activity: imagine you have seen a dragon (not the one in the story), and you want to describe it to your family. How big is it? Here are some useful dragon words: wings, tail, claws, scales, fire.
Is your dragon dangerous, or is it friendly? Can you say any more about it?

Now draw a picture of your dragon.
The Hare and the Tortoise • Worksheet

1. Match the words to the pictures.

A. Making
B. Laughing
C. Boasting
D. Sleeping
E. Training

2. Fill in the missing word in each sentence from the list on the left.

A. “Well, you know, I do a lot of __________.” said Harry.
B. All day long, Tom heard Harry __________.
C. Harry was always __________ at Tom.
D. Meanwhile, Tom was slowly __________ his way along the course.
E. Nobody saw Harry __________ under his tree.

3. At the start of the race, Tom’s friends didn’t look happy because:

A. They didn’t want Tom to win.
B. They didn’t think Tom could win.
C. They didn’t like races.
D. They didn’t like Harry.

4. Put the sentences in story order, numbering them from 1 to 4.

A. Harry dived over the line, but he was too late. ___
B. He ran, faster than ever before. ___
C. Harry woke with a start. ___
D. He did a few stretches, then raced off. ___

5. Who was Aesop?

A. One of the characters in the story.
B. A zoo keeper.
C. No one really knows.
D. Nobody special.

6. “Steady” is another way of saying:

A. Good at races.
B. Instead of.
C. Standing.
D. Constant.
The Hare and the Tortoise • Worksheet

Writing activity: imagine you are Tom Tortoise, giving a TV interview after the race, and tell the story in your own words. How did you feel when Harry challenged you? How did you prepare for the race? How did the race go? How do you feel now?

What do you think will make Harry feel better? Draw a picture.
1. Match the words to the pictures.

1. 
2. 
3. 
4. 

A. Androcles looked around the bush and saw an enormous lion.
B. One night, Androcles decided to run away.
C. Androcles worked for a rich man named Brutus.
D. Androcles and Leo became best friends.

2. Choose the right word to complete the sentences.

A. One morning, Androcles saw a .................................. . (stranger/stringer/stronger).
B. “Hey!” cried the soldier. “Stop right .............................. !” (their/there/they’re)
C. “You’re .............................. to Rome.” (boing/doing/going)
D. The city was .............................. and noisy. (crowd/crowed/crowded)

3. Put a circle around the right tenses in the sentences below.

A. Then he (notices/is noticing/noticed/has noticed) a big, round building.
B. “It’s the arena,” said the soldier. “That’s where (you go/you’re going/you went/you will go)”. 
C. “What (will happen/is happening/happens/happened) there?” asked Androcles.
D. “(You see/You are seeing/You’ve seen/You’ll see),” the soldier said.

4. Read pages 30-35, then answer True or False.

A. The lions in the arena weren’t as friendly as Leo.  TRUE/FALSE
B. Androcles wanted to fight Marco.  TRUE/FALSE
C. Everyone in Rome was coming to watch the fight.  TRUE/FALSE
D. Androcles and Marco had a good night’s rest.  TRUE/FALSE

5. Put the sentences in story order, numbering them from 1 to 6.

A. A gate opened, and an enormous lion charged out. ____
B. He felt a lick on his hand. ____
C. “You were brave”, said the Emperor. “I think I’ll set you free.” ____
D. “Androcles has tamed the lion!” the crowd cried. ____
E. Clinkus pushed Androcles through the door. ____
F. “I hope it’s over quickly,” Androcles thought. ____

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Design a poster for Androcles, Marco and Leo’s show.

**Writing activity:** The show is a great success. One day, Androcles recognizes a face in the crowd. It’s Brutus, his old master!

What does Androcles say?
What does Brutus say?
What happens next? Continue the story.
1. Elephants live in many different places. Match the descriptions to the pictures.

A. High up, near tall mountains (Asia).
B. A dry, dusty forest (Asia).
C. Hot, wet rainforests (Asia).
D. Here, it hasn’t rained for months (Africa).

2. Can you put the events in the baby elephant’s life in the right order? Number them from 1 to 4.

A. (feeds) Now she’s very hungry. So she drinks her mother’s milk. ___
B. (learns from her mother) The baby elephant is learning to use her trunk. ___
C. (stands up) At first she falls down. But she tries again... and again... ___
D. (opens her eyes) The newborn elephant blinks in the sun. ___

3. Match the elephant body parts with the descriptions or explanations on the right.

A. Eyes... ...to flick away flies.
B. Ears... ...much more useful than an ordinary nose.
C. Trunk... ...long, pointy teeth. (Female Asian elephants don’t have any.)
D. Tusks... ...African elephants’ are bigger than Asian elephants’.
E. Tail... ...small and black.

4. Read pages 16-25, then answer True or False.

A. Elephants can only live in hot places. TRUE/FALSE
B. Wherever they live, elephants need water and shade. TRUE/FALSE
C. Elephants don’t like to swim. TRUE/FALSE
D. Baby elephants sometimes hold onto their mothers’ tails to keep safe. TRUE/FALSE

5. Choose the correct verbs from the list on the left, and put them in the right forms to complete the sentences.

choose

A. Female elephants ......................... in herds.
B. A female elephant ......................... a male to be her partner.
C. Soon, a baby elephant ...................... inside the female.
D. The baby elephant ......................... in the night.
**Elephants • Worksheet**

**Writing activity:** write down five things you already knew about elephants before you read this book:

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

Now write down five things you learned from the book:

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

Complete the elephant fact card below by colouring the picture and choosing three fascinating facts. Then you can cut your card out – you might like to use it in a class display.

© 2011 Usborne Publishing Ltd. Not for commercial use.
1. Match the words to the pictures.

A. The Emperor of China always wanted the best of everything.
B. The gardener saw the nightingale every day.
C. The garden was full of bright flowers with silver bells.

2. Match the two halves of each sentence.

A. The Emperor’s palace...  ...sounds sweeter that the bells.
B. The nightingale’s song...  ...was made of fine white bricks.
C. The palace servants...  ...can’t sing.
D. Spiders...  ...never went into the garden.

3. Read pages 20-26, then answer True or False.

A. The nightingale agreed to come to the palace.  TRUE/FALSE
B. The nightingale was enchanted by the Emperor.  TRUE/FALSE
C. The Emperor ordered the gardener to sing to him everyday.  TRUE/FALSE
D. The nightingale missed living outside.  TRUE/FALSE

4. Put the sentences in story order, numbering them from 1 to 4.

A. When you turned a key, it sang like the little brown bird.  2
B. One day, the golden nightingale broke.  4
C. The little brown bird flew away.  3
D. The Emperor of Japan sent a golden nightingale.  1

5. “The Emperor longed for the little brown bird” is another way of saying:

A. He walked a long way to find her.  C. He wished she would come back.
B. He reached out towards her.  D. He thought she was very long.

6. Put the verbs in the text below into the right tense.

The Emperor (become) ......................... sick. The doctors (say) ......................... he
(be) ................ close to death. The nightingale (sing) ................ song ................. so sweetly that
the shadows (seem) ................ to fade. The Emperor (begin) ......................... to get better.
The Emperor of China wants to have the best of everything. So when he hears that something called a nightingale has the sweetest song in his palace garden, he sends his servants to find it. The nightingale turns out to be an ordinary-looking brown bird, but the Emperor loves her song and keeps her in a silver cage.

Then the Emperor of Japan gives him a clockwork bird. It can’t sing as sweetly as the real nightingale, but it sparkles with gold and jewels. The Emperor forgets all about the nightingale and she flies away.

One day, the clockwork bird breaks down. Missing the real nightingale, the Emperor becomes sick. The nightingale comes back and sings to him until he is better. The Emperor begs her to stay, but she flies away. The Emperor plants a tree to remember her – and, to his delight, two nightingales come and build a nest in it.

About the author
This story was originally written by Hans Christian Andersen (1805-1875), who was inspired by the traditional stories he heard as a child. Andersen was born in Denmark, the son of a poor shoemaker and a washerwoman. He left home to seek his fortune when he was just fourteen. He tried acting and singing, without much success. Then he turned to writing, and became famous all over the world for his fairy tales.

The story has been adapted and simplified for beginner readers and English language learners, but retains all the charm and freshness of Andersen’s original.

Key words in the story
Your students might not be familiar with some of these words, which are important in the story.

- Emperor
- Nightingale
- Proud
- Palace
- Bricks
- Tinkled
- Gardener
- Frown
- Snapped
- Servants
- Bushes
- Croak
- Pond
- Clapped
- Among
- Enchanted
- Ordered
- Cage
- Missed
- Rubies
- Fixed
- Staring
- Shadows
- Cured
- Begged
- Prefer
- Replied
- Plant
- Remind
- Watered
- Flutter
- Building
- Nest

Key phrases
- p3 the best of everything
- p5 Music to my ears
- p9 Cheer up!
- p13 they didn’t dare...
- p14 They searched high and low
- p19 What a voice!
- p20 In the end
- p30 Well, sort of...
- p35 the Emperor longed for the little brown bird not even...
- p37 close to death
- p39 She had found out
- p47 To his surprise
Before reading

Ask your students to think about Very Important People. What kinds of people are Very Important? Encourage a range of answers, including kings and queens. Ask if they know: who is even more important than a king or queen? (Bear in mind that they may also answer: God or a god.)

Do they know of any emperors, real or fictional?

What does an emperor have? You might like to collect some images of palaces, jewels, robes, banquets and other signs of wealth and splendour. You can group these under the heading, “The best of everything”.

Now show the students a picture of a nightingale, and write its name. Does it look impressive? Why might an emperor want an ordinary brown bird? If you can, search online for a sound clip of a nightingale singing that you can play to your students.

Reading or listening

You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>p8</td>
<td>Compare the picture of the gardener with the Emperor on page 3. How are they different?</td>
</tr>
<tr>
<td>p12</td>
<td>How is the Emperor feeling? Why?</td>
</tr>
<tr>
<td>pp14-15</td>
<td>There is no nightingale here – but which other animals can you see?</td>
</tr>
<tr>
<td>p22</td>
<td>Is the nightingale happy to go to the palace? Why not, do you think?</td>
</tr>
<tr>
<td>p30</td>
<td>Which nightingale would you prefer?</td>
</tr>
<tr>
<td>p31</td>
<td>How do you think the real nightingale feels now?</td>
</tr>
<tr>
<td>p35</td>
<td>Where do you think the nightingale has gone? [There is no right or wrong answer to this.]</td>
</tr>
<tr>
<td>p36</td>
<td>Can you describe the Emperor in this picture?</td>
</tr>
<tr>
<td>p41</td>
<td>What do you think the Emperor will do now?</td>
</tr>
<tr>
<td>p45</td>
<td>Do you think the nightingale will come back again?</td>
</tr>
</tbody>
</table>

After reading

Do you think the Emperor has learned something?

What do you think is the message of the story?

What do you think would be a good present for the Emperor?

Do you know any other stories by Hans Christian Andersen? (Some of the best known are The Snow Queen, The Ugly Duckling and The Emperor’s New Clothes.)
1. Match the words to the pictures.

A. The boy set off up the hill to find the dragon.
B. A shepherd ran home, terrified.
C. The boy sat down and asked the dragon all kinds of questions.

2. Read pages 14-21, then answer True or False.

A. The villagers were pleased when they heard about the dragon.  TRUE/FALSE
B. Saint George wanted to fight the dragon.  TRUE/FALSE
C. The dragon thought of a good way to avoid the fight.  TRUE/FALSE

3. Put a circle around the right tenses in the sentences below.

A. The boy (will walk/walking/walked/has walked) slowly back to the village.
B. A crowd of villagers (has told/telling/tell/was telling) George about the dangerous dragon.
C. “He (is eating/eats/has eat/ was eating) ten sheep for breakfast,” said one.
D. “He (burning/burns/burned/going to burn) down five houses,” said another.

4. On page 24, “The dragon wouldn’t hurt a fly” is another way of saying:

A. The dragon doesn’t eat insects.  C. The dragon isn’t at all dangerous
B. The dragon only fights enemies his own size.  D. The dragon isn’t very good at flying.

5. Put the sentences in story order, numbering them from 1 to 6.

A. The dragon slumped to the ground.  D. Lots of villagers arrived to watch the fight.
B. Everyone gasped as the dragon appeared.  E. “I think the dragon has learned his lesson,”
C. CLATTER! BANG! OUF!  F. George galloped hard, his spear held high.

6. Match the two halves of the sentence.

A. The boy was happy...
B. The villagers were happy...
C. George was happy...
D. The dragon was happy...
...because he had lots of new friends.
...because his plan worked.
...because they’d seen a fight.
...because he’d won.
About the story
One day, a shepherd comes home with terrible tales of a monster with long sharp claws, a long tail and scaly body. His son isn’t at all frightened, however, and goes to meet the dragon, who turns out to be very friendly and rather lonely.

When the local villagers hear about the dragon, they panic and send for the famous dragon-killer, Saint George. The dragon isn’t at all interested in fighting, and the boy takes Saint George to meet him. Together they make a plan to pretend to fight, and when the fight is over, the dragon will be forgiven and invited to join the village feast.

The plan works brilliantly. Everyone enjoys the fight and the feast afterwards, especially the dragon who has made so many new friends.

About the author
The story was originally written by Kenneth Grahame (1859-1932), world famous as the author of *The Wind in the Willows*. As a child, Grahame lived in the English countryside. He later worked as a clerk at the Bank of England, but he was unhappy in his job and did not enjoy living in the city of London. In his spare time, he wrote stories for his young son that drew on his love of the country and of English tradition.

The story has been adapted and simplified for beginner readers and English language learners, but retains all the freshness and humour of Grahame’s original.
The Reluctant Dragon • Teacher’s notes

Before reading
Show your students a picture or pictures of dragons. You might like to include dragons from different cultures, e.g. mythical and medieval European dragons, Chinese dragons etc. Do they know any stories about dragons? (You might like to look in particular at the story of St George and the dragon, since St George is important in this story. You will find a brief summary of the story on www.usborne.com/usborneenglish, along with the downloads for this book.)

Brainstorm vocabulary relating to dragons. You could group physical elements (wings, claws, scales, fire) and adjectives (scary, powerful, fierce). Try to incorporate some of the following words from the story: terrible, claws, tail, scales, dangerous, hurt, flames, breathe out fire.

Now brainstorm contrasting adjectives along the lines of: gentle, peaceful. Try to include: friendly.

Show the students the book’s cover. Does this look like a typical, scary dragon? Do they know what “reluctant” means? What do they think the dragon might be “reluctant” to do?

Reading or listening
You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

pp2-5 What is the difference between “terrible” and “terrified”? Does the shepherd’s wife look frightened? What about his son?

p8 The boy says “Don’t worry.” Do you think his parents are: very worried - a little bit worried - not at all worried?

p11 What kind of questions would you ask a dragon?

p13 What kind of story includes dragons, knights and princesses? (Try to elicit: fairy tales.) Did you notice the title of the book the boy was reading on p4?

p15 Do you know what these words mean: ban, banish, slay? Are the villagers right to be frightened?

p18 Now the boy does look frightened! Why? Does the dragon look worried?

p21 Can you think of some words to describe the dragon on these two pages? (Examples might be: lazy, cowardly/not brave, funny.)

p27 There are four characters on these two pages. Which ones do you think want to fight? What does the boy mean by a “pretend fight”?

p29 What is a feast? What would you like to eat at a feast?

p33 Can you find the words to show that the people support Saint George?

p39 What does “there was no way” mean? Do you think the dragon is really hurt?

p41 What does “the dragon has learned his lesson” mean? Are the villagers scared of him now?

p45 When do people snore? What is the boy’s problem?

p47 Are the dragon and Saint George friends now? Which phrase tells you that, and what does it mean?

After reading
Ask your students to describe: the boy, the dragon, the villagers, Saint George. Which character do they like best?

Do you think this story has a message? What could it be? (More than one answer is possible, e.g. don’t judge by appearances, it’s better to make friends than to fight.)
1. Match the words to the pictures.

![Picture 1](Image)

A. “I’ll race you, Harry,” said Tom Tortoise quietly.
B. Tom Tortoise didn’t seem to be training at all.
C. Harry Hare loved running more than anything in the world.

2. Fill in the missing word in each sentence from the list on the left.

- making
- laughing
- boasting
- sleeping
- training

A. “Well, you know, I do a lot of _training_.” said Harry.
B. All day long, Tom heard Harry _boasting_.
C. Harry was always _laughing_ at Tom.
D. Meanwhile, Tom was slowly _making_ his way along the course.
E. Nobody saw Harry _sleeping_ under his tree.

3. At the start of the race, Tom’s friends didn’t look happy because:

- A. They didn’t want Tom to win.
- B. They didn’t think Tom could win.
- C. They didn’t like races.
- D. They didn’t like Harry.

4. Put the sentences in story order, numbering them from 1 to 4.

- A. Harry dived over the line, but he was too late. 4
- B. He ran, faster than ever before. 3
- C. Harry woke with a start. 1
- D. He did a few stretches, then raced off. 2

5. Who was Aesop?

- A. One of the characters in the story.
- B. A zoo keeper.
- C. No one really knows.
- D. Nobody special.

6. “Steady” is another way of saying:

- A. good at races.
- B. instead of.
- C. standing.
- D. constant.
About the story
Harry Hare loves running, and is always boasting about his speed and teasing Tom Tortoise about his slowness. One day Harry is feeling especially pleased with himself, and issues an open challenge to a race. Everyone is astonished when Tom accepts. Harry trains intensively, but Tom doesn’t bother. On the day of the race, Harry makes a good start but soon tires. He decides to have a nap, confident that he will still win easily. He is horrified to wake up hours later; he makes one final sprint, but is too late – Tom has crossed the finish line just ahead of him.

About the author
Some of the world’s best-known fables and folktales are attributed to Aesop (e.g. The Boy who cried Wolf, The Fox and the Crow, The Goose that laid the Golden Eggs) as well as many familiar English expressions ("sour grapes", “crying wolf” and so on). However, the writer himself remains a mystery.

Tradition has it that Aesop was a slave in Ancient Greece, living from around 620-564BC. He is mentioned by the Classical authors Aristophanes, Herodotus and Plutarch, and there are a number of biographical details that are impossible to confirm – it was said, for instance, that he was physically very ugly but famous for his wisdom, and was given his freedom and became an adviser to kings and city-states before insulting the people of Delphi and being sentenced to death on a trumped-up charge.

The collection of Aesop’s Fables has since been translated into many languages, and retold by famous authors including La Fontaine in France and Beatrix Potter (The Town Mouse and the Country Mouse) in the UK.
The Hare and the Tortoise • Teacher’s notes

Before reading
With your students, brainstorm things that go really fast and things that go really slowly. What do they think is the slowest? What’s the fastest? Encourage them to consider animals as well as cars, planes, people, etc.

Search for a picture of a hare, and see if students recognize it. They may say “rabbit”, and you can explain that they are from the same family, but hares are larger, longer-limbed and faster. Spell out the word to show that it is different from the hair on your head. Where do hares live? [Mountains, woods and grassland.]
Search also for a picture of a tortoise – students should have no problem recognizing this one. Can they guess the story you are going to be looking at, does anyone know it already?

Look at the cover of the book. You could compare the speeds of a tortoise and a hare – up to 70km/h (45mph) for a hare (in a built-up area he’d be breaking the speed limit) and around 0.5km/h (0.3mph) for a tortoise (it could take him 10 minutes to cross a large classroom).

Reading or listening
You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.
pp4-5 What is Harry’s job? Do you think he’s good at it?
pp7 Apart from “fast”, can you think of any other words to describe Harry? [confident, proud, boastful…]
p9 How do you think Harry behaves with Tom?
pp10-11 Do you know the names of the other animals working in the office? Who do you think is working the hardest? [Look over the page and you’ll find some more; can you spot one who isn’t working very hard at all?]
p13 Why does Harry think Tom is joking?
P17 What sort of things do you think the news reporters are saying about the race?
p22-23 Why do Harry’s friends look so excited, and Tom’s friends don’t?
p27 Who is the umpire, do you think? What is his job? [To make sure the race is run properly and fairly, and to judge who is the winner.]
p35 Can you think of some words to describe Tom’s friends? [helpful, kind, supportive]
p40 What do you think the crowd are cheering?
p41 Why does Harry feel cold all over?
p43 How does Harry feel now? How do you think Tom feels?

After reading
Ask the students if they liked the story. Who did they want to win, Tom or Harry?

Read the About this story pages at the end. Can the students name any other Aesop’s fables?
Here are some morals from Aesop’s fables, split in two. You could write them on the board in two jumbled-up columns, and ask the students to link the right pairs. Discuss what the morals mean.

Try hard enough… and you’ll get what you want.
Play mean tricks on people… and they may play them back on you.
A simple, quiet life… is better than a rich and dangerous one.
No-one believes liars… even when they tell the truth.
Be happy… with what you have.
Little friends… can be great friends.

Do students know any other stories with morals?

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1. Match the words to the pictures.

A. Androcles looked around the bush and saw an enormous lion.
B. One night, Androcles decided to run away.
C. Androcles worked for a rich man named Brutus.
D. Androcles and Leo became best friends.

2. Choose the right word to complete the sentences.

A. One morning, Androcles saw a ..................................... (stranger/stringer/stronger).
B. “Hey!” cried the soldier. “Stop right ..................................!” (their/there/they’re)
C. “You’re .................................. to Rome.” (boing/doing/going)
D. The city was .................................. and noisy. (crowd/crowed/crowded)

3. Put a circle around the right tenses in the sentences below.

A. Then he (notices/is noticing/noticed/has noticed) a big, round building.
B. “It’s the arena,” said the soldier. “That’s where (you go/you’re going/you went/you will go”).
C. “What (will happen/is happening/happens/happened) there?” asked Androcles.
D. “(You see/You are seeing/You’ve seen/You’ll see),” the soldier said.

4. Read pages 30-35, then answer True or False.

A. The lions in the arena weren’t as friendly as Leo.  TRUE/FALSE
B. Androcles wanted to fight Marco.  TRUE/FALSE
C. Everyone in Rome was coming to watch the fight.  TRUE/FALSE
D. Androcles and Marco had a good night’s rest.  TRUE/FALSE

5. Put the sentences in story order, numbering them from 1 to 6.

A. A gate opened, and an enormous lion charged out.  2
B. He felt a lick on his hand.  4
C. “You were brave”, said the Emperor. “I think I’ll set you free.”  6
D. “Androcles has tamed the lion!” the crowd cried.  5
E. Clinkus pushed Androcles through the door.  1
F. “I hope it’s over quickly,” Androcles thought.  3
Androcles is a slave in Ancient Rome, overworked and ill-treated by his cruel master. One night in desperation, Androcles runs away. He finds himself in a spooky forest, and hears a roar of pain from behind a bush. Going to investigate, he discovers a lion with a thorn in its paw. Androcles pulls out the thorn, and the grateful lion becomes his friend.

One day, though, Androcles is discovered by a Roman soldier, who pursues and captures him as a runaway. Instead of being returned to his old master, Androcles is taken to the Colosseum where he is to fight for his life in the arena. Androcles befriends his cell-mate Marco, but the next day he is thrown to the lions. To everyone’s astonishment, the first lion doesn’t attack Androcles but greets him affectionately – it is Androcles’ friend from the forest. The crowd cheer and the Emperor sets Androcles free. Androcles asks for his friends to be freed too, and they set up their own show with the friendly lion as the main attraction.

About the author
The story is often ascribed to Aesop, but most probably evolved in Roman times; the earliest recorded version dates to the second century AD, and refers to a supposedly eyewitness account from the first century AD. After Androclus (his Latin name) treats the wounded lion, the lion becomes as tame as a dog and even wags its tail. When they meet in the arena, the lion greets Androclus with devotion, and afterwards Androclus is able to walk it on a leash around the city. In a similar medieval legend, a wounded lion seeks out St Jerome in his monastery. The other monks run away, but St Jerome pulls a thorn from the lion’s paw and it becomes tame.
Androcles and the Lion • Teacher’s notes

Before reading
It will help the students to understand the story if they know a little about life in Ancient Rome. This book would tie in well with topic work on the Romans.

Search in textbooks or online for an illustration or reconstruction of a street scene from Roman times, the more detailed the better. (You’ll find some examples in Usborne books such as Look Inside a Roman Town or See Inside Ancient Rome.) Ask the students if they know where and when these people might have lived. Look closely at what people are wearing. Encourage students to spot that the ones wearing longer outfits (t togas and elaborate dresses) are rich, well-to-do Romans, and the ones wearing short outfits (tunics and simple dresses) are poorer Romans or slaves. Explain if necessary that slaves were people who worked without being paid. Most were from countries that had been conquered by the powerful Roman Army.

Show a contemporary picture of the Colosseum (in ruins) and see if anyone recognizes it. Do they know what it was used for? Explain that it was a place of entertainment (introduce the word arena), where people could watch circus acts, men fighting each other (gladiators) and men fighting wild animals. The entertainment sounds gory to us today, but was wildly popular in Roman times.

Look at the cover of the book. Androcles and the lion are shown in front of the arena – but do they look as though they are going to fight?

Reading or listening
You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

<table>
<thead>
<tr>
<th>Page</th>
<th>Question 1</th>
<th>Page</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>p3</td>
<td>Does Brutus look like a kind master? How would you describe him?</td>
<td>p34</td>
<td>Why doesn’t Androcles want to fight the lions?</td>
</tr>
<tr>
<td>p7</td>
<td>Do you think Androcles is feeling? Does he know where he’s going?</td>
<td>p35</td>
<td>What keeps Androcles and Marco awake that night? What are they thinking about?</td>
</tr>
<tr>
<td>p10</td>
<td>Why is the lion making a loud noise?</td>
<td>p38</td>
<td>Can you see where the Emperor is sitting?</td>
</tr>
<tr>
<td>p12</td>
<td>Why isn’t Androcles scared of the lion?</td>
<td>p40</td>
<td>Androcles says “I hope it’s over quickly”. What is “it”?</td>
</tr>
<tr>
<td>p16</td>
<td>What does Androcles find to eat? What does the lion find to eat? What happens?</td>
<td>p43</td>
<td>Why is the crowd so amazed? What were people expecting to see?</td>
</tr>
<tr>
<td>p19</td>
<td>What does the soldier want?</td>
<td>p45</td>
<td>Why do you think the Emperor sets Androcles free? Is it just because he thinks Androcles is brave?</td>
</tr>
<tr>
<td>p25</td>
<td>How does the soldier keep Androcles in the cart?</td>
<td>p47</td>
<td>What is the lion doing in the picture?</td>
</tr>
<tr>
<td>p28</td>
<td>Can you see a clue to what happens in the arena? [The banner showing a lion.]</td>
<td></td>
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</tbody>
</table>

After reading
Ask the students which they’d prefer to see, the lion fights in the arena or Androcles’ new show?

You might want to talk a bit more about the Roman games, how the Romans lived long before cinema and television, and how they went to the arena to be shocked and excited. Often the Emperor put the shows on for free, thinking it would keep his people happy.

Encourage the students to think about what is the same today as in Roman times, and what is different. Think about topics such as homes and families, food and clothes, schools, jobs and free time. They could work in groups to come up with two lists. Write their answers in two columns on the board.
1. Elephants live in many different places. Match the descriptions to the pictures.

A. High up, near tall mountains (Asia).
B. A dry, dusty forest (Asia).
C. Hot, wet rainforests (Asia).
D. Here, it hasn’t rained for months (Africa).

2. Can you put the events in the baby elephant’s life in the right order? Number them from 1 to 4.

A. (feeds) Now she’s very hungry. So she drinks her mother’s milk. 3
B. (learns from her mother) The baby elephant is learning to use her trunk. 4
C. (stands up) At first she falls down. But she tries again... and again... 2
D. (opens her eyes) The newborn elephant blinks in the sun. 1

3. Match the elephant body parts with the descriptions or explanations on the right.

A. Eyes... to flick away flies.
B. Ears... much more useful than an ordinary nose.
C. Trunk... long, pointy teeth. (Female Asian elephants don’t have any.)
D. Tusks... African elephants’ are bigger than Asian elephants’.
E. Tail... small and black.

4. Read pages 16-25, then answer True or False.

A. Elephants can only live in hot places. TRUE/FALSE
B. Wherever they live, elephants need water and shade. TRUE/FALSE
C. Elephants don’t like to swim. TRUE/FALSE
D. Baby elephants sometimes hold onto their mothers’ tails to keep safe. TRUE/FALSE

5. Choose the correct verbs from the list on the left, and put them in the right forms to complete the sentences.

<table>
<thead>
<tr>
<th>choose</th>
<th>grow</th>
<th>live</th>
<th>be born</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Female elephants .................. in herds. live</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. A female elephant ................... a male to be her partner. chooses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Soon, a baby elephant .................. inside the female. is growing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. The baby elephant ................... in the night. is born</td>
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</table>
About the story
This book is a perfect introduction to the life in the wild of one of Earth’s most popular species. Elephants seem huge and strange to us, yet in many ways their social and family groups have characteristics we can identify with, particularly in the way elephant mothers care for and raise their young.

The book follows the story of a baby African elephant as she takes her first wobbly steps, learns to use her trunk, travels with the herd in search of water, and narrowly escapes being attacked by a hungry lion. It explores the differences between African and Asian elephants, and the places where they live. It ends with the birth of another baby elephant – a new member of the elephant family.

About the author
Kate Davies grew up in London, and started writing stories at an early age. When she was little, she mostly wrote about fairies, princesses and ghosts, but now she writes children’s books about everything from knights and castles to football and tennis. In her spare time, she likes dancing and visiting interesting cities.

Key words in the story
Your students might not be familiar with some of these words, which are important in the story.

- rising
- grassy
- plain
- newborn
- blinks
- wobbly
- tusks
- pointy
- female
- flick
- bendy
- trunk
- sucks up
- squirts
- shade
- rainforests
- dusty

- flooded
- splash around
- bushes
- drying up
- journey
- herds
- pool
- flaps
- trumpets
- slinks
- hides
- male
- notice
- partner

Key phrases
- to keep [someone or something] safe
- At last
- to slip away
- to gather around
- left-handed/right-handed
**Elephants • Teacher’s notes**

**Before reading**
See how many objects you can find, or pictures of objects, that incorporate elephants. These might be: children’s toys, books, movies, ornaments, clothing, food packaging (especially Asian food), decorative details of monuments or buildings.

Show the students the items you have collected, and see how quickly they can spot the common theme. You could ask them to bring in their own elephant items at a later date. See how much students know about elephants: where do elephants come from? How many different kinds of elephant are there? You could draw up a K-W-L chart (“What I Know”, “What I Want to know”, “What I Learned”), taking suggestions from the class to fill in the first two columns. You will find some interesting and surprising facts about elephants when you get to page 46 of the book.

**Reading or listening**
You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

**During reading: you might like to ask some of these questions.**

| pp4-5 | How are elephant babies similar to human babies? How are they different? [They can stand up soon after being born.] | p27 | What do you think the elephants will do? |
| p9 | What do you think elephants use their tusks for? [You’ll find the answer on p46.] | p33 | How do you think the baby elephant can keep safe? |
| p13 | ...and what do you think they can use their trunks for? [You’ll find some answers on the next page; also, they can suck up water for washing or keeping cool, or keep hold of each other as on p24.] | p40 | How long does a human baby take to grow inside its mother? |
| p43 | Can you remember what a baby elephant does next? | p46 | How do you think you can tell whether an elephant is left- or right-tusked? [It will lean its head and use one tusk more than the other.] |

**After reading**
If you made a K-W-L chart, ask students to help you fill in the last column. What is the most surprising or interesting thing they have learned?

Think about the ways elephants are similar to humans and the ways in which they are different. These can be physical [we don’t have tails or trunks] or behavioural [we like swimming too.]

If students can use the internet, encourage them to visit the recommended websites on Usborne Quicklinks (follow the instructions on p47). These include a slide show, sound and video clips, a puzzle, a picture to colour and an e-card to send, as well as lots more information about elephants.

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