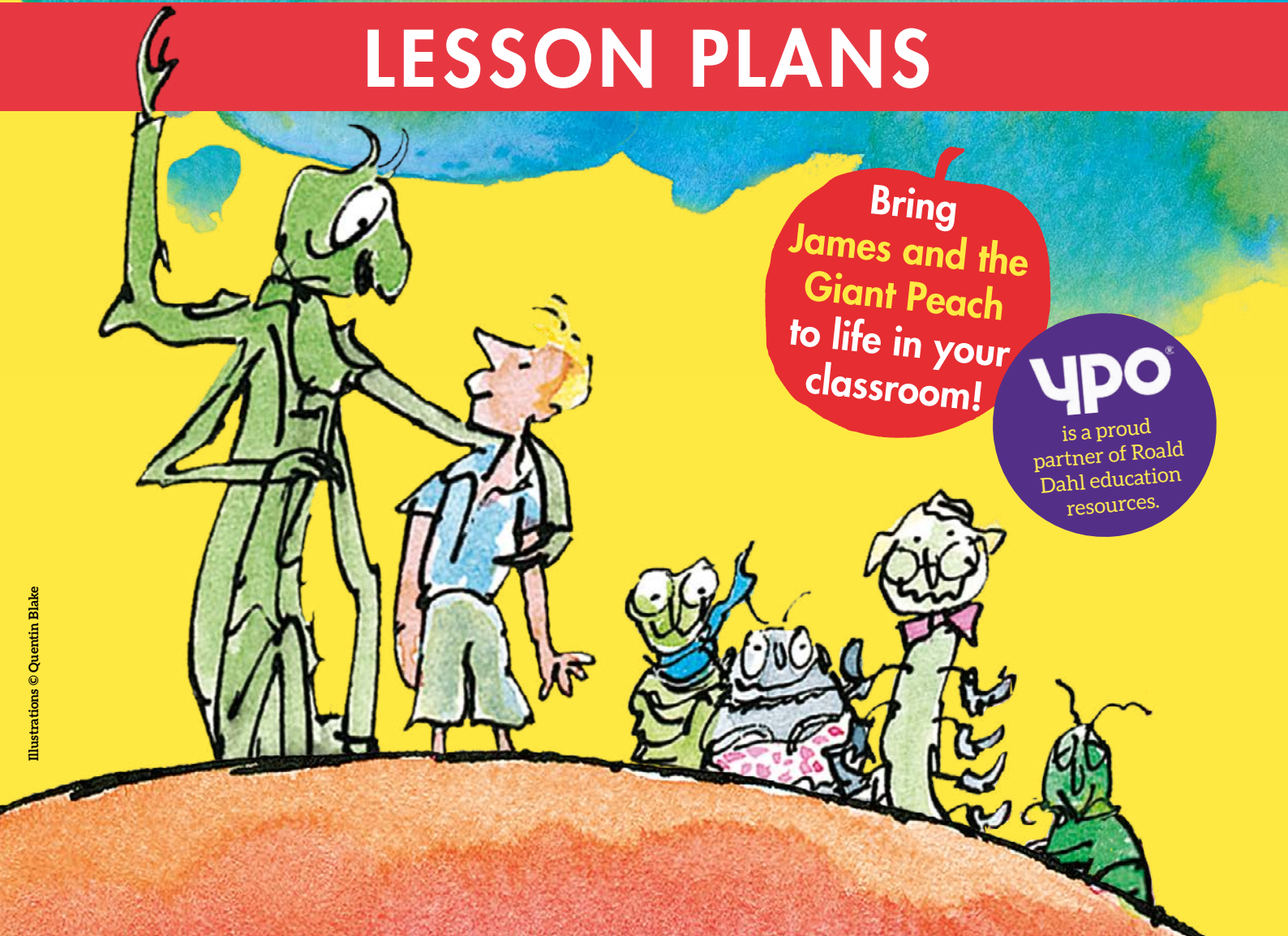
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ROALD DAHL

JAMES AND THE GIANT PEACH

LESSON PLANS



Bring James and the Giant Peach to life in your classroom!

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ROALD DAHL
JAMES AND THE GIANT PEACH

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LESSON PLAN 1:

BOOK THEME: We are scientists

SCIENCE OBJECTIVES:
Gathering data and making careful observations
Recording findings using simple scientific language
Identifying differences, similarities or changes

EXTRACT USED:
Chapter 11, pp. 33-34

LESSON PLAN 2:

BOOK THEME: We are scientists

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Setting up fair tests
Reporting on findings from tests, including oral and written explanations
Measuring, recording and presenting data

EXTRACT USED:
Chapter 16, pp. 52-53

LESSON PLAN 3:

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ENGLISH OBJECTIVES:
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Designing and describing a superbug

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EXTRACT USED:
Various excerpts taken from Chapters 11-12, pp.33-39 and Chapters 13-20, pp. 41-72

LESSON PLAN 6:

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Chapter 14, p.49

LESSON PLAN 5:

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EXTRACT USED:
Chapter 37, pp.139-143

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JAMES AND THE GIANT PEACH

LESSON PLAN 1



BOOK THEMES:

- Makers of mischief

LESSON OBJECTIVES:

- Gathering data and making careful observations
- Recording findings using simple scientific language
- Identifying differences, similarities or changes

THINGS YOU MAY NEED FOR THIS LESSON:

Bug viewer, bug house and magnifier.
See page 57.



PREPARATION:

Each child will need a copy of **RESOURCE 1: HAPPY HABITATS**. You will also need equipment for a bug hunt (magnifying glasses or magnifying pots, clear plastic tubs with air holes, tweezers, nets and beating sheets if available), a selection of books about bugs and access to the internet.

STARTER ACTIVITY:

Remind children of their previous learning by asking 'what is a bug?' Clarify that bugs are small invertebrates – creatures without a backbone. Can children suggest examples? Read extract one together and list the bugs featured. Where are these bugs often found?

Continued . . .

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MAIN ACTIVITY:

Which are the best places to search for bugs and what are the best techniques to employ? Introduce the word *habitat* and discuss. Take children on a bug hunt, collecting the bugs in a magnifier pot. Look under logs, leaves and stones, sweep long grass with a net and shake tree branches to catch insects in a beating sheet. Use **RESOURCE 1: HAPPY HABITATS** to note down which bugs are found and in which habitats, using the non-fiction books to identify any unfamiliar bugs.

Ensure that children understand the importance of returning the bugs to their original habitats once they've finished identifying them.

PLENARY:

Why do certain bugs prefer certain habitats? Can children find any patterns or connections between the bugs found in similar habitats? Refer back to the bugs featured in extract one. What would be their preferred habitats and why? What purpose do bugs serve in the environment?

EXTENSION TASKS:

Together, discuss or research the importance of compost heaps and bug hotels. Your school may already have one or both, but if not, build a compost heap and a bug hotel together. Which bugs do children think will be attracted to each? Drawing upon their learning so far, can children give reasons for their answers? Do they think they will find any creatures from *James and the Giant Peach*? Monitor the compost heap and the bug hotel over the next few weeks, searching for bugs. How do the two habitats differ from each other and the habitats discovered during the first hunt? Do they find similar bugs in all habitats or do some creatures prefer a particular habitat?

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EXTRACT ONE

from chapter 11, pp. 33-34

James's large frightened eyes travelled slowly around the room.

The creatures, some sitting on chairs, others reclining on a sofa, were all watching him intently.

Creatures?

Or were they insects?

An insect is usually something rather small, is it not? A grasshopper, for example, is an insect.

So what would you call it if you saw a grasshopper as large as a dog? As large as a *large* dog? You could hardly call *that* an insect, could you?

There was an Old-Green-Grasshopper as large as a large dog sitting directly across the room from James now.

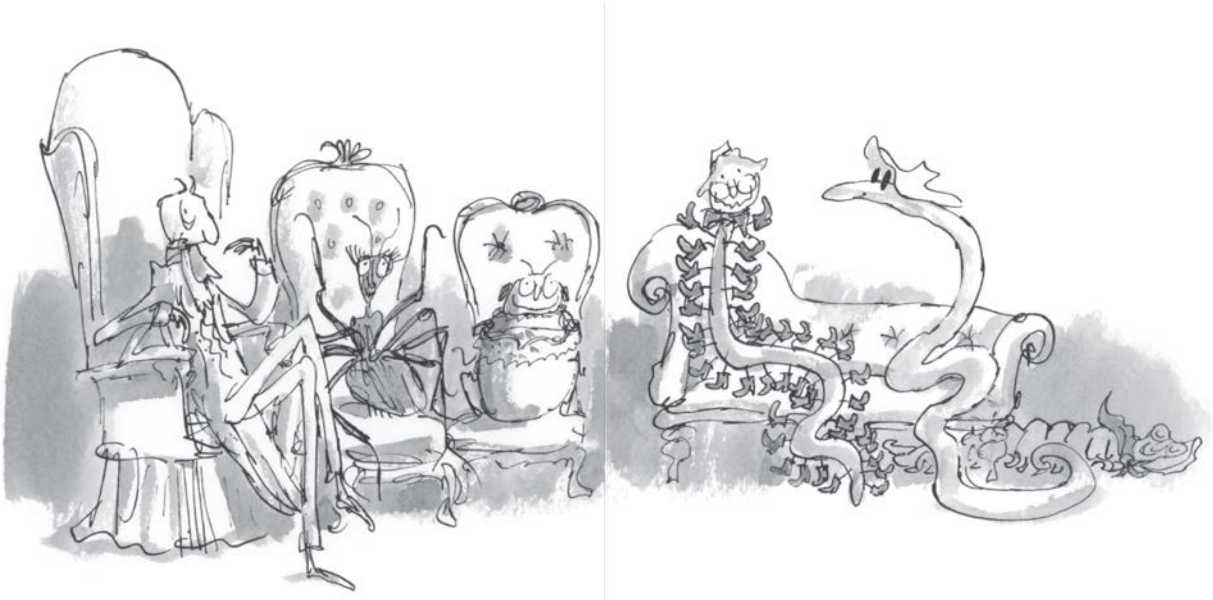
And next to the Old-Green-Grasshopper, there was an enormous Spider.

And next to the Spider, there was a giant Ladybird with nine black spots on her scarlet shell.

Each of these three was squatting upon a magnificent chair.

On a sofa near by, reclining comfortably in curled-up positions, there were a Centipede and an Earthworm.

On the floor over in the far corner, there was something thick and white that looked as though it might be a Silkworm. But it was sleeping soundly and nobody was paying any attention to it.



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ROALD DAHL

HAPPY HABITATS



BUG	HABITAT	DESCRIBE THE HABITAT

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JAMES AND THE GIANT PEACH

LESSON PLAN 2



BOOK THEMES:

- We are scientists

LESSON OBJECTIVES:

- Setting up fair tests
- Reporting on findings from tests, including oral and written explanations
- Measuring, recording and presenting data

THINGS YOU MAY NEED FOR THIS LESSON:

Greaseprooof paper, tin foil and sandpaper.
See page 57.



PREPARATION:

You will need: balls of wool; wood to make ramps; books; a selection of materials such as sandpaper, corrugated card, greaseproof paper, tin foil, cling film and bubble wrap; a selection of balls of different sizes and weights; large and small tins of peaches; a selection of fruit, including peaches; and scissors and masking tape. Each child needs a copy of **RESOURCE 1: THE RUNAWAY PEACH**, **RESOURCE 2: THAT'S ABOUT THE SIZE OF IT** and **RESOURCE 3: FRUIT OLYMPICS**.

STARTER ACTIVITY:

Give each child a ball of wool knotted with a strand of wool no longer than 15cm so that it can be pulled along without unravelling. Help children to understand the concept of friction by pulling their wool slowly across different surfaces such as the playground, carpet and hall floor. Which surface is easiest? Why do you think this is?

Watch the BBC Bitesize clip 'How is friction created?' http://www.bbc.co.uk/education/clips/z79rkqt. In pairs, ask children to give a definition of friction. Elicit that friction is a force that slows objects down. What kinds of surfaces have greater friction?

Display and read the extract. How fast do children think the peach was travelling? What clues are in the text? Roald Dahl says 'A round object will always keep on rolling as long as it is on a downhill slope…', ask pairs to discuss whether or not they agree with this statement, giving reasons for their thoughts.

Continued . . .

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MAIN ACTIVITY:

TASK ONE

Display the question: 'How many different ways can you find to slow down a peach without stopping it?' Make a ramp for each group using the wood and books, and give each group of children a peach to roll down it. Provide masking tape, scissors and a variety of materials that could be taped to the ramp to create friction e.g. sandpaper, corrugated card, greaseproof paper, tin foil, cling film, bubble wrap etc. Children discuss ideas as a group, and complete **RESOURCE 1: THE RUNAWAY PEACH** both before and after carrying out the investigation.

TASK TWO

Show children two tins of peaches, one of each size. Before rolling the tins down a ramp, ask them which one they think will travel furthest and why. Children will discover that the largest tin travels furthest. Why do they think the largest tin travelled furthest? Is it due to its larger size or its greater mass?

In small groups, provide children with a variety of balls – some that are the same size but different masses, and others that are different sizes but the same mass – and ask them to plan an investigation into whether it's the size of an object or its mass that makes it travel furthest. Children record their ideas and results on **RESOURCE 2: THAT'S ABOUT THE SIZE OF IT**. They should discover that although greater mass and larger size is advantageous, ultimately a large, light ball will travel further than a heavier small ball.

TASK THREE

Give each group of children a variety of fruit, for example: an apple, a lemon, a tomato, a plum, a grape, a pear, a banana – and, of course, a peach. Explain their task is to roll each piece of fruit down a ramp and decide which fruit will roll the furthest and why. Elicit that in order to ensure the test is fair, the ramp must remain at the same gradient, and each fruit must be released rather than pushed. Children can measure, record and present their data in a bar graph.

Once children have recorded their predictions, results and conclusions on **RESOURCE 3: FRUIT OLYMPICS**, draw the class together to share their findings. They already know from previous experiments that greater mass and larger size are advantages, but now they will have discovered that shape and texture also have an effect. Due to its shape a banana, for example, slides and rolls, which hinders the distance travelled.

Continued . . .

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JAMES AND THE GIANT PEACH

LESSON PLAN 2



PLENARY:

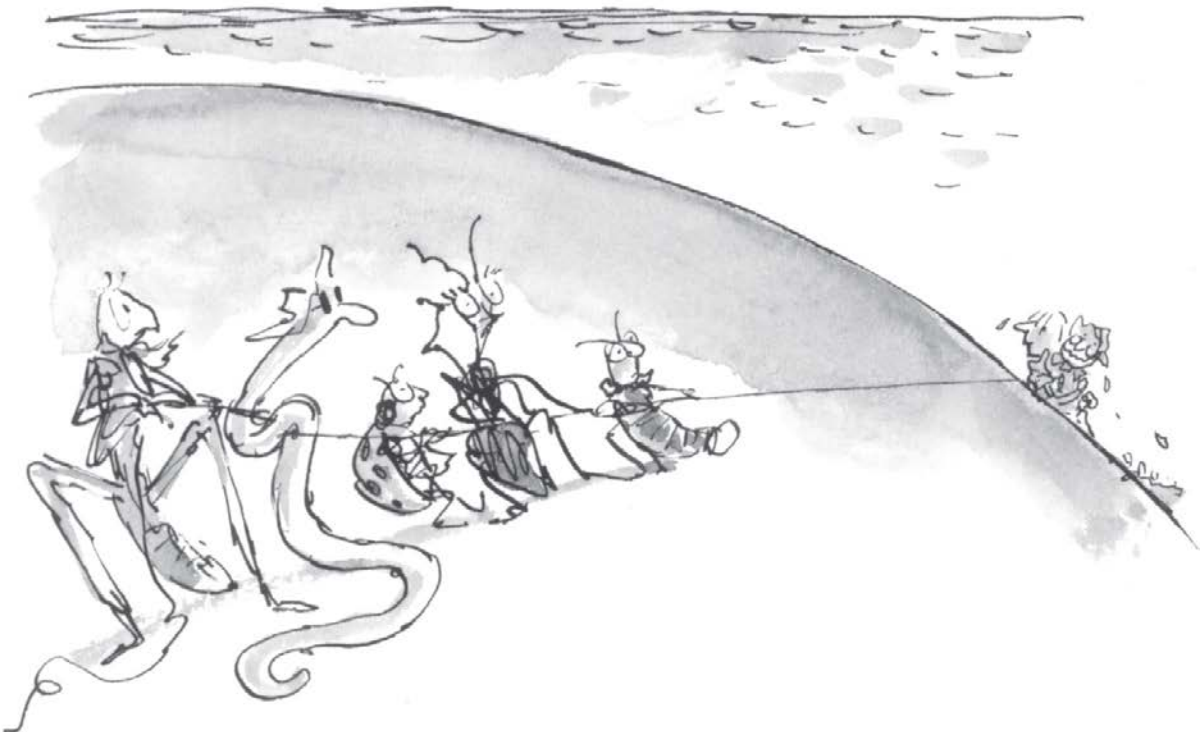
Pose the question: 'How are ramps useful in real life?' As a class, brainstorm as many different ramps as you can. Ideas might include a children's slide, a wheelchair ramp, a car inspection ramp, speed bumps, an ambulance ramp and a delivery lorry ramp. Look at photographs of some examples. Observe which ramps are steep and which are shallow, which are shiny and which have more grip. Can children suggest reasons for these differences by considering the purpose of each?

EXTENSION TASKS:

SCIENCE AND MATHEMATICS:

Hold snail races across different surfaces, for example, concrete and grass. Draw a circle of equal circumference on each surface, place the snails in the centre of it, and time how long it takes for each snail to reach the outside of it. Did the snails travel more quickly on the concrete or the grass? Why?

N.B. Snails are easier to find at night, particularly in damp places. You can distinguish between different snails by gently placing a coloured sticker dot on their shell. Remember to release the snails where you found them once the experiment is complete.



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EXTRACT TWO:

from chapter 16, pp. 52-53 (174 words)

But the peach rushed on across the countryside – on and on and on, leaving a trail of destruction in its wake. Cowsheds, stables, pigsties, barns, bungalows, hayricks, anything that got in its way went toppling over like a ninepin. An old man sitting quietly beside a stream had his fishing rod whisked out of his hands as it went dashing by, and a woman called Daisy Entwistle was standing so close to it as it passed that she had the skin taken off the tip of her long nose.

Would it ever stop?

Why should it? A round object will always keep on rolling as long as it is on a downhill slope, and in this case the land sloped downhill all the way until it reached the ocean – the same ocean that James had begged his aunts to be allowed to visit the day before.

Well, perhaps he was going to visit it now. The peach was rushing closer to it every second, and closer also to the towering white cliffs that came first.



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THE RUNAWAY PEACH



Today's mission is to investigate how to slow a rolling peach without stopping it altogether. How many different ways can you find?

Here are our ideas:

This is what we think will happen:

We think that the best way to slow a rolling peach is:

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ROALD DAHL

THAT'S ABOUT THE SIZE OF IT



Does size matter or is mass more important?

Can you plan an investigation to discover whether it's the size of an object or its mass that makes it travel furthest? Put your little grey cells to the test!

What we need:

What we will do:

This is what we think will happen:

Here's what happened:

BRAIN TICKLER *If a cannon ball as heavy as a block of flats was racing down the hill alongside James' giant (but significantly lighter) peach, which one would travel furthest? Why do you think this?*

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ROALD DAHL

FRUIT OLYMPICS



PREDICTION

I predict that ..... will travel the furthest distance because

.....

I predict that ..... will travel the shortest distance because

.....

FAIR TESTING

To make sure the test is fair I will .....

.....

RESULTS

The fruit that travelled furthest was .....

The fruit that travelled the shortest distance was .....

CONCLUSION

I think the ..... travelled furthest because .....

.....

.....

I think the ..... travelled shortest distance because

.....

.....

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BOOK THEMES:

- Masters of invention

LESSON OBJECTIVES:

- Describing how living things are classified into broad groups based on similarities and differences
- Using the suffixes -er and -est to modify adjectives
- Designing and describing a superbug

THINGS YOU MAY NEED FOR THIS LESSON:

Animal classification book bundle, whiteboards and whiteboard pens. See page 57.



PREPARATION:

Copy **RESOURCE 2: MINIBEAST FACT DETECTIVES**, **RESOURCE 3: MINIBEAST FACT FILES**, **RESOURCE 5: COMPARATIVES AND SUPERLATIVES** and **RESOURCE 6: SUPERBUG** for each child, and a copy of extract 1 and extract 2 for half the class. You may also wish to copy **RESOURCE 1: MINIBEASTS** for each pair or display it on the overhead projector for the starter activity.

STARTER ACTIVITY:

Show children photographs of a real-life earthworm, grasshopper, centipede, silkworm, glow-worm, ladybird and spider on **RESOURCE 1: MINIBEASTS**. Explain that some of these are arthropods and some are not. Arthropods belong to a group of animals that don't have a backbone (invertebrates). Do children think all the animals displayed are invertebrates or vertebrates? Elicit that all the animals are invertebrates. Explain that arthropods also have legs – does this eliminate any of the creatures? Hopefully children will correctly pinpoint the earthworm as the odd one out.

Go on to explain that there are different types of arthropods: crustaceans (like crabs), insects, arachnids and myriapods. Using the overhead projector, cut and sort the pictures of the centipede, glow-worm, grasshopper, ladybird, silkworm and spider into the correct category, as follows:

Insects (6 legs): glow-worm, ladybird, silkworm, grasshopper
Arachnids (8 legs): spider
Myriapods (more than 26 legs): centipede

Continued . . .

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MAIN ACTIVITY:

TASK ONE:

Children find and record real minibeast facts from *James and the Giant Peach*. Give half the class extract 1 and the other half extract 2 to search for facts. Children record their findings on **RESOURCE 2: MINIBEAST FACT DETECTIVES**. When they've finished recording, they pair up with a child who read a different extract. Give each pair a copy of **RESOURCE 3: MINIBEAST FACT FILES** to read. As they read, ask them to refer back to their copies of **RESOURCE 2: MINIBEAST FACT DETECTIVES**, ticking the facts that they think are correct and crossing any facts that conflict with the fact file. Discuss trusted sources children can use when undertaking research.

TASK TWO:

Help children to understand comparative adjectives and superlative adjectives by displaying and discussing **RESOURCE 4: WHAT ARE COMPARATIVES AND SUPERLATIVES**?
Using **RESOURCE 5: COMPARATIVES AND SUPERLATIVES**, children generate comparative and superlative adjectives to describe characters from *James and the Giant Peach*. After they've completed the activity, ask them to choose four of their favourite comparatives or superlatives to put into their own sentences.

TASK THREE:

Children design a super minibeast – a superbug! – using **RESOURCE 6: SUPERBUG**. After designing their superbugs, children consolidate their understanding of comparatives and superlatives through describing their new minibeasts. Children can go on to make their superbugs out of clay and paint them.

PLENARY:

Ask children what features arthropods share, eliciting that they are invertebrates and that they have legs. Explain that they also have an exoskeleton. Find out what children already know about exoskeletons and then watch the BBC Bitesize clip, 'Invertebrates' http://www.bbc.co.uk/education/clips/zmj8q6f. In pairs, ask them to record what they've found out about exoskeletons on their whiteboards.

EXTENSION TASKS:

SCIENCE:

Crustaceans are arthropods. Ask children to find out which British animals are crustaceans. Can they find out why crustaceans are classified as arthropods by examining what features they have in common with insects, arachnids and myriapods? Can they also find out what makes crustaceans a unique sub-category?

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EXTRACT ONE:

various excerpts taken from chapters 11-12, pp.33-39 (356 words)

A grasshopper, for example, is an insect.

And next to the Spider, there was a giant Ladybird with nine black spots on her scarlet shell.

On the floor over in the far corner, there was something thick and white that looked as though it might be a Silkworm. But it was sleeping soundly and nobody was paying any attention to it.

The Centipede made a wriggling movement with his body…

The Spider (who happened to be a female spider) opened her mouth and ran a long black tongue delicately over her lips.

'I have a lot of legs,' the Centipede answered proudly. 'And a lot of feet. One hundred, to be exact.'

'*There* he goes again!' the Earthworm cried, speaking for the first time. 'He simply cannot stop telling lies about his legs! He doesn't have anything like a hundred of them! He's only got forty-two! The trouble is that most people don't bother to count them…'

'Poor fellow,' the Centipede said, whispering in James's ear. 'He's blind. He can't see how splendid I look.'

'In my opinion,' the Earthworm said, 'the *really* marvellous thing is to have no legs at all and to be able to walk just the same.'

'You call that *walking*!' cried the Centipede. 'You're a *slitherer*, that's all you are! You just *slither* along!'

'I glide,' said the Earthworm primly.

'You are a slimy beast,' answered the Centipede.

'I am *not* a slimy beast,' the Earthworm said. 'I am a useful and much loved creature. Ask any gardener you like. And as for you…'

'I am a pest!' the Centipede announced, grinning broadly and looking round the room for approval…

'I am the only pest in this room!' cried the Centipede, still grinning away. 'Unless you count Old-Green-Grasshopper over there. But he is long past it now. He is too old to be a pest anymore.'

The Old-Green-Grasshopper turned his huge black eyes upon the Centipede and gave him a withering look. 'Young fellow,' he said, speaking in a deep, slow, scornful voice, 'I have never been a pest in my life. I am a musician.'

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EXTRACT FROM

JAMES AND THE GIANT PEACH



EXTRACT TWO:

various excerpts taken from chapters 13-20, pp. 41-72 (348 words)

A few minutes later, Miss Spider had made the first bed…

'I do hope you'll find it comfortable,' Miss Spider said to the Old-Green-Grasshopper. 'I made it as soft and silky as I possibly could. I spun it with gossamer. That's a much better quality thread than the one I use for my own web.'

'Are you talking to me?' James asked him.

'Of course I'm not talking to you, you ass!' the Centipede answered. 'That crazy Glow-worm has gone to sleep with her light on!'

For the first time since entering the room, James glanced up at the ceiling – and there he saw a most extraordinary sight. Something that looked like a gigantic fly without wings (it was at least three feet long) was standing upside down upon its six legs in the middle of the ceiling, and the tail end of this creature seemed to be literally on fire. A brilliant greenish light as bright as the brightest electric bulb was shining out of its tail and lighting up the whole room.

'Is *that* a Glow-worm?' asked James, staring at the light. 'It doesn't look like a worm of any sort to me.'

'Of course it's a Glow-worm,' the Centipede answered. 'At least that's what *she* calls herself. Although actually you are quite right. She isn't really a worm at all. Glow-worms are never worms. They are simply lady fireflies without wings. Wake up, you lazy beast!'

'At this moment,' continued the Ladybird, 'our Centipede, who has a pair of jaws as sharp as razors, is up there on top of the peach nibbling away at the stem…'

'The Silkworm!' cried the Old-Green-Grasshopper. 'Didn't you ever notice the Silkworm? She's still downstairs! She never moves! She just lies there sleeping all day long, but we can easily wake her up and make her spin!'

'And what about me, may I ask?' said Miss Spider. 'I can spin just as well as any Silkworm. What's more, *I* can spin patterns.'

'…And would it be strong?'

'The strongest there is! It's as thick as your finger!'

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ROALD DAHL
JAMES AND THE GIANT PEACH

MINIBEASTS



Photographs of each creature (red ladybird with black spots, black lace weaver spider, silkworm, glow-worm, centipede, earthworm, grasshopper) to be displayed on the interactive whiteboard.

Insects (6 legs)	**Arachnids** (8 legs)	**Myriapods** (more than 26 legs)

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ROALD DAHL

MINIBEAST FACT DETECTIVES



James and the Giant Peach is a fantastical, magical adventure story. However, if you look very carefully you will discover it contains fascinating real-life minibeast facts. So, get your magnifying glass out and comb the extract for clues, noting your findings below. The Centipede box has been filled as an example.

Centipede	Wriggles, lots of feet, he thinks he has a hundred legs but Earthworm thinks he has 42. A pest. Jaws as sharp as razors
Earthworm	
Glow-worm	
Grasshopper	
Ladybird	
Silkworm	
Spider	

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MINIBEAST FACT FILES



Grasshopper

- Grasshoppers have six legs, two antennae, two pairs of wings and small pinchers with which to tear food like leaves.
- They change colour to camouflage themselves in order to escape prey. Those that live in grass are green.
- There are many types of grasshopper, and some are able to make noises by snapping their wings as they fly or by rubbing their back legs against their body or wings.
- Female grasshoppers are bigger than males.
- They are incredible long-jumpers.
- They can jump up to a metre, which is the equivalent of a person jumping the length of a sports field.
- They can be a nuisance to gardeners because they chew the leaves and stems of plants.

Ladybird

- Ladybirds are a farmer's friend because they eat aphids which destroy crops.
- They can be scarlet, orange or yellow.
- Their bright colour warns predators that they are unpleasant to eat.
- They exude a sticky, yellow substance which tells predators they taste nasty.
- They have six legs, two antennae and compound eyes so that they can see in lots of directions at the same time.
- They can have up to twenty-six spots.

Silkworm

- Silkworms are actually the larva of a moth which is an insect.
- They no longer live in the wild and can only be found on special silk farms.
- They originally came from China and ate mulberry leaves all day and all night.
- Silkworms spin their cocoons from silk that they make in their mouths.
- The cocoons are made of one thread of silk which can be up to 900 metres long.
- Silkworms shed their skins several times. Before shedding its skin, a silkworm will become still for hours as though it is asleep.

Earthworm

- Earthworms are invertebrates, which means that they have no backbone.
- They don't have lungs and so they breathe through their skin.
- A slimy substance exudes from their skin to make it easier for them to move about.
- The slimy substance also prevents their skin from drying out. A dry worm is a dead worm!
- Worms don't have eyes but they can sense light. If they are in the light for too long they become paralysed.
- They are cold-blooded animals.
- They are very useful to gardens. The tunnels they dig allow water and air to get to the roots of plants to make them grow.
- Earthworms are known as 'the lungs of the Earth', which is true but ironic since they don't have lungs themselves!

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MINIBEAST FACT FILES



Centipede

- Centipedes are carnivorous predators that eat small insects, spiders, earthworms and slugs.
- Gardeners and farmers like centipedes because some of the creatures they eat damage plants and crops.
- Centipedes pounces on their prey, catching it with their powerful jaws before injecting it with venom.
- It's difficult to know one end of a centipede from another because the antennae and back legs look so similar. It's all the more confusing because the centipede can crawl backwards as well as forwards.
- British centipedes can have anywhere between 15 to 101 pairs of legs.
- They always have an odd number of pairs of legs.
- Although they have legs, centipedes don't have feet like humans do.



Glow-worm

- Glow-worms are not worms at all but a type of beetle.
- They have six legs.
- They are nocturnal, which means they are awake at night and asleep all day.
- Their larvae like to eat slugs and snails, but as adults they rarely eat anything at all.
- Their glowing abdomen warns predators that they taste horrible.
- They are also known as 'fireflies' although they don't have any wings.
- Female glow-worms produce the brightest light – as bright as an LED!

Spider

- Spiders have eight legs and so they are not insects but 'arachnids'.
- They have an exoskeleton – a skeleton outside their body, instead of inside like us.
- They do not have tongues to manipulate their food, but instead use their feelers to manipulate their food inside their mouth. They don't have lips either.
- In Britain spiders are all sorts of colours. The black lace weaver spider and the jumping spider tend to be mostly black.
- Spiders make silk in glands in their abdomen.
- They can make up to seven different kinds of silk for different purposes.
- Gossamer is a strong, fine silk used by small spiders for dispersal – they just let the wind carry them off.
- They use silk to spin webs in which to catch prey.
- British spiders are harmless to humans. They couldn't bite us even if they wanted to because their fangs are too weak.

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ROALD DAHL
JAMES AND THE GIANT PEACH

WHAT ARE COMPARATIVES AND SUPERLATIVES?



Comparative adjectives

Comparative adjectives compare one noun to another. They are usually 'er' words. See these examples from James and the Giant Peach:

But in the long run it was far nastier for James than it was for them (James's parents).

'It's growing!' Aunt Spiker cried. 'It's getting bigger and bigger!'
Here the peach is being compared to its smaller self.

'It's growing faster than ever now!'
The peach now is growing faster than the peach was before.

Superlative adjectives

Superlative adjectives describe an object at the upper or lower limit of a quality (tallest, smallest, fastest, highest).

'And luckily for us, we have here the biggest, fattest, pinkest, juiciest Earthworm in the world.'

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Regular comparatives and superlatives		
Big	Bigger	Biggest
Fat	Fatter	Fattest
Juicy	Juicier	Juiciest
Irregular comparatives and superlatives		
Good	Better	Best
Far	Farther/further	Farthest/furthest
Little	Less	Least
Bad	Worse	Worst
Adjectives with three or more syllables		
Expensive	*More* expensive	*Most* expensive
Important	*More* important	*Most* important

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JAMES AND THE GIANT PEACH

COMPARATIVES AND SUPERLATIVES



Below you will see some adjectives to describe each character from *James and the Giant Peach*. Can you write a comparative and superlative for each word?

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Centipede		
Confusing		
Venomous		
Earthworm		
Blind		
Slippery		
Glow-worm		
Glowing		
Grasshopper		
Annoying		
Green		
Musical		
Ladybird		
Red		
Spotty		
Silkworm		
Silky		
Sleepy		
Valuable		
Spider		
Black		
Busy		

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ROALD DAHL
JAMES AND THE GIANT PEACH

SUPERBUG



Your mission is to design a minibeast like no other – a superbug! For inspiration, begin by brainstorming ten comparative and ten superlative adjectives.

COMPARATIVE	SUPERLATIVE

Now describe your superbug's features using some of the comparative and superlative adjectives you have generated. For example:

'It has the sharpest pincers in the animal kingdom. Its pincers are so sharp they could tear through a bus with one swipe.'

'Its legs are longer than a python's body'.

OFF YOU GO!

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JAMES AND THE GIANT PEACH

LESSON PLAN 4



BOOK THEMES:

- Champions of good

LESSON OBJECTIVES:

- Learning to communicate effectively in order to develop positive relationships with all members of the class
- Accepting and respecting the differences and opinions of others
- Discussing books that are both read to them and those they can read for themselves, taking turns and listening to what others say

THINGS YOU MAY NEED FOR THIS LESSON:

Sugar paper, pens and character traits bulletin board set. See page 57.

PREPARATION:

You will need eight large sheets of sugar paper. Cut out a set of words, characters and excerpts from **RESOURCE 1: PERSONALITY TRAITS** and **RESOURCE 2: CHARACTERS**. Each child will need a copy of **RESOURCE 3: FOREVER FRIENDS**, **RESOURCE 4: GETTING TO KNOW YOU** and **RESOURCE 5: WRITING FRAME**. An extension activity is provided in **RESOURCE 6: THE BFG**.

STARTER ACTIVITY:

Ask: 'What is friendship?' and 'Why do people become friends?' Display and read **EXTRACT 1**. Children discuss in pairs whether they agree with the extract by drawing upon their own personal experiences. Give each child a personality-trait cut from **RESOURCE 1: PERSONALITY TRAITS** (higher ability children can have two). On each table, put a picture of one of the characters from **RESOURCE 2: CHARACTERS** with a large sheet of sugar paper and pens. Ask children to move around the room writing their personality-trait next to every character who they think displays that trait.

Continued . . .

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MAIN ACTIVITY:

TASK ONE:

In pairs, ask children to discuss who they believe is James's best friend and the reasons for their choice. Elicit that James's best friend is probably the Centipede since this is the character with whom he has the most interaction. Why do the children think James and the Centipede are friends? Encourage them to consider the similarities and differences between James's and the Centipede's character traits, and to think about what they've learnt about friendship psychology. They should discover that although James and the Centipede are very different, they share important traits, e.g. they are both kind-hearted, bright and energetic.

Read extract two – a poem James has written about his friends' talents and positive personality traits. Can children identify the talents that James has highlighted? What positive personality traits does James bring into focus? James uses adjectives to describe his closest friends, but minor characters are portrayed in less detail so children will need to 'read between the lines'.

Ask children in what way James is behaving like a good friend. Elicit that good friends help each other to feel good about themselves. Children complete **RESOURCE 3: FOREVER FRIENDS**.

TASK TWO:

The aim here is to broaden children's friendship possibilities by encouraging them to break the ice with somebody they don't know very well. Give each child **RESOURCE 4: GETTING TO KNOW YOU** and ask them to interview somebody that they have spoken to very little in the class. Children write a verse of a poem about the person they've interviewed. Give every child a copy of **RESOURCE 5: WRITING FRAME** which they can use to write their thoughts directly on to, or use it as a prompt for their own ideas. Explain to children that it's up to them whether or not their verse rhymes. Compile the finished verses into a class poem.

PLENARY:

Share pictures of some unlikely friendships in the animal kingdom: http://www.telegraph.co.uk/news/2017/04/03/unlikely-friendships-animal-kingdom-pictures/. Do the children think these animals are friends? How do they know? What are the differences and similarities between human friendships and animal friendships? Do they think that the friendship depicted in each photograph is a good idea or not and why? Thinking about humans, ask children to discuss in pairs the positive aspects of forming unlikely friendships. Draw ideas together as a class, eliciting that unlikely friendships can broaden your outlook on life by exposing you to new ideas and interests, and they can also foster mutual respect and tolerance.

Continued . . .

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EXTENSION TASKS:

ENGLISH:

On the surface, James and the Centipede's friendship is an unlikely one. Can the children think of any other stories they have read at home or at school which feature unlikely friendships? In Roald Dahl's *The BFG*, a little orphan girl, Sophie, befriends a giant – The Big Friendly Giant. Give each pair of children an excerpt or two cut from resource 6: THE BFG. After children have read the excerpt(s) ask: 'How can you tell Sophie and The BFG are friends?' Display the whole resource on the interactive whiteboard and share their ideas. Ask: 'What do you think each character gains from the friendship?', 'Do you agree that they are unlikely friends? Explain your thoughts.'



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EXTRACT ONE

Source: http://socialpsych-emma.blogspot.co.uk/2007/10/what-factors-influence-our-likelihood.html

What is friendship?

Friendship is a relationship between two people who care, respect and like each other. If you respect somebody then you consider their feelings and wishes. That doesn't mean that you always have to agree with them, it just means that when you don't agree then you listen and try to put yourself in their shoes. When friends want different things they compromise to reach a solution that satisfies them both.

Why do people become friends?

Familiarity - Have you ever heard the saying 'familiarity breeds contempt'? This means that the more you see somebody the less you like them. Well, a study written by Festinger, Schachter and Back in 1950 demonstrated the opposite. They discovered that the more people come into contact with each other the more they like each other!

Reciprocity - Reciprocity means that you give somebody something in return for something. So if somebody likes you then you are more likely to like them back! This was discovered by Simpson, Miller and Walton in 1993.

Similarity - People tend to be friends with those who are similar to themselves. This means that your friends are likely to be people who share at least some of these traits with you:

- The same kind of personality traits:
- an introvert or an extrovert?
- thoughtful?
- compassionate?
- adventurous?
- creative?
- cheerful? and so on…
- The same hobbies and interests
- The same gender
- Are a similar age
- The same morals
- The same attitude towards school work.

Acceptance - A study written by Ellis and Zarbatany in 2007 found that for friendships to last then the friend has to be liked and respected by each other's family and existing friends. If not, then both parties soon start to wonder if their friends and family are right!

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EXTRACT ONE

from chapter 37, pp.139-143 (487 words)

'My friends, this is the Centipede, and let me make it known
He is so sweet and gentle that (although he's overgrown)
The Queen of Spain, again and again, has summoned him by phone
To baby-sit and sing and knit and be a chaperone
When nurse is off and all the royal children are alone.'
('Small wonder,' said a Fireman, 'they're no longer on the throne.')

'The Earthworm, on the other hand,'
Said James, beginning to expand,
'Is great for digging up the land
And making old soils newer.
Moreover, you should understand
He would be absolutely grand
For digging subway tunnels and
For making you a sewer.'
(The Earthworm blushed and beamed with pride.
Miss Spider clapped and cheered and cried,
'Could any words be truer?')



'And the Grasshopper, ladies and gents, is a boon
In millions and millions of ways.
You have only to ask him to give you a tune
And he plays and he plays and he plays.
As a toy for your children he's perfectly sweet;
There's nothing so good in the shops –
You've only to tickle the soles of his feet
And he hops and he hops and he hops.'
('He can't be very fierce!' exclaimed
The Head of all the Cops.)





Continued...

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EXTRACT ONE CONTINUED

from chapter 37, pp.139-143 (487 words)

'And now without excuse
I'd like to introduce
This charming Glow-worm, lover of simplicity.
She is easy to install
On your ceiling or your wall,
And although this smacks a bit of eccentricity,
It's really rather clever
Fore there after you will never
You will NEVER NEVER NEVER
Have the slightest need for using electricity.'
(At which, no less than fifty-two
Policemen cried, 'If this is true
That creature'll get some fabulous publicity!)



'And here we have Miss Spider
With a mile of thread inside her
Who has personally requested me to say
That she's NEVER met Miss Muffet
On her charming little tuffet –
If she had she'd NOT have frightened her away.
Should her looks sometimes alarm you
Then I don't think it would harm you
To repeat at least a hundred times a day:
"I must NEVER kill a spider
I must only help and guide her
And invite her in the nursery to play."'
(The police all nodded slightly,
And the fireman smiled politely,
And about a dozen people cried, 'Hooray!')



Illustrations © Quentin Blake



EXTRACT ONE CONTINUED

from chapter 37, pp.139-143 (487 words)

'And here's my darling Ladybird, so beautiful, so kind,
My greatest comfort since this trip began.
She has four hundred children and she's left them
all behind,
But they're coming on the next peach of the can.'
(The cops cried, 'She's entrancing!'
All the firemen started dancing,
And the crowds all started cheering to a man!')



'And now, the Silkworm,' James went on,
'Whose silk will bear comparison
With all the greatest silks there are
In Rome and Philadelphia.
If you would search the whole world through
From Paraguay to Timbuctoo
I don't think you would find one bit
Of silk that could compare with it.'



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ROALD DAHL
JAMES AND THE GIANT PEACH

PERSONALITY TRAITS



honest	brave	mischievous
HAPPY	**thoughtful**	demanding
LEADER	conceited	**KIND-HEARTED**
intelligent	**excitable**	VAIN
compassionate	gentle	**wild**
PROUD	**courageous**	SERIOUS
FUNNY	**SAD**	**selfish**
UNSELFISH	CONSIDERATE	imaginative

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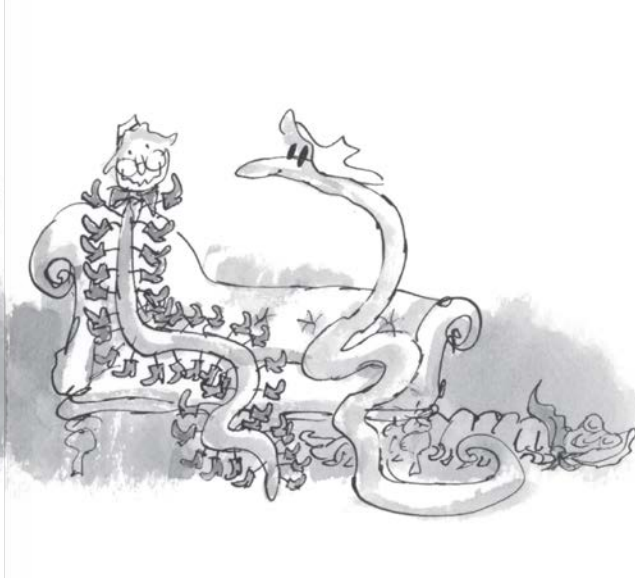
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JAMES AND THE GIANT PEACH

PERSONALITY TRAITS



responsible	lazy	friendly
TIMID	**adventurous**	shy
DARING	lovable	**BOISTEROUS**
impulsive	**reserved**	BOSSY
witty	energetic	**cheerful**





Illustrations © Quentin Blake

CHARACTERS





Illustrations © Quentin Blake

CHARACTERS





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ROALD DAHL
JAMES AND THE GIANT PEACH

FOREVER FRIENDS



Read extract two - a poem that James has written about his friends. In the poem, James compliments his friends on their talents and describes them in a flattering light. Sometimes James tells us what kind of character they are e.g. 'charming Glow-worm' but sometimes we have to 'read between the lines' of the poem.

Read the poem carefully and write your ideas here.

ADJECTIVE	SPECIAL TALENT	POSITIVE TRAITS
Centipede		
Earthworm		
Grasshopper		
Miss Spider		
Ladybird		

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ROALD DAHL

GETTING TO KNOW YOU



Name of person being interviewed.....

.....

Favourite activity/hobby.....

.....

Special talent .....

.....

Ideal pet .....

.....

Favourite food.....

.....

Musical interests.....

.....

Ideal holiday.....

.....

Three wishes from a fairy godmother would be:

1. .....

2. .....

3. .....

(no wishing for more wishes is allowed!)

Illustrations © Quentin Blake

ROALD DAHL

WRITING FRAME



And now without excuse

I'd like to introduce ..... *(name)*

This ..... *(adjective)* ..... *(adjective)* **person**

is very good at .....

He/she likes to .....

.....

If ..... *(name)* **had three wishes they would be** .....

.....

.....

.....

.....

.....

His/her idea of a holiday is .....

.....

.....

So put your hands together for ..... *(name)*

Illustrations © Quentin Blake



The Marvellous Ears, p.30

'I don't have a mother and father,' Sophie said. 'They both died when I was a baby.'

'Oh, you poor little scrumplet!' cried the BFG. 'Is you not missing them very badly?'



The Marvellous Ears, pp.32-33

'Would you please tell me what you were doing in our village last night? Why were you poking that long trumpet thing into the Goochey children's bedroom and then blowing through it?'...

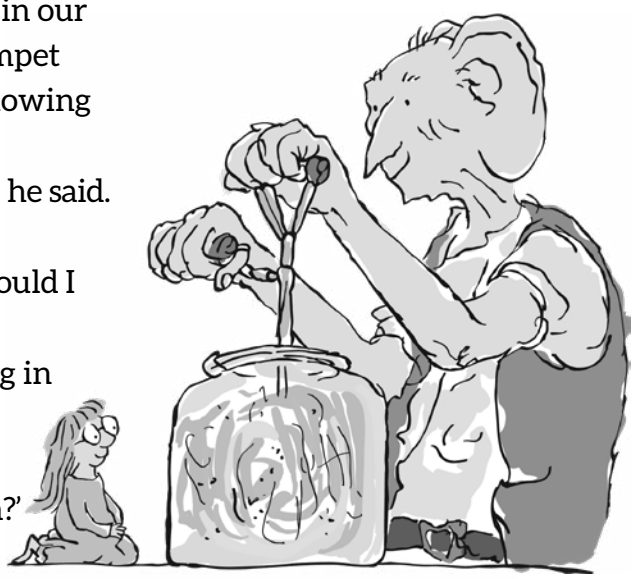
'You is asking me to tell you whoppsy big secrets,' he said. 'Secrets that nobody is ever hearing before.'

'I won't tell a soul,' Sophie said. 'I swear it. How could I anyway? I am stuck here for the rest of my life. . .'

'If you is really wanting to know what I am doing in your village,' the BFG said, 'I is blowing a dream into the bedroom of those children.'

'*Blowing a dream*?' Sophie said. 'What *do* you mean?'

'I is a dream-blowing giant,' the BFG said.

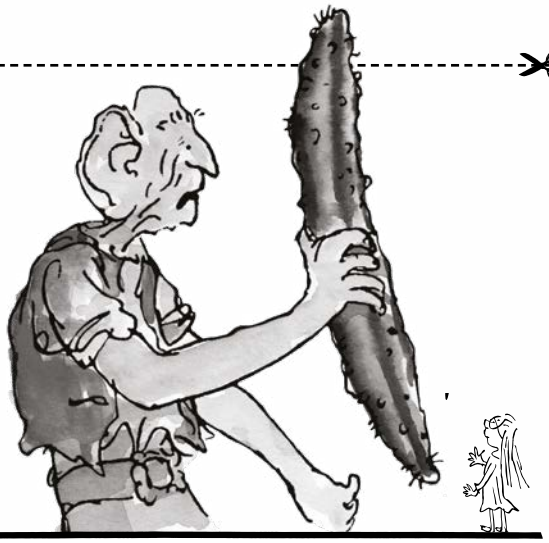


Snozzcumbers, p.44

'Do we really have to eat it?' Sophie said.

'You do unless you is wanting to become so thin you will be disappearing into a thick ear.'

'Into *thin* air,' Sophie said.



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THE BFG



The Bloodbottler, pp.49-55



The Bloodbottler pointed a finger as large as a tree-trunk at the BFG. 'Runty little scumscrewer!' he shouted…

The BFG had intended to whisk Sophie off the table as soon as he got the chance and hide her behind his back…

'I was in his mouth,' Sophie said.

'You was *what*!' cried the BFG…

'I should like to find a way of disappearing them, every single one.'

'I'd be glad to help you,' Sophie said. 'Let me see if I can't think up a way of doing it.'

Frobscottle and Whizzpoppers, pp.60-61



Sophie opened her mouth, and very gently the BFG tipped the bottle forward and poured some of the fabulous frobscottle down her throat.

And oh gosh, how delicious it was!...

Sophie could feel the bubbles travelling lower and lower down her tummy, and then suddenly, inevitably… the explosion came. The trumpets sounded and she too made the walls of the cavern ring with the sound of music and thunder.

'Bravo!' shouted the BFG, waving the bottle. 'You is very good for a beginner! Let's have some more!'

The Author, pp.198-199



The BFG expressed a wish to learn how to speak properly, and Sophie herself, who loved him as she would a father, volunteered to give him lessons every day…

…he turned out to be a splendid, intelligent pupil. He read all of Charles Dickens (whom he no longer called Dahl's Chickens), and all of Shakespeare and literally thousands of other books. He also started to write essays about his own past life. When Sophie read some of them, she said, 'These are very good. I think perhaps one day you could become a real writer.'

'Oh, I would love that!' cried the BFG.

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ROALD DAHL

JAMES AND THE GIANT PEACH

LESSON PLAN 5



BOOK THEMES:

- Champions of good

LESSON OBJECTIVES:

- Analysing and discussing writing similar to that which they are planning to write
- Understanding story structure
- Writing an effective story introduction

THINGS YOU MAY NEED FOR THIS LESSON:

Creative writing tub, thesaurus and feelings bulletin board set. See page 57.



PREPARATION:

A film version of James and the Giant Peach, if possible, and a copy of **RESOURCE 1: LIFE'S A PEACH**, **RESOURCE 2: MY STORY** and **RESOURCE 3: INCREDIBLE INTRODUCTIONS** for each child. Resource 4: MY DREAM is the extension task.

STARTER ACTIVITY:

Display and read the extract as a class. Ask children how and why James is feeling the way he does in the extract and from which part of the story the extract is taken (the ending). Elicit that he is happy because he has got what he always wanted – other children to play with. How does James at the end of the story compare with James at the beginning of the story? Can children think of any other stories where the character is miserable at the beginning and happy at the end? Discuss traditional tales such as Cinderella which follow a similar structure.

Continued . . .



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MAIN ACTIVITY:

TASK ONE:

Watch a film version of *James and the Giant Peach*. In pairs, ask children to talk about some of the difficulties that James encounters before he finally realises his dream of having other children to play with. Complete **RESOURCE 1: LIFE'S A PEACH**.

TASK TWO:

Children plan their own stories based on *James and the Giant Peach* using **RESOURCE 2: MY STORY**. It may be a good idea to plan one as a whole class using the title 'Tommy and the Titanic Tomato' as inspiration.

Before children write introductions to their stories, help them to understand how to write an effective introduction by reading Chapter 1 of *James and the Giant Peach*. Explain how the first chapter sets the scene for the story, so we learn about James, where he lives and all about his miserable situation. **RESOURCE 3: INCREDIBLE INTRODUCTIONS** helps children to analyse what makes an effective story introduction and to use this knowledge to inform their own writing. Children are now ready to write their introduction. If time allows, children can complete their stories using *James and the Giant Peach* as a model for writing the middle and the end.

PLENARY:

Ask children to tell you what they think makes an effective story introduction. Record their ideas on the board. In pairs, children take turns to read their introductions and to give feedback to each other by firstly sharing what was effective about their partner's writing before discussing what could be better next time. When they've finished sharing, ask if there is anybody who would like to read their introduction to the class so that you can analyse it together.

EXTENSION TASKS:

Explain how *James and the Giant Peach* reflects real life in that, like James, most of us have dreams, but also like James, we might have a few hurdles to overcome before we realise them. Ask children to tell a friend about a dream that they have and what obstacles they might have to overcome in order to achieve it. Using **RESOURCE 4: MY DREAM**, they write about their dream and plan how they are going to reach their goal.

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EXTRACT ONE

from chapter 39, pp.148-150 (274 words)

And as for the enormous peach stone – it was set up permanently in a place of honour in Central Park and became a famous monument. But it was not *only* a famous monument. It was also a famous house. And inside the famous house there lived a famous person –

JAMES HENRY TROTTER

himself.

And all you had to do any day of the week was to go and knock upon the door, and the door would always be opened to you, and you would always be asked to come inside and see the famous room where James had first met his friends. And sometimes, if you were very lucky, you would find the Old-Green-Grasshopper in there as well, resting peacefully in a chair before the fire, or perhaps it would be the Ladybird who had dropped in for a cup of tea and a gossip, or the Centipede to show off a new batch of particularly elegant boots that he had just acquired.

Every day of the week, hundreds and hundreds of children from far and near came pouring into the City to see the marvellous peach stone in the Park. And James Henry Trotter, who once, if you remember, had been the saddest and loneliest little boy that you could find, now had all the friends and playmates in the world. And because so many of them were always begging him to tell and tell again the story of his adventures on the peach, he thought it would be nice if one day he sat down and wrote it as a book.
So he did.
And *that* is what you have just finished reading.



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ROALD DAHL

LIFE'S A PEACH



IT'S A HORRIBLE LIFE

At the beginning of the story James is miserable. More than anything in the world he wants friends his own age to play with.

LIFE'S A PEACH

(well, almost)

On board the peach, James almost gets what he wants when he makes friends with the animals. At least he has friends now, even if they weren't quite what he had in mind.

A DREAM COME TRUE!

At the end of the story James's dream comes true when

.....

.....

.....

BIG BUT! ...

before James's dream comes true he runs into three big problems. What are these problems? How are they solved?

Problem	Solution

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ROALD DAHL

MY STORY



The title of my story is: .....

.....

My main character's name is: .....

.....

The enormous fruit is: .....

.....

The four animals that live in the fruit are: .....

.....

My character's dream is: .....

.....

This is how my character gets what he/she wants: .....

Problem 1	Solution 1
Problem 2	Solution 2

Illustrations © Quentin Blake

ROALD DAHL

INCREDIBLE INTRODUCTIONS



The best way to learn how to write an incredible story introduction is to learn from the master, Roald Dahl. Read the following extract taken from Chapter 1 of *James and the Giant Peach* and then answer the questions below.

They lived – Aunt Sponge, and Aunt Spiker, and now James as well – in a queer ramshackle house on the top of a high hill in the south of England. The hill was so high that from almost anywhere in the garden James could look down and see for miles and miles across a marvellous landscape of woods and fields; and on a very clear day, if he looked in the right direction, he could see a tiny grey dot far away on the horizon, which was the house that he used to live in with his beloved mother and father…

The garden, which covered the whole of the top of the hill, was large and desolate, and the only tree in the entire place (apart from a clump of dirty old laurel bushes at the far end) was an ancient peach tree that never gave any peaches. There was no swing, no seesaw, no sand pit, and no other children were ever invited to come up the hill to play with poor James.

1. Why do you think Roald Dahl introduced the peach tree in Chapter 1?

2. What adjectives are used to describe:
a. Aunt Sponge and Aunt Spiker's house?
b. The hill on which James lives?
c. The woods?
d. The peach tree?
e. James himself?

3. Does James live in a happy environment or not? How can we tell?

4. Look at your own story plan (Resource 2). What character(s) and object(s) do you plan to include in your introduction?

5. Where is your story set? What adjectives might you use to describe the setting?

Illustrations © Quentin Blake

ROALD DAHL

MY DREAM



My dream is

.....

.....

.....

.....

.....

.....

Possible problems:

.....

.....

.....

My solutions:

.....

.....

.....

Illustrations © Quentin Blake

JAMES AND THE GIANT PEACH

LESSON PLAN 6



BOOK THEMES:

- Where in the World?

LESSON OBJECTIVES:

- Using evidence from the text to make deductions
- Naming & locating the world's continents & oceans
- Identifying & understanding geographical similarities & differences
- Experimenting with sounds to improvise & compose music

THINGS YOU MAY NEED FOR THIS LESSON:

Atlas, world map and Mapominoes Americas.
See page 57.



PREPARATION:

Each child will need a copy of **RESOURCE 1: WHERE DO THEY LIVE?** and **RESOURCE 2: AN EPIC JOURNEY**. They will also need copies of extracts one, two and three. You will need an enlarged copy of extract four. Children will need access to atlases, Google Earth and an internet search engine. Should you choose to do the second extension activity, you'll need an enlarged copy of extract five and a range of instruments.

STARTER ACTIVITY:

Display the outline of a world map (there are plenty available on the internet). Can children identify the world's continents and oceans? Explain they will be returning to this map later!

Continued . . .



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JAMES AND THE GIANT PEACH

LESSON PLAN 6



MAIN ACTIVITY:

TASK ONE:

Provide children with copies of **extracts one and two** and **RESOURCE 1: WHERE DO THEY LIVE?** and explain they are going to use the evidence in the text to answer the questions and identify where in the country Aunt Sponge and Aunt Spiker live.

Children should then use an atlas and an internet search engine to pinpoint a possible answer – a hill in the outskirts of a country village with a view of the Dover coastline. (If appropriate, you might like to take this activity a step further by examining an ordnance survey map of the area, looking at contour lines and the key to identify a possible location.) Finish by using Google Earth to show children the white cliffs of Dover and surrounding countryside.

TASK TWO:

Return to the world map from the starter activity. Ask children to find North America, then New York and then England and Dover. Children should complete **RESOURCE 2: AN EPIC JOURNEY**, labelling their own map with the names of the seven continents and five oceans and the names of the places featured in the extracts. Can they trace the journey the peach made? What did the peach cross on its journey from Dover to New York?

PLENARY:

Read **extract three** and compare it with **extract two**. How does New York contrast with the English countryside? What evidence can children find in the texts to indicate the differences? Where would children prefer to live and why?

EXTENSION TASKS:

SCIENCE:

Read **extract four**. Visit Central Park on Google Earth. Looking at both the aerial photograph and 'street view', ask children to identify the different human and physical features, discussing their observations in pairs. Which part of Central Park might have been a good location for the peach stone? Why?

Read **extract five** and re-read **extract two**. Discuss the peach's movement –it begins to roll and then gathers speed, crashing through things. Explain that children are going to get into groups and represent the peach's movement and journey through the countryside through music. What instruments might they choose for different parts of the journey? Clarify that the voice is also an instrument! Provide children with a range of instruments or encourage them to find other ways to make sounds. Ask groups to perform their pieces for the rest of the class.

Illustrations © Quentin Blake



EXTRACT ONE

chapter 1, pp.2-3

They lived – Aunt Sponge, Aunt Spiker, and now James as well – in a queer ramshackle house on the top of a high hill in the south of England. The hill was so high that from almost anywhere in the garden James could look down and see for miles and miles across a marvellous landscape of woods and fields; and on a very clear day, if he looked in the right direction, he could see a tiny grey dot far away on the horizon, which was the house that he used to live in with his beloved mother and father. And just beyond that, he could see the ocean itself – a long thin streak of blackish-blue, like a line of ink, beneath the rim of the sky.



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EXTRACT TWO

chapter 16, pp.52-53

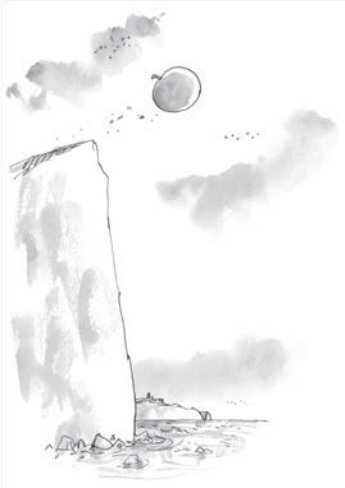
Then it rushed madly across about twenty fields, breaking down all the fences and hedges in its path. It went right through the middle of a herd of fine Jersey cows, and then through a flock of sheep, and then through a paddock full of horses, and then through a yard full of pigs, and soon the whole countryside was a seething mass of panic-stricken animals stampeding in all directions.

The peach was still going at a tremendous speed with no sign of slowing down, and about a mile farther on it came to a village.

Down the main street of the village it rolled, with people leaping frantically out of its path right and left, and at the end of the street it went crashing right through the wall of an enormous building and out the other side, leaving two gaping round holes in the brickwork.

This building happened to be a famous factory where they made chocolate, and almost at once a great river of warm melted chocolate came pouring out of the holes in the factory wall. A minute later, this brown sticky mess was flowing through every street in the village, oozing under the doors of houses and into people's shops and gardens. Children were wading in it up to their knees, and some were even trying to swim in it and all of them were sucking it into their mouths in great greedy gulps and shrieking with joy.

But the peach rushed on across the countryside – on and on and on, leaving a trail of destruction in its wake. Cowsheds, stables, pigsties, barns, bungalows, hayricks, anything that got in its way went toppling over like a ninepin. An old man sitting quietly beside a stream had his fishing rod whisked out of his hands as it went dashing by, and a woman called Daisy Entwistle was standing so close to it as it passed that she had the skin taken off the tip of her long nose.



Would it ever stop?

Why should it? A round object will always keep on rolling as long as it is on a downhill slope, and in this case the land sloped downhill all the way until it reached the ocean – the same ocean that James had begged his aunts to be allowed to visit the day before.

Well, perhaps he was going to visit it now. The peach was rushing closer and closer to it every second, and closer also to the towering white cliffs that came first.

These cliffs are the most famous in the whole of England, and they are hundreds of feet high. Below them, the sea is deep and cold and hungry.

Illustrations © Quentin Blake



EXTRACT THREE

chapter 38, pp. 144-45

They were all escorted to the steps of the City Hall, where the Mayor of New York made a speech of welcome. And while he was doing this, one hundred steeplejacks, armed with ropes and ladders and pulleys, swarmed up to the top of the Empire State Building and lifted the giant peach off the spike and lowered it to the ground.

Then the Mayor shouted, 'We must now have a ticker-tape parade for our wonderful visitors!'

And so a procession was formed, and in the leading car (which was an enormous open limousine) sat James and all his friends.

Next came the giant peach itself. Men with cranes and hooks had quickly hoisted it on to a very large truck and there it now sat, looking just as huge and proud and brave as ever. There was, of course, a bit of a hole in the bottom of it where the spike of the Empire State Building had gone in, but who cared about that – or indeed about the peach juice that was dripping out o

Behind the peach, skidding about all the place in the peach juice, came the Mayor's limousine, and behind the Mayor's limousine came about twenty other limousines carrying all the important people of the City.

And the crowds went wild with excitement. They lined the streets and they leaned out of the windows of the skyscrapers cheering and yelling and screaming and clapping and throwing out bits of white pape and ticker-tape, and James and his friends stood up in their car and waved back at them as they went by.

Then a rather curious thing happened The procession was moving slowly along Fifth Avenue when suddenly a little girl in a red dress ran out from the crowd and shouted, 'Oh, James, James! Could I *please* have just a tiny taste of your marvellous peach?'



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EXTRACT FOUR

chapter 39, p.148

And as for the enormous peach stone – it was set up permanently in place of honour in Central Park and became a famous monument. But it was not *only* a famous monument. It was also a famous house. And inside the famous house there lived a famous person –

JAMES HENRY TROTTER

himself.



Illustrations © Quentin Blake



EXTRACT FIVE

chapter 14, p.49

One second later … slowly, insidiously, oh most gently, the great peach started to lean forward and steal into motion. The whole room began to tilt over and all the furniture went sliding across the floor, and crashed against the far wall.



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ROALD DAHL
JAMES AND THE GIANT PEACH

WHERE DO THEY LIVE?



Calling all young sleuths! Can you solve the mystery of where Aunt Sponge and Aunt Spiker live? Search for clues in extracts one and two.

Calling all young sleuths! Can you solve the mystery of where Aunt Sponge and Aunt Spiker live? Search for clues in extracts one and two.

1. In which country do Aunt Sponge and Aunt Spiker live? .....

.....

2. Which part of the country do they live in? .....

.....

3. What can James see from their house? .....

.....

4. In your own words, describe the landscape that the peach rushed through.

.....

.....

.....

5. What was the peach 'rushing closer and closer' towards? .....

.....

6. What is special about the cliffs? .....

Using your answers, can you identify where in the country Aunt Sponge and Aunt Spiker live? Use an atlas and an internet search engine to help you.

I think Aunt Sponge and Aunt Spiker live in .....

.....

because .....

.....

Illustrations © Quentin Blake

ROALD DAHL
JAMES AND THE GIANT PEACH

AN EPIC JOURNEY



Here's what to do:

1. Using an atlas to help, complete the map with the names of the seven continents and five oceans. Which ocean did James and the others cross?

2. Now mark on the map the location and name of the capital cities of Great Britain and North America.

3. Now locate and mark the locations of Dover and New York City.

4. With your pencil, draw a line to show the journey the peach made from Dover to New York.



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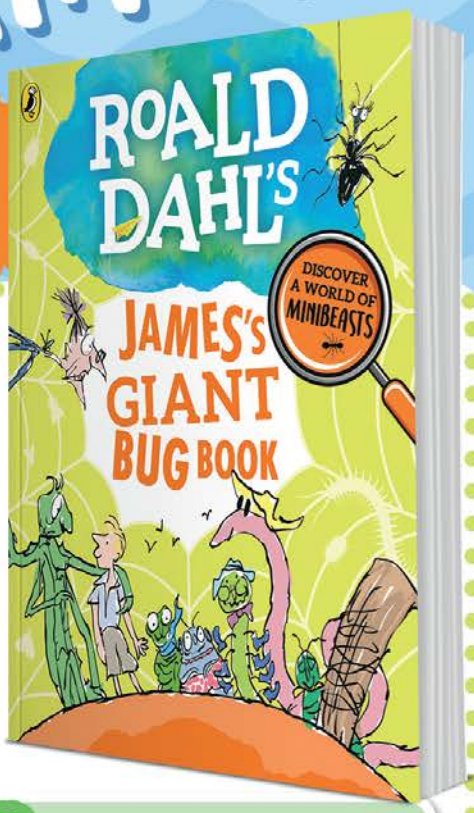
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FASCINATING FACTS AND FUN ACTIVITIES INSIDE

NEW FOR 2018



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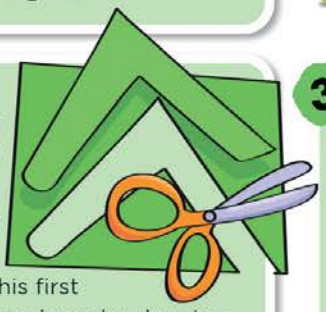
• 1 six-egg carton • Scissors • Green paint • Pencil • Green card • Emery board • 2 small green pom-poms • PVA glue • 2 googly eyes • Green pipe cleaner • Craft stick



1 **Cut your egg carton in half** so that you have **three compartments in a row:** this is going to be your grasshopper's long body. **Paint it green**



2 Next, it's time to make your grass hopper's large hind legs. **Draw a V on the green card ;** you want **each outer line of the V to be 10 centimetres long and 1.5 centimetres wide.** When you are happy with your shape, cut it out using scissors. You can then use this first hind leg as a **template** for the second one by drawing around it on the card. Then cut out the second one. Make sure you are careful when using scissors, and ask a grown-up to help you.



3 Using scissors, **carefully cut the emery board in half;** you might need to ask a grown-up to help you with this. Then take one of your legs and **turn the V upside down. Glue one piece of the emery board to the right-hand part of one of the V.** Do the same for the second leg, but glue the emery board to the **left-hand part of the V.**



4 When the **paint on the body is dry, glue the pom-poms to the front,** and then **glue the googly eyes to the pom-poms.** Finally, make the **pipe cleaner into a U shape** and poke the ends through the front section of the carton, behind the eyes, giving your grasshopper antennae.



IF YOU'RE FEELING ARTY, DECORATE YOUR GRASSHOPPER.

5 **Glue the hind legs to the back section of the egg carton:** one on each side. When the glue has dried, use the craft stick to rub along the emery board on the leg to make a noise.



FREE FUZZY BUG STICKERS INSIDE!



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