

Extract 1

- Read together an enlarged copy of Extract 1. Ask: *Is Mrs Twit similar to or different from her husband? Which sentence tells us this?* (Similar: 'Mrs Twit was no better than her husband.' Different: 'Mrs Twit wasn't born ugly.')
- Get the children to underline words and phrases describing Mrs Twit. Ask: *Which word is repeated for effect?* ('Ugly'.) *How many forms of this word can you find?* ('Ugly' – adjective, 'uglier' – comparative adjective, 'ugliness' – abstract noun.) *What is the effect of the repetition?* (It emphasises the word.)
- Ask the children to circle adjectives that describe Mrs Twit's facial features. (Wonky nose, stick-out teeth.) *What other words could the author have used?*
- Locate the word 'nice' in Extract 1. What does it describe? (Mrs Twit's face when younger.) Can the children suggest some appropriate synonyms that can be used to replace 'nice' in this context? (Lovely, pretty, sweet, attractive.)
- Now locate the simile: '...they will shine out of your face like sunbeams.' Ask: *What is being compared to what?* (Good thoughts are compared to sunbeams.) Discuss other similes in the book such as Mr Twit's hair 'It grew in spikes like the bristles of a nailbrush' and 'She went up like a rocket.'
- Consider the style. Ask: *Is it formal or friendly? Is it fact or opinion? What does it mean to have an opinion?* (One person's point of view; not necessarily shared by everyone.)
- The author uses different narrative forms to convey his point of view and describe Mrs Twit. Point out examples of third person narrative (She did not...have a hairy face...); first person (I doubt it, I'll tell you why...); and second person (if you have good thoughts...) Ask: *What effect does this have?* (It seems like the narrator is speaking directly to the reader.)

Extract 2

- Choose three volunteers (two characters and a narrator) to read Extract 2 aloud with expression.
- Point out the exclamation marks. Ask: *What effect do they have?* (They highlight emotions of fear, surprise and panic expressed in the text.)
- Circle each occurrence of 'SHRINK/S'. Ask: *Why has the author used capital letters?* (For emphasis – Mr Twit is scaring Mrs Twit by repeating the word.) *How does the repetition affect the pace of the text?* (It slows it down. You can almost hear Mr Twit speaking slowly and clearly.)
- Consider sentence length. Ask the children to underline Mrs Twit's sentences. What do they notice about their length? (They are all short.) How does this affect the tone and pace of what she says? (They speed up the pace and show her growing panic.)
- Highlight the inverted commas indicating direct speech. Ask: *How does direct speech help tell this part of the story?* (The dialogue is entertaining and gives the reader insight into what the characters feel and think.) Do the children think that this part would be as enjoyable if told in reported speech, such as: 'Then he told her that... and she gasped and pleaded with him?' (No, the effect would be lost.)
- Circle the verbs 'said' and 'cried'. Ask: *What other verbs could be used instead?*
- Read the last line. Ask: *Why is the word 'stretched' in italics?* (For emphasis.)

1. Prefixes have purpose

Objective

To use prefixes to change words so they have opposite meanings.

What you need

Copies of *The Twits*, photocopiable page 22 'Picky prefixes', interactive activity 'Growing roots'.

What to do

- Together with the class, read chapters 1–4 in the book. Ask the children to think of word pairs with opposite meanings, such as clean/dirty, and ugly/beautiful. Show them that some words can change to the opposite meaning by adding a prefix (for example, clean/unclean).
- Revise root words. Remind the children that a root word (or base word) is the form of the word that cannot be made smaller. Prefixes (or suffixes) are added to root words to change their meaning or purpose. The interactive activity 'Growing roots' can be used to reinforce this concept.
- In chapters 1–4, negative words are used to describe Mr and Mrs Twit as nasty people. Ask the children to complete photocopiable page 22 'Picky prefixes', changing the words into negative words by adding the appropriate prefixes: kind (unkind), loving (unloving), tasteful (distasteful), agreeable (disagreeable), satisfied (dissatisfied), patient (impatient), willing (unwilling), happy (unhappy), social (antisocial), obedient (disobedient), polite (impolite).
- Ask the children to use some of these words to write a short paragraph describing Mr and Mrs Twit.

Differentiation

Support: Provide other examples for children to identify the root word by removing the prefix and/or suffix.

Extension: Encourage children to use dictionaries to find other words with prefixes that change the word to have an opposite meaning. They can also research other prefixes and their functions ('re', 'sub', 'inter', 'auto' and so on).

2. Sly suffixes

Objective

To add the suffix 'ly' onto adjectives to form adverbs.

What you need

Copies of *The Twits*.

What to do

- Ask the children to identify the common element in these words: softly, sadly, anxiously, slowly, gently, wisely. (The suffix 'ly'.) Ask: *What is the root word in each case?* (Soft, sad, anxious, slow, gentle, wise.) Do they notice the root words are all adjectives? Explain that adding 'ly' changes an adjective into an adverb to describe the action, not the person.
- Show the children the illustrations of Mr and Mrs Twit (inside the front cover) and use adverbs to describe their behaviour. For example: Mr Twit behaves badly (not Mr Twit is bad); Mrs Twit speaks rudely to others (not Mrs Twit is rude). One describes the noun, the other the action.
- Orally, complete some sentences changing the adjective to an adverb by adding 'ly': 'The Twits behave bad (badly).' 'The children ran home quick (quickly).' 'The monkeys laughed loud (loudly).' 'The birds flew quiet (quietly) past the tree.' 'Mr Twit eager (eagerly) catches birds.'
- Encourage the children to write their own sentences to describe the behaviour of different characters in the story.

Differentiation

Support: Ask children to find sentences in the book containing adverbs. Provide extra words to give them practice (smug/smugly, cruel/cruelly). Let them use a dictionary to check their spelling.

Extension: Invite children to make up rules to explain the spelling in these words: careful – carefully; gentle – gently; dramatic – dramatically; true – truly; happy – happily.

Picky prefixes

- Mr Twit is not the cleanest person around! Add the prefix 'un' to six of the words shown below to correctly describe Mr Twit's beard.



- Help Mr Twit stick the correct prefixes to each of the following words to make them mean the opposite. Write them in the correct glue pot.

agreeable	willing	happy	patient	social	tasteful
loving	kind	obedient	polite	satisfied	

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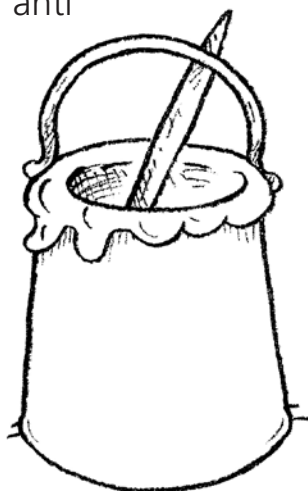
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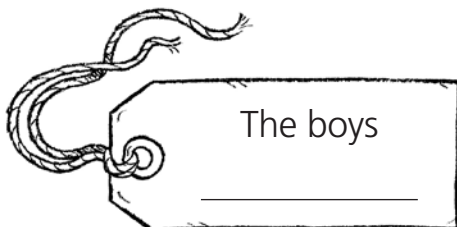
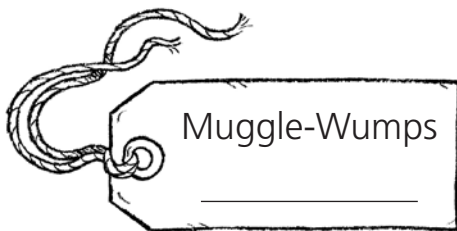
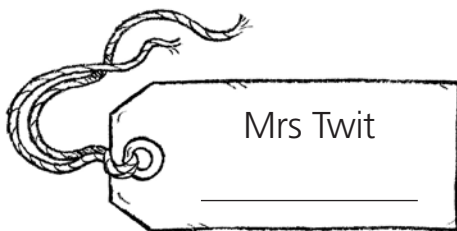
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My apostrophe

- Use the words below to complete the labels to show who owns what. Don't forget to fill in the missing apostrophe!

pot of glue
glass eye
trousers
feather
cage
pond



- Circle the correct word in each sentence to show that the owner is a plural.

- The Twits / Twit's / Twits' house was dark and cold.
- The monkey's / monkeys' / monkeys cage was small.
- The tree's / trees / trees' branches had no leaves.
- The birds / bird's / birds' friends tried to warn them.
- The little boy's / boys' / boys pants were left behind.
- The plants / plant's / plants' thorns were prickly.

