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SHARED READING

Extract 1

- Display an enlarged copy of Extract 1. Read the extract together. Ask: *What might a snozzcumber be?* (a giant vegetable or fruit similar to a cucumber) *Can you work out about how long it is meant to be?* (one and a half times a man's height, so about 2.5–3 metres) Highlight 'girth' and 'perambulator'. Can the children suggest alternative words? Ask them if they can recall how the huge size of the snozzcumber becomes useful when the Bloodbottler visits. (Sophie hides inside the chewed-off end.)
- Ask: *Can you identify a simile in the first paragraph?* ('as thick as...') *Can you find any others in the extract and explain what they mean?* ('like a lasso')
- Underline the verbs that the BFG uses to describe how he feels about the snozzcubers ('squoggle', 'mispise', 'dispunge'). Ask: *Can you suggest alternative words to replace them? What sort of feeling do they all convey?* (disgust)
- *Which saying does the BFG get muddled up with?* (skin and bones) Check the children understand the expression. Ask: *Does the BFG's version work in its own way?* (He might be so thin and hungry he would be groaning all the time.)
- Ask: *Can you explain how the BFG's language gets 'a little squiggly'?* (He mixes up sayings and muddles words and verb tenses.) Challenge them to find examples in the extract, and suggest amendments or corrections into standard English.

Extract 2

- Display an enlarged copy of Extract 2. Read Extract 2 together. Ask the children: *Can you explain what is in the jar?* (a dream) *How does the BFG catch dreams and pass them on?* Remind the children of 'dream-catcher' nets, such as those the Native American peoples make.
- Ask: *Where do you think dreams might come from?* Discuss that sometimes they seem to relate to things that have happened in the day, although they may be mixed or muddled up. Talk about how experts who study the science behind sleeping and dreaming believe that dreaming is an important way for the brain to make sense of our experiences.
- Circle the word 'translucent' and challenge the children to come up with another word or phrase to replace it. Underline the present participles 'shimmering', 'pulsing' and 'breathing'. Ask: *Which is being used as an adjective?* ('shimmering') *Which are being used as verbs?* ('pulsing' and 'breathing')
- Ask: *Can you find all the images the author uses to help us visualise the dream? What does he compare it to?* ('a hen's egg', 'a jellyfish') *What do these images help convey?* (its size, and the texture of it)
- Invite the children to explain what the BFG implies by the comparison with the north wind. Ask: *Can you think of other ways that the BFG disturbs Sophie's ideas in the book?* (By what he says about humans killing each other and how long humans spend sleeping.)



Extract 1

Snozzcumbers

The BFG flung open a massive cupboard and took out the weirdest-looking thing Sophie had ever seen. It was about half as long again as an ordinary man but was much thicker. It was as thick around its girth as a perambulator. It was black with white stripes along its length. And it was covered all over with coarse knobles.

'Here is the repulsant snozzcumber!' cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcumbers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and *bones*,' Sophie said.

'I *know* it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

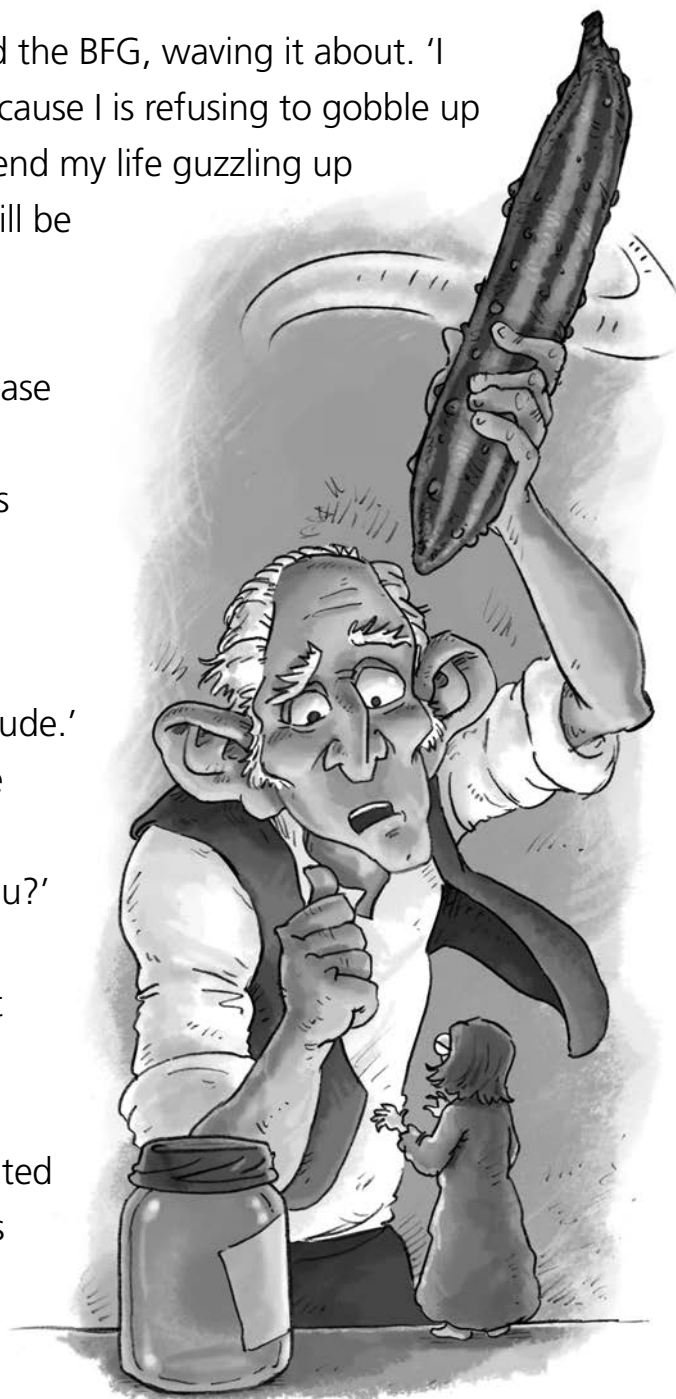
'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'But couldn't your mother have taught you?' Sophie asked.

'My *mother*!' cried the BFG. 'Giants don't have mothers! Surely you is knowing *that*.'

'I did *not* know that,' Sophie said.

'Whoever heard of a *woman* giant!' shouted the BFG, waving the snozzcumber around his head like a lasso. 'There never was a woman giant! And there never will be one. Giants is always men!'



GRAMMAR, PUNCTUATION & SPELLING

1. When, where, how?

Objective

To use fronted adverbials.

What you need

Copies of *The BFG*, photocopiable page 22 'Say when, where, how'.

What to do

- Write the sentence 'Sophie waited.' on the board. Invite the children to suggest some words or phrases to extend the sentence. Prompt them to think when, where or how she waited. For example: At the stroke of midnight, Sophie waited (when). Under the blanket, Sophie waited (where). With her heart pounding, Sophie waited (how).
- Explain that adverbs or phrases that act as adverbs (adverbials), like these ones, can 'qualify' or tell us more about an action. They can even change a sentence completely. Demonstrate by writing these two sentences on the board: 'Boldly, Sophie spoke to the BFG.' and 'Trembling all over, Sophie spoke to the BFG.'
- Point out that the adverbial is separated from the main clause that follows, by a comma.
- Ask the children to work in pairs to complete photocopiable page 22 'Say when, where, how'. Remind them to use commas as necessary.
- When the children have completed the photocopiable page, bring the class back together to review their work.

Differentiation

Support: Provide a list of adverbs or phrases to help pairs fill in the photocopiable page.

Extension: Invite children to work in pairs to draft more sentences about characters from the novel, using adverbials of time, place and manner.

2. Make the connection

Objective

To extend the range of sentences with more than one clause by using conjunctions.

What you need

Copies of *The BFG*.

What to do

- Write on the board some short, factual sentences about the BFG, for example:
 - The BFG detests snozzcumbers.
 - The BFG does whizpoppers.
- Tell the children they are going to try extending the sentences by using conjunctions, or connecting words. Together, think of some conjunctions. (after, because, when, while, if)
- Model some examples on the board, underlining or circling the conjunctions:
The BFG detests snozzcumbers because they taste horrible.
The BFG does whizpoppers after he drinks frobscottle.
- Together, create some more short, factual sentences about the BFG and write them on the board.
- Arrange the class into pairs. Invite the pairs to extend the sentences you have written on the board, using conjunctions. When they have finished, ask children to share their ideas.
- Allow pairs time to write four or five new sentences. Come back together as a class and ask the children to share some of their sentences. Write some of the sentences on the board, underlining or circling the conjunctions.

Differentiation

Support: Provide a list of conjunctions for children to use.

Extension: Challenge pairs to use each conjunction only once.



Say when, where, how

- Write a fronted adverbial in the spaces provided to complete each sentence.
- Remember to use a comma.

Example: Trembling all over, Sophie hid under the blanket.

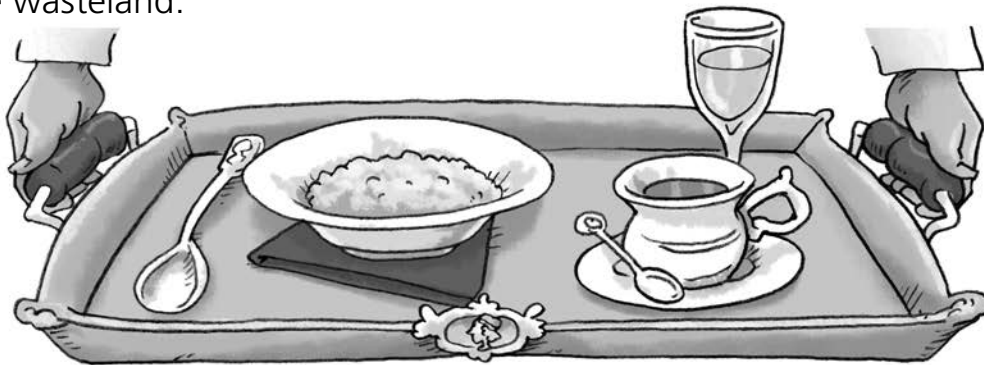
1. _____ the BFG carried Sophie to the cave entrance.

2. _____ the Bloodbottler grabbed the BFG by the arm.



3. _____ Sophie watched the BFG mixing dreams.

4. _____ the BFG galloped over the wasteland.



5. _____ the Queen's maid dropped the breakfast tray.

6. _____ Sophie jabbed the brooch into the Fleshlumpeater's ankle.