



Chapter 2 · Meet the Humans

Aunt Agatha's actions have got the attention of the police. Now she is meeting the humans – including two children, Annie and Mitch – and they want her help...

AUNT AGATHA, SPACE TRAVELLER

David MacPhail

CONTENT



READ!

- **Reading comprehension questions:** 10 multiple choice questions to test text retrieval and reading comprehension. These questions may also be completed online at www.fictionexpress.co.uk
- **Guided reading:** teacher's notes and a written response worksheet comprising 6 questions which allow for deeper response to the story, looking at personal response, inference and prediction



WRITE!

- **"Inspire!" words** to encourage children to include them in their own writing
- **"Spotlight!" word list** of the words highlighted and defined online
- **Writing worksheet:** write the opening for chapter 3
- **Spelling worksheet:** words ending in 'y'



TALK!

- **Voting options:** discussion points for each voting option
- **Discussion activity:** discuss the story and characters so far and predict what will happen (link to writing)



EXPLORE!

- **Sorting activity:** sorting words into alphabetical order



Name: _____

1

How does Aunt Agatha stop the thief?

- A. She throws a teaspoon at him
- B. She beams a bright light at him
- C. She trips him up with a stretchy leg

2

How does the police officer feel when Aunt Agatha stops the thief?

- A. Terrified
- B. Pleased
- C. Disappointed

3

What does the police officer do?

- A. Beg for mercy
- B. Try to arrest Aunt Agatha
- C. Run away

4

Who helps the thief to get up?

- A. The police officer
- B. Two children
- C. Aunt Agatha

5

How does Aunt Agatha make herself understood to humans?

- A. She shouts very loudly
- B. She uses a translator device
- C. She can speak English very well



Name: _____

6

Who does the thief turn out to be?

- A. Mr Jones, the children's teacher
- B. Aunt Agatha's nephew
- C. Mr Plonk, a local businessman

7

What does Aunt Agatha see in the shops?

- A. Some nice woolly socks
- B. Some lovely teaspoons
- C. A present for her nephew

8

What is hovering above the school?

- A. More spaceships
- B. A weather balloon
- C. Helicopters

9

What is parked outside the school?

- A. A row of bulldozers
- B. A row of spaceships
- C. A row of police cars

10

What does Tommy Plonk want to build where the school is?

- A. A hotel
- B. A shopping centre
- C. A new school



1

Together, recap on the events in the last chapter. (Aunt Agatha inherited some money, bought a spaceship and travelled to Earth. She landed on some cars near a shopping centre and after being shouted at, witnessed a man trying to steal a police officer's hat.) Read the first two lines of Chapter 2. Remember together that the story is told as a series of letters. Ask: What advice can we guess her nephew has given her? (To go after the thief.)

2

Read up until the first break. Ask: How does Aunt Agatha stop the thief? (She stretches out her leg and trips him up.) Remember together some of the features of Aunt Agatha: three heads, twelve eyes, 40 legs, scales and very stretchy legs. Ask: How does the police officer feel? (terrified) How might Aunt Agatha have expected the police officer to feel? (perhaps grateful) Ask: What does Aunt Agatha say? Define 'gawping' for the children. Imagine together what Aunt Agatha's voice might sound like without the translator on.

3

Read up until the next break. (After 'ear-drums rattle'.) Ask: What are the two children like? (brave, kind to the thief, embarrassed when looking at Aunt Agatha) Ask: Who is the thief? (the children's teacher, Mr Jones) Ask: Is he really a thief? (No, he was trying to stop the children from being arrested.) Ask: Why does Aunt Agatha push her middle head forward? (So the children know where to look.) Ask: Why might her other heads not like that? (They might be jealous.)

4

Ask: Why does Aunt Agatha agree to go with the children? (She can hear the sirens of approaching police cars.) Read on until the end of the story. Ask: Why do the two children want Aunt Agatha to help them? (To give them publicity.) How will the publicity help? (People will hear about Aunt Agatha and then hear about the school.) Agree that the way she looks is her only attribute here! Ask: Why are there bulldozers outside the school? (To knock it down.)

5

Ask: What do you think the local community thinks about Tommy Plonk? Locate the phrase 'a chorus of boos'. Discuss the meaning of this phrase. (Everyone is booing together.) Work with the children to find verbs that give a sense of drama to the scene: the helicopters 'hovered', the school is 'crumbling', and the earth 'trembled'. Ask: What do you think is making the earth tremble? Agree that we don't know but we probably should remember it for Chapter 3.

6

Ask: What is Tommy Plonk like? (He has curly hair and a moustache and he lies.) Ask: How do we know that he is lying? (He tells the children that he's building a new school but he tells Aunt Agatha that he will make her the face of his new hotel.) What does Tommy Plonk own so far? (the shopping centre) Ask: Do you think that Aunt Agatha and the two children will be able to save the school?



Name: _____

1

Aunt Agatha says, *Thanks for the advice!* What advice did the nephew give her?

2

How does the police officer feel when Aunt Agatha stops the thief?

3

Who is Mr Jones?



Name: _____

4 _____

Why do the children ask Aunt Agatha to help them?

5 _____

How do we know that the children and teachers don't like Tommy Plonk?

6 _____

Why does Tommy Plonk want to knock down the school?



Here is some of the challenging or potentially unfamiliar vocabulary used in Chapter 1 of *Aunt Agatha, Space Traveller*.

You may wish to explore this vocabulary, to improve children's understanding of the chapter, and inspire and enhance the quality of their own writing. You might like to display the words in the classroom, and encourage children to use new vocabulary as part of the Write! worksheet tasks.

admit

crumbling

device

flattered

shrieking

stunned



Name: _____

At the end of this chapter...
Which option did you vote for? Write the opening paragraph of chapter 3,
based on the option you chose.

A large rectangular area enclosed by a dashed blue border, containing ten horizontal solid black lines for writing.



Name: _____

When we add -es to words ending in -y, the y is changed to i before -es is added. For example, fly / flies. The y is also changed to i before -ed, -er and -est are added, but not before -ing as this would be written ii. For example, flying.

For the sentences below, choose the correct form of the word in brackets to write on the line and complete the sentences. Don't forget your spelling!

word +

ed

es

er

ing

est

1. Aunt Agatha wanted to go to lots of _____ (party).
2. Aunt Agatha was not sure about _____ (fly) her spaceship.
3. Aunt Agatha's tea towel was _____ (dry) than it was before.
4. The police officer _____ (try) to catch the thief.
5. Most of the humans were _____ (cry) out in terror.
6. The humans were acting like she was the _____ (scary) thing they had ever seen.



Where should Aunt Agatha go?

A

Nowhere - she should stay with the children and help save the school

Aunt Agatha was head teacher before she retired, so perhaps she will be interested in saving the school. She might have some sneaky alien ways to help the beat the bulldozers! Perhaps she could help the children investigate the mysterious shaking of the ground beneath their feet.

B

Away with Plonk to become a star

We have not met Plonk for long, but he does not seem like a trustworthy character. Everyone boos him and Annie says he is lying about building a new school. Do you think Aunt Agatha should trust him? Could the pair of them working together be a fun option for chapter 3?

C

Back to the spaceship and buy the teaspoons on the way

Aunt Agatha is worried about her spaceship so perhaps she should go back to check on it. What do you think will happen in the shop if Aunt Agatha tries to buy the spoons? Perhaps her spaceship could help them fight against the bulldozers.

→ Which option do you think would be the most exciting one for the next chapter of *Aunt Agatha, Space Traveller*?

Discussion Activity

In pairs or a small group, discuss what has happened so far in the story. Think about the characters we have met and the problems that must be resolved. You could use your Write! worksheets to think about what might happen in the next chapter. Do you agree or do you have different ideas?



Name: _____

Can you sort the names and words from chapter 2 of *Aunt Agatha, Space Traveller* into alphabetical order? The first one has been done for you.

Tommy

1. Agatha

spaceship

2. _____

bulldozers

3. _____

Mitch

4. _____

Annie

5. _____

hotel

6. _____

Agatha

7. _____

school

8. _____

Mr Jones

9. _____

police

10. _____

ANSWERS

READ! Comprehension Questions

- How does Aunt Agatha stop the thief?
C. She trips him up with a stretchy leg
- How does the police officer feel when Aunt Agatha stops the thief?
A. Terrified
- What does the police officer do?
C. Run away
- Who helps the thief to get up?
B. Two children
- How does Aunt Agatha make herself understood to humans?
B. She uses a translator device
- Who does the thief turn out to be?
A. Mr Jones, the children's teacher
- What does Aunt Agatha see in the shops?
B. Some lovely teaspoons
- What is hovering above the school?
C. Helicopters
- What is parked outside the school?
A. A row of bulldozers
- What does Tommy Plonk want to build where the school is?
A. A hotel

WRITE! Nouns and verbs ending in 'y'

- Aunt Agatha wanted to go to lots of **parties**.
- Aunt Agatha was not sure about **flying** her spaceship.
- Aunt Agatha's tea towel was **drier** than it was before.
- The police officer **tried** to catch the thief.
- Most of the humans were **crying** out in terror.
- The humans were acting like she was the **scariest** thing they had ever seen.

EXPLORE! Sort them out!

- Agatha
- Annie
- bulldozers
- hotel
- Mitch
- Mr Jones
- police
- school
- spaceship
- Tommy