

# TEACHERS' NOTES

BY JILL HOLT



## Furze the Fixer Lorraine Orman Illustrated by Trevor Pye

### NOTE TO TEACHERS

Orman introduces a fantasy character who, unusually in folk tales, is hard-working! But the main thrust of the story is a brother/sister rivalry. If you decide to set up a class drama as suggested, try to avoid arriving at a conclusion where some people are 'wrong' and some 'right' – leave things open so that all contributors feel validated.

### TO STUDENTS

#### **Orientation** *In pairs*

Study only the front cover and make three predictions about the book. Note your guesses so that you can check them later. Read the endnotes by the author and illustrator and see whether this adds to your ideas. Check them when you finish the book.

#### **Following the story**

Work in pairs and discuss your answers quietly. Here you are learning to read closely. Learning to *ask* questions related to the text will help you become an even better reader.

#### Chapters 1–3, pp. 5–26

1. Make a list of five things Dougal is grumpy about? (pp. 5–11)
2. Who is Samuel Carterton? (pp. 12–17)
3. Make up a question for your partner (from pp. 20–21).
4. Make up a question for your partner (from pp. 24–5).

#### Chapters 4–6, pp. 27–48

1. What is the cat's response to Furze? (pp. 29–30)
2. What is Dougal's brainwave? (p. 32)
3. Make up a question for your partner (from pp. 35–40).
4. Make up a question for your partner (from pp. 42–8).

#### Chapters 7–10, pp. 40–83.

1. What does Dougal discover about Samuel Carterton? (pp. 50–56)
2. What is Furze up to? (pp. 67–68)
3. Make up a question for your partner (from pp. 70–76).
4. Make up a question for your partner (from pp 77–83).

# TEACHERS' NOTES

BY JILL HOLT



## Connections with fairy tales, folk tales and other tales *Group discussion*

There are lots of words, ideas and actions used in *Furze the Fixer* that are also used in other well-known fairy tales and folk tales. For example: finding a secret case, box or bag which has magical qualities; or a little creature that does magic tasks for a 'master'. Complete the following table by writing down any fairy tale or folk tale you can think of which uses the same idea as *Furze the Fixer*. Can you think of any more? If you can, add them to the table.

<b>Idea from <i>Furze the Fixer</i></b>	<b>Fairy/folk tale it reminds me of</b>
a creature with magic powers that makes wishes come true	Cinderella
waking up in another time or place	
small person who does work by magic	
something that only one person can see	

## Experts with words: Dialect

(a) The author has used a few Scottish words in this story. Some are old-fashioned words that aren't used now and others are still in use. These words make Furze seem lively and strange. You won't find most of these words in the usual dictionaries we use but you will be able to work out what they mean by reading them in context. Find each word on the page number given and see if you can work out its meaning. Does it sound like any other word you know? Look at the whole sentence to help you figure out the meaning.

<b>Scottish word</b>	<b>Meaning</b>
boggart (p. 22)	A magic, traditional Scottish creature that 'looks after' its owner
bonny (p. 22)	
losh me (p. 74)	
nae (p.79)	
wee drop (p. 20)	
awa (p. 58)	
yon (p.29)	
beasties (p.36)	
canna (p.52)	
shouldna (p.55)	
loch (p.38)	

(b) When he speaks, Furze the Boggart mixes some Scottish words we didn't know with English. Most people include words from different languages into their general vocabulary or way of speaking. New Zealanders often mix Maori words in with English. Some words, such as hui, iwi, Pakeha and tupuna, are used widely in English. Observe the use of te reo Maori in your school for one week. Record all the Maori words you hear. Stay alert for words from other languages. Do you recognise

# TEACHERS' NOTES

BY JILL HOLT



the language? Write down how you think it is spelt. Your teacher may be able to help you with the correct spelling if you're not sure.

## **Presenting information, persuading people** *In small groups*

### **Setting**

Furze the Boggart becomes famous when he starts looking after Nan. The locals become quite fond of the funny little creature with the fiery temper – and he starts selling magic homemade bread to the neighbours. People come from far and wide to sample the delicious bread that is made by magic. Soon, Furze and Nan start up their own café which serves cups of tea and Furze's hot rolls topped with Nan's homemade butter and plum jam. Visitors can also buy loaves of bread, three varieties of fresh jam and fruit to take away with them.

### **Problem**

The local council wants them to stop as they do not have a permit to sell food.

### **Solution**

Furze, Nan, family members, customers, visitors and council workers have a meeting to discuss the problem. Should the café be allowed? Some say yes while others are angry and say no. The meeting is run by the local school principal – a firm, friendly, older woman that most of the community are a little afraid of.

### **Role-play**

Each person chooses a character to be present at the meeting. Think about what kind of opinions your character would have about the café staying open or being closed down. Think up some good reasons for why your character has this point of view.

The meeting begins. Going around the group, each character needs to introduce themselves and explain what they think about the cafe.

At the end of this session there needs to be a final decision about what will be done.

In the next session: Work in groups (all people who have a similar opinion can work together) summarising your arguments on clear charts for presentation to the class.

Following session: Each group presents their chart to the class and tries to persuade the whole class that their solution is the best one.