

# Guid Blyton THE MAGIC FARAWAY TREE

# Focus on: the setting. Step inside the Enchanted Wood

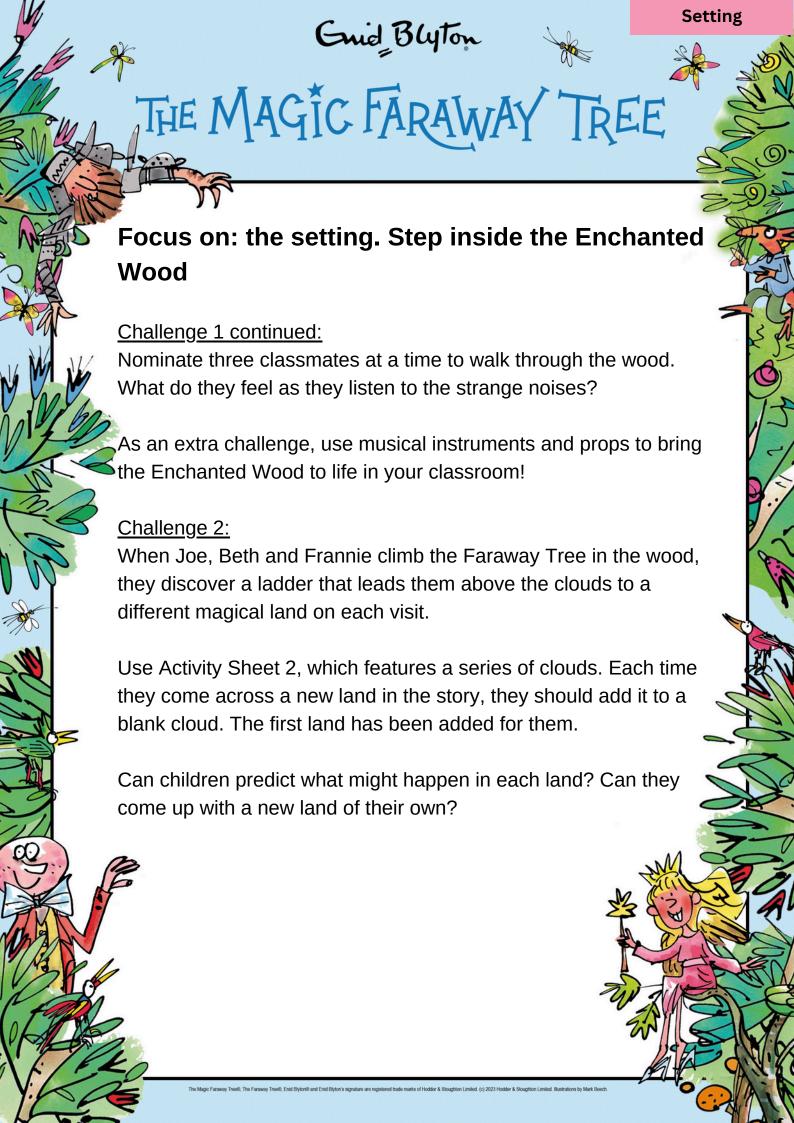
In Chapter 1 of *The Enchanted Wood*, Joe, Beth and Frannie discover a 'mysterious sort of wood'. Read Extract 1 together

## Ask students:

- What is your first impression of the wood?
- How do the children feel? How can you tell?
- What does Beth believe the trees are doing?
- Do you get the impression that the trees are like human characters in the story? How?
- What or who are 'fairy-folk'?

## Challenge 1:

The trees in the Enchanted Wood are speaking to each other: Beth believes that they are '[w]hispering secrets – real secrets, that we just can't understand.' Ask children to come up with some ideas for what they think the trees might be saying to each other. Then, as  $\alpha$ group, create the sounds of the wood, with some children whispering their secrets, some saying 'Wisha-wisha-wisha-wishawisha!'.



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# Focus on: the characters. Meet the folk of the **Faraway Tree**

After reading a bit more, encourage children to delve into the characters.

### Ask students:

- Who are the three children? How are they similar or different from each other?
- What magical folk do the children meet when they climb the Faraway Tree?
- Which of these magical folk seem the most helpful? Which the least?
- Which magical folk do students like best? Why?

## Challenge:

When the children climb the Faraway Tree, they discover that it is inhabited by magical people, including Moonface, Silky, The Saucepan Man, Dame Washalot, Mr. Watzisname, and the Angry Pixie, whose houses are carved into the trunk. They befriend some of these people, in particular Moon-Face and Silky.

Ask children to choose their favourite magical character and to recreate their door in the Faraway Tree. They should think about what their chosen character is is like – happy and calm like Silky or perhaps grumpy like the Angry Pixie? Design a door that reflects them.

