

# PAGES & CO

## ANNA JAMES



### BOOKSHOP POSTER (a)

'Pages & Co was Tilly's favourite place in the world. From outside, on the busy north London high street, it looked like an entirely normal bookshop, but once inside it didn't quite make sense how everything fitted inside its ordinary walls.

The shop was made up of five floors of corners and cubbyholes, sofas and squashy armchairs, and a labyrinth of bookshelves heading off in different directions. A spiral staircase danced up one wall, and painted wooden ladders stretched up into difficult-to-reach corners. Tall arched windows made it feel a little like a church when the light spilled in and dust motes danced in the air.'

(page 12)

### TASK

Design a poster or a leaflet that promotes Pages & Co. You should tell people about what makes Pages & Co a fantastic bookshop and why they should visit it. Use information from the story as well as your own imagination.

Ideas:

- First, talk to a partner about what Pages & Co looks like, what people can do there and what makes it a wonderful place to visit
- Next, plan your poster or leaflet by thinking about how you will layout the information, and how you will make it attractive and easily readable
- Then, create your poster or leaflet and display it in your classroom

Use the next sheet to plan your content or create your final version

NC Links: (KS2)

*Pupils should be taught to:*

*Maintain positive attitudes to reading and understanding of what they read by:*

- *Identifying and discussing themes and conventions in and across a wide range of writing*

*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader*









# PAGES & CO

## ANNA JAMES



### BOOKWANDERING GUIDE (a)

‘Good question,’ Amelia said, smiling. ‘When you walk into a book it’s one of usually thousands of copies of that book, and you can’t do any lasting damage to it, whatever you do while you’re inside. As soon as you leave, the story will revert to the original, and your actions while you were inside it won’t affect anyone else’s version of the book. We don’t recommend straying too far from the original story when you are bookwandering, but it’s not impossible for you to permanently change a story that you didn’t create. Apart from in the Source Library of course, where—’

(page 192)

### TASK

There are lots of rules when it comes to bookwandering. Some are strict rules and others are more like recommendations or tips. Use information from the book as well as your own imagination to create a ‘how to’ guide to bookwandering. You could present your ideas as a leaflet, a slideshow or a video.

Use the next sheet to make notes and plan your guide.

NC Links: (KS2)

*Pupils should be taught to:*

*Understand what they read by:*

- *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*





**Style of guide:**

Leaflet? .....

Slideshow? .....

Video? .....

**Introduction notes:**

.....  
.....  
.....

**Recommendations/tips:**

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**Strict rules:**

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**Conclusion notes:**

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## ANNA JAMES



### BOOKWANDERING STORY (a)

'Bookwandering is the ability to travel inside books and only a few readers can do it; you could say we can read a bit harder than most people. Something tips us over from visiting the books purely inside our imaginations to being physically transported there. We still don't know precisely how it happens, and why bookwandering magic affects some people and not others. We think any reader probably has the potential to do it, but perhaps predictably there are very high numbers of booksellers or librarians, as bookwanderers almost always have a very special or particular relationship with books and reading.'

(page 179)

### TASK

Write your own bookwandering story. Imagine you are reading your favourite book and you suddenly get pulled inside it. Who will you meet? What will you say? Where will you go? How do you get back out of the book?

Use the planning sheet and the story cards to help you select ideas.

NC Links: (KS2)

*Pupils should be taught to:*

*Maintain positive attitudes to reading and understanding of what they read by:*

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- *Identifying and discussing themes and conventions in and across a wide range of writing*





# BOOKWANDERING STORY (b)

Planning sheet

|                                       |                           |
|---------------------------------------|---------------------------|
| <p>Title of book you wander into:</p> | <p>.....</p> <p>.....</p> |
| <p>Characters you meet:</p>           | <p>.....</p> <p>.....</p> |
| <p>What happens:</p>                  | <p>.....</p> <p>.....</p> |
| <p>A problem you encounter:</p>       | <p>.....</p> <p>.....</p> |
| <p>Things you say or do:</p>          | <p>.....</p> <p>.....</p> |
| <p>How you get back home:</p>         | <p>.....</p> <p>.....</p> |



## BOOKWANDERING STORY (c)

Story cards – use these if you get stuck for ideas. Pick a few at random and weave them into your story.

You need to help a character who has lost something precious

You need to fix a vehicle

You need to travel through dark caves

You are asked to look after something a character who has lost something precious

You find an injured creature

You trip and hurt your leg

You cannot get home

The story starts to change from the version you know

The book you are in is written in a foreign language

You attend a character's party

You help a mother find its lost child

You are trapped in an old castle

You fly to a different country

You take part in a race

You are handed a mysterious parcel (addressed to you)

An ogre is chasing you

You must pass a test to be allowed home

You forget what happens in the story

The characters cannot see or hear you

The main character doesn't like you



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### CHARACTER INTERVIEW (a)

'Boring!' Alice said. 'Firstly, no one will notice you've gone, and secondly you'll be with me so it's fine. Do you want to come and see the most beautiful garden?'

'Maybe you could stay here and talk instead? Or help?' Tilly said hopefully.

'What are you doing?' said Alice.

'We're getting ready for the party,' Tilly said.

'Oh, how marvelous,' Alice said, clapping her hands together in delight. 'I love parties. Will you have games?'

'Um, maybe,' Tilly said, 'Although it's more of a chatting sort of party.'

'That doesn't sound like a party to me, and I know the most wonderful game – it's called a caucus race.'

(page 295)

### TASK

Imagine meeting your favourite book character. What would you ask them? What would you talk about? Write an interview with a series of questions that you would ask a book character of your choice. Then, with a partner take turns to role play as each other's chosen characters and answer the interview questions in role.

Ideas:

- Questions about their family, friends or daily life
- Questions relating to a particular storyline or event
- Questions about their opinions on current affairs or other characters

Use the interview sheet on the next page to help you

NC Links: (KS2)

*Pupils should be taught to:*

*Understand what they read by:*

- *Asking questions to improve their understanding*
- *Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence*

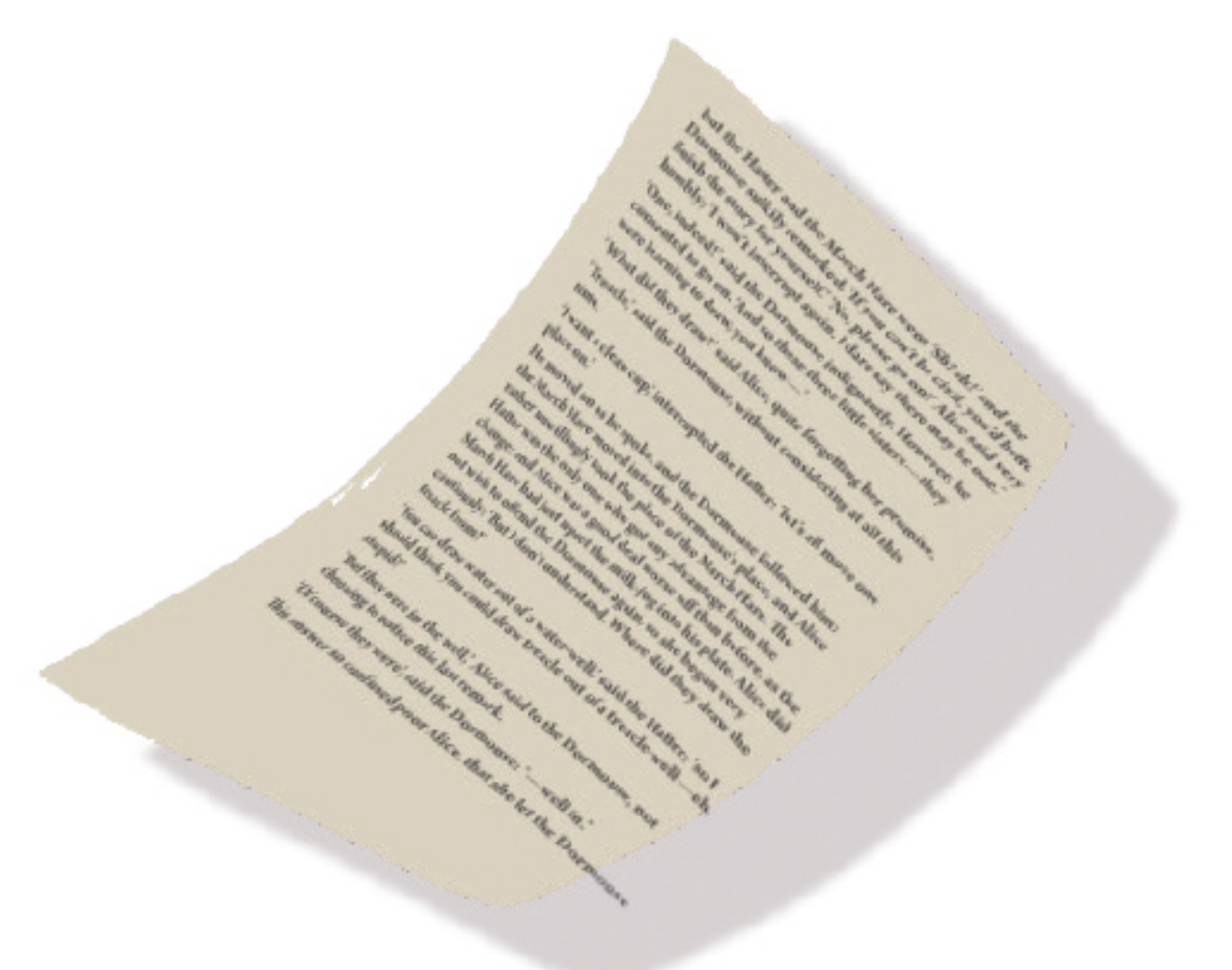




## CHARACTER INTERVIEW (b)

Character to interview:

|                      |                  |
|----------------------|------------------|
| Question 1:<br>..... | Answer:<br>..... |
| Question 2:<br>..... | Answer:<br>..... |
| Question 3:<br>..... | Answer:<br>..... |
| Question 4:<br>..... | Answer:<br>..... |
| Question 5:<br>..... | Answer:<br>..... |
| Question 6:<br>..... | Answer:<br>..... |
| Question 7:<br>..... | Answer:<br>..... |
| Question 8:<br>..... | Answer:<br>..... |





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## ANNA JAMES



### CHARACTER PROFILES (a)

'Jack, who was nineteen and saving up to go to pastry school in Paris, took his role as a bookshop baker very seriously and was always trying to recreate cakes and bakes from books. Tilly was under strict instructions to tell him whenever she came across a particularly tasty-sounding dish in a book she was reading. She had a suspicion he was using some of the new cookbooks for inspiration as well, as every once in a while she'd had to wipe off a smear of icing from a spine sticking out from a shelf as though it had been put back in a hurry.'

(page 22)

### TASK

Choose four characters from the story and create mini-character profiles for them. It could be characters from the main story, for example Tilly or Elsie, or it could be story characters like Alice or Anne Shirley. Use information from the book and your own imagination to create the profile.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn't like?
- What family does he/she have?

NC Links: (KS2)

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- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

*Understand what they read by:*

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*





## CHARACTER PROFILES (b)

|                     |                          |
|---------------------|--------------------------|
| <b>Name:</b>        | <b>Picture:</b>          |
| <b>Personality:</b> | <b>Interesting fact:</b> |

|                     |                          |
|---------------------|--------------------------|
| <b>Name:</b>        | <b>Picture:</b>          |
| <b>Personality:</b> | <b>Interesting fact:</b> |

|                     |                          |
|---------------------|--------------------------|
| <b>Name:</b>        | <b>Picture:</b>          |
| <b>Personality:</b> | <b>Interesting fact:</b> |

|                     |                          |
|---------------------|--------------------------|
| <b>Name:</b>        | <b>Picture:</b>          |
| <b>Personality:</b> | <b>Interesting fact:</b> |



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## ANNA JAMES



### CHARACTER PROFILES (a)

‘A few moments later the door flew open to reveal Amelia standing in the doorway.  
‘What on earth is going on here, Enoch?’ she said, but words failed her as she spotted Tilly and Oskar squashed into one corner, before noticing who was leaning shakily, white-faced, against Chalk’s desk.  
‘Bea? Is that really you?’ she said in disbelief.  
Bea smiled wanly. ‘Amelia.’  
‘Ms Whisper,’ Chalk said. ‘All my loose ends in one room – how convenient.’  
‘What on earth is Beatrice Pages doing here? And Tilly and Oskar too?’ Amelia asked. ‘Enoch, I think I’m going to need you to come with me.’

(page 371)

### TASK

Imagine you are the Underlibrary Librarian, Amelia Whisper. You need to write an official report about all the events that have been uncovered – about who Enoch Chalk really is and the bad things he has done. Imagine you are writing it for the Underlibrary Committee, a team of people who are responsible for the Underlibrary. They don’t know anything yet about Enoch, so it is your job to fully inform them. Use information from the book as well as your own imagination.

Write your report on the next page.

NC Links: (KS2)

*Pupils should be taught to:*

*Maintain positive attitudes to reading and understanding of what they read by:*

- *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*

*Understand what they read by:*

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*





LIBRARIAN'S REPORT (b)



# POLICE REPORT

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone number \_\_\_\_\_

Date \_\_\_\_\_

Reporting Officer's name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Age \_\_\_\_\_

Hair colour \_\_\_\_\_

Eye colour \_\_\_\_\_

Crime(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_



# PAGES & CO

## ANNA JAMES



### MATCHING CARDS (a)

'I have to read a book I've never read before,' Tilly said, straight-faced.

'Goodness, sweetheart,' Grandad said with a grin, 'You'd better crack on with that immediately, if you even have a hope of finishing in a week.'

Tilly giggled as she stuck a finger in her whipped cream, thinking of the pile of five books she had stacked next to her bed for her holiday reading.

'Ms Webber did say that after the school holidays we'd be starting a project about our favourite characters from books, and that if we wanted to get a head start on that we could think about who ours were. Who would you pick?'

(page 15-16)

### TASK

In *Tilly and the Bookwanderers* several references are made to book characters and the stories they come from. Cut out the cards on the next sheet and match together the characters with the correct book title. You could make your own version of this game to play with a friend. Divide a sheet up into several cards, then write your own characters and book titles on the cards, shuffle them up and challenge your friend to match them.

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*Understand what they read by:*

- *Asking questions to improve their understanding*





**MATCHING CARDS (b)**

|                            |                             |                            |
|----------------------------|-----------------------------|----------------------------|
| <b>Alice</b>               | <b>Treasure Island</b>      | <b>The Little Princess</b> |
| <b>Sara</b>                | <b>Anne of Green Gables</b> | <b>Hermione Granger</b>    |
| <b>Pride and Prejudice</b> | <b>Alice in Wonderland</b>  | <b>Elizabeth Bennet</b>    |
| <b>Harry Potter</b>        | <b>Long John Silver</b>     | <b>Anne Shirley</b>        |



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## ANNA JAMES



### PARTY INVITATION (a)

'Right, team,' Grandma said. 'on today's agenda: decorations, RSVP list, confirming food and drink.'

'Isn't that everything?' Tilly asked, and Grandma laughed.

'Not even close, my darling. The party is tomorrow night after all. Now, how do we feel about the decorations? Something to do with playing cards, I suppose?'

'Well, I was thinking I could do something along those lines in the window,' Jack said. 'Maybe try to copy one of the illustrations from the book? I'm not sure what would work best.'

(page 289)

### TASK

Pages & Co are hosting an Alice in Wonderland themed party. Help them out by designing their invitations. Think about all the information that you would need to include on an invitation. Try to make your design attractive and engaging for the people who receive it.

Use the template on the next page to design your invitation

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*Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary*





YOU ARE  
INVITED

TO

.....

WHAT

.....

WHEN

.....

WHERE

.....

RSVP

.....



HarperCollinsChildren'sBooks  
presents

# PAGES & CO

## ANNA JAMES



### BOOK FAN QUIZ

How well do you know Tilly Pages and her first ventures into bookwandering? Take this quiz and see if you are a super-fan.

### TASK

- Q1) How many floors does Pages & Co have? .....
- Q2) What does Jack plan to put in the middle of his cupcakes? .....
- Q3) What is the name of Mary Roux's café? .....
- Q4) Where does Oskar's dad live? .....
- Q5) What is Tilly's favourite type of cake? .....
- Q6) Who is the man that comes looking for Archibald Pages? .....
- Q7) How much money does Grandma give Tilly to go the shop? .....
- Q8) What do Tilly and Oskar sit on behind the Philosophy shelves? .....
- Q9) Where does Anne take Tilly and Oskar for the day when they travel to Avonlea? .....
- Q10) What building is above the Underlibrary? .....
- Q11) What is the Latin word meaning 'to travel'? .....
- Q12) Where does Seb warn Tilly and Oskar not to get stuck? .....
- Q13) Who thinks that Tilly and Oskar are stowaways on his ship? .....
- Q14) Who is Tilly's father? .....
- Q15) What is Aria's job title? .....





**Too tricky?** Use these clues to help you find the answers in the book.

- Q1) Look in... Chapter 1
- Q2) Chapter 2
- Q3) Chapter 3
- Q4) Chapter 4
- Q5) Chapter 7
- Q6) Chapter 8
- Q7) Chapter 9
- Q8) Chapter 12
- Q9) Chapter 13
- Q10) Chapter 16
- Q11) Chapter 17
- Q12) Chapter 20
- Q13) Chapter 22
- Q14) Chapter 24
- Q15) Chapter 29

## BOOK FAN QUIZ ANSWERS

- Q1) Five floors
- Q2) Honey
- Q3) Crumbs
- Q4) Paris
- Q5) Carrot cake
- Q6) Enoch Chalk
- Q7) Five pounds
- Q8) Beanbags
- Q9) School
- Q10) British Library
- Q11) Peregrinor
- Q12) Endpapers
- Q13) Long John Silver



NC Links: (KS2)

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- *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
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- *Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*



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## ANNA JAMES



### STORYBOARD (a)

'The next morning Tilly woke up to the sound of rain and falling autumn leaves on her sloped skylight window. Rain meant quiet days in the shop as people stayed inside with only the odd group of bedraggled readers drying out in the café area, waiting for gaps in the downpour. She relished the school holidays with the familiar rhythms and rituals of the bookshop, and she savoured every moment of her first-day-of-the-holidays routine: a chapter of a new book in bed while everything was quiet, getting dressed in anything that wasn't school uniform, a lazy breakfast of one of Grandad's perfectly boiled eggs with toast soldiers.'

(page 19)

### TASK

Use the storyboard sheet to show the story of Tilly and the Bookwanderers. Either draw or make notes in each section. Imagine you are planning on turning the written story into a film and you need to plan the scenes.

Ideas to include:

- Think about how many boxes there are on the storyboard – this is how many parts you need to split the story into.
- Make notes on the key events from the story, you can always add parts you have forgotten to the beginning or ending later.

Show the story of Tilly and the Bookwanderers using the storyboard on the next page.

NC Links: (KS2)

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*Understand what they read by:*

- *Identifying how language, structure and presentation contribute to meaning*





**STORYBOARD (b)**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



# PAGES & CO

## ANNA JAMES



### VOCABULARY CHALLENGE (a)

'Not *especially*, although I'm never *averse* to finding a book along my way; they can come in handy sometimes, except you never know what's inside until it's too late, in my experience.' She sighed *extravagantly*. 'Do you know, someone once told me that *explanations* take such a dreadfully long time that one should focus on adventures, and I've rather come around to their way of thinking. So if you'll excuse me...' And with that Alice skipped towards the back of the bookshop, passing a round little man with a very neat moustache who was coming the other way. The little man gave no *indication* of having seen her, but gave a neat bow in Tilly's direction.'

(Page 73-74)

### TASK

Can you explain the meanings of the highlighted words in the extract above? Did you know that reading Tilly and the Bookwanderers will help you to improve your knowledge of, and ability to use, new and interesting vocabulary? Challenge yourself to find out what all the words on the next page mean.

Ideas:

- First, talk to a partner or small group about what you think each word means
- Next, look up each word in the book to read it in context
- Then, look up each word in a dictionary and note its meaning

Explore the vocabulary on the next page.

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## VOCABULARY CHALLENGE (b)

| Word            | Page reference | Definition |
|-----------------|----------------|------------|
| affectionate    | 10             |            |
| hypothetical    | 18             |            |
| consistent      | 25             |            |
| beckoned        | 35             |            |
| haphazardly     | 58             |            |
| flummoxed       | 59             |            |
| reminiscing     | 68             |            |
| perturbed       | 75             |            |
| gesturing       | 94             |            |
| resignedly      | 102            |            |
| haughtily       | 113            |            |
| reverie         | 139            |            |
| manoeuvred      | 142            |            |
| vindictive      | 145            |            |
| monotony        | 148            |            |
| solidified      | 152            |            |
| imposition      | 162            |            |
| ornate          | 167            |            |
| billowed        | 171            |            |
| contorted       | 185            |            |
| classified      | 192            |            |
| deferential     | 198            |            |
| unceremoniously | 231            |            |
| reverted        | 244            |            |
| manifest        | 263            |            |
| regulations     | 282            |            |
| interspersed    | 291            |            |



# PAGES & CO

## ANNA JAMES




### WORDSEARCH (a)

#### TASK

Can you find all of the words below from the book in the word search? The words can go up, down, left, right or diagonal.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | N | D | P | A | P | E | R | S | P | W | F | U | Y | C |
| L | I | B | R | A | R | I | A | N | Z | E | O | N | E | A |
| S | A | H | Q | L | G | C | R | U | M | B | M | D | L | P |
| I | R | F | B | I | U | N | H | B | T | M | A | E | R | T |
| E | O | V | O | C | A | T | H | I | G | A | T | R | I | A |
| P | G | C | O | E | I | M | S | L | E | F | I | L | H | I |
| A | O | S | K | A | R | R | O | U | X | R | L | I | S | N |
| G | I | W | S | N | T | W | P | A | S | Y | D | B | E | C |
| E | S | D | J | O | U | O | V | S | P | Q | A | R | N | R |
| S | E | N | O | C | H | C | H | A | L | K | D | A | N | E |
| B | H | P | X | S | Q | Y | G | R | K | P | L | R | A | W |
| J | A | C | K | A | I | E | J | A | Z | E | S | Y | V | E |
| T | J | O | C | K | S | L | U | B | K | R | C | Y | N | E |
| X | O | B | E | A | T | R | I | C | E | P | A | G | E | S |
| B | O | O | K | W | A | N | D | E | R | I | N | G | D | M |

MATILDA ARCHIE OSKAR ROUX ELSIE PAGES BEATRICE PAGES CAPTAIN CREWE JACK  
ENDPAPERS CRUMB BOOKWANDERING BOOKSHOP ALICE UNDERLIBRARY ANNE SHIRLEY  
ENOCH CHALK SARA TILLY PAGES CAT LIBRARIAN BOOKS



## Wordsearch ANSWERS

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | N | D | P | A | P | E | R | S | P | W | F | U | Y | C |
| L | I | B | R | A | R | I | A | N | Z | E | O | N | E | A |
| S | A | H | Q | L | G | C | R | U | M | B | M | D | L | P |
| I | R | F | B | I | U | N | H | B | T | M | A | E | R | T |
| E | O | V | O | C | A | T | H | I | G | A | T | R | I | A |
| P | G | C | O | E | I | M | S | L | E | F | I | L | H | I |
| A | O | S | K | A | R | R | O | U | X | R | L | I | S | N |
| G | I | W | S | N | T | W | P | A | S | Y | D | B | E | C |
| E | S | D | J | O | U | O | V | S | P | Q | A | R | N | R |
| S | E | N | O | C | H | C | H | A | L | K | D | A | N | E |
| B | H | P | X | S | Q | Y | G | R | K | P | L | R | A | W |
| J | A | C | K | A | I | E | J | A | Z | E | S | Y | V | E |
| T | J | O | C | K | S | L | U | B | K | R | C | Y | N | E |
| X | O | B | E | A | T | R | I | C | E | P | A | G | E | S |
| B | O | O | K | W | A | N | D | E | R | I | N | G | D | M |

### NC Links: (KS2)

*Pupils should be taught to:*

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- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- *Identifying how language, structure and presentation contribute to meaning*