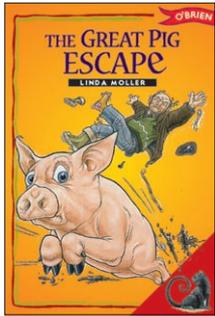


THE GREAT PIG ESCAPE



by Linda Moller, illustrated by Donald Teskey

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When the farm cat warns Runtling of his approaching fate, Runtling realises that the trip to market is one which he must avoid at all costs and he rushes off to warn his long-lost siblings of the danger. Together the thirteen pigs make their way across country, learning to adapt to the pleasures and pains of the natural environment as they endeavour to escape the attentions of their pursuers. When they find an abandoned farm, it seems that their troubles are over, until new owners take possession of the land

and the pigs fear that their escape has been in vain. But the Faraways have strange, alternative ideas about farming and lifestyle that may work to the benefit of pigs and humans alike.

LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Emphatic, absurd, aghast, hummock, tantalising, aloof, folly.
- ◆ Language of animals: Children match verbs to appropriate animal/bird: Flapping, ambled, stalked, rooted, cantered, pounced, sniffed.
- ◆ Discussion: Are Mist, Bramble, Hawthorn appropriate names for pigs? Children think of more suitable/imaginative names (p.29).
- ◆ Discussion: Children analyse people's reactions to the pig escape (pp.46–50).
- ◆ Discussion: Royalties. Discuss the meaning of the term and the practice of donating royalties (see back cover).
- ◆ Creative: 'Hidden in the tangle of weeds ... were curious things ...' (p.62). Discuss the items listed and suggest other 'curious things'.
- ◆ Creative: Advertisements. Examine the text of the advert on p.138, discuss its appeal to potential customers and design an alternative.
- ◆ Word-games: 'How dew dew, Mrs Dew!' (p.126). Children invent puns/word-games.

SESE – SCIENCE

- ◆ Plants and animal life: Characteristics of living things. Exploring how plant/animal behaviour is influenced by/adapted to environmental conditions; children discuss foxes (pp.11, 14, 77–82), farm dogs (p.61), falcons (p.65), rats (p.18) and rabbits (p.63) in an environment ordered by humans.
- ◆ Plant and animal life: Characteristics of pigs

(pp.12–14), pigs as food, organic rearing (p.25), sense of smell (pp.9, 12, 14–15), behaviour in a natural environment (pp.41–42, 77–78, 111–112).

- ◆ Environmental awareness and care: Recognising how people affect environments. Planting/felling trees, removing hedgerows, constructing buildings/roads, using pesticides: Discuss the pigs' journey to freedom and the obstacles/difficulties encountered.

SPHE

- ◆ Myself: Self-identity/making decisions. Understanding each person's contribution to various groups, becoming confident in coping with unfamiliar situations, becoming responsible and autonomous. Discuss Runtling, who initially felt helpless and lonely but later discovered the joys of leadership (pp.53, 105), and learned to accept the suggestions of the other pigs (pp.70, 104).
- ◆ My friends and other people: Exploring the role of assumption, rumour, fact and opinion. Discuss the various opinions expressed about Mr Taggerty (pp.55–57, 137) and the local preconceptions about the Faraways (pp.108, 113–115), and assess the validity of the comments.
- ◆ Media education: Exploring and examining accuracy of media, referring to Mrs Taggerty's approach to the journalist (pp.48, 49).

VISUAL ARTS

- ◆ Drawing – Light and dark: Using white chalk and black paper, draw the opening paragraph scene.
- ◆ Construction – Papier-mâché pig: See *Art and Craft Explorer, Collection 1*, by Mary Carroll and Katie Long.