

# PRINCE CASPIAN

## EDUCATOR'S GUIDE



VOCABULARY  
COMPREHENSION  
CRITICAL THINKING  
CREATIVE EXPRESSION  
ACTIVITIES

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## A NOTE TO THE TEACHER

The resources that accompany this Study Guide to *Prince Caspian* were developed under the auspices of the C.S. Lewis Foundation by Summer 2006 interns Mallory Wilhelm (undergraduate honor English and French major at Grove City College, PA) and Matthew Goddard (honors graduate of the University of Southern California; major, English, minor, Art History). These interns worked under the supervision of Mrs. Deb Davis, longtime high school English instructor at The Pomfret School, CT. Final edits of these materials were subsequently made by Foundation staff and 2008 intern, Linda Hill (honors graduate of Arizona State University, English major).

These materials have been designed specifically with the public school or mainstream educational setting in mind, primarily for use by students in the middle grades (5<sup>th</sup> – 8<sup>th</sup>).

### **Please NOTE:**

Teachers using this guide are encouraged to read through the lessons and select those activities best suited to the learning needs of their own students.

**The Vocabulary/Comprehension lessons** for each chapter are introduced with:

- The word and definition of the word in English
- The word and definition of the word in Spanish

**Vocabulary Enrichment and Critical Thinking Activities** that vary by chapter

**Comprehension Activities** that vary by chapter

- Fill in the Blank
- Multiple Choice
- True False
- Short Answer

**Creative Activities** that vary by chapter to help students make personal connections with the story

- **Write:** Writing activities ask students to reflect on what they have read.
- **Discuss:** Discussion topics are designed to help student share their thoughts orally about what is happening in the story.
- **Create:** Creative activities ask students to respond to a certain topic using a more creative approach such as writing a poem, drawing a picture, writing a song etc.

## CHAPTER ONE – THE ISLAND

### Vocabulary

Word	English Definition	Spanish Translation
wardrobe	a cabinet designed to hold clothes	un gabinete diseñado para guardar la ropa
junction	a place where two railway routes come together	un lugar donde dos rutas ferroviarias se juntan
term	a period when school is in session	un período en que la escuela está en sesión
boarding school	a school where students are provided with meals and housing	una escuela en donde proporcionan a los estudiantes comidas y hospedaje
catch hands	hold hands	tomar las manos
by Jove	expression of amazement or excitement	expresión de asombro o entusiasmo
greatcoat	a heavy overcoat	un abrigo grueso
promontory	a high ridge of land or rock jutting out into a body of water	altura considerable de tierra que avanza dentro del mar
bother	word used to express frustration, like “darn”	palabra usada para expresar frustración, como “demonios”
hermit	someone who lives a solitary existence	alguien que vive una existencia solitaria
knight-errant	a knight who wanders in search of adventures	un caballero que vaga en la búsqueda de aventuras

blunder	to move clumsily or blindly	movearse torpemente o a ciegas
presently	in a short time; soon	en un rato; pronto
anemone	a brightly colored sea creature that looks like a flower	una criatura brillantemente coloreada del mar que se parece una flor
channel	a narrow sea between two close landmasses	un mar estrecho entre dos porciones de tierra cercanas
playbox	a box for a child's toys and personal things	una caja para los juguetes y las cosas personales de un niño
dimple	having slight indentations in a surface	tener muescas leves en una superficie
inhabited	lived in	habitado
laden	weighed down with a load	presionar hacia abajo con una carga

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 1

### A. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 1.

- 1) It was very cold outside, so Peter pulled his \_\_\_\_\_ from the \_\_\_\_\_ before going outside.
- 2) Lucy liked learning things at the \_\_\_\_\_, but she was still glad that the \_\_\_\_\_ had ended now that summer had come.
- 3) The \_\_\_\_\_ wandered to a large cave, where he found a bed, cooking equipment and hand-made furniture. Clearly, a \_\_\_\_\_ this cave.
- 4) Edmund went to a nearby well with two buckets, and came back \_\_\_\_\_ with water.
- 5) From the shore Lucy peered into the \_\_\_\_\_. Below the water she could see colorful \_\_\_\_\_.

**B. Correctly use each listed word in a sentence.**

1) junction:

2) promontory:

3) blunder:

4) playbox:

5) dimply:

**C. Critical Thinking**

1) Explain what the following two quotations show about Edmund:

“In the books they always find springs of clear, fresh water on the island.”

“Hermits and knights-errant and people like that always manage to live somehow if they’re in a forest.”

2) If you could give the children one thing to help them survive on the island, what would you give them and why?

**D. Comprehension – Based on what has happened in the story so far, complete the first part of each sentence below with the part you feel best completes the meaning of the sentence from the choices given below. WRITE the second part of the sentence in the space provided.**

...before they went bad in the heat.	...because they were all thirsty.
...they'd be glad to eat almost anything.	... they had been transported to an island.
...the children knew the island was once inhabited.	...before the end of their train journey.

- 1) They knew that they would have to split up \_\_\_\_\_  
\_\_\_\_\_
- 2) Their first goal was to find a fresh water stream \_\_\_\_\_  
\_\_\_\_\_
- 3) From the apple orchard they found, \_\_\_\_\_  
\_\_\_\_\_
- 4) The children ate their sandwiches \_\_\_\_\_
- 5) They were surprised to find that \_\_\_\_\_  
\_\_\_\_\_
- 6) Peter knew that if they didn't find food soon, \_\_\_\_\_  
\_\_\_\_\_

## **II. Write, Discuss, Create – Chapter 1**

### **WRITE**

Peter, Susan, Edmund and Lucy have no idea where they are, and they have no supplies. They are completely lost, but by working together they are able to make good decisions. Write a story about a time when you were lost. Describe where you were, whom you were with, how you felt, and what you did to find your way back again. Did you have to eat any gull's eggs?

### **DISCUSS**

Before they are taken back to Narnia, the Pevensies are on a train on their way back to boarding school. They are rather gloomy because they feel “their term-time feelings beginning again.” Can you relate to their “term-time feelings”? Discuss how you feel when summer is ending and the time to go back to school is coming soon. What makes you feel gloomy? What do you find to look forward to?

### **CREATE**

The Pevensies spend quite a bit of time exploring the island, and much of Chapter 1 is spent describing what they find. Create a map of the island, including all that they find there. Be sure to include the wood, the channel, the mainland, the stream, the apple orchard and the ruins, and anything else you wish to include.



## CHAPTER TWO – THE ANCIENT TREASURE HOUSE

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
queer	strange	extraño
terrace	a porch or walkway bordered by columns	un pórtico o una calzada rodeada por columnas
dais	a raised platform for great leaders or honored guests	una plataforma levantada para los grandes líderes o huéspedes de honor
jiggered	surprised	sorprendido
decent	kind or obliging; morally upright; respectable	bueno o complaciente; moralmente recto; respetable
chap	guy, fellow	individuo, compañero
spade	a sturdy digging tool with a thick handle and a heavy, flat blade	una herramienta fuerte para cavar con un mango grueso y pesado, navaja plana
rot	nonsense	absurdo
Great Scott	expression of amazement or excitement	expresión de asombro o de entusiasmo
draft	a current of air in an enclosed area	una corriente de aire en un área cerrada
electric torch	a flashlight	linterna
greenhouse	a building, usually made of glass, in which plants are grown	un edificio, hecho generalmente de vidrio, en el cual se crecen plantas
at intervals	placed with space in between	colocado con espacio en medio
brooch	a large decorative pin	un broche decorativo grande
coronet	a small crown worn by princes and princesses	una corona pequeña usada por los príncipes y las princesas

carbuncle	a red precious stone	una piedra preciosa roja
forsaken	left alone, abandoned	olvidado, abandonado
coronation	the ceremony of crowning a king or queen	la ceremonia de coronacion de un rey o a una reina
solemn	deeply serious	profundamente serio
quiver	a case for holding arrows	contenedor portátil para llevar flechas
enchanted	magical	mágico
perished	spoiled, ruined	estropeado, arruinado
archery	the sport of shooting with a bow and arrow	el deporte de tirar con un arco y una flecha

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 2

### A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 2.

- 1) The place of honor where kings and queens sit: \_\_\_\_\_
- 2) A beautiful red jewel: \_\_\_\_\_
- 3) A glass building with plants inside: \_\_\_\_\_
- 4) Very serious: \_\_\_\_\_
- 5) Left alone: \_\_\_\_\_
- 6) A small crown, like a tiara: \_\_\_\_\_
- 7) Magical: \_\_\_\_\_
- 8) Weird: \_\_\_\_\_

**B. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 2.**

- 1) When the children became Kings and Queens many years ago, they had a \_\_\_\_\_ ceremony at Cair Paravel.
- 2) Susan is afraid her bow will be \_\_\_\_\_, but it still works perfectly.  
This makes Susan happy, because she loves the sport of \_\_\_\_\_ and still has many arrows in her \_\_\_\_\_.
- 3) If the treasures were buried, the children could dig for them with a \_\_\_\_\_.
- 4) Suits of armor stand \_\_\_\_\_ along the path in the treasure chamber.

**C. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) The children eat roast apples with sugar for supper. \_\_\_\_\_
- 2) Susan finds a gold coin by the well. \_\_\_\_\_
- 3) The children planted the orchard years and years ago, when they were Kings and Queens of Narnia. \_\_\_\_\_
- 4) Cair Paravel was originally built on an island. \_\_\_\_\_
- 5) Susan is the only one who really wants to explore the treasure chamber. \_\_\_\_\_
- 6) The children use Edmund’s flashlight to light their way in the treasure chamber.  
\_\_\_\_\_
- 7) Lucy’s bottle is full of cordial that makes people live forever. \_\_\_\_\_

## **II. Write, Discuss, Create – Chapter 2**

### **WRITE**

Have you ever visited ruins? If so, write a paragraph about your experience. What did you see? What did it make you think about? If not, pretend to be one of the four children (you choose which one), and write a diary entry describing how the ruins of Cair Paravel make you feel.

### **DISCUSS**

**Do you remember?** Remembering “the old days” is very important for the children in this chapter. Share with the class your favorite memory, and why it is special to you.

### **CREATE**

Draw two pictures of Cair Paravel: one as it looked when the children were Kings and Queens long ago, and one as it looks now, in ruins. Be sure to include at least the courtyard, the hall, the dais, the well, and the treasure chamber—and feel free to use your imagination!

### **OR**

Write two poems, one describing Cair Paravel as it looked in the old days, and one describing it as it looks now.

## CHAPTER THREE – THE DWARF

### Vocabulary

Word	English Definition	Spanish Translation
baths	swimming pool (British)	piscina (británica)
current	a fast, strong flow in a body of water	un flujo rápido y fuerte en un cuerpo de agua
puzzle	to try to solve or understand a problem	intentar solucionar o entender un problema
Anglo-Saxon	a member of one of the tribes who settled in Britain in the 5 <sup>th</sup> and 6 <sup>th</sup> centuries	un miembro de una de las tribus que se asentaron en Gran Bretaña en el quinto y sexto siglo
crusader	a warrior who fights in a holy war	un guerrero que lucha en una guerra santa
ancient Briton	a member of the Celtic people living in Britain before the Roman invasion	un miembro de la gente Celta que vive en Gran Bretaña antes de la invasión romana
corporal	a low military rank	los niveles militares bajos
stocky	solid and sturdy	sólido y robusto
flounder	to move clumsily and in confusion	moveverse torpemente y confundido
dolefully	with sadness	con tristeza
fishing tackle	gear used to catch fish	Equipo usado para atrapar peces
headland	a point of land extending out into a body of water; a promontory	un punto de tierra que se extiende hacia fuera en superficie de agua; un promontorio
moor	to secure a vessel with lines or anchors	asegurar una nave con líneas o anclas
ravenously	with extreme hunger	con hambre extrema

embers	the coal or ash of a dying fire	el carbón o la ceniza de un fuego que muere
court	a royal mansion or palace	una mansión o un palacio real
fragrant	having a pleasant smell	tener un olor agradable
Wars of the Roses	a civil war fought over the throne of England in the 15 <sup>th</sup> century	una guerra civil peleada por el trono de Inglaterra en el décimo quinto siglo
gist	the central idea	la idea central

### I. Vocabulary Enrichment and Comprehension Activities – Chapter 3

#### A. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 3.

- 1) In his English history class, Edmund learns about the \_\_\_\_\_ people and the \_\_\_\_\_ people, who lived in Britain long ago.
- 2) In the garden Susan found a rose. It was very \_\_\_\_\_, so she put her nose up to it to smell it.
- 3) The four siblings spent a long time \_\_\_\_\_ over how much time had passed in Narnia while they had been gone.
- 4) A storm was coming in, so they steered the boat to the shore, \_\_\_\_\_ it with an anchor, and crossed over onto the \_\_\_\_\_.
- 5) By the time they had caught the fish, they were \_\_\_\_\_ eager to eat them.

#### B. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 3.

- 1) All that's left after a campfire: \_\_\_\_\_
- 2) Between the House of Lancaster (red) and the House of York (white): \_\_\_\_\_
- 3) A sergeant is superior to this rank: \_\_\_\_\_
- 4) Sent on a mission from the pope: \_\_\_\_\_.

### C. Critical Thinking

1) When Peter asks why the soldiers were going to drown the Dwarf, the Dwarf avoids answering the question directly. He only says, "Oh, I'm a dangerous criminal, I am. But that's a long story." Why do you think they were trying to drown him?

2) Explain what the following quotations from Chapters 1-3 show about Susan:

"I suppose we'll have to make some plans. We shall want something to eat before long."

"We might never find [our socks and shoes] again," she pointed out, "and we shall want them if we're still here when night comes and it begins to be cold."

"We can try it in the morning. If we've got to spend the night here I don't want an open door at my back and a big black hole that anything might come out of, besides the draft and the damp."

"There may be currents. Father says it's never wise to bathe in a place you don't know."

**D. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) The soldiers tie the Dwarf up with chains and tie a stone to his feet. \_\_\_\_\_
  
- 2) Hundreds of Narnian years have passed since the children last came there. \_\_\_\_\_
  
- 3) For dinner, the children eat sandwiches and apples and drink water. \_\_\_\_\_
  
- 4) The Dwarf is part of a rebellion against Caspian. \_\_\_\_\_
  
- 5) The Dwarf thinks that the children are ghosts because he has been told that the woods are full of ghosts. \_\_\_\_\_

**II. Write, Discuss, Create – Chapter 3**

**WRITE**

Peter says, “...We’re coming back to Narnia just as if we were Crusaders or Anglo-Saxons or Ancient Britons or someone coming back to modern England!” Pretend that you are an American Indian or a European colonist from hundreds of years ago coming back to modern America. Write a letter to a friend explaining what you find here.

**DISCUSS**

The Dwarf believes the wood is full of ghosts because that’s what he’s been told all his life. But when he meets the children, he sees that it’s not true. Discuss some of the things that you believed when you were younger but later realized weren’t true. What made you realize you were wrong?

**CREATE**

Create a drawing, poem, song or other form of creative expression describing the Dwarf as you picture him in your imagination. Re-read the description of him on page 34.



## CHAPTER FOUR – THE DWARF TELLS OF PRINCE CASPIAN

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
tutor	a private instructor	un instructor privado
native	by birth	de nacimiento
conqueror	someone who takes over another country in battle	alguien que asume el control sobre otro de país en batalla
conjunction	two stars passing very close to each other	dos estrellas que pasan muy cerca una de la otra
moderately	somewhat	algo
muffled	wrapped up	envuelto
buskins	laced boots reaching halfway to the knee	botas de cintas a media pierna
shod	wearing shoes	zapatos que usan
turret	a small tower	una torre pequeña
leads	a flat roof covered with sheets of lead	una azotea plana cubierta con hojas de plomo
battlement	a low protective wall along the edge of a roof	una pared protectora baja a lo largo del borde de una azotea
collision	a crash	un choque
conceal	to hide	Ocultar, esconder
sheer	complete, pure	completo, puro
remnant	a small surviving group (or a member of such a group)	un grupo pequeño que sobrevive (o un miembro de tal grupo)
nook	a small corner or hidden spot	una esquina pequeña o un punto oculto
Golden Age	a time of great peace and happiness	una época de gran paz y felicidad

Son of Adam	a human boy	un muchacho humano
Daughter of Eve	a human girl	una muchacha humana
quarrel	to argue	discutir

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 4

### A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 4.

- 1) A defensive wall on a roof: \_\_\_\_\_
- 2) A nation's happiest, most peaceful time: \_\_\_\_\_
- 3) Two stars passing so close to each other that it looks like they'll have a collision:  
\_\_\_\_\_
- 4) A leader who gets another leader's land by warfare: \_\_\_\_\_
- 5) A private teacher: \_\_\_\_\_
- 6) Warm boots: \_\_\_\_\_
- 7) The last survivors of a certain group: \_\_\_\_\_

### B. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 4.

- 1) Every boy in this class is a \_\_\_\_\_, and every girl is a \_\_\_\_\_.
- 2) If Caspian needed to hide from his uncle, he could \_\_\_\_\_ himself in a little \_\_\_\_\_.
- 3) Caspian feels \_\_\_\_\_ happiness when he learns that the creatures of Old Narnia really did exist.

**C. Multiple Choice: Read each statement, then select the best possible answer based on the context of the story. Circle the letter of your choice.**

- 1) The Telmarines are afraid of the sea because
  - a) they don't know how to swim
  - b) Aslan comes from over the sea
  - c) they're afraid of sharks
  - d) Cair Paravel was built by the sea
  
- 2) Caspian's favorite school subject is
  - a) Science
  - b) Grammar
  - c) History
  - d) Math
  
- 3) Dr. Cornelius is a
  - a) pure Dwarf
  - b) Faun
  - c) Centaur
  - d) half-Dwarf
  
- 4) Miraz does not believe in
  - a) Talking Beasts
  - b) Aslan
  - c) Peter, Susan, Edmund and Lucy
  - d) all of the above
  
- 5) The Telmarines are afraid of the woods because
  - a) they don't get along with the trees
  - b) they think Dryads might still live in the trees
  - c) they get lost easily
  - d) they're afraid of wild animals
  
- 6) The conjunction of the two stars means
  - a) the world will soon end
  - b) something good will soon happen in Narnia
  - c) something bad will soon happen in Narnia
  - d) Caspian will soon become King
  
- 7) Miraz sent away Caspian's nurse because
  - a) she was treating Caspian badly
  - b) she was sneaking out of the castle at night
  - c) she was telling Caspian stories about Old Narnia
  - d) she was too old to take good care of Caspian

## D. Critical Thinking

- 1) Miraz says, “I should like to know what more anyone could wish for” than to be King. Do you agree with Miraz that becoming King is the best thing that could ever happen to a person? Why or why not?
  
  
  
  
  
  
  
  
  
  
- 2) Caspian sees King Peter as a hero. Who is one of your heroes? Why do you look up to him or her?

## II. Write, Discuss, Create – Chapter 4

**WRITE** a note to Dr. Cornelius with your own questions about Old Narnia, then **DISCUSS** possible answers to your questions in groups of three or four. (Examples: What did Naiads and Dryads look like? Which Talking Beast was Queen Lucy’s favorite?)

### **CREATE**

Draw a picture of Dr. Cornelius (pay special attention to the description of him on pages 45-46).

### **OR**

Pretend you are Caspian’s nurse, and write for him a short bedtime story about Old Narnia (characters could include Dwarfs, Giants, Waking Trees, Talking Beasts, etc.).

## CHAPTER FIVE – CASPIAN’S ADVENTURE IN THE MOUNTAINS

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
recorder	a flute with eight finger holes and a whistle-like mouthpiece	una flauta con ocho agujeros para el dedo y una boquilla como para silbar
theorbo	a 17 <sup>th</sup> century instrument with two sets of strings and an S-shaped neck	un instrumento del siglo 17 <sup>mo</sup> con dos sistemas de cuerdas y de un cuello con forma de S
cosmography	the study of the visible universe, including geography and astronomy	el estudio del universo visible, incluyendo geografía y astronomía
rhetoric	the study of using language effectively and persuasively	el estudio del uso del lenguaje efectiva y persuasivamente
heraldry	the study of coats of arms and royal lineage	el estudio de los escudos de armas y del linaje real
versification	the practice of putting prose into poetic form	la práctica de poner prosa en forma poética
physic	a medieval word for the study of medicine	una palabra medieval para el estudio de la medicina
alchemy	a medieval chemical philosophy concerned with turning metals into gold	una filosofía química medieval concerniente a los metales que se convierten en oro
astronomy	the study of matter in outer space	el estudio de la materia en el espacio exterior
pothor	a fuss or commotion	una queja o agitación
contrive	to plan or create	planear o crear
antechamber	a smaller room that serves as an entryway to a larger room	un cuarto más pequeño que sirve como entrada a un cuarto más grande

gentleman-in-waiting	a private assistant	una asistente privada
sprawling	to sit or lie with arms and legs spread out awkwardly	sentarse o acostarse con los brazos y las piernas separados torpemente
venison	the flesh of a deer used as food	la carne de un ciervo usado como alimento
satchel	a small bag	un bolso pequeño
usurper	one who seizes and holds power without a right to it	alguien quién agarra el poder y lo mantiene sin derecho a él
quavering	shaking or trembling	temblando
morsel	a small piece of food	un pedazo pequeño de alimento

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 5

### A. Read the following story and fill in the blanks with the appropriate words from the vocabulary list from Chapter 5.

King Miraz went out from his throne room to his \_\_\_\_\_, where his \_\_\_\_\_ was strumming a \_\_\_\_\_ while waiting to serve him. “Boy! I am hungry for deer. Do you have any \_\_\_\_\_?” The assistant was \_\_\_\_\_ because he was so nervous. “N-n-no, all I have is this small \_\_\_\_\_ from my \_\_\_\_\_.” He pointed to a small bag at his side. “B-b-but I can \_\_\_\_\_ a better meal if you give me some time...” The King then created such a \_\_\_\_\_ that Queen Prunaprismia heard him from three rooms away. “I don’t WANT a better meal,” he shouted. “I want \_\_\_\_\_!!”

**B. Write each letter of the fields of study in column A in the blanks beside the appropriate things they might study in column B.**

A	B
A. cosmography	_____ broken bones, the flu
B. rhetoric	_____ iron, copper, bronze
C. astronomy	_____ arguments, speeches
D. physic	_____ Antarctica, the Sun
E. heraldry	_____ stories, rhymes
F. versification	_____ Queen Elizabeth I, King Louis XIV
G. alchemy	_____ stars, comets, Saturn

**C. Short Answer**

1) What two gifts does Doctor Cornelius give to Prince Caspian?

\_\_\_\_\_ and \_\_\_\_\_

Which is greater?

2) Put a check next to the characters who believe in Aslan:

\_\_\_ Nikabrik

\_\_\_ Trufflehunter

\_\_\_ Trumpkin

\_\_\_ Caspian

3) What kind of a Talking Beast is Trufflehunter?

4) What does Caspian eat and drink when he stops to rest from his ride into the mountains?

5) What does Miraz use to tell Narnia about the birth of his son?

6) What do you think “held her tongue” means, on page 71?

**D. Critical Thinking**

1) Explain, in your own words, why King Miraz wants to kill Prince Caspian.

2) Explain, in your own words, why Nikabrik wants to kill Prince Caspian.

## II. Write, Discuss, Create – Chapter 5

### WRITE

Pretend that you are Prince Caspian, and that you have been living with the Old Narnians for several days after your escape from Miraz. Write a letter to Doctor Cornelius, telling him of all that has happened to you since you saw him last.

### DISCUSS

Doctor Cornelius comes to Caspian in the middle of the night and tells him to leave. Caspian obeys him because he trusts him. Discuss the following:

- What has led Caspian to trust Cornelius?
- Whom do you trust enough to obey them if they came to you at night and told you to leave your home?
- What has led you to have such trust in these people?
- After discussing the causes of trust for Caspian and for the class, compile a list of qualities that make a person trustworthy.

### CREATE

Did you notice that every time Trumpkin the Dwarf gets frustrated he mutters a funny expression like “Bulbs and bolsters!”? Here are some others:

- Whistles and whirligigs!
- Thimbles and thunderstorms!
- Tubs and tortoiseshells!

When Trumpkin gets frustrated, he says two words: the first is shorter and the second is longer. Both words start with the same letter. Now, create your own funny expressions! Use any polite words you like, as long as they both start with the same letter and the first is shorter than the second. So, next time you stub your toe, you can say something like “Bees and broomsticks!”

1) \_\_\_\_\_ and \_\_\_\_\_!

2) \_\_\_\_\_ and \_\_\_\_\_!

3) \_\_\_\_\_ and \_\_\_\_\_!

4) \_\_\_\_\_ and \_\_\_\_\_!



## CHAPTER SIX – THE PEOPLE THAT LIVED IN HIDING

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
water-butt	a container set on end to hold water	un recipiente colocado al final para sostener agua
smithy	a workplace where metal is worked by heating and hammering	un lugar de trabajo en donde el metal es trabajado con calor y martilleo
subterranean	underground	subterráneo
bellows	a tool that produces a strong current of air to make a fire bigger	una herramienta que produce una corriente fuerte de aire para hacer un fuego más grande
anvil	a heavy block of iron with a smooth, flat top on which metals are shaped by hammering	un bloque pesado del hierro con una superficie lisa, plana en la cual los metales son formados martillando
mail	flexible armor made of small metal rings	armadura flexible hecha de los anillos pequeños de metal
workmanship	the quality of something made	la calidad de algo hecho
feeble	weak	débil
ravine	a small, narrow, steep-sided valley, usually with water running through it	un barranco pequeño y angosto, usualmente con agua corriente a travez de el
rabble	a disorganized crowd of people	una muchedumbre desorganizada de gente
contemptuously	with strong dislike or disrespect	con una fuerte aversión o falta de respeto
gorge	a narrow, steep-walled canyon	una barranca angosta y profunda
vague	not clear	no claro
clad in	wearing	usar

girt	prepared for action	preparado para la acción
gay	happily excited, high-spirited	Felizmente excitado, alegre
martial	warlike	guerrero, belicoso
rapier	a light, sharp-pointed sword	espada ligera, filosa y puntiaguda
fell	to cut down (a tree)	cortar (un árbol)
defile	to pollute, make dirty	contaminar, ensuciar
slight	slender, delicate	delgado, delicado
lumber	to move with heavy clumsiness	moverse con torpeza
cloven	split, divided	fractura, dividida

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 6

### A. Matching – Metalworking Vocabulary: Write the letter of each word in column A in the blank beside the appropriate definition in column B.

A	B
A. Anvil	_____ A tool that blows air to make a fire bigger
B. Smithy	_____ Flexible armor made of small metal rings
C. Mail	_____ A block of iron on which metals are shaped
D. Workmanship	_____ A workplace for shaping metal
E. Bellows	_____ The quality of something made

### B. Read the following story and fill in the blanks with the appropriate vocabulary words from Chapter 6.

“Shhh!” said the general to his soldiers as he led them into their \_\_\_\_\_ hiding place under the mountain. “Stop acting like noisy \_\_\_\_\_. The enemy will hear you.” All the soldiers looked very \_\_\_\_\_ in their shining \_\_\_\_\_, and all were \_\_\_\_\_ with swords—some with heavy swords, others with \_\_\_\_\_. Their armor was so heavy that they \_\_\_\_\_ into the cave like elephants. “I wish the general wouldn’t work us so hard,” one soldier grumbled \_\_\_\_\_. “And his orders are always so \_\_\_\_\_ that we never

really know what we're supposed to do." His fellow soldiers told him to stop complaining, and presently they all fell asleep.

**C. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) Pattertwig the squirrel is almost as big as a small dog. \_\_\_\_\_
  
- 2) The Dwarfs who work in the smithy make things out of wood. \_\_\_\_\_
  
- 3) Caspian wants the Black Dwarfs to introduce him to Ogres and Hags so he can have more power on his side. \_\_\_\_\_
  
- 4) The White Witch was more evil than Miraz. \_\_\_\_\_
  
- 5) Glenstorm is good at watching the stars and making prophecies, and Trufflehunter is good at remembering things. \_\_\_\_\_
  
- 6) Glenstorm says that a son of Adam has once more arisen to rule and silence the creatures. \_\_\_\_\_
  
- 7) Reepicheep carries a bow and arrow. \_\_\_\_\_
  
- 8) Caspian and his friends wake the Dryads and Naiads and get help from them. \_\_\_\_\_
  
- 9) The Fauns play fiddles. \_\_\_\_\_
  
- 10) Nikabrik is the only one who does not join in the dance. \_\_\_\_\_

#### **D. Critical Thinking**

Nikabrik says, “I’ll believe in anyone or anything that’ll batter these cursed Telmarine barbarians to pieces or drive them out of Narnia. Anyone or anything, Aslan *or* the White Witch, do you understand?” Nikabrik believes it doesn’t matter whether the power we believe in is good or evil, as long as it gives us what we want. Do you agree with him? Why or why not?

### **II. Write, Discuss, Create – Chapter 6**

**WRITE** a letter to Caspian telling him whether you think he should wage open war against Miraz or stay in hiding. Make sure to give him reasons for your opinion.

#### **DISCUSS**

Manners play an important part in this chapter. Caspian “thought it polite to accept” the bears’ honey, it’s “bad manners” to watch a squirrel going to get his nuts, and Caspian “trie[s] hard...not to laugh” at Reepicheep. As a class, discuss why good manners are so important, and give examples from your everyday life of things that are polite or impolite to do.

#### **CREATE**

In groups of about six, make up a dance that might look like the dance of the Fauns. Choose music to go with your dance (remember that the Fauns played “a tune wild and yet dreamy” on their flutes while they danced). When the groups are finished, they should take turns presenting their dances to the rest of the class.

## CHAPTER SEVEN – OLD NARNIA IN DANGER

### Vocabulary

Word	English Definition	Spanish Translation
savory	pleasing to the taste	satisfacer al gusto
shrill	creating a sharp, high-pitched sound	crear un sonido agudo
entrenchment	a trench built for the purpose of fortifying and defending	una trinchera construida con el fin de fortificar y defender
accustomed	familiar with, used to	familiar, acostumbrado a
acquaintance	knowledge of a person	conocimiento de una persona
valiant	having courage and boldness; brave	tener valor y coraje; valiente
flight	the act of running away or retreating	el acto del huir lejos o de retirar
gallery	a long enclosed passage, such as a hallway or corridor	un pasaje largo y encerrado, tal como un pasillo o corredor
famine	severe hunger or starvation	hambre severa o inanición
victuals	food supplies	suministro de alimentos
reckon	to think or assume	pensar o asumir
sortie	an armed attack	un ataque armado
endeavor	to attempt through effort	procurar con esfuerzo
scanty	barely enough	apenas suficiente
bivouac	a temporary camp in an unsheltered area	un campo temporal en un área a la intemperie
rude	being in a crude, rough, unfinished condition	estar en condiciones crueles incomodas sin acabar
moonshine	foolish talk, nonsense	charla absurda, sin sentido
dash	a spirited quality in action and style	un animado calidad en la acción y estilo

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 7

**A. Read the following descriptions, and then write the correct word in the space provided from the list of words for Chapter 7.**

- 1) Before going camping, be sure to pack this so you don't go hungry: \_\_\_\_\_
- 2) If you are outnumbered, might be the best option: \_\_\_\_\_
- 3) If at first you don't succeed, \_\_\_\_\_, \_\_\_\_\_ again.
- 4) You shouldn't trust this: \_\_\_\_\_.
- 5) Like a whistle: \_\_\_\_\_.
- 6) You are \_\_\_\_\_ to your home and your family.
- 7) This helps to protect soldiers on the front lines: \_\_\_\_\_.

**B. In the space below, write a short story about an exciting camping trip, correctly using at least five of the vocabulary words from Chapter 7:**

### C. Critical Thinking

- 1) Trumpkin volunteers to go as a messenger to the mouth of the Great River, where he believes his life will be in great danger. He volunteers even though he does not believe that blowing the Horn will have an effect. What does this show about Trumpkin's character? Why do you think he volunteers for this mission?

- 2) Read the responses of Caspian and the Bulgy Bears to Trumpkin’s suggestion of retreat on page 93. Neither of them likes the idea of running away, but for very different reasons. Why doesn’t Caspian want to run away? Why don’t the Bulgy Bears? What is the difference between Caspian and the Bulgy Bears that gives them these two different ideas of running away?

**D. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) Aslan’s How has three large doorways leading into it. \_\_\_\_\_
- 2) Prince Caspian holds council around the Stone Table. \_\_\_\_\_
- 3) Before the Mound was built above it, the Stone Table stood on top of a hill. \_\_\_\_\_
- 4) Telmarine tradition is that Cair Paravel was near Lantern Waste. \_\_\_\_\_
- 5) Cornelius found Caspian by using his magic crystal. \_\_\_\_\_
- 6) Because he broke out too late and from the wrong place, the giant hurt Caspian’s army.  
\_\_\_\_\_

## II. Write, Discuss, Create – Chapter 7

**WRITE** a letter to Giant Wimbleweather to cheer him up after his mistake in the battle. Before you write, think about the people in your life who have made you feel better when you regretted something you did wrong. What did they do that helped?

### **DISCUSS**

By volunteering to be a messenger, Trumpkin shows that he is willing to sacrifice his life for his king. This demonstrates his **loyalty**. In small groups, discuss what or whom you would be willing to die for. What is it about these people and things that makes you so loyal to them? Is it the same for all of them or is each different?

### **CREATE**

When Caspian and his friends move into Aslan's How, they are impressed and awed by its history. The chamber at the heart of the How is especially secret and magical, and they do not use the Stone Table as a normal table out of respect for it. The whole area is sacred. (**Sacred** – worthy of great respect and reverence.) Think of a place you know that is special to you in this way. Create a picture of it **OR** write a poem or song describing it.



## CHAPTER EIGHT – HOW THEY LEFT THE ISLAND

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
pelt	to move quickly	moverse rápidamente
pompous	puffed up with vanity	inflarse con vanidad
seneschal	an official in charge of a great household or castle	un funcionario a cargo de una gran casa o castillo
execution	putting a prisoner to death	poner a un preso a muerte
ceremonial	grand, serious, formal	magnífico, serio, formal
Jinn	in Muslim legend, a spirit that can take human or animal form and has supernatural powers	en leyenda musulmana, un espíritu que puede tomar forma humana o animal y tiene poderes supernaturales
fencing	the sport of fighting with swords	el deporte de luchar con las espadas, esgrima
broad sword	a sword with a wide blade, used for cutting rather than stabbing	una espada con una navaja ancha, usada para cortar más que apuñalar
combatant	a fighter	un combatiente
cricket	a game played with a ball and bat by two teams of usually 11 players each	un juego jugado con una bola y un bate, dos equipos de generalmente 11 jugadores cada uno
gruffly	sternly, harshly	duro, severo
hauberk	a long shirt made of mail	una camisa larga hecha de correo
ford	a shallow part of a body of water that may be crossed by wading	parte baja de un cuerpo de agua que puede ser cruzada vadeando
jibe	a teasing remark	una observación en broma

bows	the front section of a boat	la sección delantera de un barco
rowlock	a hoop used to hold an oar in place	un aro usado para sostener un remo en su lugar
hyaline	transparent or nearly so	transparente o casi tan
prow	the front section of a boat (synonym for "bows")	la sección delantera de un barco (sinónimo para los "arcos")
stern	the back section of a boat	la sección trasera de un barco
poop	a deck above the main deck at the stern of a boat	una cubierta sobre la cubierta principal en la popa de un barco
rigging	the arrangement of masts and sails on a boat	el arreglo de mástiles y de velas en un barco
grueling	very difficult, exhausting	muy difícil, agotador
cross	bad-tempered, in a bad mood	mal temperamento, en un mal humor

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 8

**A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 8.**

- 1) In a rough tone of voice \_\_\_\_\_
- 2) Exhausting \_\_\_\_\_
- 3) "You silly goose" \_\_\_\_\_
- 4) Someone participating in a battle \_\_\_\_\_
- 5) Frowning, pouting \_\_\_\_\_
- 6) A long mail shirt \_\_\_\_\_
- 7) A weapon bigger than a rapier \_\_\_\_\_
- 8) Thinking oneself very important \_\_\_\_\_

**B. How well do you know your seafaring lingo? Draw a picture of a boat, and draw arrows pointing to the bows/prow, the stern, the poop, the oars, the rowlocks, and the rigging. Give your boat a name, too!**

**C. Short Answer**

- 1) What called the children out of their own world into Narnia?
- 2) In what three ways do the children show Trumpkin that they really are Kings and Queens?
- 3) Which of the children is the most peace-loving and gentle?
- 4) How does Lucy heal Trumpkin's wound?
- 5) What is the original name of Aslan's How?
- 6) What does "D.L.F." (the children's nickname for Trumpkin) stand for?

**D. Critical Thinking**

- 1) What is Trumpkin telling us about Nikabrik when he says, "It would never do to let Nikabrik see" the wealth in the treasure chamber?
- 2) Trumpkin thanks the children for his "lesson." What lesson has he learned?

## II. Write, Discuss, Create – Chapter 8

### WRITE

Pretend to be Peter, Susan, Edmund or Lucy, and write in your diary how you feel as “the air of Narnia” works on you, changing you from a school kid into a King or Queen. What are some of the main differences you see or feel in yourself?

### DISCUSS

**Appearance vs. Reality:** Appearances can be deceiving. Being small in size doesn't mean being small in importance, goodness, or power. We see this now in the children (they look like ordinary little kids to Trumpkin, but they're really strong, wise, and royal), and we'll see it later in Reepicheep and other characters. Share with the class a time when you found someone to be quite different from how they first appeared.

### CREATE

Lucy says there are “lots of stories about magic forcing people out of one place—out of one world—into another.” Why not try telling one of these stories yourself? Find a partner, and each of you tell the other a story about someone being magically pulled into another world—any world you'd like to imagine. Be creative!

## CHAPTER NINE – WHAT LUCY SAW

### Vocabulary

Word	English Definition	Spanish Translation
constellation	a formation of stars seen as a figure or design	una formación de estrellas vistas como una figura o diseño
wizened	withered, dried up	marchitadas, secas
gracious	acting with kindness and warm courtesy	el actuar con amabilidad y cortesía
wet blanket	someone who dampens enthusiasm or pleasure	alguien que empapa de entusiasmo o placer
bruin	a bear	un oso
carcass	the dead body of an animal	el cuerpo muerto de un animal
shudder	to shiver from fear or disgust	temblar de miedo o de repugnancia
trudge	to walk in a heavy-footed, laborious way	caminar de una manera pesada, laboriosa, caminata
bally	used as an intensive, like “bloody,” often to express frustration	utilizado como intensivo, como "sangriento," a menudo para expresar frustración
hinder	to be in the way of or get in the way of	obstaculizar
precipice	an extremely steep mass of rock, such as the face of a cliff	una masa extremadamente escarpada de una roca, tal como la cara de un cantilado
elderly	old or approaching old age	vieja o que se acerca a la vejez
crimson	the color of deep red	el color del rojo profundo

### I. Vocabulary Enrichment Activities – Chapter 9

**A. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 9.**

1) From the top of the \_\_\_\_\_ the Pevensies could see a deep gorge.

- 2) Lucy remembered with fondness the \_\_\_\_\_ Professor and his \_\_\_\_\_ face.
- 3) Susan \_\_\_\_\_ when she saw the \_\_\_\_\_ leap out of the woods.
- 4) Lucy gazed up at the stars and found all the old Narnian \_\_\_\_\_.

**B. Read the following sentences. If the underlined word is used correctly, write “correct.” If not, write a word that makes sense based on the context of the sentence.**

- 1) Peter was being very gracious when he interrupted Susan and told her to shut up.  
\_\_\_\_\_
- 2) They trudged all the way up to the top of a gorge, only to conclude they had been going the wrong way. \_\_\_\_\_
- 3) The Pevensies were thrilled to find a boat because they knew it would hinder them to get off the island. \_\_\_\_\_

**C. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) Susan was afraid Trumpkin had shot a talking bear. \_\_\_\_\_
- 2) Lucy saw three constellations: the Ship, the Oak Tree and the Leopard. \_\_\_\_\_
- 3) Glasswater Creek lies at the bottom of the gorge. \_\_\_\_\_
- 4) Lucy sees Aslan once this chapter. \_\_\_\_\_
- 5) Lucy and Susan want to keep going up, but the rest vote to go down. \_\_\_\_\_

### **D. Critical Thinking**

On page 131, after Trumpkin points out that the area around the Rush may have become a gorge since the Pevensies had been there last, Peter says, “Trumpkin, you’re a brick.” What do you think he means? How would you express the same thing in your own words?

## **II. Write, Discuss, Create – Chapter 9**

### **WRITE**

In your own words, explain why each of the following characters voted for or against trusting Lucy and following Aslan up the gorge:

- a. Trumpkin
- b. Susan
- c. Edmund
- d. Peter

### **DISCUSS**

During Lucy’s nighttime walk among the trees, she imagines how the trees would look if they were human. “She looked at the oak: he would be a wizened, but hearty old man with a frizzled beard and warts on his face and hands, and hair growing out of the warts.” Have you ever imagined what different things would be like if they were more human—if they had faces and limbs and could talk and walk? If they had personalities? Look closely at the objects in your classroom and discuss what they would be like if they were more human.

### **CREATE**

Choose one object from “Discuss” above and make a picture of it in a more human form, using Lucy’s imaginative ideas of the trees in Chapter 9 as inspiration. **Or**, write a poem describing it.

## CHAPTER TEN – THE RETURN OF THE LION

### Vocabulary

Word	English Definition	Spanish Translation
boggy	wet, soft, spongy	mojado, suave, esponjoso
dense	thick, crowded	densamente, apretado
chasm	a deep opening in the surface of a planet; a gorge	una abertura profunda en la superficie de un planeta
alter	to change	cambiar
rasping	making a rough, grating noise	hacer un sonido ronco, chirriante
battledore	a badminton racket (like a tennis racket)	una raqueta de bádminton (como una raqueta de tenis)
toil	to labor with difficulty	trabajar con dificultad
tedious	tiring, long, slow, boring	cansado, largo, lento, aburrido
jagged	sharp, uneven	dentado, desigual
lilt	a light, happy song	canCIÓN feliz
tremulous	fearful, trembling	temeroso, temblando
optical	relating to eyesight	en lo que concierne a la vista

### I. Vocabulary Enrichment and Comprehension Activities – Chapter 10

**A. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 10.**

- 1) \_\_\_\_\_ up the \_\_\_\_\_ cliffs was \_\_\_\_\_ work.
- 2) The campers bivouacked in a dry place, away from the \_\_\_\_\_ swamps and \_\_\_\_\_ weeds.
- 3) The children hummed a(n) \_\_\_\_\_ as they hit a ball back and forth with \_\_\_\_\_.



- 4) Frightened by the \_\_\_\_\_ noise of the saw, the little girl put her \_\_\_\_\_ hand in her father's.
- 5) A(n) \_\_\_\_\_ illusion \_\_\_\_\_ the true appearance of a thing.

**B. Multiple Choice: Read each statement, then select the best possible answer based on the context of the story. Circle the letter of your choice.**

- 1) The boys get excited when they see the little town because
- a) they expect to find food there
  - b) they hope to get directions to Aslan's How
  - c) they won a battle there hundreds of years ago
  - d) they want to spend the night in a house instead of on the ground
- 2) Trumpkin and the children get attacked by
- a) bears
  - b) arrows shot by Miraz's sentries
  - c) Miraz himself
  - d) wolves
- 3) For supper, they eat
- a) honey and fruit
  - b) raw apples
  - c) sandwiches
  - d) apples wrapped in bear meat
- 4) When Lucy sees Aslan, she
- a) runs to hug and kiss him
  - b) asks, "Aslan, is that really you?"
  - c) cannot move or speak
  - d) runs away in fear
- 5) Aslan gives "the faintest suggestion of a growl" because
- a) he doesn't want Lucy to touch him
  - b) he doesn't want Lucy to blame others for her mistakes
  - c) he senses an enemy approaching
  - d) he is hungry
- 6) Instead of going the wrong way with the others (back in Chapter 9), Lucy should have
- a) tried to get back into her own world
  - b) refused to move until the others agreed to go Aslan's way
  - c) gone looking for a Talking Beast to be her guide
  - d) obeyed Aslan by herself, knowing he was with her

- 7) Lucy feels stronger when she
- a) drinks a drop of her cordial
  - b) thinks about how she was right and the others were wrong
  - c) buries her head in Aslan's mane
  - d) dances with the trees
- 8) Aslan tells Lucy to
- a) leave the others sleeping and come with him now
  - b) try to wake the others, but follow Aslan alone even if they don't come
  - c) try to wake the others, and stay with them if they don't want to follow Aslan
  - d) go tell the others "I told you so"

### **C. Critical Thinking**

- 1) Why do you think "everyone felt more cheerful" when they started going back up the gorge?
- 2) What do you think Aslan means when he tells Lucy, "Every year you grow, you will find me bigger"?

## **II. Write, Discuss, Create – Chapter 10**

### **WRITE**

The author tells us that “it may not have been sensible” for the children and Trumpkin to feel hopeful about finding Caspian and defeating Miraz, but they did anyway. Write about a time when you felt hope in a difficult or dangerous situation.

### **DISCUSS**

When Lucy hears Aslan, she feels that the voice she likes best in the world is calling her name. Whose voice do you like best in the world? What makes you love that voice?

### **CREATE**

Sing or hum a tune that sounds the way the “lilt” sung by the trees might sound (re-read the description on pages 145-146).

### **OR**

Make up a “country dance” like one the trees might do (re-read the descriptions on pages 145-146 and page 151).

### **OR**

Draw a picture of how you think these “strangely human trees” might look.

## CHAPTER ELEVEN – THE LION ROARS

### Vocabulary

Word	English Definition	Spanish Translation
rum	odd, strange	raro, extraño
grousing	complaining, grumbling	quejarse, quejándose
slantwise	at a slant or slope	en una inclinación o una cuesta
flank	the section of a person or animal between the last rib and the hip; the side	la sección de una persona o de un animal entre la última Costilla y la cadera; el lado
bolt	to run suddenly away	escapar repentinamente
totter	to walk unsteadily	caminar inestable
tinker	a traveling mender of metal household utensils	alguien que viaja reparando utensilios caseros de metal
brooding	in deep thought	en pensamiento profundo
shock	a thick, heavy mass	una masa gruesa, pesada
husky	hoarse or rough	ronco o áspero
caper	to leap or frolic around	saltar o retozar
romp	lively and merry play	juego animado y feliz
hothouse	a heated greenhouse	un invernadero calentado

### I. Vocabulary Enrichment Activities – Chapter 11

**A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 11.**

- 1) Related to dogs: \_\_\_\_\_.
- 2) This is best done alone: \_\_\_\_\_.
- 3) If you are unhappy, you might do this: \_\_\_\_\_.

- 4) If you are happy, you might do this: \_\_\_\_\_.
- 5) This one can help with your broken spoons: \_\_\_\_\_.
- 6) Useful for growing plants: \_\_\_\_\_.

**B. In the space below, write a short story about your adventures on a horseback ride, correctly using at least five of the vocabulary words from Chapter 11.**

**C. Critical Thinking**

- 1) As she is apologizing for not wanting to follow Lucy, Susan says, “But I just wanted to get out of the woods and—and—oh, I don’t know.” Later, Aslan reveals the real reason why she did not want to follow. What is the reason?
- 2) On page 156, Peter says “And why should Aslan be invisible to us? He never used to be. It’s not like him.” It’s true that Aslan had never hidden himself from them before. Why do you think he does so now? What do Peter, Edmund and Susan learn from this experience?

**D. Short Answer**

1) List three things the Narnians do during the Romp:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2) List everyone who heard Aslan's roar.

## Write, Discuss, Create – Chapter 11

### WRITE

An **internal monologue** is made from the words you say in your head while you think about something. For instance, this might be your very short internal monologue before lunch: “I am SO hungry. Too bad lunch is still a whole hour away. I wonder what I’ll have today. Maybe pizza, but I had that yesterday.” Write Trumpkin’s **internal monologue**, from the time he first sees Aslan to the time he gets tossed in the air.

### DISCUSS

At the beginning of Chapter 11 Lucy disagrees with what everyone else wants to do and takes a stand for what she knows is right. She tells them they need to follow Aslan up the gorge, even though everyone else wants to go down. She is even willing to do the right thing by herself if she has to. Think about a time when you knew that the people around you were doing something wrong. In small groups, discuss how you handled the situation.

- Did you go along with what the others were doing?
- Did you show them that what they were doing was wrong?
- Did you do the right thing on your own, even if no one else did? Was it easy?

### CREATE

On page 167, the Narnians’ romp is compared to three games: Tig, Blind Man’s Buff, and Hunt the Slipper.

**Tig** is the Irish word for tag.

**Blind Man’s Buff** (Blind Man’s Bluff in the U.S.) is like tag except the person who is “it” is blindfolded.

**Hunt the Slipper** is played by everyone sitting in a circle with their hands behind their backs, with one person in the center of the circle. The center person closes his or her eyes while a slipper or some other object is dropped outside the circle. The slipper is passed from hand to hand around the circle while the person in the center opens his or her eyes and tries to guess where it is. The person holding the slipper when it is found then goes in the middle.

The romp is similar to all of these, but different. In small groups, create the rules of a game that is similar to some or all of the above games, but still unique. When each group has created a game, present them to the class. After deciding which game is the best, play it!

## CHAPTER TWELVE – SORCERY AND SUDDEN VENGEANCE

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
sentinel	a guard	un guardia
musty	stale and unclean smelling	olor añejo y sucio
brunt	the greatest force, shock or stress	la fuerza, el choque o la tensión más grande
clerk	a scholar (old use of the word)	un erudito (viejo uso de la palabra)
addled	rotten	putrefacto, podrido
dotard	an old person who no longer thinks clearly	una persona vieja que ya no piensa claramente
rheumatics	pain in the muscles and joints	dolor en los músculos y articulaciones
cantrips	witch's tricks	trucos de la bruja
execute	to put a plan into action	poner un plan en acción
tyrant	a very harsh, powerful ruler	un muy severo y poderoso gobernante
sorcery	the use of power gained from evil spirits	el uso de poder obtenido ganado de espíritus malvados
accursed	very bad	muy malo
gaunt	very thin	muy delgado
vermin	evil, offensive, harmful creatures	mal, ofensiva, criaturas dañinas
fall to	to begin doing something (especially eating) with great energy and excitement	empezar haciendo algo (especialmente comer) con gran energía y entusiasmo



## I. Vocabulary Enrichment and Comprehension Activities – Chapter 12

**A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 12.**

- 1) A well-educated, studious person \_\_\_\_\_
- 2) A ruler who makes life difficult for his people \_\_\_\_\_
- 3) To start eating ravenously \_\_\_\_\_
- 4) Skinny \_\_\_\_\_
- 5) To make your plan actually happen \_\_\_\_\_
- 6) Muscular pain \_\_\_\_\_

**B. Read the following story and fill in the blanks with the appropriate vocabulary words from Chapter 12.**

After they got past the \_\_\_\_\_ guarding the opening to the dark, \_\_\_\_\_ cave, the evil witches were ready to begin their scary works of \_\_\_\_\_. They had a prisoner: an old man who had lost all his memory, whom the witches liked to call a(n) \_\_\_\_\_. The witches' pet rats (nasty little \_\_\_\_\_) used their teeth to tie the poor old man up with ropes while the witches played mean \_\_\_\_\_ on him. Presently, however, a great Centaur came and rescued the prisoner, chasing away the \_\_\_\_\_ witches and their rats.

**C. Multiple Choice: Read each statement, then select the best possible answer based on the context of the story. Circle the letter of your choice.**

- 1) The sentinels at the entrance of the Mound are
  - a) Dwarfs
  - b) badgers
  - c) wolves
  - c) men
  
- 2) Caspian did not blow the Horn at sunrise because
  - a) he didn't believe any help would come
  - b) he had lost the Horn
  - c) he was too busy fighting Miraz's army
  - d) he forgot he was supposed to blow it

- 3) Trufflehunter thinks the best plan is to
  - a) take Nikabrik's advice and call up the White Witch
  - b) surrender to Miraz
  - c) try to sneak up on Miraz and kill him
  - d) keep waiting patiently, believing that Aslan will send help
  
- 4) Nikabrik always
  - a) agrees with what Trufflehunter says
  - b) feels sorry for himself and his people
  - c) wants to do what is best for King Caspian
  - d) has secret meetings with Miraz
  
- 5) Calling on Aslan is the same as calling on the ancient Kings and Queens because
  - a) Aslan would never actually come himself
  - b) none of them exist anyway
  - c) Aslan isn't alive anymore, but his spirit lives on in the Kings and Queens
  - d) the Kings and Queens are Aslan's servants
  
- 6) How does King Peter feel about King Caspian?
  - a) He wants to put Caspian in his rightful place as King of Narnia
  - b) He is jealous and thinks no one should be King but himself
  - c) He thinks Caspian is still too young to be a good King
  - d) He is secretly on Miraz's side
  
- 7) How does Caspian feel about Nikabrik at the end of the chapter?
  - a) He is still angry about the way Nikabrik treated him
  - b) He thinks Nikabrik deserved the death he got
  - c) He pities Nikabrik and wishes things had gone better for him
  - d) He vows to always hate the Black Dwarfs because of Nikabrik
  
- 8) Nikabrik's main problem was
  - a) greed
  - b) lying
  - c) sickness
  - d) hatred
  
- 9) What do Peter and the others do with Nikabrik's dead body?
  - a) use it as an archery target
  - b) give it to his own people so they can bury it properly
  - c) cut it into pieces
  - d) burn it



## II. Write, Discuss, Create – Chapter 12

### WRITE

**Patience** and **waiting** are important issues in this chapter. Caspian, Trufflehunter, and Dr. Cornelius wait for Aslan’s help (even when it seems like it won’t come), and their patience is rewarded when Trumpkin arrives with the Kings and Queens. Write about a time when you had to wait patiently for something that, when it finally came, was well worth the wait.

### DISCUSS

**Debate:** Split into groups of four. In each group, two students should argue for Caspian’s plan (waiting for Aslan’s help) and the other two should argue for Nikabrik’s plan (calling up the White Witch). Both sides should come up with at least five reasons why they think their plan is the better one. Then, the whole class should come together and discuss which plan they *really* think is better.

### CREATE

Decorate your classroom like the cave in the story! Each student should fill one piece of paper with drawings of what they think the “carvings on the walls” (see page 172) might look like. Your drawings could show people, animals, and other creatures from ancient Narnia—they could even tell a story. When everyone is finished, put the drawings up on the classroom walls.

## CHAPTER THIRTEEN – THE HIGH KING IN COMMAND

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
dictate	to say aloud for someone else to write down	decir en voz alta para que alguien más anote
effusion	liquid poured forth	líquido vertido sucesivamente
levy	to declare and wage a war	declarar y emprender una guerra
dominion	the power to control	el poder de controlar
abominable	completely unpleasant	totalmente desagradable
parley	a discussion between enemies, especially over terms of a truce	una discusión entre enemigos, especialmente sobre términos de una tregua
fell	fierce and capable of destruction	feroz y capaz de destrucción
dappled	having a spotted skin or coat	tener una piel o una capa manchada
sentry	a guard	un protector
jackanapes	a saucy or mischievous child	un niño descarado o malicioso
to no purpose	not relevant	no relevante
infallibly	without any possibility of failure	sin cualquier posibilidad de falta
plague	a widespread misfortune, especially a disease	una desgracia extensa, especialmente una enfermedad
hazard	to expose to danger	exponer al peligro
grounds	the basis for an action	la base para una acción
effrontery	arrogant behavior	comportamiento arrogante
dastard	a sneaky coward	un cobarde disimulado
beseech	to urgently request or beg	solicitar o pedir urgente
chafed	annoyed	molesto

lists	an arena for contests	una arena para competencias
marshals of the lists	the referees of a medieval tournament	los árbitros de un torneo medieval
abate	to reduce or weaken	reducir o debilitarse

## I. Vocabulary Enrichment Activities – Chapter 13

### A. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 13.

- 1) The Professor was no dotard; even though he was very old, he was quite capable of \_\_\_\_\_ a letter while Edmund wrote it out. His mental abilities had not \_\_\_\_\_ at all.
- 2) The \_\_\_\_\_ stood outside the castle gates, \_\_\_\_\_ at the fact that the rest of the guard got to stay inside the castle where they were safe from the \_\_\_\_\_ that was spreading sickness throughout the city. He thought about sneaking inside, but didn't want anyone to think of him as a \_\_\_\_\_. His only hope was that the disease would \_\_\_\_\_ soon.
- 3) The \_\_\_\_\_ warrior rode into battle on his \_\_\_\_\_ horse, ready to do battle.

### B. Vocabulary - Correctly use each listed word in a sentence.

- 1) abominable:
- 2) parley:
- 3) to no purpose:
- 4) infallibly:
- 5) beseech:

**C. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.**

- 1) Aslan wants everyone to sit around and do nothing until he acts. \_\_\_\_\_
  
- 2) According to Trufflehunter, no one has ever laughed at Glenstorm. \_\_\_\_\_
  
- 3) Edmund has a look of greatness because Doctor Cornelius put a spell on him. \_\_\_\_\_
  
- 4) Sopespian and Glozelle are impressed by Giant Wimbleweather as he comes to parley.  
\_\_\_\_\_
  
- 5) Glozelle wants revenge against Miraz for calling him womanish. \_\_\_\_\_
  
- 6) Peter decides that the right of the bears to supply one marshal of the lists doesn't matter anymore. \_\_\_\_\_
  
- 7) Peter is not sure he can beat Miraz, but he has the courage to try. \_\_\_\_\_

**D. Critical Thinking**

- 1) Do you think Glozelle and Sopespian would work well together as rulers of Narnia?  
Would they make better rulers than Miraz? Why or why not?

- 2) Peter is surprised that the bears' right to supply a marshal of the lists "has been remembered all these years, when so many other things have been forgotten." What are some of the things that should have been remembered in Narnia but have been forgotten instead?

## **II. Write, Discuss, Create – Chapter 13**

### **WRITE**

Caspian feels tongue-tied at first around Peter, his hero. Write about a time when you met someone you liked or respected so much that you felt tongue-tied and shy. What was special about that person?

### **DISCUSS**

Throughout the book, we see great differences in the way Peter's and Miraz's followers feel about their leaders. For example, Trufflehunter "[sits] very close to Peter and never [takes] his eyes off him," while Glozelle and Sopespian talk about Miraz behind his back. Peter's soldiers obey him gladly, but Miraz's soldiers want to overthrow him. On the board, list some differences between Peter and Miraz that help to explain the differing attitudes of their followers.

### **CREATE**

Imagine that, in case they die, Peter and Miraz each write a letter to a special person in their life before going to the duel. Peter writes to Caspian with advice on how to be a good king, and Miraz writes to Prunaprisma with advice on how to raise their son. In pairs, dictate these letters to each other (one student should dictate Peter's letter, and the other should dictate Miraz's). Speak slowly so that your partner can write everything down.



## CHAPTER FOURTEEN – HOW ALL WERE VERY BUSY

### Vocabulary

<b>Word</b>	<b>English Definition</b>	<b>Spanish Translation</b>
staked	marked with wooden or metal posts	marcado con los postes de madera o del metal
drawn	taken out (swords)	sacadas (espadas)
turf	a surface layer of earth containing a dense growth of grass and roots	una capa superficial de tierra que contiene un crecimiento denso de hierba y raíces
imposing	impressive and grand-looking in size or power	impresionante y de apariencia grandiosa en tamaño o poder
baron	a nobleman of a lower rank than a king	un noble de un nivel más bajo que un rey
crocery	eating and serving dishes	platos para servir y comer
treachery	cheating	engaño
baying	deep, long barking	profundo y prolongado ladrido
bout	a contest	una competencia
wrought	shaped by hammering with tools	formado martillando con herramientas
skewer	a long metal or wooden pin	un metal largo o un perno de madera
rampart	a mound of earth or stone, used for protection	un montón de tierra o de piedra, usado para protección
madcap	wild, rowdy	salvaje, ruidoso
pier	a vertical support for a bridge	un soporte vertical para un puente
reveler	someone who is celebrating	alguien que está celebrando
attend	to pay attention, listen	prestar atención, escuchar

prim	stiffly formal and proper	tieso formal y apropiado
divine	relating to God, heavenly	en lo que concierne Dios, divinamente

## I. Vocabulary Enrichment and Comprehension Activities – Chapter 14

### A. Read the following descriptions, then write the correct word in the space provided from the list of words for Chapter 14.

- 1) Someone who is important, but not as important as the King: \_\_\_\_\_
- 2) Coming from God: \_\_\_\_\_
- 3) Betraying or cheating on a friend: \_\_\_\_\_
- 4) Marked with posts: \_\_\_\_\_
- 5) Very proper: \_\_\_\_\_

### B. Read the following short passages and fill in the blanks with the word(s) that makes the most sense from the list of words for Chapter 14.

- 1) \_\_\_\_\_ loudly, the hounds chased the fox.
- 2) The \_\_\_\_\_ danced wildly all night long.
- 3) Instead of \_\_\_\_\_ to the teacher, the boys were having a \_\_\_\_\_ with their toy swords.
- 4) Dad roasted the meat on a wooden \_\_\_\_\_, and Mom served it on her new \_\_\_\_\_.
- 5) Excited to begin the race, the horses stamped the \_\_\_\_\_ impatiently.

### C. Short Answer

- 1) Who kills Miraz?
- 2) How do the mice help win the battle?
- 3) Whom do Aslan and his revelers meet when they come to the river?

- 4) What subject are Gwendolen and her classmates studying when the revelers get to their school?
- 5) What is “the long journey” that Aslan mentions on page 217?
- 6) Who is the old woman that Aslan heals?

#### **D. Critical Thinking**

Does Aslan turn anybody away who *wants* to follow him? What seems to be the main reason most people have for not wanting to come with him and join in his happy celebration?

## **II. Write, Discuss, Create – Chapter 14**

### **WRITE**

Pretend you are Gwendolen or the boy Aslan rescued from a beating (you can make up a name for him), and write a note to your parents explaining why you didn't come home for lunch today.

### **DISCUSS**

**Good vs. Bad Sportsmanship:** As a class, compare and contrast the fighting manners of Peter and Miraz, paying special attention to what each one does when the other is down.

### **CREATE**

Pretend you're a reporter for the *Beruna Daily News*, and write a news story about either the duel and battle **or** Aslan's romp through the town. Feel free to add details beyond what you find in the book.

## CHAPTER FIFTEEN – ASLAN MAKES A DOOR IN THE AIR

### Vocabulary

Word	English Definition	Spanish Translation
fawn	to display affection	exhibir afecto
reverently	with a feeling of awe, respect and love	con una sensación de temor, respeto y amor
litter	a piece of canvas stretched between parallel shafts, used for carrying a disabled or dead person; a stretcher	un pedazo de lona estirada entre barras paralelas, usados para llevar a una persona lisiada o muerta; una camilla
atlas	a book of maps	un libro de mapas
woebegone	having deep sorrow and grief	tener dolor y pena profundos
innumerable	too many to be counted	demasiados para ser contados
countenance	appearance	aspecto
indulgence	tolerance	tolerancia
unseemly	inappropriate or improper	inadecuado o inapropiado
become	to look good on	verse bien en
hereditary	coming from one's ancestors	venir de sus antepasados
tinder	material for starting a fire	material para comenzar un fuego
porridge	a soft food made by boiling oats in water or milk; oatmeal	un alimento suave hecho hirviendo avena en agua o leche; avena
cataract	a great downpour	un gran aguacero
mazer	a large drinking bowl made of metal or hard wood	un tazón grande para beber, hecho de metal o de madera dura
confection	a sweet substance, such as candy	una sustancia dulce, tal como caramelo
choice	of very fine quality	de calidad muy fina
beacon	a signal fire	una señal de fuego
fray	a scuffle, brawl or fight	una lucha, reyerta o contienda

## I. Vocabulary Enrichment and Comprehension Exercises – Chapter 15

### A. Read the following story and fill in the blanks with the appropriate vocabulary words from Chapter 15.

A(n) \_\_\_\_\_ of tears poured from Lizzy’s eyes as her father carried her cat Mittens in on a(n) \_\_\_\_\_. Mittens had \_\_\_\_\_ scratches from a nasty \_\_\_\_\_ with a neighbor’s dog. “Stop that \_\_\_\_\_ crying this instant!” Lizzy’s strict aunt scolded. “Tear-stained faces don’t \_\_\_\_\_ little girls.” But Lizzy’s father said, “Oh, have some \_\_\_\_\_ for the poor child. She has the saddest \_\_\_\_\_ I’ve ever seen.” Mittens got well soon and \_\_\_\_\_ on Lizzy, whose \_\_\_\_\_ expression changed to one of joy.

### B. True or False – Read the statement, then decide if it is true or false. If it is true, write “true” in the blank space; if false, rewrite the statement to make it true.

- 1) The people who have never believed in Aslan are more frightened than anyone else when he actually appears. \_\_\_\_\_
  
- 2) Reepicheep is dead when the other mice bring him to Aslan. \_\_\_\_\_
  
- 3) Aslan approves of Reepicheep’s obsession with his honor. \_\_\_\_\_
  
- 4) Aslan gives Reepicheep a new tail because of the mice’s love for Aslan and for each other. \_\_\_\_\_
  
- 5) The Narnians torture their Telmarine prisoners. \_\_\_\_\_
  
- 6) Anyone who wants to stay with Aslan and the rest of the Narnians is welcome.  
\_\_\_\_\_
  
- 7) Many of the Telmarines don’t want to stay in Narnia because they no longer have power there. \_\_\_\_\_

8) Aslan sends the Telmarines to a miserable desert where they will starve to death.

\_\_\_\_\_

9) Peter and Susan cannot come back to Narnia because Aslan doesn't love them anymore.

\_\_\_\_\_

10) Even though the children are sad to leave Narnia, they find that it's rather nice to come back home to England after their adventures. \_\_\_\_\_

### C. Critical Thinking

1) The Telmarines have trouble believing in what they can't see. They didn't believe in Aslan before he actually appeared, and they have a hard time believing in the new home he gives them when they can't see it through the door. In another book by Lewis, one of the characters asks her teacher, "You don't think—not possibly—not as a mere hundredth chance—there might be things that are real though we can't see them?" [*Till We Have Faces*, p. 141] What do you think is the answer to that question? Why?

2) What do you think Aslan means when he says to Caspian, "If you had felt yourself sufficient [to be king], it would have been a proof that you were not"?

- 3) If you were one of the Telmarines, would you stay in Narnia or go through the door? Why?

## II. Write, Discuss, Create – Chapter 15

### WRITE

Aslan says to Caspian, “You come of the Lord Adam and the Lady Eve. And that is both honor enough to erect the head of the poorest beggar, and shame enough to bow the shoulders of the greatest emperor on earth.” Make a list of reasons why it is an **honor** to be a human being and another list of reasons why it is a **shame** to be one.

### DISCUSS

Reepicheep and his fellow mice are always willing to **sacrifice** themselves for others. When Reepicheep loses his tail, the other mice offer to cut theirs off out of loyalty to him; and when the Telmarines want to see one of the Narnians go through the door, the mice offer to do it. Tell about a time when you (or someone you know, or someone from history) sacrificed your own comfort or pleasure for someone else.

### CREATE

Hold a great feast in celebration of your study of this wonderful book! Make it as much like the feast in Chapter 15 as possible. Each student should bring a treat to share: some can bring meat, some can bring cheese, some can bring fruit, some can bring bread or cakes, and some can bring juice. Feel free to have music and dancing, too!

## Glossary of Nature Terms

beech	a tree with glossy dark green leaves, smooth gray bark and small edible nuts	un árbol con hojas verde oscuro brillantes, la corteza gris lisa y nueces comestibles pequeñas
birch	a slender, silvery tree with bark that often peels in thin, papery layers	un árbol delgado, plateado con la corteza que pela a menudo en finas capas como papel
bracken	rough or marshy land overgrown with plants	tierra áspera o lodosa excesivamente crecida de plantas
brambles	prickly shrubs	arbustos espinosos
brushwood	wood of small branches, especially when cut or broken	madera de ramas pequeñas, especialmente cuando son cortadas o rotas
cascade	a steep, usually small waterfall	una inclinada y generalmente pequeña caída de agua
crag	a steep, rugged rock or cliff	una profunda escabrosa roca o acantilado
elm	a large, shady tree with curving branches	un árbol grande, de sombra con ramas curvadas
fir	a type of evergreen pine tree with cones	un tipo de pino impecedero con conos
foxglove	a plant in the snapdragon family whose flowers look like bells	una planta en la familia del boca de dragón cuyas flores parecen campanas
glade	an open space surrounded by woods	un area abierta rodeada de bosques
glen	a secluded narrow valley	un valle estrecho aislado
gorge	a narrow, steep-walled canyon; a chasm	una barranca angosta, con paredes empinadas, abertura profunda en la superficie de la tierra



hawthorn	a shrub with glossy leaves, white or pink fragrant flowers, and small red fruits	un arbusto con las hojas brillantes, flores fragantes blancas o rosadas, y frutas rojas pequeñas
heath	a large area of uncultivated land covered with small shrubs	un área grande de tierra sin cultivar cubierta con arbustos pequeños
heather	a shrubby plant with tiny purplish-pink flowers	un arbusto con flores purpurino-rosadas minúsculas
hedgerow	a row of shrubs or trees enclosing or separating fields	una fila de arbustos o de árboles que encierran o que separan campos
juniper	a shrub with needle-like leaves and berry-like cones	un arbusto con hojas como agujas y conos como bayas
lark	a songbird, usually brownish in color	un pájaro cantante, generalmente pardusco en color
loam	soil	suelo
nettle	a wild plant with ragged-edged leaves covered with fine hairs or spines that sting when touched	una planta salvaje con las hojas desigual-afiladas cubiertas con los pelos finos o espinas dorsales que pican cuando están tocadas
oak	an evergreen tree that produces acorns	un árbol impercedero que produce bellotas
rhododendron	a shrub with showy flowers	un arbusto con flores llamativas
rook	a type of crow	un tipo de cuervo
rowan	a mountain ash tree with white flowers and small red fruits	un árbol de ceniza de las montañas con flores blancas y frutas rojas pequeñas
saddle	a ridge between two peaks	un canto entre dos picos
southwester	a storm with southwest winds	una tormenta con vientos del sudoeste

thicket	a dense growth of shrubbery or small trees	un crecimiento denso de los arbustos o de los árboles pequeños
tussock	a small tuft of grass	un penacho pequeño de hierba
willow	a tree with long drooping branches and leaves, common in lowland and marshy areas	un árbol con largas ramas que caen y hojas, comun en las tierras bajas y sonas pantanosas
wold	a hilly or rolling open country	un campo abierto montañoso o del balanceo

### Glossary of Narnian Creatures

centaur	a creature having the head, arms and chest of a man, and the body and legs of a horse	una criatura que tiene la cabeza, brazos y pecho de un hombre, y el cuerpo y las piernas de un caballo
dryad	a spirit who lives in a tree; a wood nymph	un fantasma que vive en un árbol; una ninfa de madera
faun	a creature having the body of a man and the horns, ears, tail and legs of a goat	una criatura que tiene el cuerpo de un hombre y los cuernos, los oídos, la cola y las piernas de una cabra
hag	a witch; a sorceress; an ugly, frightful old woman	una bruja; una vieja mujer fea, espantosa
hamadryad	the nymph or spirit of a particular tree	la ninfa o el fantasma de un árbol particular
mer-people	creatures having the head and upper body of a woman (mermaid) or man (merman) and the tail of a fish	criaturas que tienen la cabeza y parte puperior del cuerpo de una mujer (sirena) u hombre (tritón) y la cola de un pescado
naiad	a nymph of lakes, springs, rivers and fountains	una ninfa de los lagos, de los manantiales, de los ríos y de las fuentes

nymphs	beautiful maidens who live in trees, waters and mountains	doncellas hermosas que viven en árboles, aguas y montañas
ogre	a monster who eats humans	un monstruo que come a seres humanos
pony	a dappled horse	un caballo manchado
satyr	a woodland creature with the ears, legs and horns of a goat and a fondness for revelry	una criatura del bosque con los oídos, las piernas y los cuernos de una cabra y una afición por la juerga
silvans	spirits who live in woods and groves	fantasmas que viven en bosques
vixen	a female fox	un zorro hembra
wer-wolf	a person who can change into a wolf	una persona que puede cambiar en un lobo