

Chapter 1

Eyes tightly shut, Amber waited for the shrieks of surprise from the remaining witches when they saw her curled up on top of the table. But none came! All she heard was the scraping of chair legs as they stacked the chairs and the odd voice congratulating Miss Vile on her splendid presentation. She opened her eyes (just a little) to see what was going on. She didn't understand it – she was in full view of everyone! Then it dawned on her – somehow (without even realising it) she had managed to make herself invisible again. She slipped off the table. It was crucial that she picked up her mobile before the witches discovered it. Then to her horror it rang again. As it vibrated on the parquet flooring it made just enough noise for the witches to notice.



“What’s that?” asked one. It must be remembered that witches had very little interest in technology. To all intents and purposes they hadn't really moved on since the 16th century. (They still travelled by broomstick, for goodness sake!) Eventually, Miss Vile picked it up. She was the only witch present to have embraced technology – hence her ability to use a PowerPoint presentation. She pressed answer and put the mobile up to her ear.

“Amber is that you?” she heard her grandad’s voice say at the other end of the phone. This was the worst thing that could have happened!

“Hello,” answered Miss Vile. “Whom am I speaking to?” Amber prayed that Grandad would say no more. There was a silence at the other end and then (sensing something was wrong), Grandad hung up. Amber breathed a sigh of relief.

“Who was it?” enquired Miss Dawn.

“I don’t know,” replied Miss Vile, “but they wanted to speak to somebody called Amber.”

“There’s an Amber in my class,” said Miss Ratchet. (This was the so-called teacher who had replaced Miss Philips in Amber’s class.)

“Indeed,” mused Miss Vile. “I will need a word with that young lady after the weekend.” (Mobile phones were banned at St Augustine’s and it was a very serious offence to bring one into school.)

“Make it ring the other way,” suggested another teacher. (She knew nothing about mobile phones.) The phone was locked, however, so there was nothing more Miss Vile could do with it other than put it in her handbag. Now she would never get it back. Amber was distraught! It was too risky to try to get it out of the handbag (even for an invisible girl!). At least she knew there was no way Miss Vile would be able to access her files without the code.

“It is most peculiar we didn’t notice it before,” brooded Miss Vile. Then changing the subject she said, “Is it my imagination, or can I still smell child?” Amber quietly slipped back through the caretaker’s door before Miss Vile’s suspicions were aroused further.



I can use brackets to indicate parenthesis.

Brackets (sometimes called parentheses) are used to enclose extra information that is not essential to the meaning of the sentence. You can take the extra information out and the sentence still makes sense. Brackets can be used in the middle of a sentence.

She opened her eyes (just a little) to see what was going on.

They can be used at the end of a sentence.

It was too risky to try to get it out of the handbag (even for an invisible girl!).

Or an entire sentence can be written in parentheses.

To all intents and purposes they hadn't really moved on since the 16th century. (They still travel by broomstick, for goodness sake!)



Place the word, phrase or sentence in bold into the correct position within the sentence. (Don't forget to use brackets.)

- 1 Amber stumbled back across the caretaker's room ,trying not to kick the mop buckets. **it was pitch black**
- 2 When she was back outside, she saw that Mr Crumb was waiting for her. **to her surprise and relief**
- 3 She must have become visible again because he waved for her to come over to him. **or so she thought**
- 4 "You not got those books then?" he asked with a smile.
Amber had totally forgotten about the books!
- 5 "But I expect you discovered something important," he added
with what Amber thought was a knowing look
- 6 The witches were now beginning to come out of the school. **having concluded their business**
- 7 She tried to hide behind Mr Crumb, but he pushed her back into view. **gently**
- 8 With a sickening realisation, she understood what was going on.
He was on the side of the witches!
- 9 However, the witches marched past both of them.....
without so much as a nod of recognition
- 10 "Don't worry," said Mr Crumb holding on to her firmly
"They can't see either of us!" **but not unkindly**

Extension Can you think of other words, phrases or sentences (for the sentences above) that could go in brackets?





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(They still travel by broomstick, for goodness sake!)



Each sentence below has a word, phrase or sentence that should be in parentheses, but the brackets are missing. Put the brackets around the extra information.

- 1 Amber stumbled back across the caretaker's room it was pitch black , trying not to kick the mop buckets.
- 2 When she was back outside, she saw to her surprise and relief that Mr Crumb was waiting for her.
- 3 She must have become visible again or so she thought because he waved for her to come over to him.
- 4 "You not got those books then?" he asked with a smile. Amber had totally forgotten about the books!
- 5 "But I expect you discovered something important," he added, with what Amber thought was a knowing look .
- 6 The witches having concluded their business were now beginning to come out of the school.
- 7 She tried to hide behind Mr Crumb, but he pushed her gently back into view.
- 8 With a sickening realisation, she understood what was going on. He was on the side of the witches!
- 9 However, the witches marched past both of them without so much as a nod of recognition .
- 10 "Don't worry," said Mr Crumb holding on to her firmly but not unkindly . "They can't see either of us!"

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Brackets (sometimes called parentheses) are used to enclose extra information that is not essential to the meaning of the sentence. You can take the extra information out and the sentence still makes sense. Brackets can be used in the middle of a sentence.

She opened her eyes (just a little) to see what was going on.

They can be used at the end of a sentence.

It was too risky to try to get it out of the handbag (even for an invisible girl!).

Or an entire sentence can be written in parentheses.

To all intents and purposes they hadn't really moved on since the 16th century. (They still travel by broomstick, for goodness sake!)



The extra information in parentheses needs to be inserted in the correct position within the sentence. Indicate with an arrow where it should go. (The first one has been done for you.)



- 1 Amber stumbled back across the caretaker's room, trying not to kick the mop buckets. **(it was pitch black)**
- 2 When she was back outside, she saw that Mr Crumb was waiting for her. **(to her surprise and relief)**
- 3 She must have become visible again because he waved for her to come over to him. **(or so she thought)**
- 4 "You not got those books then?" he asked with a smile. **(Amber had totally forgotten about the books!)**
- 5 "But I expect you discovered something important," he added. **(with what Amber thought was a knowing look)**
- 6 The witches were now beginning to come out of the school. **(having concluded their business)**
- 7 She tried to hide behind Mr Crumb, but he pushed her back into view. **(gently)**
- 8 With a sickening realisation, she understood what was going on. **(He was on the side of the witches!)**
- 9 However, the witches marched past both of them. **(without so much as a nod of recognition)**
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