Pinocchio

The story
This is an adaptation of the famous Italian fairy tale (story) by Carlo Collodi.

Geppetto, a poor lonely wood carver, carved a puppet and called him Pinocchio. As he carved, the puppet came to life. Just as Geppetto finished carving the legs, the puppet stood up and ran away. Later, when Pinocchio returned home, he met Jiminy Cricket. He told the cricket he did not want to be a puppet. He wanted to be a real boy. Jiminy Cricket told Pinocchio that he must go to school and be good. So Pinocchio asked Geppetto to buy him an ABC so that he could learn the alphabet. Geppetto used his last piece of gold to buy it.

But temptation led Pinocchio to trade his ABC for a ticket to a puppet show. After getting into some trouble there, the owner of the puppet theatre gave Pinocchio five pieces of gold to take home to his father. Before he got back home, Pinocchio met a fox and a cat. They told him that he could turn his five pieces of gold into a hundred pieces. They told him if he planted his gold coins in the Field of Gold, they would grow into a money tree. Pinocchio set off with the fox and the cat to the Field of Gold. They walked all day and stopped for the night in a small hotel. The next morning, the fox and the cat were gone and Pinocchio had to pay for their hotel bill with one of his pieces of gold. However, he continued walking to the Field of Gold. Along the way he met Jiminy Cricket. The cricket told Pinocchio not to listen to the fox and the cat. He told the puppet to go home to his father. But Pinocchio wanted his money to grow on the money tree. He didn’t listen to the cricket’s advice.

That night, two robbers tried to steal Pinocchio’s gold. A good fairy, seeing this, sent her dog and falcon to chase the robbers away and to bring Pinocchio to her house. Pinocchio was so upset that the fairy called for three doctors: an owl, a crow and a cricket. Jiminy Cricket recognised Pinocchio and told the fairy about him and Geppetto. Pinocchio told the fairy about his gold pieces. When she asked him where they were, he didn’t like to say. He was afraid to tell anyone. So Pinocchio lied, three times, and each time his nose grew longer and longer. The fairy laughed and told him not to tell lies. She told Pinocchio that Geppetto was on his way to her house to see him. So Pinocchio decided to go to meet him.

He set off, but soon he met the fox and cat. Again, they convinced Pinocchio to go with them to the Field of Gold. There, they watched as Pinocchio planted his gold coins. The fox told Pinocchio to return in the morning. When Pinocchio returned there was no money tree. The fox and cat had come in the night and had taken his gold coins. Sad and upset, Pinocchio decided to go back to the good fairy’s house to see his father.

On the long walk back, Pinocchio managed to help a chicken farmer by tricking some weasels. Then he met a pigeon who told him that Geppetto had made a boat and was going to sail round the world to look for Pinocchio. The pigeon took Pinocchio to the seashore on her back. There he saw Geppetto out at sea. Just as they waved to each other a big wave sank the boat. Sad and alone, Pinocchio again met the good fairy, who was now an old woman. She told him to go to school because that was what his father had wanted.

At school, the naughty boys made fun of Pinocchio and bullied him. But still Pinocchio wanted to be a real boy. One of the boys, Lampwick, convinced Pinocchio not to go to school but to go to the Land of Play. Pinocchio stayed there for a very long time. There, both boys turned into donkeys. One day, the man who bought Pinocchio threw him into the sea. Pinocchio was eaten by a shark. Inside the shark, Pinocchio met his father, who also had been eaten by the shark. They escaped and returned home.

Pinocchio had finally learned his lesson. He went to work for a farmer, and made baskets to sell in the market. He worked hard and studied every night. One day he met the snail who told him that the fairy was ill and had no money. Pinocchio gave all his money to the snail to give to the fairy. That night the fairy came to Pinocchio in his dream and told him he was a good boy. The next morning, Pinocchio woke up a real boy.
Introducing the book

The cover

Hold up the cover. Read the book’s title to and with the class.

Talk about the picture. Ask Is this a real boy? What is different about him?

Ask What do you think the story is going to be about?

The title page

Ask the children to turn to the title page. Ask Who is the author?

Hold up your own book and point to the picture. Ask Does Pinocchio have a short or long nose? How does he feel, surprised or afraid?

Explain that the story has been adapted (made simpler) by another writer.

The contents page

Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.

Ask How many chapters are there? Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.

Point out that at the end of the book there is a poem (on pages 58–59) and some information about puppets (beginning on page 60).

Draw attention to the border pictures. Ask What is falling from the bags? Who is sitting? Is he a puppet or a real boy?

Ask questions about each chapter title to stimulate the children’s interest, for example:

– Chapter 1: Who has a puppet?
– Chapter 4: What is in the field?
– Chapter 8: What animal are you going to meet in this chapter?

Tell the children to do the related activity on page 1 of their Workbook.

You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/youngerlearners
Chapter 1
Geppetto's puppet

Pages 3 to 8

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>hungry and angry end in ‘ngry’</td>
</tr>
<tr>
<td>brave</td>
<td>rhymes with wave</td>
</tr>
<tr>
<td>burn</td>
<td>‘ur’, ‘er’ and ‘ir’ spellings can sound very similar</td>
</tr>
<tr>
<td>lonely</td>
<td>note that the adjective lone has been made into an adverb by adding ‘ly’</td>
</tr>
<tr>
<td>naughty</td>
<td>the ‘aught’ sounds like ought</td>
</tr>
<tr>
<td>poor</td>
<td>two meanings are used in the text: to have no money; deserving sympathy</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>carver</td>
<td>cricket on fire owner police station shout stage</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1 again. Ask **Who do you think Geppetto is?**
- Tell the children to look at the picture on page 3. Ask **What do you think the man is doing? Has he got a nice house? Is he rich or poor?**
Tell the children to look at the picture on page 4. Ask What is Pinocchio made of? What is he doing? Who is talking to him?

Tell the children to look at the picture on pages 6 and 7. Ask What does Pinocchio see? How does he feel? Are the children enjoying the show? Who are the children laughing at?

Tell the children to look at the picture on page 8. Ask How does the Pinocchio feel? What is the man doing? Is he a kind man?

Ask the children if they have ever seen a film of Pinocchio.

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.

Choose whichever of the following options is most appropriate for your class:

- Read the chapter again and encourage the class to read it with you.
- Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
- Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.

Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).

Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

1. Was Geppetto a wood carver with a lot of money?
2. What did Geppetto carve from a piece of wood?
3. Why did Geppetto want Pinocchio to live with him and be like a son?
4. What did Pinocchio’s eyes do?
5. What did Pinocchio’s mouth do?
6. What did the naughty puppet do?
7. What did Geppetto do?
8. Who said, ‘Stop shouting at that poor puppet!’?
9. Where did the policeman take Geppetto?
10. Where did Pinocchio go?
11. Who spoke to Pinocchio in his father’s house?
12. What did Pinocchio want the cricket to do?
13. What did the cricket say to Pinocchio?
14. What did Pinocchio tell Jiminy Cricket he wants to be?
15. What did Pinocchio say he wanted to do and did not want to do?
16. What did the cricket tell Pinocchio he must do?
17. What happened later that night?
18. What did Pinocchio see when he woke up?
19. How did Geppetto feel when he saw Pinocchio’s feet?
20. What did Geppetto tell Pinocchio he must not do?
21 What did Pinocchio tell Geppetto he will do?  
22 What did Geppetto carve for Pinocchio?  
23 How did Geppetto make the clothes for Pinocchio?  
24 Why does Pinocchio want an ABC?  
25 How did Geppetto pay for Pinocchio’s ABC?  
26 What did Pinocchio do with his ABC?  
27 What happened at the puppet show?  
28 Why did the owner of the puppet theatre want to burn Pinocchio?  
29 Why did the owner of the puppet theatre give Pinocchio five pieces of gold?  

- Ask the children to find an example of questions and exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.  
- Ask the children to find and read aloud any words containing a double consonant (for example, puppet). You might want to explain that ‘cch’ in Italian, as in Pinocchio, is pronounced like ‘k’ (Pinocchio means pine eyes).  
- Just for fun, ask the children to work in pairs and have a staring competition to see who can stare at the other the longest without taking their eyes off the other child’s eyes.  
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1 How do you think Geppetto felt when he saw his puppet run away?  
2 Why do you think the policeman took Geppetto to the police station?  
3 How did Pinocchio feel when the cricket laughed at him?  
4 Why do you think Pinocchio does not want to be a puppet?  
5 How did Pinocchio know that real boys play in the woods and climb trees?  
6 Why was it a good thing that Geppetto came home from the police station that night?  
7 Why did Geppetto carve new feet for Pinocchio?  
8 Why do you think Geppetto used his last piece of gold for an ABC?  
9 How do you think Geppetto felt when Pinocchio set off for school?  
10 Why do you think Pinocchio wanted to go to the puppet theatre?  
11 Why do you think the puppets on stage were happy to see Pinocchio?  
12 Why did the children stop enjoying the show?  
13 Do you think the owner of the puppet theatre was a kind man? Why (not)?  
14 How do you think Harlequin felt when Pinocchio said, ‘Burn me, not Harlequin!’?  
15 How do you think Pinocchio felt when he set off for home?
Pinocchio's father carved wood. He was a wood carver. Ask the children to make these verbs into nouns describing people's jobs by adding the suffix 'er': build, teach, sing, paint, farm, own.

Discuss how the puppet came to life. Ask How did the piece of wood slowly change into a puppet? What did it do when it got legs? What did the puppet need to learn? What did Geppetto need to learn about having a son? What did the cricket tell Pinocchio he must do to be a real boy?

Discuss Pinocchio's behaviour and whether he is a naughty puppet or a good puppet. Ask Why did Pinocchio want Geppetto to buy him an ABC? Why did Pinocchio give his ABC to the boy for a ticket to the puppet theatre? Was Pinocchio a silly puppet? What did the owner of the puppet theatre think of Pinocchio when he gave him five gold pieces for his father, Geppetto?

Ask the children what they thought of the owner of the puppet theatre. Ask Do you think he gets angry easily? Do you think he really wanted to burn Pinocchio and Harlequin? Or do you think he only want to frighten them? Do you think he liked Pinocchio?

Ask the children if they have ever seen a puppet show. Talk about how the puppets move on strings. Ask What were the puppets doing on stage in chapter one before they saw Pinocchio? Did the children enjoy the show? What did the puppets do after Pinocchio jumped up on the stage? Did the children enjoy watching them? Discuss what they like to see in a puppet show.

Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example p__ __c__ (piece). Ask the children to supply the missing vowels. (You might want to let the class cheer when someone supplies the correct answer to each spelling.)

If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Ask What do you think will happen next in the story?
Chapter 2
The fox and the cat
Pages 9 to 13

Active vocabulary

<table>
<thead>
<tr>
<th>word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>point out the word most ‘hiding’ inside</td>
</tr>
<tr>
<td>dream</td>
<td>remember the phrase: a bad dream can make you scream</td>
</tr>
<tr>
<td>early</td>
<td>point out the word ear ‘hiding’ inside</td>
</tr>
<tr>
<td>fair</td>
<td>rhymes with chair</td>
</tr>
<tr>
<td>field</td>
<td>the ‘ie’ is pronounced ‘ee’</td>
</tr>
<tr>
<td>hungry</td>
<td>hungry and angry end in ‘ngry’</td>
</tr>
<tr>
<td>pocket</td>
<td>rhymes with rocket</td>
</tr>
<tr>
<td>rich</td>
<td>the opposite is poor</td>
</tr>
<tr>
<td>sure</td>
<td>the ‘s’ is pronounced ‘sh’</td>
</tr>
<tr>
<td>wide</td>
<td>rhymes with side</td>
</tr>
</tbody>
</table>

Passive vocabulary

- bill
- hotel

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask What do you think the chapter is going to be about? Do you think the fox and the cat are going to be Pinocchio’s friends?
- Tell the children to look at the picture on page 9. Ask Where is Pinocchio? What is Pinocchio showing the fox? Do the fox and the cat look interested in Pinocchio’s gold?
Tell the children to look at the picture on pages 10 and 11. Ask Who is sleeping? What is he dreaming about? What is in the tree? In the dream, is Pinocchio sad or happy? Does Pinocchio like his dream?

Tell the children to look at the picture on page 12. Ask Where is Pinocchio? Is it night or morning? What is he doing? How does he feel?

Tell the children to look at the picture on page 13. Ask Where is Pinocchio? Who is talking to him? How does Pinocchio feel?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Tell the children to look at the picture on pages 10 and 11. Ask Who is sleeping? What is he dreaming about? What is in the tree? In the dream, is Pinocchio sad or happy? Does Pinocchio like his dream?

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Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

1. What did the fox know about Pinocchio and Geppetto?
2. What did Pinocchio show to the fox and the cat?
3. What did the cat ask Pinocchio?
4. What did Pinocchio tell her he wanted to do with the five pieces of gold?
5. What did the fox tell Pinocchio to do with his gold?
6. Why did Pinocchio go to the Field of Gold and not to school?
7. Where did the fox, the cat and Pinocchio walk to?
8. What did the fox want to do at the small hotel?
9. Why didn’t Pinocchio eat dinner? What did he do?
10. What did the fox leave in the hotel for Pinocchio?
11. What did the note say?
12. Who paid for the fox and the cat’s hotel bill?
13. What did Jiminy Cricket tell Pinocchio to do?
14. What did Pinocchio tell Jiminy Cricket would happen in the Field of Gold?
15. What did Jiminy Cricket tell Pinocchio about the fox, the cat and Geppetto?
16. Did Pinocchio go home that night?

Ask the children to find examples of people and animals speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken. Elicit that these are the words that go inside the speech marks.

Ask the children to find words with two syllables, such as morning, father, money, pieces. Read the words aloud, tapping out or clapping the syllables as you read.

Ask the children to find and read aloud proper nouns in the chapter. Elicit that each begins with a capital letter because it is the particular name of a person or place.

Ask the class to find verbs using will to show the future tense, for example He will soon have lots of money. Read each sentence and explain how it shows the intention to do something in the future.
Ask the children to find and read aloud sentences that give commands (tell Pinocchio what to do). Elicit that commands begin with a verb and that the ‘You’ is understood. (Go home, Pinocchio means You go home, Pinocchio.) The word ‘You’ is understood in commands.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

**After reading**

**Stage 2 comprehension (extension)**

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. What do you know about the fox? Did he really want to help Pinocchio?
2. Do you think Pinocchio really wanted to buy an ABC and go to school? Why (not)?
3. Why did Pinocchio listen to the fox?
4. Did the fox and the cat really want to take Pinocchio to a place called the Field of Gold?
5. What did the fox and the cat really want from Pinocchio?
6. What do you think the fox and the cat talked about during their dinner?
7. How do you think Pinocchio felt when he went to bed that night?
8. Do you think the cat’s mother was really ill?
9. How do you think the fox and the cat felt when they left the hotel?
10. Why did Pinocchio still think there was a Field of Gold?
11. How do you think Pinocchio felt when he saw Jiminy Cricket?
12. How did Jiminy Cricket feel when Pinocchio told him about the money tree?
13. Do you think Pinocchio will find the Field of Gold and plant a money tree?

Discuss honesty. Relate this to the story. Ask Why did the fox and the cat walk all day with Pinocchio? Did the fox know about the small hotel or was he surprised to find it? Was Fox telling the truth in his note or did they leave early for another reason?

Ask the class why Pinocchio wants lots of gold for his father. Ask Does money grow on trees? Why do you think the fox told Pinocchio to plant the gold pieces?

Ask the class for the opposite of these adjectives from the text: rich, late, unsure, unfair, big, light, happy.

Write ‘But it’s not fair!’ on the board. Ask Who says this? Why? What did Pinocchio need to learn about showing his money to strangers? Do you think Pinocchio is like a very young child? Why (not)?

Write the verbs meet, pay, take, come, have, eat, say on the board. Tell the children to find the past tense of these verbs in the chapter and to read the sentences aloud. Write the past tense next to each verb and practise pronunciation.

If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).

Ask What do you think will happen next in the story?
Chapter 3
A very long nose
Pages 14 to 18

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>raid is ‘hiding’ inside; remember the phrase: when there is a raid, people are afraid</td>
</tr>
<tr>
<td>alone</td>
<td>remember the phrase: when I am the only one, I am alone</td>
</tr>
<tr>
<td>bring</td>
<td>the past is brought</td>
</tr>
<tr>
<td>fairy</td>
<td>remember the phrase: a good fairy is always fair</td>
</tr>
<tr>
<td>lost</td>
<td>rhymes with cost</td>
</tr>
<tr>
<td>meet</td>
<td>meet and meat are homophones</td>
</tr>
<tr>
<td>nearby</td>
<td>a compound word: near + by</td>
</tr>
<tr>
<td>nothing</td>
<td>a compound word: no + thing</td>
</tr>
<tr>
<td>pick up</td>
<td>a phrasal verb</td>
</tr>
<tr>
<td>put</td>
<td>the ‘u’ is pronounced like the ‘oo’ in good</td>
</tr>
</tbody>
</table>

Passive reading

carriage crow falcon lies owl stuck tell woodpeckers

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask Who do you think will have a very long nose? Why?
- Tell the children to look at the picture on pages 14 and 15. Ask Is it afternoon or night? What is the man doing to Pinocchio? How do the two men feel? What do you think the men are saying to Pinocchio? What do you see in front of the house? What do you see in the window? What do you see in the tree?
Tell the children to look at the picture on pages 16 and 17. Ask Where is Pinocchio now? What is he doing? Do you think the woman looks kind or not? What animals are in the bedroom? Who is the owl looking at? Is Jiminy Cricket happy?

Tell the children to look at the picture on page 18. Ask What is happening to Pinocchio’s nose?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

1. How did Pinocchio feel in the dark?
2. What did the two men say when they jumped out of the trees?
3. What did Pinocchio do with the four pieces of gold?
4. Why did they shout at Pinocchio?
5. Who lived in the house nearby?
6. What did the fairy do when she saw the men with Pinocchio?
7. What did the fairy tell her dog to do?
8. Why did the men run away?
9. What did Pinocchio do with the gold coins after the men ran away?
10. Why did the fairy ask three doctors to come?
11. Who were the three doctors?
12. What did Jiminy Cricket tell the fairy about Pinocchio?
13. What did Jiminy Cricket give Pinocchio?
14. Why didn’t Pinocchio want to tell the fairy where his gold coins were?
15. What did Pinocchio tell the fairy?
16. What were the three lies Pinocchio told?
17. What happened each time he told a lie?
18. What did Pinocchio do when the fairy told him not to tell lies?
19. Why did the fairy call for two woodpeckers?
20. Who is coming to the fairy’s house to see Pinocchio?

To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter, omitting the verbs. Ask the class to supply the missing verbs. Remind the class that every sentence must have at least one verb in it.

Ask the children to look at the last paragraph on page 17. Explain that there is an ellipsis (…) at the end because Pinocchio was going to say more but the fairy interrupted him with her question.

Ask the children to find and read aloud any words containing: ‘ow’, ‘au’ or ‘ou’.

Write these words on the board: Pinocchio, Geppetto, Jiminy Cricket, fairy, crow, owl, cricket, woodpecker. Ask the children how many syllables are in each word and ask them to tap out the syllables as they read the words.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)
After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. How do you think the men knew about Pinocchio’s gold?
2. How do you think Pinocchio felt when the men caught him?
3. Why did the men shout at Pinocchio?
4. Why did the fairy want to help Pinocchio?
5. How do you think Pinocchio felt when the falcon and the dog put him in the carriage?
6. Why did the dog think that Pinocchio needed a doctor?
7. How did the three doctors answer the fairy’s question, ‘Will this poor puppet get better?’?
8. How do you think Jiminy Cricket felt when he saw Pinocchio in the bed?
9. Why did the fairy want Pinocchio to tell her about his father?
10. Did Pinocchio want to be naughty or good when he ran away?
11. Why didn’t Pinocchio want to tell anyone about the gold in his pocket?
12. Do you think the fairy was angry when Pinocchio told lies to her?
13. How do you think Pinocchio felt when his nose got longer each time he told a lie?
14. Why do you think Pinocchio’s nose got stuck in the door?
15. Was it a good idea to call for two woodpeckers?
16. What do you think will happen next?

- Discuss what happened to Pinocchio’s nose when he told lies. Point out the words ‘his nose grew longer’, ‘even longer’, and ‘longer still’. Discuss the use of the exclamation mark at the end of the sentences to express surprise. Elicit from the children what happened as the woodpeckers pecked at Pinocchio’s nose, using the same words but shorter instead of longer.
- Point out that there are lots of prepositions in the text. Ask the children to find the prepositions on pages 14 and 15 to complete the following phrases: (you may want to write these on the board) shout ___ Pinocchio, look ___ her window, barked ___ the men, took coins ___ his mouth, picked him ___, carried him __ bed.
- Point out the word nearby on page 15. Discuss the difference between near and nearby (the men were near the house/the men were nearby). Point out that it is a compound word: near + by.
- Ask the children what animals they have read about in this chapter (dog, falcon, crow, owl, cricket). Ask Which ones are birds? What do you know about these birds? What sounds do these animals make?
- Ask the children what the crow and the owl answered when the fairy asked, ‘Will this poor puppet get better?’. Discuss their answers. Ask Which of the three doctors was the best doctor? Why? Discuss what Jiminy Cricket thinks of Pinocchio.
- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
- Ask What do you think will happen next in the story?
Chapter 4
The Field of Gold
Pages 19 to 24

Active vocabulary

**arrive** rhymes with **alive**

**cover** the ‘o’ is pronounced ‘u’ as in **cup**

**kind** rhymes with **mind**

**river** change the ‘r’ to ‘sh’ to make a word about what we do when we step into a cold river

**short** the opposite can be **long** (length) or **tall** (height)

**square** remember ‘q’ is always followed by ‘u’

**wait** sounds like **w + eight**

**watch** discuss the difference between **watch**, **stare** and **look at**

**whisper** the ‘wh’ sounds like ‘w’

**work** ‘or’ sounds like ‘er’

Passive vocabulary

**branch** **parrot**

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 4. Ask What do you think will happen at the Field of Gold? Will Pinocchio plant his gold coins? Will they grow into a money tree?

- Tell the children to look at the picture on page 19. Ask Where is Pinocchio? Who is watching him?
Tell the children to look at the picture on pages 20 and 21. Ask What is Pinocchio doing? How does he feel? Who is coming closer to him? What do the fox and cat want? Why is this place called the Field of Gold?

Tell the children to look at the picture on pages 22 and 23. Ask What is the parrot doing? What has Pinocchio finished doing? How does he feel?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

**During reading**

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

**Stage 1 comprehension (literal)**

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

1. Where was Pinocchio going?
2. Who was laughing and whispering?
3. What did Pinocchio tell the cat?
4. What was more important to Pinocchio, seeing his father or getting rich?
5. What did the Field of Gold look like?
6. What did the fox tell Pinocchio to do?
7. What did Pinocchio do after he put the pieces of gold in the hole?
8. What did the fox tell Pinocchio to do?
9. Who said, ‘We don’t want your gold. We want to help you.’?
10. What did Pinocchio think about the next morning when he went back to the Field of Gold?
11. Did Pinocchio find a money tree?
12. What was sitting on a branch? What was it doing?
13. What did the parrot tell Pinocchio about the fox and the cat?
14. How did Pinocchio feel when he dug and dug?
15. Who took Pinocchio’s four pieces of gold?
16. What did the parrot tell Pinocchio about the way to get money?
17. How did Pinocchio feel?
18. What did Pinocchio decide to do? Why?

Point out the ‘i’ before ‘e’ in the word field. Ask What other word in the text has ‘ie’? (pieces) Practise the pronunciation of the two words. Write on the board the following words and ask the children to complete the words with ‘ie’: bel_ _ve, th_ _f, qu_ _t, sc_ _nce, l_ _s.

Write the word fairy on the board. Ask the children to use the letters to make new words (fair, far, air, airy, ray, fir). Do the same with medicine and woodpeckers.

Ask the children to find a word in the chapter that rhymes with: cold, can’t, born, honey, your, carrot.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)
After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think the fox and the cat were laughing and whispering?
2. Why do you think Pinocchio told the cat where his gold was?
3. Why did Pinocchio listen to the cat and the fox?
4. Why did Pinocchio dig a hole?
5. Why did the fox tell lies to Pinocchio?
6. Do you think the cat told lies to Pinocchio? Why?
7. How do you think Pinocchio felt the next morning before he arrived at the Field of Gold?
8. How do you think Pinocchio felt when he saw there was no money tree?
9. What did the parrot think of Pinocchio? Did he think Pinocchio was clever?
10. Do you think the parrot was right about the only way to get money? Why (not)?

- Write on the board: *Money doesn’t grow on trees.* Elicit what this saying means. Ask *What do you think Pinocchio has learned about getting money the easy way?*
- Ask *Who says, ‘Ha-ha!’? Why?* Make sure the children understand that ‘ha-ha!’ is a shout of laughter.
- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Ask the class to find and read aloud the sentences on pages 20 and 21 where the fox and the cat are speaking to Pinocchio. Discuss the tone of voice they use. Practise reading these sentences.
- Ask the children to find and read aloud sentences with the word *must* in them. Discuss who says it and why. Ask *What do you think Pinocchio must do now?*
Chapter 5
Pinocchio and the weasels
Pages 25 to 30

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>remember the phrase: you are ever so clever</td>
</tr>
<tr>
<td>ground</td>
<td>point out the word round inside ground; dig a round hole in the ground</td>
</tr>
<tr>
<td>need</td>
<td>point out the double ‘e’</td>
</tr>
<tr>
<td>news</td>
<td>the ‘s’ sounds like ‘z’</td>
</tr>
<tr>
<td>outside</td>
<td>a compound word: out + side</td>
</tr>
<tr>
<td>pick</td>
<td>rhymes with trick</td>
</tr>
<tr>
<td>seashore</td>
<td>a compound word: sea + shore</td>
</tr>
<tr>
<td>trick</td>
<td>change the ‘i’ to ‘u’ to make a new word</td>
</tr>
<tr>
<td>world</td>
<td>‘or’ sounds like ‘er’</td>
</tr>
<tr>
<td>wrong</td>
<td>the ‘w’ is silent and is not pronounced; other ‘wr’ words are write and wrist</td>
</tr>
</tbody>
</table>

Passive vocabulary

dare guard orchard pigeon steal torch trap weasels

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask What animals do you think Pinocchio is going to meet? Do you think they will help him or not?
- Tell the children to look at the picture on page 25. Ask Where do you think Pinocchio is? How does he feel? Is it afternoon or night?
Tell the children to look at the picture on pages 26 and 27. Ask How many weasels are there? What do you know about weasels? (You might need to explain that weasels will kill more chickens than they can eat! They are bloodthirsty animals!) Where is Pinocchio? What is he doing? What is inside the other, bigger house?

Tell the children to look at the picture on page 28. Ask What is the man doing?

Tell the children to look at the picture on page 29. Ask Is it night or morning? What is Pinocchio doing? What kind of bird is he talking to?

Tell the children to look at the picture on page 30. Ask Where is Pinocchio? How does he feel?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

**During reading**

Tell the children to look at the picture on page 26. Ask How many weasels are there? What do you know about weasels? (You might need to explain that weasels will kill more chickens than they can eat! They are bloodthirsty animals!) Where is Pinocchio? What is he doing? What is inside the other, bigger house?

Tell the children to look at the picture on page 28. Ask What is the man doing?

Tell the children to look at the picture on page 29. Ask Is it night or morning? What is Pinocchio doing? What kind of bird is he talking to?

Tell the children to look at the picture on page 30. Ask Where is Pinocchio? How does he feel?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

**Stage 1 comprehension (literal)**

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

1. Why did Pinocchio climb the fence?
2. What happened to Pinocchio after he heard the terrible sound?
3. How long was Pinocchio in the trap?
4. Who came with a torch?
5. What did the farmer hope?
6. Who was the trap for?
7. What did the farmer want Pinocchio to do?
8. Where did the farmer tell Pinocchio he could sleep?
9. What did the farmer tell Pinocchio he must do?
10. How did Pinocchio feel?
11. Who said, ‘Mmmm! Chickens for dinner!’?
12. What did Pinocchio do when he saw the weasels?
13. Did the weasels think that Pinocchio was a dog?
14. How many chickens did the weasel want to steal?
15. What did Pinocchio know was wrong?
16. Why did Pinocchio say, ‘All right’?
17. What was Pinocchio’s clever trick?
18. Why did the farmer have a sack?
19. What did the farmer tell Pinocchio he could do?
20. Who said, ‘Croo-croo!’?
21. What did the pigeon tell Pinocchio about Geppetto?
22. Where was Geppetto?
23. Why did Pinocchio climb on to the pigeon’s back?
24. How did Pinocchio feel when he was flying?

Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.
- Ask the children to find the words Crack, Mmmm, bang, Croo-croo. Explain that these are onomatopoeic words and that they are words that describe a sound. Ask What made the sound ‘Crack’? Why? What made the sound ‘Mmmm’? Why? etc.

- Ask the children to find and read aloud sentences with the past tense of the verbs: begin, catch, hear, know, shut, set off, fly. Discuss irregular past tense forms.

- Point out that pigeons are used by man to carry messages, and that they can fly 65 to 80 kilometres per hour. Ask How long did it take the pigeon to fly to the seashore? (a few minutes). Write few on the board. Ask the children to add one letter to make the past tense of fly. Ask How long did the pigeon fly? (He flew for a few minutes.)

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1 What do you think Pinocchio thought about for hours in the tree?
2 How do you think Pinocchio felt when the farmer asked if he was going to steal his chickens?
3 Do you think Pinocchio knew it was wrong to steal an apple from the farmer’s orchard?
4 Why did the farmer say, ‘I need a new guard dog’?
5 Why did Pinocchio bark like a dog?
6 Why did the weasel offer to kill a chicken for Pinocchio? Was the weasel kind?
7 Why did Pinocchio put a big rock next to the chicken house door?
8 Why did Pinocchio say, ‘They won’t dare to eat the chickens now’?
9 What do you think the farmer will do with his sack of weasels? Why?
10 Do you think Pinocchio will find Geppetto?

- Play a word changing game, changing the following words:
  - Change the ‘d’ in dark to ‘b’, ‘l’, ‘m’, ‘p’
  - Change the ‘tr’ in trap to ‘cl’, ‘fl’, ‘m’, ‘n’, ‘wr’
  - Change the ‘tr’ in trick to ‘br’, ‘th’, ‘s’, ‘st’, ‘pr’
  - Change the ‘n’ in name to ‘g’, ‘l’, ‘s’, ‘t’

- Write seashore on the board. Explain that it is a compound word: sea + shore. Elicit other compound words made with sea, such as seabed, seafood, seaford, seagull, seahorse, seaport, etc.


- Discuss the dangers of stealing apples from other people’s trees. Ask Do you think Pinocchio was naughty? What lesson did he learn?

- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).

- Ask What do you think will happen in the next chapter?
Chapter 6
Pinocchio goes to school
Pages 31 to 36

Active vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>the ‘g’ sounds like ‘j’</td>
</tr>
<tr>
<td>empty</td>
<td>the ‘ty’ at the end sounds like ‘tea’</td>
</tr>
<tr>
<td>friend</td>
<td>remember the ‘i’ which is silent</td>
</tr>
<tr>
<td>hurt</td>
<td>ur’, ‘er’ and ‘ir’ spellings can sound very similar; other ‘ur’ words include burn, turn</td>
</tr>
<tr>
<td>proud</td>
<td>the ‘ou’ sounds like ‘ow’</td>
</tr>
</tbody>
</table>

Passive vocabulary

moustache shark

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 31. Ask What is Pinocchio doing? Who do you think is in the little boat?
- Tell the children to look at the picture on pages 32 and 33. Ask the children to describe the woman on the seashore. Ask Who do you think the woman is? What is she doing? Who is watching her?
- Tell the children to look at the picture on page 34. Ask Who is sitting? Where is he? What are the three boys doing?
- Tell the children to look at the picture on page 35. Ask Where is Pinocchio? How does he feel? Why?
Tell the children to look at the picture on page 36. Ask What is Pinocchio doing? Who is chasing him? Do you think Pinocchio has been naughty?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

**During reading**

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

**Stage 1 comprehension (literal)**

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

1. What did the old woman tell Pinocchio she was looking at?
2. Why was Pinocchio a good swimmer?
3. Who did Pinocchio see in the little boat?
4. What did the father and son do when they saw each other?
5. What happened to Geppetto?
6. How did Pinocchio feel when he could not find his father?
7. Who did Pinocchio see a short time later?
8. What did the old woman give to Pinocchio?
9. What did the woman say to Pinocchio when he told her about Geppetto?
10. Why didn’t Pinocchio want to sleep?
11. Why did the old woman tell Pinocchio he must not look for Geppetto?

12. Why did she tell him he must go to school and be a good boy?
13. Who did Pinocchio say the old woman looked like?
14. Who was the old woman?
15. Why did the old woman/fairy tell Pinocchio he will never grow old?
16. What did the old woman/fairy tell Pinocchio to do to make his father proud?
17. What did the boys at school do to Pinocchio?
18. Did Pinocchio and the other children work hard at school?
19. What did the naughty children decide to do?
20. What did one of the boys tell Pinocchio?
21. What did Pinocchio go to the sea with the naughty children?
22. Why did the boys bring Pinocchio to the sea?
23. What did the naughty boys throw at Pinocchio?
24. Who got hit by a book and fell down?
25. What did the policeman think Pinocchio had done?
26. Why did Pinocchio run and run?

Ask the class to find and read any words in the chapter that are about the sea (rough, wave, splashed, sank, dangerous, sharks, seashore, sand). Write some of these words on the board and ask the children to use the letters to make new words (for example, rough: rug, hug, go; wave: we; splashed: splash, ash, pass, head).

Ask the children to find and read aloud sentences with the word wave on page 31. Ask Is wave a noun or a verb? Demonstrate the verb to wave, if appropriate.

Ask the children to find and read aloud sentences on page 31 with the past tense of these verbs: jump, wave, splash, sink, swim, feel. Practise pronunciation.
Point out the word *swimmer* and ask the children what a ‘good swimmer’ means. Point out the double ‘m’. (A one-syllable word ending in a consonant with one vowel before it needs to double the consonant before adding ‘er’.) Ask the children to add ‘er’ to these words and spell them aloud: *drum, run*. Ask them to use them in sentences.

Ask the children to find words in the chapter that mean the opposite of the following: *calm, float, to feel full, safe, young, full, naughty.*

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

**After reading**

**Stage 2 comprehension (extension)**

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why did Geppetto go to sea in a little boat?
2. How did the old woman feel when she saw Geppetto?
3. How did Pinocchio and Geppetto feel when they waved?
4. What do you think happened to Geppetto?
5. Do you think the old woman was kind? Why (not)?
6. In what ways was life better or easier for Pinocchio because he was made of wood?
7. Do you think that Pinocchio wanted to make his father very proud? Why (not)?
8. How do you think Pinocchio felt when the boys pulled his hat off, painted a moustache on his face, and pulled his nose?

9. Why did the boys decide to play a trick on Pinocchio?
10. Do you think Pinocchio wanted to be friends with the naughty boys? Why (not)?
11. Why did the policeman want to take Pinocchio to the police station?

Write the word *policeman* on the board and show how it is made of two separate words, *police + man*. Write _____ room on the board and ask the children to suggest the first word to complete it, (for example class). Do the same with _____ shore (sea), _____ thing (no, some, any), _____ where (every, no, some), _____ pecker (wood).

Have a competition to see who can think of the most words rhyming with sea (be, free, he, me, knee, pea, tree, we, etc.).

Point out the sentence ‘But he also wanted to see the sea.’ Explain that sea and see are homophones. They sound the same but have different meaning and spelling. Have a competition to see who can think of the most homophones.

Write the word *dangerous* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into three syllables: dan-ger-ous. Ask the children to tap out the syllables for these words: suddenly, carrying, moustache, decided, terrible, policeman. Ask Which one of these words has only two syllables?

Ask the children to discuss Do you like the naughty boys? Why (not)?

If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).

Ask What do you think will happen in the next chapter?
Chapter 7
The Land of Play

Pages 37 to 41

**Active vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cave</td>
<td>remember the phrase: you must be brave inside a cave</td>
</tr>
<tr>
<td>dry</td>
<td>the opposite is wet</td>
</tr>
<tr>
<td>fisherman</td>
<td>a fisherman is a man who catches fish</td>
</tr>
<tr>
<td>hurry</td>
<td>point out the ‘rr’</td>
</tr>
<tr>
<td>lift</td>
<td>if someone lifts you, they pick you up</td>
</tr>
<tr>
<td>lovely</td>
<td>point out the ‘ly’ added to love to make an adjective</td>
</tr>
<tr>
<td>place</td>
<td>the ‘c’ added to love to make an adjective</td>
</tr>
<tr>
<td>taste</td>
<td>the final ‘e’ makes the ‘a’ a long sound</td>
</tr>
<tr>
<td>wet</td>
<td>the opposite is dry</td>
</tr>
<tr>
<td>wonderful</td>
<td>‘ful’ added to wonder means full of wonder</td>
</tr>
</tbody>
</table>

**Passive vocabulary**

net snail

**Before reading**

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 37. Ask How many fish do you see? Where is Pinocchio? Why is he there? Who is the man? What do you think he wants to do with the fish?
Tell the children to look at the picture on pages 38 and 39. Ask What is the man going to do? Where is Pinocchio going? How does he feel?

Tell the children to look at the picture on pages 40 and 41. Ask Where do you think Pinocchio is now? What do you see in the picture? Are the children happy or sad? How does Pinocchio feel?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

**During reading**

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

**Stage 1 comprehension (literal)**

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

1. Where did Pinocchio swim?
2. What did Pinocchio think when he saw the fire outside the cave?
3. What did the fisherman do to Pinocchio?
4. What did the fisherman want to do with Pinocchio?
5. What did Pinocchio tell the fisherman?
6. Whose house did Pinocchio run to?
7. Who spoke to Pinocchio from a window at the fairy’s house?
8. What did Pinocchio shout to the snail?
9. What was the snail’s reply?
10. Why did the fairy tell Pinocchio he was naughty?
11. What did the fairy say would happen if Pinocchio went to school?
12. Why did Pinocchio want to have a party?
13. What did Pinocchio do after he wrote the party invitations?
14. What did the fairy tell Pinocchio to do?
15. Why couldn’t Lampwick go to Pinocchio’s party?
16. What did Lampwick want Pinocchio to do?
17. Why did Pinocchio jump onto the carriage with Lampwick?
18. How long did Pinocchio and Lampwick stay in the Land of Play?
19. Why did they like the Land of Play?

Write on the board fairy’s house and explain that the apostrophe shows possession (the house of the fairy). Ask the class to find and read aloud sentences with other examples of the apostrophe for possession in the chapter (fisherman’s net, fairy’s door, Lampwick’s house). Write on the board (without apostrophes): Pinocchios father, fishermans cave, Pinocchios invitations, and ask the children where they need to put an apostrophe. You could ask the children to write a list of the children’s toys (the children’s train, the children’s dinosaur, etc.).

Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person or the animal. Point out that these are the words that go inside the speech marks.
Ask the children to find and read aloud the names of animals in the chapter (fish, snail, donkey). Elicit the plural of fish (fish), snail (snails), donkey (donkeys). Have a competition and see how many names of animals the children can think that are like fish, which do not change in the plural form (sheep, deer, reindeer, moose).

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

**After reading**

**Stage 2 comprehension (extension)**

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. **Do you think Pinocchio is brave? Why (not)?**
2. **How did Pinocchio feel when the fisherman caught him in his net?**
3. **Why do you think the fisherman thought Pinocchio was a strange kind of fish?**
4. **Why did Pinocchio jump out of the net and run away?**
5. **Why do you think Pinocchio went to the fairy’s house?**
6. **Do you think it was silly of Pinocchio to tell the snail to hurry? Why (not)?**
7. **How do you think the fairy felt about Pinocchio?**
8. **Why do you think Pinocchio wanted the boys at school to like him?**
9. **How do you think Pinocchio felt when he was writing the party invitations?**
10. **How do you think Pinocchio felt when he saw the carriage and laughing children?**
11. **Why didn’t Pinocchio tell Lampwick he could not go to the Land of Play?**

**Write c_ _ght on the board and tell the children to fill in the missing vowel sound.**

Now write these words on the board: n_ _ghty, l_ _ghing, _ _thor, _ _tumn. Ask the children to complete each word with ‘au’, read the words they have made, and explain their meanings.

Pinocchio wrote some party invitations. Ask the children what they think the invitations looked like. Ask **What was the party celebration for? Where was his party going to be? What did he write on the invitation? What pictures did he draw on the invitation? Who did he invite?** You might like to give the children time to design and write the invitations in class, or for homework.

Ask the children what they know about donkeys. Ask **Do people think of donkeys as intelligent or stupid animals? Why do you think the children are taken to the Land of Play by donkeys? If children go to the Land of Play and not to school, will they be intelligent or stupid?** Discuss the advantages of going to school.

If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).

Ask **What do you think will happen in the next chapter?**
Chapter 8
The terrible shark
Pages 42 to 47

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>both</td>
<td>the ‘o’ is a long sound as in open</td>
</tr>
<tr>
<td>buy</td>
<td>buy and by are homophones</td>
</tr>
<tr>
<td>donkey</td>
<td>change the ‘d’ to ‘m’ to make another animal word</td>
</tr>
<tr>
<td>huge</td>
<td>if you drop the ‘e’ the word is hug; give someone a huge hug!</td>
</tr>
<tr>
<td>inside</td>
<td>the opposite of outside</td>
</tr>
<tr>
<td>obey</td>
<td>sounds like oh + bay</td>
</tr>
<tr>
<td>sharp</td>
<td>show your sharp teeth when you say this word!</td>
</tr>
<tr>
<td>sneeze</td>
<td>rhymes with please</td>
</tr>
<tr>
<td>stomach</td>
<td>‘ch’ sounds like ‘k’</td>
</tr>
<tr>
<td>strange</td>
<td>‘g’ sounds like ‘j’</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bow</td>
<td>furry hoop ringmaster</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 42. Ask What has happened to Pinocchio and Lampwick? Why do you think this has happened to them?
- Tell the children to look at the picture on page 43. Ask What do you see in the picture? Whose hat is the donkey wearing? Where do you think the man in red trousers works?
Tell the children to look at the picture on page 44. Ask What is the donkey doing? Why is the donkey wearing Pinocchio’s hat? Where do you think Pinocchio is?

Tell the children to look at the picture on page 45. Ask What do you see in the sea? How does Pinocchio feel? What do you think the shark wants to do?

Tell the children to look at the picture on page 47. Ask Where are Pinocchio and Geppetto? How do they feel? What do you think they are saying?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

1 What did Pinocchio see when he looked in the mirror?
2 What did the little mouse tell Pinocchio?
3 What did Pinocchio and Lampwick do when they saw each other? Why?
4 What did Pinocchio and Lampwick change into?
5 What did the carriage driver do with the two donkeys?
6 Why did the farmer buy Lampwick?
7 Why did the ringmaster buy Pinocchio?
8 What did the ringmaster teach Pinocchio?
9 What did Pinocchio do when he went into the circus ring for the first time?
10 Why did Pinocchio fall over?
11 Where did the ringmaster take Pinocchio and what did he do to him?
12 What disappeared?
13 How did Pinocchio feel as he swam?
14 What did Pinocchio suddenly see in the sea?
15 What was in the shark’s mouth?
16 Where was Pinocchio when he woke up?
17 What did a big fish tell Pinocchio?
18 Where was Geppetto?
19 Why did the shark have a table and a candle inside him?
20 Why didn’t Geppetto want to jump out of the shark’s mouth?
21 Why did Geppetto climb onto Pinocchio’s back?
22 What happened to Pinocchio and Geppetto when the shark sneezed?
23 How did Pinocchio and Geppetto get out of the shark?

Ask the children to find words in the chapter that rhyme with house, hurry, lie, arm, bricks, sing, loop, bark.

Ask the class to find and read out words in the text containing ‘ur’, ‘ey’, ‘oo’ or ‘ee’.

Ask the children to find words in the text for parts of the body (ears, arms, legs, mouth, teeth, back, stomach). Elicit the plural of tooth (teeth). Explain that there are a few more irregular plural nouns that change spelling. Ask What is the plural of foot? man? woman? mouse? goose?
Write *disappeared* on the board. Explain that the opposite of *appear* is *disappear*. Point out that *dis* is a prefix that changes the meaning of some words to the opposite meaning. Ask the children to write *dis* before the following words and to read them aloud: *agree, obey, respect, honest.*

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

**After reading**

**Stage 2 comprehension (extension)**

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. How do you think Pinocchio felt before he saw Lampwick?
2. Do you think Lampwick laughed when his arms changed into donkey's legs? Why (not)?
3. Did the carriage driver already have lots of donkeys? Where do you think they come from?
4. Do you think Lampwick was happy when the farmer bought him? Why (not)?
5. Do you think Pinocchio wanted to go to the circus and do tricks? Why (not)?
6. Do you think Pinocchio enjoyed eating hay?
7. Did Pinocchio want to make the ringmaster and children like him? How do you know?
8. How did Pinocchio feel when he saw the shark's teeth?
9. Why did Pinocchio start to cry?
10. Do you think Geppetto was unhappy inside the shark's stomach?
11. Do you think Geppetto liked the idea of swimming to shore? Why (not)?
12. Do you think Pinocchio and Geppetto laughed when the shark sneezed? Why (not)?

Ask the children to find words with the double consonants ‘rr’, ‘tt’, ‘dd’, ‘gg’.

Ask the class to find the word *splashed*. Tell them that this is an onomatopoeic word. The word sounds like the sound it represents. Play a word-changing game to make new onomatopoeic words for water. Write *splash* on the board. Tell the children to change the ‘a’ to ‘i'; change the ‘i’ to ‘o’. Have the children repeat after you *splash, splish, splosh!* (Point out the other onomatopoeic word on page 47 and let the children pretend they are sneezing as they say *Atishoo!*)

Point out the use of *Let's* on pages 46 and 47, where Pinocchio is making suggestions. Explain that *let's* is a shortened form for ‘let us’. Ask the class to make some suggestions using *Let's* ...

If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Ask *What do you think will happen in the next chapter?*
Chapter 9
Home at last
Pages 48 to 52

Active vocabulary

**bucket**
- other words with ‘ck’ in the middle are: *pocket, rocket*

**grey**
- point out the American spelling is *gray*

**high**
- *hi* and *high* are homophones

**ill**
- remember the phrase: *I’ll be ill* without an apostrophe!

**look after**
- a phrasal verb meaning to take care of

**never**
- remember: *I’ll never ever* do it again!

**reach**
- other words with ‘each’ are: *teach, beach*

**thirsty**
- *thirsty* and *hungry* end in ‘y’

**water**
- the ‘wa’ is pronounced like *walk*

**well**
- remember the phrase: *we fell into a well and got wet*

Passive vocabulary

*(no new passive vocabulary)*

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Discuss what the chapter might be about.
- Tell the children to look at the picture on pages 48 and 49. Ask *Who do Pinocchio and Geppetto meet on their way home? How do fox and cat look now? What do you think they say to Pinocchio?*
Tell the children to look at the picture on pages 50 and 51. Ask What is Pinocchio doing? How many buckets of water has he pulled up? How does he feel?

Tell the children to look at the picture on page 52. Ask What is Pinocchio doing? Who is he talking to? What do you think Pinocchio is saying?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

1. How did Pinocchio feel in the rough sea? Why?
2. Who helped Pinocchio and Geppetto reach the shore? How?
3. What did the fox and the cat want Pinocchio to do? Why?
4. What was Pinocchio’s answer to the fox and the cat?
5. Why did Jiminy Cricket tell Pinocchio about the fairy?
6. Why did Pinocchio want some milk?
7. Where did Pinocchio go for the milk?
8. Why did Pinocchio have to pull up a hundred buckets of water?
9. Did Pinocchio do the work and get the milk?
10. Who did Pinocchio meet on his way home?
11. Why was Lampwick happy to be a donkey?
12. What did Pinocchio tell Lampwick he wanted to do?

Write the word bucket on the board. Ask the class to use the letters in this word to make new words (but, cut, cute, tuck, cub, tub, cube, tube, etc.).

Write ill on the board. Elicit words that rhyme with ill (bill, chill, dill, hill, kill, mill, pill, thrill, shrill, will, etc.).

Ask the class to find and read aloud two-syllable words in this chapter (getting, bucket, inside, onto, nothing, money, etc.).

Ask the children to find and read aloud regular verbs in the past tense, ending in ‘ed’. Make sure they understand, for example, that tired is not the past tense of the verb, but rather it is an adjective. Correct any pronunciation errors.

Point out that Pinocchio did not get a hundred pieces of gold from a money tree. Instead, he had to pull a hundred buckets of water to earn the milk. He wanted to work so he could buy food for himself and his father. Discuss what Pinocchio has learned about money.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.
After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think the big fish offered to help Pinocchio?
2. How do you think the fox and the cat felt when they saw Pinocchio on the road?
3. Do you think that Pinocchio was right not to help the fox and the cat?
4. How do you think Geppetto felt when Pinocchio told the fox and cat that he would not help them?
5. How do you think Jiminy Cricket felt when he saw Pinocchio and Geppetto back home together?
6. Do you think the fairy will see Pinocchio again?
7. How do you think Pinocchio felt when the farmer told him to work for the milk?
8. How do you think Geppetto felt when Pinocchio came home with the milk?
9. Why is Lampwick still a donkey?
10. Do you think Pinocchio will change and be a real boy? Why?

- Have a class competition. See how many words the children can think of that rhyme with well (for example bell, fell, spell, shell, tell) and grey (for example bay, clay, day, gay, hay, jay, lay, may, etc.).
- Point out what Pinocchio says to the fox and the cat: You may have no money and nothing to eat. Discuss the use of ‘have no + noun’ and ‘have nothing + verb’.

- Write the word thirsty on the board and say it. Ask What sound does the ‘y’ make? (‘ee’) Write the word cry on the board and say it. Ask What sound does the ‘y’ make? (‘igh’) Now write these words on the board: my, dry, try, fly, buy, donkey, hurry, lovely, empty, fairy. Ask the children to read the words and decide whether the ‘y’ sounds like ‘igh’ or ‘ee’.
- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
- Ask What do you think will happen in the next chapter?
Chapter 10

A real boy

Pages 53 to 57

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>a compound word: an + other</td>
</tr>
<tr>
<td>basket</td>
<td>other words ending in ‘ket’ are: pocket, bucket, rocket</td>
</tr>
<tr>
<td>mirror</td>
<td>point out the ‘rr’</td>
</tr>
<tr>
<td>no longer</td>
<td>another way to say this is ‘not any more’</td>
</tr>
<tr>
<td>purse</td>
<td>‘ur’ sounds like ‘er’</td>
</tr>
<tr>
<td>real</td>
<td>a two-syllable word: re + al</td>
</tr>
<tr>
<td>strong</td>
<td>change ‘st’ to ‘w’ to make a new word</td>
</tr>
<tr>
<td>surprise</td>
<td>‘sur’ sounds like ‘sir’</td>
</tr>
<tr>
<td>use</td>
<td>‘s’ sounds like ‘z’</td>
</tr>
<tr>
<td>young</td>
<td>‘ou’ sounds like ‘u’ in sun</td>
</tr>
</tbody>
</table>

Passive vocabulary

carpets curtains market sheets

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 10. Ask How has Pinocchio changed? Do you think he will be happy?

- Tell the children to look at the picture on page 53. Ask What is Pinocchio doing? How does he feel?

- Tell the children to look at the picture on page 54. Ask Who do you see in the picture? Where do you think Pinocchio is? What has Pinocchio got in his hand?
Tell the children to look at the picture on page 55. Ask What is Pinocchio doing? Where is he? How does he feel? How has he changed?

Tell the children to look at the picture on pages 56 and 57. Ask Who do you think is with Pinocchio? Where are they? What do you think Pinocchio is doing?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)
Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

1 What did Pinocchio do every day? Why?
2 What did Pinocchio learn to make? What did he do with them?
3 What did he use his money for?
4 Why did Pinocchio learn to do?
5 Where did Pinocchio meet the snail?
6 What did the snail tell Pinocchio about the fairy?
7 What did Pinocchio give the snail? Why?
8 What did Geppetto ask Pinocchio when he got back home without new clothes?
9 Why did Pinocchio make lots of baskets that night?
10 What did Pinocchio dream?

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1 How do you think Pinocchio felt when he pulled up water from the well every day?
2 Do you think Pinocchio enjoyed making baskets? Why (not)?
3 Do you think Pinocchio enjoyed reading? Why (not)?
4 Why do you think the snail was on the road to the market that day?
5 How do you think the fairy felt when she got the money from Pinocchio?
6 Why didn’t Pinocchio tell Geppetto that he gave his money to the snail?
7 What do you think Pinocchio thought when he saw the new carpets, curtain, sheets and clothes?
8 How do you think Pinocchio felt when he saw the young Geppetto?
9 What do you think Pinocchio and Geppetto will do with the fifty pieces of gold?
10 Do you think their lives will change? Why (not)?

- Ask Why did the fairy change Pinocchio to a real boy and Geppetto to a young man? Discuss this statement: It pays to be hard-working and honest.

- Play the word-changing game. Write the word strong on the board and ask the children to read it. Rub out ‘o’ and replace it with ‘i’. Change the ‘str’ to ‘br’, ‘k’, ‘th’, ‘r’, ‘w’. Continue the game with other suitable words from the text: write, dream, bed, real, boy.

- Write on the board another, basket, mirror, young and ask the children to find the words ‘hiding’ inside each (basket: ask, as, a; mirror: or; young: you). Do the same with other words in the chapter.

- Discuss the change in Pinocchio from a puppet to a donkey and from a puppet to a real boy. Ask Was the Land of Play a real place? Why was it a good place for children to stay for a long time? Why? Did the Land of Play give Pinocchio what he wanted? Did it give Lampwick what he wanted? What made Pinocchio a real boy?

- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
The Adventures of Pinocchio

Pages 58 and 59

Before reading

- Read the poem’s title. Ask What do you think the poem is going to be about?
- Tell the children to look at the picture on pages 58 and 59. Explain that it is from the Disney film, which is why Pinocchio looks different. Give them a couple of minutes to look carefully at the picture. Ask Who do you see in the picture? What is Pinocchio doing?

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

After reading

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

- Ask questions to check the children’s understanding.
- Ask children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the number of verses, words that rhyme, the pattern of the rhyming words (end of every two lines, except for the last two).

Vocabulary notes

| adventure | a long journey that is exciting and dangerous |
| heart | the part of your body that feels love |
| how about that? | what do you think of that? |
| line | the string a fisherman uses to catch fish |
All about puppets

Pages 60–63

Before reading
- Brainstorm what the children already know about puppets. Ask if anyone has ever made a puppet.

During reading
- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying picture to clarify the meaning of the text.
- Ask individuals to read sections of the text.

After reading
- Ask the children to close their books. Ask them some simple questions about the text to see what they can remember.

- Ask Which puppet is the simplest? Which ones are the most difficult to make and why?
- Ask the children if any of them would like to be a puppeteer. Ask the children to explain their reasons.
After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it is appropriate. There are written after-reading activities (a book review and character profiles) on pages 22 to 24 of the Workbook.

Response to the story
- Ask Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask Did this make you want to read on? Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask Did you like the author’s style? Do you think she wrote well? Did she use exciting words?

Characters
- Ask the children about the main story characters. Did you like Pinocchio? Did you like Geppetto? Which character did you not like? Ask how the characters behaved: What did you think of the owner of the puppet theatre in Chapter 1? Did you think Pinocchio was brave? Which animal in the story did you like best? (See the activity on page 24 of the Workbook.)

Plot
- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)

Settings
- Ask Where did the story take place? Go through the book with the class and ask them to identify the setting of each chapter.

Moral issues and themes
- Use any of these themes from the story as a basis for a class discussion:
  - Love: Discuss which characters in the story loved Pinocchio and how they showed their love for him.
  - Kindness: Discuss how Pinocchio showed kindness towards others.
  - Hard work: Geppetto worked hard and he was finally rewarded with a good son. Pinocchio learned that the only way to get money is through hard work. In the end, this is what changed him into a real boy.
  - Good behaviour and learning right from wrong: The naughty boys wanted Pinocchio to be naughty like them. But every time Pinocchio was naughty, he got punished. He learned that it was much better to be a good boy.
  - Selfishness: The fox and the cat tricked Pinocchio when they ate and slept at the hotel and then left the next morning. Pinocchio had to pay the bill. In the end, their selfish behaviour was not rewarded.
– **Bravery**: Discuss when Pinocchio was brave and what the result of his bravery was. He did not like to see others suffer even when it meant he would have to suffer instead.

– **Telling the truth**: Discuss what happened to Pinocchio when he told lies to the good fairy. Explain that it is common for parents to say to their children *Your nose is growing longer!* when they lie. Discuss what this means (everyone can see when you are lying).

**Vocabulary**

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meanings of all the words.
Follow-up ideas

**Drama**  Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character’s actions as you read the story or play the audio download.

**Art**  Make puppets in class. Make simple finger puppets, shadow puppets or, if you have time and resources, string puppets. Let each child choose a character from the story. Do not insist on there being only one of each. Let the children enjoy making them, and give them time to prepare and present a short puppet show.

**Telling lies**  Discuss how telling lies can get children (and adults!) into trouble. Ask the children to recount any situations they have had with people telling lies to them (or if they wish, what happened when they told a lie).

**Stealing**  The fox and the cat and the two robbers all wanted Pinocchio’s money. Discuss why people steal money from other people. Ask the children what punishment thieves should get when they are caught.

**Money**  Ask the class if money ever grows on trees. Discuss how adults get their money. Explain why people put their money in banks.

**Danger**  In the story, Pinocchio faces some dangerous situations. Talk about the ways fire and water can be very dangerous.

**Topic work**  Discuss why Pinocchio became a real boy in the end. What did he have to learn? Ask the children to think of how the ending could have been different if Pinocchio had not made the right choices.
# Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Pinocchio*. Active vocabulary items are shown in *italic print*.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>worried that something bad might happen</td>
</tr>
<tr>
<td>almost</td>
<td>nearly but not completely</td>
</tr>
<tr>
<td>alone</td>
<td>no one else is with you</td>
</tr>
<tr>
<td>angry</td>
<td>very annoyed</td>
</tr>
<tr>
<td>another</td>
<td>one more person or thing of the same type as before</td>
</tr>
<tr>
<td>arrive</td>
<td>to get to a place, after having been somewhere else</td>
</tr>
<tr>
<td>basket</td>
<td>a container for carrying things, made from thin pieces of wood</td>
</tr>
<tr>
<td>bill</td>
<td>a piece of paper that shows how much money you have to pay</td>
</tr>
<tr>
<td>both</td>
<td>the two people or two things</td>
</tr>
<tr>
<td>bow</td>
<td>to bend your body at the waist, especially to show respect for someone</td>
</tr>
<tr>
<td>branch</td>
<td>one of the parts of a tree that grows out of the trunk</td>
</tr>
<tr>
<td>brave</td>
<td>able to deal with danger without being frightened</td>
</tr>
<tr>
<td>bring</td>
<td>to take something with you</td>
</tr>
<tr>
<td>bucket</td>
<td>a round, open container with a handle</td>
</tr>
<tr>
<td>burn</td>
<td>when a fire burns it produces light and heat</td>
</tr>
<tr>
<td>buy</td>
<td>to get something by paying money for it</td>
</tr>
<tr>
<td>carpets</td>
<td>a thick, soft cover on the floor</td>
</tr>
<tr>
<td>carriage</td>
<td>a vehicle with wheels that is pulled by horses, used before there were cars</td>
</tr>
<tr>
<td>carver</td>
<td>someone who carves objects from stone or wood</td>
</tr>
<tr>
<td>cave</td>
<td>a large hole in the side of a hill</td>
</tr>
<tr>
<td>clever</td>
<td>good at learning or understanding things; skilful</td>
</tr>
<tr>
<td>cover</td>
<td>to put one thing over another, in order to protect or hide it</td>
</tr>
<tr>
<td>cricket</td>
<td>a small insect that jumps and makes a loud noise by rubbing its front wings together</td>
</tr>
<tr>
<td>crow</td>
<td>a large black bird that makes a loud sound called cawing</td>
</tr>
<tr>
<td>curtains</td>
<td>long pieces of cloth that hang down and cover a window</td>
</tr>
<tr>
<td>dangerous</td>
<td>likely to cause harm</td>
</tr>
<tr>
<td>dare</td>
<td>if you dare to do something, you are not afraid to do it, even though it may be dangerous or shocking or may cause trouble for you</td>
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<tr>
<td>donkey</td>
<td>a grey or brown animal similar to a horse, but smaller and with long ears; a stupid person</td>
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<tr>
<td>dream</td>
<td>imaginary events you see when you are asleep</td>
</tr>
<tr>
<td>dry</td>
<td>something that is dry has no water in it or on it</td>
</tr>
<tr>
<td>early</td>
<td>near the beginning of a day; before the usual time; opposite of late</td>
</tr>
<tr>
<td>empty</td>
<td>containing nothing</td>
</tr>
<tr>
<td>fair</td>
<td>reasonable and right</td>
</tr>
<tr>
<td>fairy</td>
<td>an imaginary creature with magic powers that looks like a small person with wings</td>
</tr>
<tr>
<td>falcon</td>
<td>a bird that kills other birds and animals for food and can be trained to hunt</td>
</tr>
<tr>
<td>field</td>
<td>an area of land used for keeping animals or growing food</td>
</tr>
<tr>
<td>fisherman</td>
<td>someone who fishes</td>
</tr>
<tr>
<td>friend</td>
<td>someone you know well and like, but who is not a member of your family</td>
</tr>
<tr>
<td>furry</td>
<td>covered with fur</td>
</tr>
<tr>
<td>grey</td>
<td>between black and white in colour</td>
</tr>
<tr>
<td>ground</td>
<td>the surface of the earth</td>
</tr>
<tr>
<td>guard</td>
<td>something that helps to stop something bad from happening</td>
</tr>
<tr>
<td>high</td>
<td>in a position a long way above the ground</td>
</tr>
<tr>
<td>hoop</td>
<td>a large ring used in a circus for animals to jump through</td>
</tr>
<tr>
<td>hotel</td>
<td>a building where you pay to stay in a room</td>
</tr>
<tr>
<td>huge</td>
<td>very big</td>
</tr>
<tr>
<td>hungry</td>
<td>the feeling you have when you need food</td>
</tr>
<tr>
<td>hurry</td>
<td>to do something or move somewhere quickly</td>
</tr>
<tr>
<td>hurt</td>
<td>to feel pain somewhere in your body</td>
</tr>
<tr>
<td>ill</td>
<td>not healthy</td>
</tr>
<tr>
<td>inside</td>
<td>within the inner part or area of something</td>
</tr>
<tr>
<td>kind</td>
<td>behaving in a way that shows you care about other people and want to help them</td>
</tr>
<tr>
<td>lift</td>
<td>to move something to a higher position</td>
</tr>
<tr>
<td>lonely</td>
<td>unhappy because you are alone or because you have no friends</td>
</tr>
<tr>
<td>look after</td>
<td>to take care of someone or something and make certain that they have everything they need</td>
</tr>
<tr>
<td>lost</td>
<td>not knowing where you are or how to get to where you want to go</td>
</tr>
<tr>
<td>lovely</td>
<td>very nice, attractive</td>
</tr>
<tr>
<td>market</td>
<td>a public building or place where people sell goods on tables called stalls</td>
</tr>
<tr>
<td>meet</td>
<td>to come together in order to talk to someone who you have arranged to see</td>
</tr>
<tr>
<td>mirror</td>
<td>piece of special glass in which you can see yourself or see what is behind you</td>
</tr>
<tr>
<td>moustache</td>
<td>the hair that grows on a man's upper lip</td>
</tr>
<tr>
<td>naughty</td>
<td>a naughty child behaves badly and does not do what you ask them to</td>
</tr>
<tr>
<td>nearby</td>
<td>near to</td>
</tr>
<tr>
<td>need</td>
<td>if you need something, you must have it because it is necessary</td>
</tr>
<tr>
<td>net</td>
<td>a bag made of net fixed to a long stick, used for catching fish, or other things</td>
</tr>
<tr>
<td>never</td>
<td>at no time in the past or in the future</td>
</tr>
<tr>
<td>news</td>
<td>information about things that have happened recently</td>
</tr>
<tr>
<td>no longer</td>
<td>used when something happened or was true in the past but is not true now</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
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<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>nothing</td>
<td>not anything</td>
</tr>
<tr>
<td>obey</td>
<td>to do what a law or a person says that you must do</td>
</tr>
<tr>
<td>on fire</td>
<td>burning</td>
</tr>
<tr>
<td>orchard</td>
<td>an area of land where fruit trees are grown</td>
</tr>
<tr>
<td>outside</td>
<td>not inside a building</td>
</tr>
<tr>
<td>owl</td>
<td>a large bird with a big head and eyes and a small sharp beak</td>
</tr>
<tr>
<td>owner</td>
<td>someone who owns something</td>
</tr>
<tr>
<td>parrot</td>
<td>a brightly coloured tropical bird that can be taught to say a few words</td>
</tr>
<tr>
<td>pick</td>
<td>to get flowers or fruit by breaking them off their stems</td>
</tr>
<tr>
<td>pick up</td>
<td>to lift someone or something up from a surface</td>
</tr>
<tr>
<td>piece</td>
<td>part of something that has been broken or cut up</td>
</tr>
<tr>
<td>pigeon</td>
<td>a brown or grey bird that often lives in cities</td>
</tr>
<tr>
<td>place</td>
<td>somewhere</td>
</tr>
<tr>
<td>pocket</td>
<td>a small bag inside of a piece of clothing used for holding small objects</td>
</tr>
<tr>
<td>police station</td>
<td>the building where the local police work</td>
</tr>
<tr>
<td>poor</td>
<td>having little money and few possessions; a word used for showing that you feel sorry for someone</td>
</tr>
<tr>
<td>proud</td>
<td>feeling happy about your achievements, or about people you know</td>
</tr>
<tr>
<td>pull</td>
<td>to move someone or something towards you using your hands</td>
</tr>
<tr>
<td>puppet</td>
<td>a small model of a person or animal that you can move by pulling wires or strings</td>
</tr>
<tr>
<td>purse</td>
<td>a small bag for carrying money</td>
</tr>
<tr>
<td>push</td>
<td>to move something away from you with your hands</td>
</tr>
<tr>
<td>put</td>
<td>to move something somewhere, especially using your hands</td>
</tr>
<tr>
<td>reach</td>
<td>to arrive somewhere</td>
</tr>
<tr>
<td>real</td>
<td>not false</td>
</tr>
<tr>
<td>rest</td>
<td>to spend a period of time relaxing or sleeping after doing something tiring</td>
</tr>
<tr>
<td>rich</td>
<td>having a lot of money</td>
</tr>
<tr>
<td>ringmaster</td>
<td>someone who introduces the performers at a circus</td>
</tr>
<tr>
<td>river</td>
<td>water that flows towards the sea</td>
</tr>
<tr>
<td>rough</td>
<td>not smooth</td>
</tr>
<tr>
<td>seashore</td>
<td>a piece of land next to the sea, especially a beach</td>
</tr>
<tr>
<td>shark</td>
<td>a large fish with sharp teeth, which sometimes attacks people</td>
</tr>
<tr>
<td>sharp</td>
<td>a sharp object has an edge that can cut or an end that is pointed</td>
</tr>
<tr>
<td>sheets</td>
<td>a large piece of thin cloth that you put on your bed and use for lying on</td>
</tr>
<tr>
<td>short</td>
<td>a short time does not last very long or seems to pass quickly</td>
</tr>
<tr>
<td>shout</td>
<td>to say something in a loud voice</td>
</tr>
<tr>
<td>smashed</td>
<td>broke noisily into many pieces</td>
</tr>
<tr>
<td>snail</td>
<td>a small animal that has a soft body, no legs, and a hard shell on its back. Snails move very slowly.</td>
</tr>
<tr>
<td>sneeze</td>
<td>to blow air loudly and suddenly out of your nose</td>
</tr>
<tr>
<td>splash</td>
<td>if a liquid splashes, it moves or hits something noisily</td>
</tr>
<tr>
<td>square</td>
<td>an open area of land in the shape of a square, usually with buildings around it</td>
</tr>
<tr>
<td>stage</td>
<td>the part of a theatre where the actors or musicians perform</td>
</tr>
<tr>
<td>stare</td>
<td>to look at something directly for a long time</td>
</tr>
<tr>
<td>steal</td>
<td>to take something that belongs to someone else</td>
</tr>
<tr>
<td>stomach</td>
<td>the organ inside this part of your body where food goes when you have eaten it</td>
</tr>
<tr>
<td>strange</td>
<td>unusual</td>
</tr>
<tr>
<td>strong</td>
<td>powerful</td>
</tr>
<tr>
<td>stuck</td>
<td>pushed something long and thin into or through something else</td>
</tr>
<tr>
<td>sure</td>
<td>certain</td>
</tr>
<tr>
<td>surprise</td>
<td>something you are not expecting</td>
</tr>
<tr>
<td>taste</td>
<td>the flavour of something in your mouth when you eat or drink it</td>
</tr>
<tr>
<td>tell lies</td>
<td>to say things that are not true and you know are not true</td>
</tr>
<tr>
<td>thirsty</td>
<td>needing something to drink</td>
</tr>
<tr>
<td>torch</td>
<td>a small electric light operated by batteries that you hold in your hand.</td>
</tr>
<tr>
<td>trap</td>
<td>a piece of equipment used for catching animals</td>
</tr>
<tr>
<td>trick</td>
<td>to make someone believe something that is not true</td>
</tr>
<tr>
<td>use</td>
<td>to take an amount of money from your total amount in order to spend it on a particular thing</td>
</tr>
<tr>
<td>wait</td>
<td>to stay in one place because you expect or hope that something will happen</td>
</tr>
<tr>
<td>watch</td>
<td>to look at someone or something for a period of time</td>
</tr>
<tr>
<td>water</td>
<td>the clear liquid that falls as rain and is used for things such as drinking</td>
</tr>
<tr>
<td>weasels</td>
<td>a small thin animal with brown fur, short legs, and a long tail that hunts its food</td>
</tr>
<tr>
<td>well</td>
<td>a deep hole that is dug in the ground to provide a supply of water</td>
</tr>
<tr>
<td>wet</td>
<td>covered with water or another liquid</td>
</tr>
<tr>
<td>whisper</td>
<td>to speak very quietly so only one or two people can hear you</td>
</tr>
<tr>
<td>wide</td>
<td>a large distance from one side to the other</td>
</tr>
<tr>
<td>wonderful</td>
<td>extremely good</td>
</tr>
<tr>
<td>wood</td>
<td>the main part of a tree that is used for making things such as furniture</td>
</tr>
<tr>
<td>woodpeckers</td>
<td>birds that makes holes in trees using their long narrow beaks</td>
</tr>
<tr>
<td>work</td>
<td>to do something that needs to be done that is often not easy</td>
</tr>
<tr>
<td>world</td>
<td>the place where we all live</td>
</tr>
<tr>
<td>wrong</td>
<td>the opposite of right or correct</td>
</tr>
<tr>
<td>young</td>
<td>opposite of old</td>
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</tbody>
</table>
# The Wonderful World of Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
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