Aladdin

The story

This tale from the Middle East was collected with other Middle Eastern stories and published as One Thousand and One Nights. This story was set in a Chinese city but the people were Muslim.

Aladdin was the son of a poor tailor who died when Aladdin was twelve. Aladdin and his mother were very poor. One day an old man tricked Aladdin and his mother by claiming to be Aladdin’s father’s brother. He told them he would make Aladdin a rich trader one day. He took Aladdin and set off on a three-day journey. When they arrived at a mysterious place in the woods, he told Aladdin he was not his uncle. He was really a wicked wizard. He sent the terrified boy down into underground caves to fetch a magic oil lamp. He gave Aladdin a magic ring to keep him safe. Underground, Aladdin saw wonderful treasures and took some glass fruits that turned out to be made of precious jewels. He found the lamp, but as he was climbing up from the cave he heard the old man saying to himself that he planned to kill Aladdin. Aladdin refused to give the lamp to the wizard and kept it. The wizard sealed the opening. Aladdin was stuck underground for three days and three nights. Fortunately, Aladdin rubbed his hands together and the genie of the ring appeared. The genie granted Aladdin his wish to go back home to his mother.

Back home, Aladdin decided to sell the oil lamp to get money for food. When he rubbed it to clean it up, the genie of the lamp appeared. Aladdin asked the genie for food, which was brought on a silver tray with twelve silver dishes. Soon after, Aladdin began trading with the silver traders in the town.

One day, Aladdin saw a beautiful princess in the market square and decided he must marry her. With the help of his mother and the precious jewels, the sultan agreed to let Aladdin marry his daughter. The vizier’s son also wanted to marry the princess, which he did. But the vizier’s son gave the princess up when Aladdin used magic to make him end his two-day marriage to the princess. With help from the genie of the lamp, Aladdin married the princess. He had the genie build the biggest and best palace in the world. The sultan was very impressed and the princess loved her new husband.

One day while Aladdin was away hunting, the wicked wizard found out where Aladdin was living. He wanted to get the magic lamp and kill Aladdin. When he went to the palace offering new shiny lamps for old ones, the princess’s servant gave him Aladdin’s lamp, not knowing it was magic. That night, the wizard rubbed the lamp and the genie appeared. The wizard told the genie to take him and Aladdin’s palace with everything in it, including the princess, to a faraway land.

When the sultan discovered that the palace and his daughter were gone, he sent his soldiers to arrest Aladdin. When the sultan announced that he was going to kill Aladdin, the townspeople were angry and threatened to attack the palace. After he let Aladdin go free, Aladdin discovered that his wife and palace were gone. Eventually, Aladdin found his wife and palace, with help from the genie of the ring. Aladdin and the princess poisoned the wizard. With the wizard dead, Aladdin got the magic lamp back. The genie took Aladdin, his wife and palace back to their town. There was a month of celebrations in the town and Aladdin, his wife and the sultan lived happily ever after.
Introducing the book

The cover

- Hold up the cover. Read the book’s title to and with the class.
- Talk about the picture. Ask *What is coming out of the gold oil lamp? How does Aladdin feel when he first sees the genie? What is the genie thinking? What is behind them?*

The title page

- Look together at the title page. Point out that this is a classic tale (one that has been popular for a long time) that has been re-told and simplified. Ask *Where does this tale (story) come from?*
- Ask *Why do you think there is no author’s name?* (There is some information on the origin of the story on pages 76 to 79.) Ask *Who adapted the story?*
- Talk about the picture. Explain that this is an oil lamp, which was used many years ago for lighting. Ask *What do you think this oil lamp is made of? How did people keep them looking clean and bright?*

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 74–75) and some information about where this story comes from (beginning on page 76).
- Ask questions about each chapter title to stimulate the children’s interest, for example:
  - Chapter 1: *Who do you think Aladdin meets in this chapter?*
  - Chapter 3: *Where do you think the genie lives?*
  - Chapter 6: *What does Aladdin do in this chapter?*
  - *In which chapter do we read about a young woman?*
  - *In which chapter does someone try to kill someone?*
- 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/younglearners
Chapter 1
The wizard

Pages 3 to 9

Active vocabulary

- **collect**
  - note the ‘ll’ in the middle

- **excited**
  - ‘c’ after ‘ex’ sounds like ‘s’

- **feast**
  - ‘ea’ sounds like ‘ee’

- **huge**
  - if you drop the ‘e’ the word is *hug*; give someone a **huge hug**!

- **kind**
  - ‘i’ is a long sound; rhymes with **find**

- **piece**
  - the ‘ie’ sounds like long ‘e’ as in we; piece and peace are homophones

- **son**
  - son and sun are homophones

- **strange**
  - add ‘r’ to the end to make a new word

- **wizard**
  - two syllables: wiz + ard

- **world**
  - the ‘or’ sounds like ‘er’; take out the ‘l’ and you have word

Passive vocabulary

- adventures brass flames fond frowned handle heat powder safe sprinkle streaked tailor

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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. Elicit what the children know about wizards. Ask **Have you read other stories that have wizards? What can wizards do?**

- Tell the children to look at the picture on page 4. Ask **Do you think Aladdin is rich or poor? How old do you think he is? What is he carrying? How old is the man? Does he look like a nice, kind man? Where are they?**
● Ask the children to look at the picture on page 7. Ask Who do you think the woman is? What is she doing? Do you think she is rich or poor? Where do you think Aladdin is going? What do you see outside the town?
● Ask the children to look at the picture on page 9. Ask Where are they? What is the old man doing? How does Aladdin feel?
● Ask the children if anyone has ever seen a film of Aladdin. If so, did they like it? Why (not)?
● 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. What happened to Aladdin’s father when Aladdin was twelve?
2. Who did Aladdin live with?
3. Why did Aladdin not eat any dinner sometimes?
4. Who caught the ball that Aladdin kicked to his friend?
5. What did the old man ask Aladdin?
6. Who did the old man say Aladdin looked like?
7. Did the old man tell Aladdin that he was his father?
8. What did the old man give Aladdin?
9. Who did the old man want to visit?
10. How did Aladdin feel when he met his uncle?
11. Was the old man really Aladdin’s uncle? Who was he?
12. What did Aladdin’s mother say when Aladdin showed her the two gold coins?
13. Why did the old man begin to cry?
14. Why did Aladdin’s mother frown?
15. What lie did the old man tell Aladdin’s mother?
16. Where did Aladdin’s mother go? Why?
17. What did the old man tell Aladdin he would do for him?
18. What did Aladdin’s mother make in the kitchen when she came back?
19. Did the old man eat a small piece of cake?
20. How was it possible for Aladdin’s poor mother to buy lots of wonderful food?
21. When it was time for the old man to leave, what did he say?
22 Where did the old man say he had had adventures?
23 How did Aladdin feel about his uncle?
24 Where did the old man want to take Aladdin?
25 Did Aladdin’s mother think it was safe for Aladdin to go away for a few days with his uncle?
26 Where did the old man take Aladdin?
27 What did the old man ask Aladdin to do?
28 What did the old man sprinkle on the wood?
29 How did Aladdin feel when he saw the huge fire?
30 What appeared when the fire went out?

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 Aladdin’s life was like after his father died?
2 Why do you think the old man chose Aladdin to talk to?
3 How did the old man know that Aladdin was poor?
4 Why do you think the wizard thought Aladdin was a silly boy?
5 What do you think Aladdin’s mother thought when she opened the door?
6 Why do you think Aladdin’s mother invited the old man into her house?
7 Do you think Aladdin’s mother believed that the old man was Hassan’s brother?
8 How do you think the wizard felt when Aladdin’s mother asked him to stay for dinner?
9 How do you think Aladdin and his mother felt when they listened to the old man’s adventures?
10 Why do you think the wizard visited them for three days before asking Aladdin to go away with him?
11 How did Aladdin’s mother feel about her son’s adventure with his ‘uncle’?
12 Do you think the wizard liked Aladdin?
13 What do you think was in the gold powder?
14 Why did the wizard make the huge fire?
15 How do you think Aladdin felt when the fire went out and he saw the earth open suddenly?

16 Do you think Aladdin felt afraid of his ‘uncle’?

Stage 2 comprehension (extra)

Characterisation Encourage the children to discuss the wizard’s use of deception. He looked like an old man, but he was really a wizard and could use magic to get what he wanted. He told Aladdin that he was his uncle, which he did because Aladdin told him that his father was dead and he lived with his mother. He lied to Aladdin’s mother about why Hassan never told her about him. He gave gold to Aladdin’s mother so that she could offer him a feast. That gave him the opportunity to stay and talk to them. He told them wonderful stories so that they wanted to know him better. When he had gained their trust, Aladdin’s mother felt her son was safe with his ‘uncle’.

Discuss why Aladdin believed the old man’s story straight away. Ask What did the old man say to Aladdin that made him like the old man straight away? Why did Aladdin take the gold from the old man?

Has anyone in the class ever met a relative who lives far away? What was it like to meet them? Did they like them immediately or did it take some time to get to know them? Was it easier to like them if they looked like other people in the family?

Ask the children what they think of Aladdin. Do they think he is a clever boy? Do they think he will find himself in trouble? Do they think he will ever see his mother again?

Write Abracadabra! on the board. Say it slowly and with strong emotion. Ask the children to repeat it in the same way. Explain that it is a magic word for changing one thing into another. Play an Abracadabra! game. Ask the children to change the following words into other words by dropping one letter: mother (other), died (die), town (own), hair (air), given (give), feast (fast), son (on, so), world (word).

Play a rhyming game. Write these words from the chapter on the board: son, poor, grey, gold, cry, honey, heat. Brainstorm as a class, and write down on the board, as many words as possible that rhyme with each word.

Elicit from the class anything they know about magic. Ask if any of the children know any magic tricks. Ask one or two individuals to do their magic trick.

Write ‘He says I look just like my father!’ on the board. Discuss the meaning of just like (exactly). Ask the children if they look just like anyone in their family. And if so, why? Do they have the same eyes, nose, mouth, hair colour, etc.?

Write uncle on the board and ask the children to find it at the bottom of page 5. Explain that it has quotation marks round the word because it indicates that the word is being used but not with its correct meaning. You might like to show the children the gesture we use when we say a word like this when speaking (index and middle finger on both hands point upward, with the other fingers kept down by the thumbs. The two raised fingers are held up at shoulder height and moved twice to look like quotation marks).

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

A hole in the ground

Pages 10 to 16

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities 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 we know about the hole in the ground?

- Tell the children to look at the picture on pages 10 and 11. Ask What do you see in the ground? What is the wizard doing to Aladdin? How does the wizard feel? How does Aladdin feel?
Tell the children to look at the picture on page 12. Ask What is the wizard showing Aladdin? How does Aladdin feel? What do you think the wizard wants Aladdin to do?

Tell the children to look at the picture on pages 14 and 15. Ask Where is Aladdin now? What does he see? How does he feel? What is on his finger?

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 5 of their Workbook.

1. What did Aladdin stare at?
2. What did Aladdin see when he looked at his uncle’s face?
3. How did Aladdin feel?
4. Who did the old man say he was?
5. Where did the wizard hear about the magic lamp?
6. What would happen if the wizard went and got the magic lamp himself?
7. What did he want Aladdin to do?
8. What did Aladdin ask?
9. Where was the magic lamp?
10. What did Aladdin pull? Why?
11. What did the wizard tell Aladdin was at the bottom of the stairs?
12. Where were the four tall jars full of gold coins?
13. What did the wizard say would happen if Aladdin touched the gold coins?
14. What did the wizard say was in the third cave?
15. What did the wizard say would happen if Aladdin touched the jewels and jewellery?
16. What did the third cave lead to? What was there?
17. What colours were the apples, peaches, pears and plums?
18. Where was the magic lamp?
19. Why did the wizard want the lamp?
20. What did the wizard give Aladdin? Why?
21. Why did Aladdin do what the wizard said?
22. Was the first cave small and dark?
23. Why didn’t Aladdin touch the gold coins?
24. Why did Aladdin keep his hands behind his back?
25. Why didn’t Aladdin touch the jewels?

Ask the children to find as many adjectives as possible in the chapter and say who or what they describe, for example stupid boy.

Ask the children to find words with two syllables, such as handle, uncle, narrow, cruel, afraid, friendly. Read the words aloud, tapping out or clapping the syllables as you read.

Ask the children to find and read aloud words with hyphens (-) on page 11. Make sure they understand that the Wh-what and Wh-where means that Aladdin was stumbling over his words because he was afraid. Practise the pronunciation and intonation used in these sentences with the class, making your voice sound fearful.
Ask the class to find and read aloud sentences with the word *will* on page 13.
Discuss the use of the future when giving directions. You could give the children practise using *will* with directions by asking them to describe to the class how to find their bedrooms in their houses, for example *when you open the front door, you will see*...

Play a game! Write on the board: *diamonds, rubies, stairs* and ask the children to tell you which is the odd word out (stairs) and why. Ask the children to choose three nouns from the story with one being the odd word out. Individually, they should say their three words and the rest of the class can shout out the odd word.

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 did Aladdin think of his uncle when he shook Aladdin and called him a stupid boy?**
2. **How do you think Aladdin felt when the wizard told him he was not his uncle?**
3. **Why do you think the wizard would not tell Aladdin what the lamp did?**
4. **What do you think Aladdin was thinking as he pulled the brass ring and lifted up the stone door?**

5. **Do you think Aladdin would really die if he touched the gold and silver coins?**
6. **Why did the wizard tell Aladdin he would never see his mother again?**
7. **How do you think Aladdin felt when he heard about the magic lamp in the orchard?**
8. **How do you think the wizard’s ring would keep Aladdin safe?**
9. **How do you think Aladdin felt when he went into the first cave?**
10. **Do you think Aladdin wanted to take some of the gold and silver coins?**
11. **Why did Aladdin think that maybe he could pick up one little thing when he saw the jewels?**
12. **What did Aladdin want more, the gold or to see his mother?**
13. **Why did Aladdin think his mother would be sad?**
14. **Do you think Aladdin was sad that this man was not his uncle? Why?**

#### Stage 2 comprehension (extra)

**Setting**
Aladdin is surprised to discover that he must go deep underground and through dark caves and an orchard to get to the magic lamp. It is a magical place. Ask the children to write a paragraph and say what they know about the three caves and the orchard.

Write *Pull that brass ring and Lift up the stone door* on the board. Point out that these are commands. When we tell someone to do something, we are giving a command. Ask the children to find and read aloud other commands in the chapter. Discuss how these sentences begin with a verb (the pronoun ‘you’ is understood but not said or written).
Write twinkled on the board. Ask What twinkles in this chapter? (coins, candles) What word in the last chapter rhymes with twinkled? (sprinkled) Discuss the meaning of the two words.

Ask the children what sort of things make them afraid. Discuss how dark rooms, caves, being alone in a strange place, or being with very strange people make people feel afraid. Ask How would you feel if you were Aladdin in the cave? Would you take some gold and silver coins? Would you take some jewellery? Would you eat the fruit?

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
The genie of the lamp
Pages 17 to 23

Active vocabulary

- **beautiful**: unusual because it contains so many vowels; means ‘full of beauty’
- **enormous**: sounds like ee / nor / mus
- **genie**: sounds like gee / nee
- **honest**: sounds like on / nee
- **idea**: three syllable word: i + de + a
- **master**: change the ‘a’ to ‘i’ to make another word for a man
- **special**: ‘ci’ sounds like ‘sh’
- **trust**: rhymes with must
- **wicked**: change this two-syllable word to a one-syllable word by changing the ‘w’ to ‘k’
- **worried**: note the ‘rr’ in the middle

Passive reading

- delicious
- fainted
- ordinary
- puff
- silver
- smoke
- trader
- tray

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities 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 What do you think is in the lamp? Are genies usually helpful or unhelpful?
- Tell the children to look at the picture on page 17. Ask What is Aladdin looking at? Why is his hand on his chin? What is growing on the trees? Does the lamp look beautiful or dangerous?
Tell the children to look at the picture on page 18. Ask Where is Aladdin now? What is he doing? How do you think Aladdin feels?

Tell the children to look at the picture on page 20. Ask What has Aladdin got on his finger? What is coming out of it? How does Aladdin feel? What colour is the smoke? Does the genie look kind or unkind?

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.

9 What did the genie of the ring tell Aladdin?
10 What happened after Aladdin said he wanted to go home to his mother?
11 What did Aladdin ask his mother to give him? Why?
12 What did Aladdin’s mother say when he asked for more food the next morning?
13 What did Aladdin tell his mother he would do with the oil lamp?
14 What happened when Aladdin rubbed the lamp?
15 What did Aladdin ask the genie of the lamp for?
16 What did the genie of the lamp give Aladdin and his mother to eat?
17 How did Aladdin’s mother feel about the two genies?
18 What did Aladdin tell his mother?
19 Why did Aladdin take the big silver tray to the market?
20 How much money did the silver trader give Aladdin for the silver tray?
21 Did Aladdin think that one piece of gold was a lot of money?
22 How did Aladdin get more money to buy food?
23 What did Aladdin do after he had sold the tray and twelve silver dishes?
24 How much money did the honest silver trader give Aladdin for the silver tray?
25 How did Aladdin get rich?

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 turn to page 19. Tell them to find and read aloud all of the adjectives on that page. After they have read them out, ask questions, for example: What were sweet and yellow?

Ask the children to find and read aloud any words containing: 'ea', 'ie' or 'ou'.

Write these words on the board: wizard, pockets, trader, nothing, silly, rubbed, genie, master, worried, wicked. Ask the children how many syllables are in each word and ask them to tap out the syllables as they read the words. Ask Which word has only one syllable? How many syllables do all the rest of the words have?

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 Aladdin felt when he saw the lamp?
2. How do you think Aladdin felt when he saw the beautiful fruit?
3. What do you think Aladdin thought he could do with the glass fruit?
4. Why did the wizard want to kill Aladdin?
5. How do you think Aladdin felt when he shouted, ‘I won’t give you the lamp!’?
6. Why did the wizard close the stone door?
7. What do you think Aladdin thought about for three long days and nights?
8. How do you think Aladdin felt when he saw the blue smoke and the genie?
9. Do you think Aladdin understood what it meant to be a genie’s master? Why (not)?
10. Why did Aladdin’s mother look very worried when he arrived back home?
11. Why did Aladdin’s mother give him only a small piece of bread and a little piece of cheese?
12. How do you think Aladdin and his mother felt about the wizard?
13. Why did Aladdin want to clean the lamp?
14. Had Aladdin’s mother ever seen a genie before? How do you know?
15. What do you think Aladdin and his mother talked about while they ate the wonderful feast?
16. Why was Aladdin’s mother afraid of the two genies?
17. What was Aladdin learning about how to get money for himself and his mother?
18. Why did the first silver trader give Aladdin only one piece of gold for the tray?
19. Why did Aladdin ask the genie of the lamp for more food in silver dishes and not for lots of gold?
20. What do you think Aladdin said to the honest trader?

**Stage 2 comprehension (extra)**

**Characterisation**

Point out that Aladdin found himself in great danger and wished he had never trusted the old man – his ‘uncle’. When the old man told him, ‘I will make you a rich trader one day’, Aladdin believed him. After Aladdin was saved by the genie of the ring, he started to think like a trader.
when he decided to sell the lamp. A dishonest trader cheated him, but he went to a different trader the next time. He sold the silver tray and twelve dishes to an honest trader and became rich. Ask the children to describe how Aladdin was changing. Ask When he went home, did he go out to play football with his friends? Why not? How did his three days and nights underground change him? How did he use the genies to help him?

- Play Opposites. Write these words from the story on the board: ordinary, beautiful, big, shiny, sweet, hard, old, rich, short, dark, silly, fat, wicked, safe, enormous. Divide the class into two groups. Ask the two groups to quickly write down the opposite of each word. Allow about five minutes for them to do this. Check their answers orally by asking one group and then the other to read out their words. Award a point for each correct answer. The team with the most points wins.

- Write honest on the board and discuss the meaning. Ask Was the first silver trader an honest man? Was the second silver trader an honest man? Tell the class that the opposite of honest is dishonest. Explain that the prefix dis changes the meaning of some words to their opposite meaning. Write on the board: obey, obedient, respect. Discuss the meanings. Tell the children that to change these words to their opposite meaning by adding the prefix dis. Ask the children to make sentences using these words.

- Write enormous on the board. Elicit the meaning of this adjective (very big). Write these adjectives from the story on the board: wicked, delicious, precious, huge. Ask the children for definitions using the word very (very bad, very tasty, very expensive, very big). Discuss the difference between big, huge, enormous. Ask the children to make sentences using these adjectives.

- Ask Do you like exploring new places? What makes it exciting to do this? What makes it sometimes dangerous?

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

- Ask What do you think will happen next in the story?

- Write these phrasal verbs from the chapter on the board: picked up, tipped out, take care of. Ask the children to find and read aloud the sentences in which they are used. Discuss the meaning of these verbs. Ask the children if they can think of other phrasal verbs.

- Write enormous on the board. Show the children how it can be broken down into three syllables: e/nor/mous. Ask the children to read these words and split them into syllables: beautiful, everything, Aladdin, suddenly, surprised, fainted, honey, silver, twelve, puff, smoke, tray.
Chapter 4
The princess
Pages 24 to 30

Active vocabulary

daughter  ‘aught’ sounds like ought
marry  point out the double ‘r’ – there are two people in a marriage
palace  the ‘c’ sounds like ‘s'
present  remember the phrase: I sent her a present
prince  the ‘c’ sounds like ‘s'
princess  find prince ‘hiding’ inside this word
promise  two syllables: prom + ise
sultan  a ruler in some Muslim countries, especially in the past
vizier  three syllables: viz + i + er sounds like viz + ee + ay
wonderful  means full of wonder; the suffix ful has only one ‘l’

Passive vocabulary

majesty  market stalls  messenger  queue  royal  shawl  veil

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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 this chapter is going to be about?
- Tell the children to look at the picture on page 25. Ask Where is Aladdin? Who is he looking at? Where is she? How is she dressed? What are the men behind her doing?
Tell the children to look at the picture on page 27. Ask What is Aladdin doing? How does he feel? Who is with him? How does she feel? Where are they?

Tell the children to look at the picture on page 29. Ask Where is Aladdin’s mother? What is she doing? How does the sultan feel? What do you think she 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 9 of their Workbook.

1 Why did Aladdin go to the market some days later?
2 What did the messenger from the sultan tell the people in the market square?
3 Where was the sultan’s daughter going?
4 What did the sultan say would happen to anyone who tried to see her?
5 Why did Aladdin hide?
6 Where did Aladdin go and hide?
7 What did the princess pull away from her face?
8 What did Aladdin think when he saw the princess’s face?
9 Why couldn’t Aladdin eat anything when his mother brought his lunch?
10 Why did his mother say, ‘Are you mad, my boy?’?
11 Who did his mother say will marry the princess?
12 Who did Aladdin say he was as good as? Why?
13 What did Aladdin want to give the sultan? Why?
14 What did Aladdin tell his mother about the fruits from the caves?
15 What did the jeweller tell Aladdin that his red apples were?
16 What did the jeweller tell Aladdin his plums were? And what were his peaches and pears?
17 Did his mother think the sultan would like the jewels?
18 What did Aladdin want his mother to do?
19 How did Aladdin say he could get more presents for the sultan?
20 What did the people in the great hall do when the sultan came in?
21 Why didn’t Aladdin’s mother speak to the sultan?
22 How many times did Aladdin’s mother go to the sultan’s palace?
23 What did Aladdin’s mother tell the sultan on the seventh day?
24 What did the sultan promise his vizier?
25 What did the vizier say his son would do in three months?
26 What did the sultan tell Aladdin’s mother? Why?
27 What did Aladdin’s mother tell Aladdin about the vizier?
28 Why didn’t Aladdin listen to his mother?
Play a word-changing game, changing the following words:
- Change the ‘d’ in *daughter* to ‘l’
- Change the ‘m’ in *marry* to ‘c’
- Change the ‘pr’ in *prince* to ‘s’
- Change the ‘b’ in *baths* to ‘m’, ‘p’
- Change the ‘d’ in *door* to ‘p’, ‘fl’
- Change the ‘g’ in *gold* to ‘c’, ‘f’, ‘h’, ‘t’
- Change the ‘p’ in *peach* to ‘t’, ‘r’
- Change the ‘m’ in *mother* to ‘br’

Write the following double consonants on the board: ‘ss’, ‘ll’, ‘rr’, ‘pp’. Ask the children to find as many words as they can in the chapter with these letters.

Write *sapphire* on the board and ask the children to repeat it after you. Point out that ‘ph’ sounds like ‘f’. In this word, the first ‘p’ is silent. The two syllables sound like ‘sa / fire’. The ‘a’ sounds like ‘a’ in *apple*. Ask *What colour are sapphires?* (blue) *What colour are rubies?* (red) *What colour are emeralds?* (green)

Write *daughter* on the board. Ask *What word do you know that rhymes with daughter?* (water) Write the following words from the chapter on the board and ask the class for words that rhyme with each: *die, door, gold, glass, hall, kissed, son, news.*

Write on the board *wrapped* and ask the children for the opposite (unwrapped). Ask the children to find and read aloud sentences from pages 28 and 29 with these two words. Write on the board: *button, cover, do, dress, fold.* Ask the children to change these verbs to their opposite meaning by adding the prefix ‘un’.

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 people in the market square felt when they heard the sultan’s messenger?
2. Why do you think the sultan did not want anyone to see his daughter?
3. Why do you think there were baths in the square?
4. Why did Aladdin’s mother say, ‘Your father was just a poor tailor!’?
5. What was Aladdin’s idea?
6. Why didn’t Aladdin go to the palace himself?
7. Why did everyone bow to the sultan?
8. Why did the sultan smile when he heard that Aladdin saw his daughter going to the baths?
9. Why did the sultan want his daughter to marry Aladdin?
10. How do you think the vizier’s son would get a present to match Aladdin’s jewels?
11. How do you think Aladdin’s mother felt when the sultan said Aladdin could marry his daughter?
12. What do you think the vizier may try to do to stop Aladdin from marrying the sultan’s daughter?
Stage 2 comprehension (extra)

Author’s style and use of language  
Ask Do you think this chapter was exciting? Which part of the chapter did you like best? Tell the children that the author used some interesting words in this chapter. Ask the class to write their favourite words from the chapter and say what they mean.

• Write queue on the board and point out that this word comes from French, which is why there are so many vowels. Ask the children to find this word and read the sentence aloud. Ask one child to be the sultan and to go outside the classroom and wait. Tell the rest of the class to get into a queue and role-play the scene from page 28. (They should stop talking and bow when the sultan walks in. Make sure they understand bow.) When they are ready, ask the ‘sultan’ to enter. Ask the children what Aladdin’s mother did when she finally spoke to the sultan (knelt and kissed the ground). Ask What does she call the sultan? (your majesty). Discuss why people behave like this when they meet royalty.

• Ask the children to find the following words and phrases and complete them. Write on the board with gaps and then discuss the meaning of each:

  All shops and market stalls must shut __ __!
  Her eyes are as black as __ __!
  Her face shines like __ __!
  I am __ __ with the royal princess!
  Are you __, my boy?
  I am the richest, happiest man in __ __!

• Discuss promises. Ask What did the sultan promise the vizier? Explain that we make a promise, keep a promise or break a promise. Ask the children if anyone has ever promised them something and then broken their promise. Ask the class if they are good at keeping their promises.

• 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 5
The vizier’s son
Pages 31 to 37

Active vocabulary

<table>
<thead>
<tr>
<th>arrange</th>
<th>point out the ‘rr’ and the word ran ‘hiding’ inside</th>
</tr>
</thead>
<tbody>
<tr>
<td>candle</td>
<td>rhymes with handle</td>
</tr>
<tr>
<td>celebration</td>
<td>point out the ‘tion’ ending which sounds like ‘shun’</td>
</tr>
<tr>
<td>cellar</td>
<td>point out the ‘ll’ in this two-syllable word</td>
</tr>
<tr>
<td>couple</td>
<td>‘coup’ sounds like cup</td>
</tr>
<tr>
<td>guard</td>
<td>rhymes with hard</td>
</tr>
<tr>
<td>joke</td>
<td>remember the phrase: OK, it’s a joke!</td>
</tr>
<tr>
<td>lock</td>
<td>rhymes with rock</td>
</tr>
<tr>
<td>plan</td>
<td>drop the ‘l’ and you have a new word</td>
</tr>
<tr>
<td>wedding</td>
<td>note the ‘dd’ in the middle of this two-syllable word</td>
</tr>
</tbody>
</table>

Passive vocabulary

be over decide husband rats spiders upset

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities 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 do you think this chapter is going to be about?
- Tell the children to look at the picture on pages 32 and 33. Ask Where do you think Aladdin is? Who has come out of the lamp? Is it afternoon or night? Who do you think the young man with the princess is? How do they feel? Why? How does Aladdin feel?
Tell the children to look at the picture on pages 34 and 35. Ask Where do you think the princess is? How does she feel? How does the young man feel? Why? How many rats and spiders are there?

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

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 11 of their Workbook.

1 Why was Aladdin's mother surprised when she went to the market?
2 Why were the shops shut and why were there candles in the trees?
3 What did Aladdin's mother do when she heard that the vizier's son and the princess were getting married?
4 What did Aladdin's mother tell him when she got home?
5 Where did Aladdin want the genie to put the vizier's son after his wedding?
6 What did Aladdin tell the genie to put in the cellar with the vizier's son?
7 Where did Aladdin want the genie to put the princess after her wedding?
8 How did the princess and the vizier's son feel that night?
9 Where did Aladdin tell the genie to take the princess and the vizier's son the next morning?
10 What did Aladdin want the genie to do with the princess and the vizier's son the second night?
11 Who did the sultan call for the next day?
12 What did the sultan ask his daughter?
13 What did the vizier's son tell the sultan about the cellar?
14 Why did the vizier's son ask his father to speak to the sultan?
15 What did the vizier tell his son?
16 Why did the vizier go to see the sultan?
17 What did the sultan decide to do?
18 What were the people in the town doing when they saw the vizier and his son leave the palace?
19 What did the messenger tell the people?
20 What questions did people ask each other?

Ask the children to find examples of dialogue in the text. Discuss the use of speech marks. 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 and read words containing ‘ar’, ‘ua’, ‘ou’ or ‘au’.

Write on the board: marry, marriage, promise, wedding, spiders, cellar, husband, messenger, celebrations. Read the words aloud, tapping out or clapping the syllables as you read.
Ask the children to find the following words in the chapter: sad, angry, frightened, unhappy, afraid, upset, surprised. Ask questions, for example Who was sad? Why? Who was angry? Why? Then ask the children to use facial expressions to show the meaning of these adjectives. Say Show me a sad face. Show me an angry face, and so on.

Read some of the sentences from the chapter but ‘forget’ the verbs. This will demonstrate how important verbs are to the meaning of the sentences. Ask the children to supply the missing verbs.

Talk about the messenger’s job. Discuss the importance of this job. Ask the children what is used today instead of messengers. Ask for volunteers to read out the messenger’s news in a loud, clear voice. Have a class vote for the best ‘messenger’.

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 did Aladdin feel for the next two months after the sultan promised he could marry the princess?
2. Were the people in the town happy that the princess was getting married? Why?
3. Do you think Aladdin’s mother went to the market square every day? Why (not)?
4. Why do you think Aladdin’s mother was angry?
5. Why did Aladdin call the princess ‘my dear princess’?
6. Was Aladdin’s plan a good plan? Why (not)?
7. Why didn’t the genie tell Aladdin that this was a wicked thing to do?
8. How do you think Aladdin felt when he waited in his room for the genie to come back with the princess and her husband?
9. Do you think the princess and the vizier’s son slept the first night in Aladdin’s house?
10. Do you think Aladdin’s mother knew about her son’s plan? If she did, what did she think of it?
11. What did the princess and her husband think when the genie took them back to the palace?
12. What do you think the princess and her husband thought when they went back to Aladdin’s house the second night?
13. What do you think the vizier’s son said to the princess after his second night in the dirty, dark, cold cellar?
14. What did the vizier’s son think would happen if he did not end the marriage?
15. Would the guards have been able to stop the genie from taking the couple?
16. Why did the vizier tell his son it was not a good idea to end the marriage?
17. Why did the vizier think someone used magic?
18. Why do you think the sultan decided to end the marriage?
19. How do you think the princess felt when her marriage ended?
20. How do you think Aladdin and his mother felt when the celebrations stopped?
Stage 2 comprehension (extra)

Characterisation  Ask the children to write a paragraph about Aladdin. Ask Why did Aladdin use magic to end the princess’s marriage? Do you think he was right to do this? Why did Aladdin feel that he could not trust the sultan? Was he right not to trust him? Do you think Aladdin will always use the genie to get what he wants?

- Discuss why people get married. Ask Why did the vizier’s son marry the princess? Why did Aladdin want to marry her? Why do you think the sultan gave his daughter to the vizier’s son? Why do you think he decided to end the marriage? Do fathers usually decide who their children will marry? Is it very important to marry someone because they have a lot of money? Allow the children to give their opinions but ensure they respect opinions that differ from their own.

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

- Ask What do you think will happen next in the story?

- Write on the board: open, dull, crying, happy, keep a promise, small, start, disappeared, unlock, worst. Ask the children to tell you a word from the chapter with the opposite meaning (shut, bright, laughing, sad, break a promise, enormous, finish, appeared, lock, best).

- Write celebrations on the board. Ask the children to see how many words they can make using the letters from this word (for example, sat, rat, cat, cats, clear, bones, nose, snail, late, crate, etc.).

- Ask Were the people in the market square having a good time? What were they doing? Do you enjoy joking with your friends and family? Ask the children if they know any jokes in English. Ask them to tell the jokes to the class. If they do not know any in English, tell them some that are easy to understand (for example, What has four legs but can’t walk? A chair.).

- Read of the board: open, dull, crying, happy, keep a promise, small, start, disappeared, unlock, worst. Ask the children to tell you a word from the chapter with the opposite meaning (shut, bright, laughing, sad, break a promise, enormous, finish, appeared, lock, best).
Chapter 6
Aladdin’s wedding

Pages 38 to 44

Aladdin’s wedding

A storm blew Aladdin and the Sultan’s daughter Marianne to an island. They were to be married in a ceremony on the island.

The wedding ceremony was beautiful. Aladdin was happy to marry the Sultan’s daughter. They were to be married in a ceremony on the island.

The wedding ceremony was beautiful. Aladdin was happy to marry the Sultan’s daughter. They were to be married in a ceremony on the island.

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.

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

- Read the title of Chapter 6. Discuss what is going to happen.

- Tell the children to look at the picture on page 38. Ask What is Aladdin’s mother doing? Where is she? How does the Sultan feel? How many guards do you see? What are they doing?

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceremony</td>
<td>‘c’ sounds like ‘s’ in this four-syllable word</td>
</tr>
<tr>
<td>difficult</td>
<td>opposite of easy</td>
</tr>
<tr>
<td>guest</td>
<td>‘g’ is a hard sound; ‘ue’ sounds like ‘e’ as in let</td>
</tr>
<tr>
<td>proud</td>
<td>rhymes with loud</td>
</tr>
<tr>
<td>robe</td>
<td>drop the ‘e’ to make a new word</td>
</tr>
<tr>
<td>shave</td>
<td>remember the phrase: have a shave!</td>
</tr>
<tr>
<td>suit</td>
<td>‘ui’ sounds like ‘oo’</td>
</tr>
<tr>
<td>wash</td>
<td>remember the phrase: wash the ash from your hands</td>
</tr>
<tr>
<td>whisper</td>
<td>find the word his ‘hiding’ inside</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bride</td>
<td>let somebody do something</td>
</tr>
<tr>
<td>marble</td>
<td>something very valuable</td>
</tr>
<tr>
<td>stroke</td>
<td>wish</td>
</tr>
</tbody>
</table>

Explorers 5: Aladdin Teacher’s Notes
This page has been downloaded from www.macmillanenglish.com/younglearners © Macmillan Publishers Limited 2011
Tell the children to look at the picture on page 41. Ask Where is Aladdin’s mother now? How many women are behind her? What are they wearing? What are they carrying? How do the two men feel?

Tell the children to look at the picture on page 43. Ask Where is Aladdin? What is he wearing? What is he riding? How does Aladdin feel? How do the people feel? What are they 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 13 of their Workbook.

1 How long did Aladdin and his mother wait before she went back to the sultan?
2 What was over?
3 What could Aladdin do now?
4 Where was there a queue?
5 What did Aladdin’s mother do when it was her turn to speak to the sultan?
6 What did the sultan say to Aladdin’s mother?
7 What did Aladdin’s mother ask the sultan?
8 Why did the sultan stroke his beard?
9 What did the sultan think of Aladdin’s mother?
10 Why did the vizier say, ‘You can’t let Aladdin marry the princess.?'
11 Who said, ‘I made a promise to him!’?
12 How did the vizier feel about the end of his son’s marriage?
13 Why did the vizier tell the sultan that Aladdin must bring forty beautiful girls to the palace?
14 What did the vizier say the forty girls must carry to the palace?
15 Did the sultan like the vizier’s idea?
16 What did the sultan tell Aladdin’s mother?
17 What kind of jewels did the girls have to bring?
18 Why was Aladdin’s mother very sad when she went back home?
19 Why did Aladdin’s mother tell him they must forget all about his marriage to the princess?
20 Why did Aladdin say he was a rich man?
21 How did Aladdin think he could get forty girls with forty dishes full of jewels?
22 What happened every time Aladdin rubbed the lamp?
23 What did the genie do when Aladdin asked for the girls and the dishes full of jewels?
24 Was it difficult for the genie to get the girls and the jewels?
25 What did Aladdin’s mother find in her house when she came back from the market? How did she feel?
26 Who was Aladdin talking to when he said, ‘Tell him I can give him anything he wants’?
27 What did the people of the town stare at? Why?
28 What did the sultan say to the vizier when he saw Aladdin’s present?
29 What did Aladdin’s mother mean when she said, ‘Your wish has come true’?
30 What did the genie bring for Aladdin and what did he do?
31 What did Aladdin’s mother say when she saw her son in his gold suit?
32 What else did Aladdin ask the genie for?
33 What did Aladdin throw to the people?
34 How did the sultan feel when he saw Aladdin? Why?
35 Who was not happy that Aladdin’s bride was the princess?

Ask the class to look at pages 38 to 40 and find words that mean the same as not remember (forgotten), finished (over), not rich (poor), not easy (difficult), very expensive (precious), unhappy (sad), to look with wide open eyes (stare).

Ask the children to find and read aloud sentences on page 40 with these verbs in the past tense: appear, disappear, carry, stare, twinkle, shine. Practise pronunciation and discuss spelling rules.

Ask the children to tell you everything that Aladdin asks the genie for in this chapter. List them on the board. Discuss why Aladdin wanted each of these things. Ask Did Aladdin ask for these things because he wanted to be a rich man? Did he ask the genie for things he did not need? Do you think Aladdin is a good man or a bad man? Do you think he will be a good husband? Why (not)?

Write these sentences on the board. Discuss who says them and what they mean:
Welcome, welcome!
I love your daughter with all my heart.
I promise I will make her happy.
I am sure you will.
I wish you a long and happy life together.

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 Aladdin felt when he said, ‘Perhaps he has forgotten his promise to me.’?
2 How do you think Aladdin’s mother felt when she asked the sultan, ‘Will you let them marry now’?
3 Why do you think the sultan whispered to the vizier?
4 Do you think the sultan thought that Aladdin could give him the present he asked for?
5 Do you think Aladdin’s mother understood how powerful the magic lamp was? Why?
6 Do you think that if another person rubbed the lamp, the genie would appear? Why (not)?
7 What do you think Aladdin said to the forty girls in his house before his mother arrived back home?
8 What do you think the people in the town said to each other when they saw the forty girls with Aladdin’s mother?
9 What did the vizier mean when he said, ‘Aladdin is not good enough for her’? Was he right?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 What do you think the princess said when she saw the forty girls and</td>
<td>She said something like: “Thank you, Mother!” or “Wow, what a treat!”</td>
</tr>
<tr>
<td>the jewels?</td>
<td></td>
</tr>
<tr>
<td>11 Why did Aladdin say, ‘Thank you, Mother!’?</td>
<td>He thanked the genie for granting his wishes.</td>
</tr>
<tr>
<td>12 Why did Aladdin ask for a marble bath full of rose water?</td>
<td>He wanted to impress the princess with his luxurious life.</td>
</tr>
<tr>
<td>13 Why did Aladdin want the finest suit in the world?</td>
<td>He wanted to please the Sultan and show his wealth.</td>
</tr>
<tr>
<td>14 Do you think the genie was happy to help Aladdin?</td>
<td>Yes, he was grateful for Aladdin’s kindness.</td>
</tr>
<tr>
<td>15 Do you think Aladdin’s mother wanted Aladdin to marry the princess?</td>
<td>Yes, she wanted him to have a good life.</td>
</tr>
<tr>
<td>16 Why did the sultan like Aladdin?</td>
<td>He was impressed by Aladdin’s intelligence and kindness.</td>
</tr>
<tr>
<td>17 What was the vizier thinking when he was at the wedding ceremony</td>
<td>He was concerned about the outcome of the marriage.</td>
</tr>
<tr>
<td>and celebrations?</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 2 comprehension (extra)**

*Plot*  
Ask Do you think this chapter is exciting?  
Say why (not). Do you think the author describes the feelings of the people well? How does the author make you feel happy for them? How does she make you feel that the vizier is very unhappy?  
Does the author want to make you interested in reading the next chapter?  
Tell the children to write and say what they think of the story so far.

- Ask the children why Aladdin’s mother had to wait in a queue. Ask What does it mean ‘At last it was her turn’? Talk about the importance of taking turns.
- Have a competition to see who can think of the most words rhyming with guest (best, chest, jest, nest, pest, rest, test, etc.).
- Write the words threw and through on the board. Explain that they are homophones. They sound the same but have different meaning and spelling. Ask the children to find homophones in the chapter for the following words: two, sun, grate, you’re, maid, four, site, hare, prints.
- Write the words disappeared, excited, vizier on the board. Read them and tap out the syllables as you do so. Demonstrate how the words are broken down into three syllables. Ask the children to tap out the syllables for these words: promise, precious, beautiful, robe, jewels, rubbed, bath, marble, happiest.
- Ask Do you like the sultan? Why (not)?
- 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 7
Aladdin’s palace
Pages 45 to 52

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>‘ui’ sounds like short ‘i’</td>
</tr>
<tr>
<td>cheer</td>
<td>‘ee’ sounds like ‘ea’ in near</td>
</tr>
<tr>
<td>clever</td>
<td>remember the phrase: you are ever so clever</td>
</tr>
<tr>
<td>furniture</td>
<td>‘ture’ sounds like ‘cher’</td>
</tr>
<tr>
<td>husband</td>
<td>‘us’ and ‘band’ are ‘hiding’ inside this word; a husband puts a wedding band on his wife’s finger</td>
</tr>
<tr>
<td>invite</td>
<td>the first ‘i’ is short and the second is long</td>
</tr>
<tr>
<td>perfect</td>
<td>add ‘ion’ to make this adjective into a noun</td>
</tr>
<tr>
<td>possible</td>
<td>three syllables: pos + si + ble</td>
</tr>
<tr>
<td>stable</td>
<td>find the word table ‘hiding’ inside</td>
</tr>
<tr>
<td>wife</td>
<td>rhymes with life</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>be in place</td>
<td>domes</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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. Ask How do you think Aladdin will get a palace?
- Tell the children to look at the picture on page 46. Ask Where is Aladdin? Why is Aladdin surprised? What is the genie doing?
Tell the children to look at the picture on pages 48 and 49. Ask How many palaces do you see? What is the princess walking on? Where is she going? Where is Aladdin? How does Aladdin feel? What are the workmen doing?

Tell the children to look at the picture on page 51. Ask Where is Aladdin? Who is he with? How many windows with coloured glass do you see? What are the workmen 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 15 of their Workbook.

1. Why did Aladdin want the sultan to give him a piece of land?
2. Why did the sultan tell Aladdin to build his palace next to his?
3. What did Aladdin ask the genie to build?
4. What did Aladdin tell the genie not to finish? Why?
5. How long did it take the genie to build the palace?
6. What were made of gold and taller than the trees?
7. What were the windows made of?
8. What was in the great hall?
9. What was in the main bedroom?
10. What were the pots and pans in the kitchen made of?
11. What were the other rooms filled with?
12. Where were the white horses?
13. What did Aladdin say to the genie about the beautiful palace?
14. Why did Aladdin want a carpet between his palace and the sultan’s?
15. Why did Aladdin want gold coins?
16. What did the sultan think when he saw Aladdin throwing gold coins to the people?
17. What did the people do that night when Aladdin arrived at the sultan’s palace?
18. Where did the princess and Aladdin have a huge feast?
19. What did the angry vizier say to the sultan about Aladdin?
20. What did Aladdin tell the sultan about the window?
21. Why did the sultan want his workmen to finish the window?
22. Why were the workmen angry?
23. Who did Aladdin say would finish the window?
24. What did Aladdin ask the genie to do as quickly as he could?
25. How did the rubies and emeralds look after the genie finished the window?
26. What did the sultan say to Aladdin when he saw the new window?
Write on the board: finished and unfinished. Point out that the prefix ‘un’ changes the word to its opposite. Tell the students to change the following words to the opposite by adding the prefix ‘un’: happy, important, invited, matched, cooked. Ask them to make their own sentences using these words.

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.

Write the word powerful on the board and read it aloud. Explain that it means ‘full of power’ but the suffix ‘ful’ has only one ‘l’. Ask the children to add ‘ful’ to the end of these nouns to make them into adjectives: care, help, colour, hope, thought. Ask the children to make up sentences using these words. Discuss how we can make the words mean the opposite by changing ‘ful’ to ‘less’, for example powerful – powerless.

Explain that sometimes the word have is used to mean eat, as in to have breakfast and to have lunch. Ask the children to find and read aloud the sentences on page 50 where they appear. Talk about what they think the sultan had for breakfast and for lunch. Discuss what the children have. Ask What do you usually have for breakfast? What do you often have for lunch?

Have a competition! Ask the children to find as many adjectives as they can. The child who finds the most correct adjectives is the winner.

In this chapter, Aladdin makes the sultan think he is very rich and very clever. Discuss why this could be a problem later. Ask Is Aladdin doing the right thing? Why? What might happen if the genie disappeared and never came again?

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 the sultan wanted his daughter to have the biggest and best palace in the world? Why (not)?
2. How do you think Aladdin felt about living next door to the sultan?
3. Why did the genie bow in front of Aladdin before he disappeared?
4. What do you think ‘The palace was a wonderful sight.’ means?
5. How do you think the genie felt about his work?
6. Why did Aladdin want his wife to walk from one palace to the other with her feet not touching the ground?
7. How do you think Aladdin felt when he was throwing gold coins to the people?
8. Why do you think the princess was happy?
9. How do you think Aladdin felt about giving the sultan a tour of his palace?
10 Who do you think is cleverer, the sultan or the vizier? Why?
11 Do you think the sultan thought that Aladdin’s palace was better than his?
12 What do you think the sultan, Aladdin and the princess talked about at lunch?
13 Why do you think the jewels the two workmen used didn’t fit?
14 Did Aladdin’s plan work? How do you know?

Stage 2 comprehension (extra)
Setting The story is set in ancient Middle East. Ask the children to write a paragraph and say what they think of palaces at that time. Tell them to think about the materials used, the money spent on them and the furniture.

- Write on the board: It will be the biggest and the best in the world. Discuss whether people today still try to build the biggest and the best buildings in the world. Discuss where wealthy people like to build their homes. Point out the money spent on skyscrapers, museums, concert halls, etc.
- Write husband on the board. Ask the children to use the letters from this word to make new words (band, bands, and, us, hand, hands, bus, ash, dash, etc.).
- Discuss how Aladdin went from a very poor boy to a rich man. Ask Do you think Aladdin was happier after he had help from the genie? Do you think Aladdin liked to help other people? Do you think Aladdin loved his wife more than he loved money? Do you think Aladdin used the genie’s magic in better ways than the wizard would have done?

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 8
New lamps for old
Pages 53 to 59

Before reading
- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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 55. Ask *Who do you think the man is? Where is he? How does he feel? What do you think he wants? What are the other men doing? Who are they?*
- Tell the children to look at the picture on page 57. Ask *What has the wizard got? What is the woman doing?*

Active vocabulary
- *alive* opposite is *dead*
- *arrive* rhymes with *alive*
- *dream* point out that a bad *dream* can make you *scream*
- *famous* ‘a’ is a long vowel sound
- *faraway* a compound word: *far* + *away*
- *forest* find the hidden words within: *for*, *rest*, or
- *furious* three syllables: *fu* + *ri* + *ous*
- *hunt* ‘u’ is a short vowel sound
- *servant* a servant serves
- *stranger* find the word *anger* ‘hiding’ inside

Passive vocabulary
- *call out* collected make money wonders

Exercise 8.1
- **New lamps for old**

Active vocabulary

**Alive**

- Opposite of *dead*.
- Rhymes with *alive*.

**Arrive**

- Synonyms: reach, get here, be present.
- Opposite of *leave*.

**Dream**

- Point out that a bad *dream* can make you *scream*.

**Famous**

- ‘a’ is a long vowel sound.

**Faraway**

- A compound word: *far* + *away*.

**Forest**

- Find the hidden words within: *for*, *rest*, or.

**Furious**

- Three syllables: *fu* + *ri* + *ous*.

**Hunt**

- ‘u’ is a short vowel sound.

**Servant**

- A servant serves.

**Stranger**

- Find the word *anger* ‘hiding’ inside.

Passive vocabulary

- *Call out* collected make money wonders

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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 55. Ask *Who do you think the man is? Where is he? How does he feel? What do you think he wants? What are the other men doing? Who are they?*
- Tell the children to look at the picture on page 57. Ask *What has the wizard got? What is the woman doing?*
Tell the children to look at the picture on pages 58 and 59. Ask What is the wizard doing? What is happening? What colour is the smoke?

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. Where was the wicked wizard?
2. What were the words the wizard saw on the ground?
3. How did the wizard feel when he read the words?
4. What did he do to make sure the magic lamp was still in the cave?
5. Why did the wizard think that Aladdin must be the richest man alive?
6. Why did the wizard set off for Aladdin’s town?
7. A man at the inn said, ‘He’s rich and famous but he’s a good man.’? Who was the man talking about?
8. Why did the man say that the wizard must be a stranger?
9. What did the wizard think when he saw Aladdin’s palace?
10. Why did the wicked wizard go to the lamp maker?
11. What did the wizard call out as he walked through the town?
12. Why did the people shout and laugh at him?
13. Who heard the wizard when he arrived at Aladdin’s palace?
14. What did the servant tell the princess?
15. Where was Aladdin?
16. Why did the princess let the servant take Aladdin’s lamp from his room?
17. What didn’t the servant and the princess know?
18. What did the princess say when the servant brought her a new shiny lamp?
19. Where did the wizard go with Aladdin’s lamp?
20. Why did the genie smile and bow to the wizard?
21. What did the wizard tell the genie to do?
22. Why was the princess suddenly in a faraway land?
23. Why didn’t the princess know that her palace was far away?

Ask the children to find words in the chapter that rhyme with band, stamp, red, curious, danger, homes, fill, baker, thirty, tiny.

Ask the class to find and read out words in the text containing ‘ar’, ‘er’ or ‘ir’.
• Ask the children to find **Abracadabra!** and **Aladdin** has got the magic lamp! He keeps it in his palace! on page 53. Discuss the reason for these words being in italic (they are magic words). Ask the children to invent magic words with five nonsense syllables, like **Abracadabra**. Ask them to say them with expression. Ask the rest of the class to repeat them and clap the syllables to make sure there are five.

• Write the following words on the board and ask the children to find the words with the opposite meanings in the chapter: nearby, very kind, alive, poorest, smallest, unknown, very happy, worst food, awful, delivered, clever.

• 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 the wicked wizard think Aladdin was dead?
2. Why did the wizard sprinkle gold powder on the ground?
3. When the wizard said **Abracadabra**, what did the powder spell out on the ground?
4. Why did the wizard want to kill Aladdin?
5. What do you think the man meant when he said Aladdin’s palace was one of the wonders of the world?
6. How do you think the lamp maker felt when the wizard asked him to make twenty lamps by the next morning?
7. How did the people in the town feel about the man selling new lamps for old?
8. Why do you think the princess and her servant were the only people to give the wizard an old lamp for a new one?
9. Why do you think Aladdin had never told his wife about the magic lamp?
10. Do you think Aladdin will be happy when he comes home and finds a new lamp? Why (not)?
11. Why wasn’t Aladdin’s lamp as shiny as the new one?
12. How do you think the wizard felt when the puff of green smoke appeared?
13. How long did it take for the palace to travel to the faraway land?
14. What do you think the princess will say when she wakes up?
15. Will Aladdin find his palace and his wife?

#### Stage 2 comprehension (extra)
**Plot**
Aladdin had kept his magic lamp a secret from his wife and servant. This had some unexpected results when he was away hunting with friends. Did Aladdin expect the wizard to find his palace? Did Aladdin expect the genie to help his enemy? What did the class think of the genie when he called the wizard ‘Master’? Were they surprised or not? The wizard could easily kill Aladdin after he got the magic lamp. Do the class think he will kill him?

• Ask the class to find and read aloud the past tense of the following verbs: spell, think, reply, speak, stand, hear, take, hide, dream.
Have a class competition. Write the following adjectives on the board and ask the children to find the nouns they describe: *magic* (lamp), *gold* (powder), *richest* (man), *biggest* (palace), *gold* (domes), *beautiful* (princess), *great* (man), *marble* (walls), *finest* (food), *wonderful* (palace), *oil* (lamps), *silly* (man), *green* (smoke), *faraway* (land). Whoever finds them all first is the winner.

Ask the children what the genie calls the wizard (master) and what the servant calls the princess (your highness). Discuss the use of titles of respect. Point out that the vizier and Aladdin’s mother called the sultan ‘your majesty’. Ask the children if they know any other titles of respect.

Ask *What did the people mean on page 56 when they said, ‘You can’t give new lamps for old lamps. You won’t make any money!’* *How did they feel when they said this? Why? How did Aladdin make money?* Discuss how the lamp maker and the servant made money. Ask the children how they think they will make money when they grow up.

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 9
Aladdin in chains
Pages 60 to 66

Active vocabulary
believe sounds like ‘be + leave’; point out ‘i’ before ‘e’ except after ‘c’
confused ‘s’ sounds like ‘z’
empty opposite of full
group ‘ou’ sounds like ‘ew’ in new
order tap out the two syllables: or + der
pretend this word ends in ‘end’
secret the stress is on the first syllable of this two-syllable word
shocked ‘ed’ sounds like ‘t’
soldier ‘dier’ sounds like ‘ger’ as in stranger
terrible the stress is on the first syllable of this three-syllable word

Passive vocabulary
arrest attack chains desert free

Before reading
● Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). 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. You can point to the picture on page 62 to show the children what chains are. Discuss what the chapter might be about.
● Tell the children to look at the picture on pages 60 and 61. Ask How does the sultan feel? Why? Why can’t he see his daughter’s palace?
Tell the children to look at the picture on page 62. Ask Where is Aladdin? How does he feel? What are the soldiers doing? How do they feel? Who are the people listening to?

Tell the children to look at the picture on page 65. Ask Where is the princess? How does she feel? Why?

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. Why did the sultan look out his bedroom window every morning?
2. What did the sultan see?
3. How did the sultan feel? Why?
4. What did the sultan want the vizier to do? Why?
5. How did the vizier feel when he saw the empty space?
6. Who said, ‘I told you that the palace was built by magic!’?
7. What did the sultan reply?
8. Why did the sultan call Aladdin ‘terrible’?
9. Why did the sultan’s soldiers take hold of Aladdin’s arms?
10. What did the soldiers put on Aladdin’s hands and feet?
11. What did the sultan tell the people of the town?
12. Who did the people like more, Aladdin or the sultan?
13. Who said, ‘Don’t kill Aladdin.’? Why?
14. What did Aladdin do after the soldiers let him go free?
15. How did Aladdin feel when he saw the empty space?
16. How many days did the sultan give Aladdin to find his daughter?
17. Where did Aladdin go to look for his wife and his palace?
18. What happened when Aladdin washed his hands in a river?
19. Why did the genie of the ring tell Aladdin about the genie of the lamp?
20. Where did the genie of the ring take Aladdin?
21. Why didn’t Aladdin go into the palace when he got there?
22. Who told the princess that Aladdin was asleep under her window?
23. How did the servant let Aladdin into the palace?
24. Who told the princess that the wizard pretended to be a lamp seller?
25. What else did the wizard tell the princess?
26. Why did the wizard think he could marry the princess?
27. Did the princess believe everything the wizard told her about Aladdin and the magic lamp?
Ask the children to find and read the sentences with these words from the text denoting strong emotion: **cry, shocked, angry, furious, confused, very happy**. Discuss the reasons for the strong emotions expressed by the characters in this chapter. Ask the children to express these emotions in their faces when you say each of these words.

Write these words on the board: **soldiers, arrest, chains, kill, attack, guards**. Ask Which words are for people? Which words mean to do something to someone? Which word is for something strong and heavy? Ask the class to find and read aloud sentences on pages 62 and 63 with these words in them.

Ask the children to find and read aloud regular verbs in the past tense, ending in 'ed'. Correct any pronunciation errors.

Ask the children to find question marks and exclamation marks in the chapter and read the sentences aloud. Draw attention to how your tone of voice changes.

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 sultan rubbed his eyes?
2. Why do you think the vizier said, ‘I told you that the palace was built by magic!’?
3. Why did the sultan say, ‘Oh, why didn’t I believe you?’?
4. How do you think the vizier felt when the sultan said, ‘Where is that terrible Aladdin?’?
5. Why do you think the sultan was furious with Aladdin?
6. Why did one of the soldiers say, ‘I’m sorry, sir’ to Aladdin?
7. Do you think the soldiers wanted to do as the sultan said? Why (not)?
8. How do you think Aladdin felt when he was in chains?
9. Why do you think the people liked Aladdin more than the sultan?
10. Why did the sultan let Aladdin go free?
11. How do you think Aladdin felt when he went to see the sultan?
12. What do you think Aladdin thought about as he set off across the desert?
13. Why didn’t Aladdin think to rub the magic ring straight away?
14. How did Aladdin feel when the genie of the lamp said he could take Aladdin to his palace?
15. How did the servant feel when she saw Aladdin under the princess’s window?
16. How did the princess feel when she saw her husband?
17. How do you think Aladdin felt when his wife told him that the wizard had the magic lamp?
18. Why didn’t the princess believe the wizard’s story about Aladdin and the magic lamp?
19. What do you think Aladdin’s plan might be?
20. Do you think Aladdin will tell his wife that he is the son of a poor tailor?
Stage 2 comprehension (extra)

Plot/Author’s style  Do you think this chapter is exciting? Say why (not)? The author wants you to feel sorry for Aladdin and the princess. Ask How do the events in this chapter make you feel? Why? The author brings lots of tension and suspense to the story in this chapter. Discuss the use of questions and exclamations to make the reader feel that many of the characters are upset.

- In the chapter the sultan cries because he is very worried about his daughter's disappearance. Discuss how parents feel when they cannot find their children. Ask the children if they have ever got lost or separated from their parents. Talk about how they felt.

- Aladdin was falsely accused of taking the sultan’s daughter and her palace away. Discuss how people feel when they are falsely accused of a ‘crime’ they did not commit. Ask the children if they have ever been blamed for doing something they did not do. Ask them how they felt.

- Ask the children to complete these words with ‘ir’ and to make up some sentences, using the words correctly: s_ _, t_ _ed, th_ _sty, d_ _ty. Practise the pronunciation.

- Remind the children that the princess told Aladdin the wizard kept the lamp in his coat all the time. Aladdin said he would leave and come back in different clothes. Ask What do you think he will come back wearing?

- 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 10
Poison!

Pages 67 to 73

Before reading
- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity 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 Who do you think is going to have poison?
- Tell the children to look at the picture on page 67. Ask What is Aladdin wearing? How did he get his new clothes? Why is the other man happy? Who do you think he is?
- Tell the children to look at the picture on pages 68 and 69. Ask Where is Aladdin? What has he got in his hand? What do you think he is saying to his wife? How does she feel?

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate</td>
<td>‘c’ sounds like ‘s’</td>
</tr>
<tr>
<td>fresh</td>
<td>two consonant clusters – ‘fr’ and ‘sh’ – joined by one vowel</td>
</tr>
<tr>
<td>perfume</td>
<td>‘fu’ sounds like few</td>
</tr>
<tr>
<td>poison</td>
<td>‘s’ sounds like ‘z’</td>
</tr>
<tr>
<td>raisin</td>
<td>‘s’ sounds like ‘z’</td>
</tr>
<tr>
<td>ripe</td>
<td>drop the final ‘e’ to make a new word</td>
</tr>
<tr>
<td>roast</td>
<td>rhymes with toast</td>
</tr>
<tr>
<td>save</td>
<td>change ‘v’ to ‘f’ to make the adjective</td>
</tr>
<tr>
<td>spicy</td>
<td></td>
</tr>
<tr>
<td>whole</td>
<td>‘c’ sounds like ‘s’</td>
</tr>
<tr>
<td>whole and hole</td>
<td>homophones</td>
</tr>
</tbody>
</table>

Passive vocabulary
(no new passive vocabulary)
• Tell the children to look at the picture on page 71. Ask What is the princess doing? How does she feel? What is the wizard doing? What doesn’t he know?

• 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. Why did the farmer give his clothes to Aladdin?
2. Why did the people in the town not know Aladdin?
3. How did Aladdin get the poison?
4. Why did Aladdin stand outside the princess’s window?
5. What did Aladdin tell his wife to put on?
6. Why did Aladdin tell his wife to have dinner with the wizard?
7. What did Aladdin want the wizard to do after he had eaten? Why?
8. What did Aladdin want his wife to do? Why?
9. Where did the princess hide the poison?
10. Who said, ‘It is lovely to see you!’?
11. What did the princess tell the wizard she needed?
12. What did the cooks make for the princess’s dinner with her special guest?
13. Why did the wizard feel tired?
14. Where did the princess put the poison?
15. What did she take for herself?
16. Why did the princess say, ‘I am not hungry! I have eaten too much.’?
17. What happened after the wizard took a big bite of his honey cake?
18. What did Aladdin do with the magic lamp straight away?
19. Where did the genie take the palace and everything in it?
20. What did the sultan say when he saw his daughter?
21. How did the sultan feel about Aladdin after he listened to the princess’s story?
22. How long did the party last?

• Discuss the importance of clothes at the beginning and end of the story. Ask Do you think it was strange that the people did not know Aladdin in the farmer’s clothes? Why (not)? Ask the children how they can recognise poor and rich people by the clothes they wear.

• Ask the children to find and read aloud adjectives with the suffix ‘est’. Ask them to find and read aloud sentences with the words best and most. Discuss the meaning of the superlative form of the adjectives.

• Ask the class to find the sentence My daughter is the most precious thing in the world… in the chapter. Discuss what the sultan learned about precious stones and wonderful presents. Ask the children which they think is more important, having lots of money or a family.
• Explain that in very old stories it was common for a good character to kill a bad character in order to live happily ever after. Ask Do you like stories like this? Was Aladdin a good person or a bad person? Did the wizard do only wicked things? Do you think it is possible for everyone to live happily ever after in real life?

• 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 the farmer told his wife that night about his new clothes?

2 Why do you think Aladdin wanted to look like a poor farmer?

3 Why didn’t Aladdin shout out his wife’s name when he got back to the palace?

4 Why do you think Aladdin decided to poison the wizard?

5 How do you think the princess felt about telling the wizard she would be happy to marry him?

6 Do you think the princess was afraid of the wizard? Why (not)?

7 What do you think the wizard thought when the princess said she needed a new husband?

8 What do you think the wizard and the princess talked about during their dinner?

9 Do you think the wizard liked the spicy chicken and the rice with nuts and raisins? Why (not)?

10 Do you think the princess was afraid of what would happen if the wizard opened his eyes and saw her put poison on his honey cake?

11 Why did the wizard want the princess to take a bite of his honey cake?

12 What do you think the wizard thought as he picked up the poisoned honey cake?

13 Where do you think Aladdin was while the princess ate dinner with the wizard?

14 Do you think Aladdin was happy or upset that the wizard was dead? Why?

15 How do you think the princess felt when she saw the green smoke and the genie?

16 How do you think the vizier felt when the sultan told him about the big party?

17 Do you think the sultan and the princess were happy or upset that Aladdin had a magic lamp? Why?

Stage 2 comprehension (extra)
Author’s style Ask Did you think this chapter was exciting? Was it easy to guess how the story would end? What part of the chapter did you find most exciting? Say why.

• Aladdin’s wife and palace were taken by the wizard. Tell the children that the wizard has taken some vowels from words in the story. Tell the children to get them back from that wicked wizard! Write some of the words from the story on the board with the vowels missing. Leave spaces for them. Ask the children to say Abracadabra! and put the vowels back in.
Talk about the food in the story. Ask the children if any of the food seemed strange to them, and if so why. Explain that in Middle Eastern countries lamb, chicken, and rice with nuts and raisins are very popular. Honey cakes and fruit are popular desserts, and rose water is drunk instead of wine. Ask *What would the cooks in your country make for a dinner for a special guest?*

Ask the children if they know any other stories that have a genie or a wizard in them. Did they like the genie or wizard in those stories? Why (not)?

Discuss the ending. Did the children like the ending? Would they change the ending if they were the author?

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

Pages 74 and 75

Before reading
- Read the poem’s title. Explain *meddling* (taking an interest in something that is not your business) and *muddle* (everything is mixed up and disordered).
- Tell the children to look at the pictures on pages 74 and 75. Point to each picture and ask the children what they think the boy and the wizard are doing.

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

Vocabulary notes

<table>
<thead>
<tr>
<th>chanted</th>
<th>words repeated many times</th>
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<tbody>
<tr>
<td>dreadful</td>
<td>terrible</td>
</tr>
<tr>
<td>Magic Spell Book</td>
<td>a book of magic words (spells)</td>
</tr>
<tr>
<td>rummage</td>
<td>to move things round while you are trying to find something</td>
</tr>
<tr>
<td>shrinking</td>
<td>becoming smaller and smaller</td>
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<tr>
<td>workshop</td>
<td>a place where a person makes things</td>
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</table>

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

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Before reading

- Brainstorm what the children already know about the 1001 Tales of the Arabian Nights.
- Ask if anyone has ever seen a film of Aladdin.
- Discuss the film and how it is different from this adaptation.

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 Why did the vizier’s daughter say she would marry the shah?
- Discuss why Scheherazade’s plan worked.
- Ask the children if they like to hear stories before they go to bed. Ask the children to talk about the kinds of stories they like best.
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.

<table>
<thead>
<tr>
<th>Response to the story</th>
<th>Plot</th>
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<tr>
<td>● 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?</td>
<td>● Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)</td>
</tr>
<tr>
<td>● 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.</td>
<td>● Settings</td>
</tr>
<tr>
<td>● Ask Did you like the author’s style? Do you think she wrote well? Did she use exciting words?</td>
<td>● Ask Where did the story take place? Go through the book with the class and ask them to identify the setting of each chapter.</td>
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</table>

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<th>Characters</th>
<th>Moral issues and themes</th>
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<tr>
<td>● Ask the children about the main story characters. Did you like Aladdin? Did you like Aladdin’s mother? Which characters did you not like? Ask how the characters behaved: What did you think of the wizard in Chapter 1? Did you think Aladdin’s mother was brave in Chapter 4? Ask a few questions about each of these characters: Aladdin, Aladdin’s mother, the wizard, the sultan, the princess, the vizier, the vizier’s son, the genie of the ring, the genie of the lamp. (See the activity on page 24 of the Workbook.)</td>
<td>● Use any of these themes from the story as a basis for a class discussion:</td>
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<tr>
<td></td>
<td>– Love: There are three examples of a loving relationship between parent and child in this story. Discuss the relationship between Aladdin and his mother, the sultan and the princess, and the vizier and his son. The love Aladdin had for the princess was proved many times. Discuss how love wins out in the end.</td>
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<tr>
<td></td>
<td>– Deceit: Discuss how the old wizard tricks Aladdin and his mother. They did not know that someone could be so wicked, and so they trusted him. He deceives the princess’s servant by pretending to give her a new lamp for her old one. Ask the children how they feel when they have been tricked by someone.</td>
</tr>
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</table>
– Respect: There are many examples of characters showing respect. Discuss the use of titles for royalty and the genies’ use of the title Master. Behaviour such as the bowing and kissing the ground also were signs of respect. Ask the children how they show respect for their teachers.

– Patience: Aladdin showed patience when the sultan told him to wait three months before marrying the princess. Ask the children when they are expected to be patient, and if it is easy or difficult.

– Forgiveness: After the sultan let Aladdin go free, Aladdin went straight away to the sultan to thank him and to ask what was wrong. He was not angry with the sultan. He showed forgiveness for the sultan’s misdirected anger. Talk about the importance of forgiveness.

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**  The story lends itself well to dramatisation: each chapter is a self-contained mini-adventure in its own right. 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. You can help the class make and paint simple props. Tell the children to come up with an alternative for the genie’s lamp and smoke, for example they might want to rub a torch which flashes on and off instead. They could paint two palaces on large sheets of paper. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

**Art**  Give the children large pieces of paper and ask them to each draw their own genie. Let them choose a male or female genie, their clothes, the colour of their smoke, their hairstyle, etc. They can give their genie a name.

**Craft**  The wonderful fruits from the orchard were made of precious jewels: red rubies, blue sapphires, green emeralds and white diamonds. Give the children a small ball of clay (or modelling dough) each, and ask them to make their own fruit.

**Film**  *Aladdin* was made into a Disney film. Try to get a DVD of the film and show it in class. Discuss how the film differs from the adaptation the children have read.

**Wishes**  Ask the children to imagine that they had a genie who would grant them three wishes. Ask the children to think carefully about what they would wish for. Have a discussion about their wishes. Discuss how it is often better to be happy with what you have than to be always wishing for something better.

**Fears**  The vizier’s son was so frightened of spending another night in the dirty, dark cellar with rats and spiders that he ended his marriage to the princess. Explore sensitively some of the things that frighten children. Are they afraid of dark places, rats and spiders? How can fears be helped? Are there particular places that children are worried about?

**Danger**  In the story, Aladdin faces some dangerous situations. He trusted his ‘uncle’ and went off with him and nearly died. Talk about the danger of trusting strangers and going off with them.

**Happy endings**  Ask the class if they think the story had a happy ending. Ask the children to think about the importance of living with people who love you and want the best for you. Ask them to write happy endings for Aladdin’s mother, the vizier’s son, or the princess’s servant.
Glossary of vocabulary

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

**adventures** exciting, unusual and sometimes dangerous experiences

**alive** living and not dead

**arrange** to make plans for something to happen, for example by agreeing a time and place

**arrest** if the police arrest someone, they take that person to a police station because they believe he or she has committed a crime

**arrive** to reach a place, after having been somewhere else

**attack** to use violence against a person or place

**beautiful** very pleasant to look at

**believe** to think that something is true

**bend** a curve in a road, river, etc

**brass** a shiny yellow metal made from a mixture of copper and zinc

**bride** a woman who is getting married, or who has recently married

**build** to make a building or other large structure by putting its parts together

**call out** to shout something, especially when you are trying to get someone’s attention

**candle** a stick of wax with string that is burned to give light

**cave** a large hole in the side of a hill or under the ground

**celebrate** to do something enjoyable in order to show that an occasion or event is special

**celebration** a party or special event at which you celebrate something such as a birthday or a wedding

**cellar** a room under a building, below the level of the ground, usually used for storing things

**ceremony** a formal public event with special traditions, actions or words

**chains** a series of heavy metal rings fastened like a rope to a prisoner’s arms and legs

**cheer** to give a loud shout of happiness or approval

**clever** good at learning or understanding things

**collect** to get and keep objects because they are interesting or valuable

**confused** unable to understand something or think clearly about it

**couple** two people who are married or involved in a romantic relationship with each other

**cruel** someone who is cruel enjoys causing pain to other people or animals, or enjoys making them unhappy or upset

**daughter** your female child

**decide** to make a choice about what you are going to do

**delicious** with a pleasant taste or smell

**desert** a large area of land with few plants and little water and where the weather is always dry

**diamonds** very hard clear colourless stones used in expensive jewellery

**difficult** not easy to do, deal with or understand

**domes** roofs shaped like the top half of a ball

**dream** to experience things in your mind while asleep

**emeralds** bright green stones used in expensive jewellery

**empty** containing nothing

**enormous** huge

**excited** very happy and enthusiastic because something good is going to happen, especially when this makes you unable to relax

**fainted** fell down unconscious

**famous** something or someone a lot of people know about

**far away** a long way away from where you are

**feast** a large meal for a lot of people, usually in order to celebrate something

**fine** of very good quality

**flames** the brightly burning gas that you see coming from a fire

**floor** the flat area that you walk on inside a building or room

**fond** liking and caring about someone very much, especially as a result of knowing them well or for a long time

**forest** a large area of land covered by trees and other plants growing close together

**free** not a prisoner or a slave

**fresh** good to eat because of being prepared or produced recently

**frowned** looked annoyed or worried

**furious** extremely angry

**furniture** the chairs, tables, beds, cupboards, etc that you put in a room or house so that you can live in it

**genie** an imaginary spirit with magic powers in ancient Middle Eastern stories

**ground** the top part of the Earth’s surface that people walk on

**group** a set of people who meet or do something together because they share the same purpose or ideas

**guard** a unit of soldiers who protect a place

**guest** someone who you have invited to your home, for a party or a meal, or to stay the night

**handle** the part of something that you hold

**heat** being hot

**hole** a space dug in the surface of the ground

**honest** someone who does not tell lies is honest

**huge** very big
Aladdin

hunt to kill animals for food or for their skin or other parts, or for sport
husband the man that a woman is married to
idea a thought that you have about how to do something or how to deal with something
invite to ask someone to come to see you or to spend time with you socially
jewel a hard, coloured, and usually valuable stone that has been cut and made shiny
joke something you say or do that is intended to make people laugh
kind behaving in a way that shows you care about other people and want to help them
lamp an oil or gas light, especially a small one, that you can carry
let allow somebody to do something
lock something that has been cut, broken or separated from its original thing
magic the mysterious power that some people believe can make impossible things happen if you do special actions or say special words called spells
majesty used for talking formally to or about a king or queen
make money to earn money
marble a hard smooth stone used for building
market stalls a large table or a small building that is open at the front, used for selling things
marry if someone marries someone else, they become the husband or wife of that person
master a person who has control over something
messenger a person who carries a message from one person to another
narrow small in width, especially when compared to how high or long something is
orchard an area of land where fruit trees are grown
order an instruction given by someone in a position of authority
ordinary normal or average, and not unusual or special
(be) over finished
palace a very large building, especially one used as the official home of a king or queen
perfect as good or correct as it is possible to be; completely suitable or right for someone
perfume a liquid with a pleasant smell that you put on your skin
piece a part that has been cut, broken or separated from something larger
(be in) place to be in the correct position
plan actions that you think about carefully to help you to get something done
poison something that can kill you or make you ill if you eat, drink or breathe it
possible if something is possible, it can be done
powder a soft dry substance that looks like dust or sand
powerful able to influence or control what people do or think
precious worth a lot of money
present something that you give to someone, for example to celebrate a special occasion
pretend to behave in a particular way because you want someone to believe that something is true when it is not
prince son of a king or a queen
princess daughter of a king or a queen
proud feeling happy about people who you are connected with
puff a small amount of smoke, wind or air that comes and goes quickly
queue a line of people waiting for something in a shop or similar place
raisin a dried grape
races animals like a large mouse with a long tail
ripe ripe fruit or crops have grown to their full size and are ready to eat or use
roast to cook meat or vegetables in an oven or over a fire
robe a long loose piece of clothing
royal relating to a king or queen or the members of their family
rubies valuable red jewels
safe protected from being hurt
sapphires hard clear blue stones, used in expensive jewellery
save to make it possible for someone or something to avoid danger or harm
secret a piece of information that is known by only a small number of people, and is deliberately not told to other people
servant someone whose job is to cook, clean or do other work in someone else's home
shave to make a part of your body smooth by cutting off the hair using a razor or shaver
shawl a large piece of material that is worn by a woman around her shoulders or on her head
shocked very surprised and upset by something bad that happens unexpectedly
silver a light grey bright metal used for making jewellery, coins, etc
smoke a grey, black or white cloud produced by something that is burning
soldier someone who is a member of an army
son your male child
special very important to you
spicy spicy food has a strong hot flavour
spiders small creatures with eight legs that usually weave a web to catch insects
sprinkle to shake small amounts of something, such as powder, over the surface of something
stable a building where horses or farm animals are kept
stared looked at someone or something very directly for a long time
strange unusual or unexpected, especially in a way that surprises or worries you
stranger someone who does not know a place well
stroke a gentle movement of your hand across skin, hair or fur
suit a set of clothes made from the same cloth, usually a jacket with trousers
sultan the leader in some Muslim countries
tailor someone who makes clothes for men
terrible making you feel very upset or afraid; causing or involving serious harm or damage
tip out to pour something from one place or container into another
touch to put your hand or part of your body on someone or something
trader someone who buys and sells things
tray a flat piece of metal or wood with raised edges, used for carrying things such as food
tricked made someone believe something that was not true
trust to be confident that someone is honest, fair and reliable
twinkled if something twinkled, it became brighter then weaker in a way that was not continuous
upset very sad, worried or angry about something
veil a thin piece of cloth worn over a woman’s head and often partly over her face
vizier an important government official in some Muslim countries in the past
wash to clean something, usually with soap and water
wedding a ceremony in which two people get married
whisper to say something very quietly so that other people cannot hear you
whole all of something
wicked morally wrong and deliberately intending to hurt people
wife the woman that a man is married to
wish to want something to happen although it is unlikely
wizard a man in stories who has magic powers
wonderful extremely good
wonders one of the seven places on earth that the whole world admires
world the planet that we live on; Earth
worried to feel nervous and upset because you keep thinking about a problem that you have or could have in the future
# The Wonderful World of Words

Name ____________________________  Date ____________________

Book Title _________________________  Chapter ________________

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