

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.

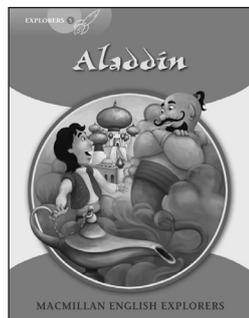
One day, Aladdin saw a beautiful princess in the market square and decided he must marry her. With the help of his mother and the precious jewels, the sultan agreed to let Aladdin marry his daughter. The vizier's son also wanted to marry the princess, which he did. But the vizier's son gave the princess 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.

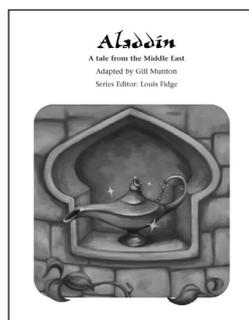
Introducing the book

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

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- 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

CHAPTER 1
The wizard

Aladdin was the son of Hassan the tailor. Hassan died when Aladdin was twelve and so the boy lived with his mother. They lived in a little house in the middle of the town. They were very poor. Sometimes Aladdin went to bed without any dinner.

Some years after his father's death, Aladdin was playing football in the street with his friends.

"Kick it to me, Aladdin," said his friend.

Aladdin kicked the ball to his friend ... but an old man with a long grey beard caught it! The old man carried the ball to Aladdin.

"Good morning," said the old man. "You are a fine young man. What is your name?"

"My name is Aladdin," he answered.

The old man stroked his beard. "And what is your father's name?" he asked.

"My father's name was Hassan. He was a tailor in this town," replied Aladdin. "But he died when I was twelve. I live with my mother."

"I knew it!" cried the old man. He clapped his hands and laughed. "Hassan the tailor was my brother! You look just like him, with your black hair and your long legs. I am your uncle, Aladdin! Here, take these two gold coins! They are a present for your mother. Will you take me to visit her?"

"Yes, Uncle, of course," said Aladdin happily. "We live in the next street." He was pleased to meet his uncle, and he was pleased with the present for his mother.

On the way to Aladdin's house, the old man smiled to himself. "The silly boy doesn't know that I am really a wizard!" he thought. "Ho-ho, I am not his uncle at all!"



Aladdin and the old man stopped outside Aladdin's house. When Aladdin's mother opened the door, he said, "Mother, this man is my uncle! He is my father's brother! He says I look just like my father! And look, he has given us a present - two gold coins!"

Aladdin's mother looked surprised. "Thank you!" she said to the old man. "Please come in and sit down."

The man knelt on the floor. "Dear lady!" he said and he suddenly began to cry. "I am so sorry about my poor brother Hassan! I wanted to see him but now I am too late!"

Aladdin's mother frowned. "Are you sure you are Hassan's brother?" she asked. "He didn't tell me he had a brother."

"That is because I left home when I was very young," the old man replied. "I went all round the world and made a lot of money. I was away for twenty years. I have just come back to this town for the first time, to see my family."

"Now I understand," said Aladdin's mother. "We are very happy to see you. Will you stay and have some dinner with us? You are very welcome."

"Yes, I will. Thank you very much," replied the old man.

"Please stay here and talk to Aladdin," she said. "I will go to the market and buy some food. I won't be long." Then she picked up a big shopping basket and left the house.

Aladdin and the old man sat and talked. Aladdin told him all about his life with his mother and about his friends. His uncle told him about life in the big city. "I will make you a rich trader one day, Aladdin," he said.

When Aladdin's mother came back, she went into the kitchen. She made a wonderful feast. Chicken and rice,

cakes and honey, peaches and apricots. She served the food in her best dishes.

"This is a wonderful dinner!" cried the old man. He took a huge piece of cake and put it into his mouth.

"It is thanks to you and your two gold coins," said Aladdin's mother. "We are very poor and our food is usually simple."

The three of them ate and talked for a long time. Then the old man stood up. "I must go now," he said. "I am staying at an inn - it's not far away. Thank you, my dear lady, for the wonderful dinner. I will come back in the morning."

The next day, the old man came back to the house and told Aladdin and his mother about his adventures. He told them about India, China, Egypt and the North Pole. Aladdin loved to listen to him and he became very fond of his new uncle.

On the third day, the old man came again.

"Aladdin, I have enjoyed my time with you and your mother. You have both been very kind to me. Now I want to show you something," he said. "It's something strange and wonderful. But we must go out of the town and into the countryside for a few days. Will you come?"

Aladdin was very excited. What an adventure!

"Yes, please!" he said. "Can I go, Mother?"

"I am sure you will be safe with your uncle. Goodbye, my son. Come back soon!" she replied. She hugged Aladdin and gave him some water to take with him on the journey.



Aladdin and the old man travelled for a long time. They left the town and went through some woods, across a hot, dry desert and into the blue mountains. They told stories and laughed as they walked. Aladdin was enjoying himself.

At last, the old man said, "We will stop here, Aladdin, near these trees. We need to make a fire. Please go and find some wood."

Aladdin was surprised. It was a hot day and they had no food to cook. Why did they need a fire? But he did what his uncle told him and collected a lot of wood.

When Aladdin put the wood down, the old man sprinkled some gold powder on top of it.

"Alhamdulillah!" he cried, and he moved his hands over the wood. The fire began to burn.

Aladdin was very surprised. What was that powder? What was his uncle doing? Suddenly, red and gold flames came from the fire. They were as high as the trees. Aladdin jumped away from the terrible heat. It was a huge fire!

"Alhamdulillah!" said the old man again, and he pointed all his fingers at the flames. The flames lowered straight away and the fire quickly went out.

Then the earth opened suddenly and a circle of stone appeared. It had a brass ring as a handle.

"It must be a door," thought Aladdin. He was very afraid now. What was his uncle going to show him?



Active vocabulary

<i>collect</i>	note the 'll' in the middle
<i>excited</i>	'c' after 'ex' sounds like 's'
<i>feast</i>	'ea' sounds like 'ee'
<i>huge</i>	if you drop the 'e' the word is <i>hug</i> ; give someone a <i>huge hug</i> !
<i>kind</i>	'i' is a long sound; rhymes with <i>find</i>
<i>piece</i>	the 'ie' sounds like long 'e' as in <i>we</i> ; <i>piece</i> and <i>peace</i> are homophones
<i>son</i>	<i>son</i> and <i>sun</i> are homophones
<i>strange</i>	add 'r' to the end to make a new word
<i>wizard</i>	two syllables: <i>wiz</i> + <i>ard</i>
<i>world</i>	the 'or' sounds like 'er'; take out the 'l' and you have <i>word</i>

Passive vocabulary

adventures brass flames fond frowned handle heat powder safe sprinkle stroked 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?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing 'ea', 'ie', 'ai', 'oo' or 'ee'.
- Ask the children to find and read aloud any words containing a double consonant (for example, *collect*). Explain that names like *Aladdin* and *Hassan* are Arabic names.
- Ask the children to find and read aloud sentences on pages 3 to 5 with the following words: *mother, father, son, uncle, brother*. Ask questions to make sure the children understand the characters' relationships. Ask *Who did the old man say he was? Who was Hassan's son?*
- 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 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 *Abacadabra!* 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 *Abacadabra!* 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

CHAPTER 2

A hole in the ground

Aladdin stared down at the stone door with the brass handle. 'What is behind the door?' he thought. Suddenly, the old man put his hands on Aladdin's arms and shook him. 'Listen to me, you stupid boy!' he cried.

Aladdin looked at his uncle. His face was red and his eyes were narrow and cruel. Aladdin felt very afraid. Why was his kind, friendly uncle so angry?

'You think I'm your uncle,' said the old man. 'But I'm not your uncle at all! I tricked you. I'm really a wizard! When I was in India, I heard a man talking about a wonderful magic lamp. I listened to everything he said. I know where the lamp is and I want it! But I can't get it myself. If I do, the magic will not work. I need you to help me. Aladdin, you must get the lamp for me!'

'What does the lamp do?' asked Aladdin.

'You don't need to know that. When I have got the lamp, you can go home to your mother,' the wizard replied.

'Where is the lamp?' Aladdin asked.



10 11

'It's under the ground,' said the wizard. 'Go and get it for me. Pull that brass ring and lift up the stone door. Aladdin pulled the brass ring and lifted up the stone door. He saw a hole in the ground and lots and lots of stairs.'

'Go down those stairs,' said the wizard. 'At the bottom of the stairs, you will find another door. Open it and go through. Behind the door you will find a large cave. You will see four tall jars, full of gold coins. Don't touch them. Aladdin: If you do, you will die!'

'Then you will find the next cave,' the wizard went on. 'There you will see four more jars, full of silver coins. Don't touch them! If you do, you will die!'

'In the third cave, you will see four more jars. These are full of precious jewels—diamonds, rubies, sapphires and emeralds. You will see wonderful jewellery—rings and bracelets, brooches, earrings and necklaces. But don't touch them. If you do, you will die! You will never see your mother again.'

'I will try my best,' said poor Aladdin. He was very frightened now.

'The third cave leads to an orchard,' said the wizard. 'It's full of fruit trees. You can pick some of the fruit. You will find shiny red apples, sweet yellow peaches, green pears and big purple plums. In this orchard, you will find the magic lamp! It is on a little shelf in the wall. Pick up the lamp and tip out the oil. Bring the lamp to me. Then I will be the most powerful man in the world! I will be able to wish for anything I want!'

'And there's one more thing,' the wizard went on. 'You must be careful, Aladdin. Take this ring and put it on your finger: it will keep you safe.'

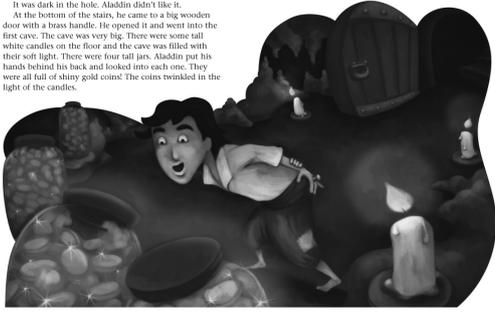
Aladdin took the ring and put it on his finger. Then he started to go down the stairs. He was very afraid of the wizard but he knew he must do what he said.



12 13

It was dark in the hole. Aladdin didn't like it.

At the bottom of the stairs, he came to a big wooden door with a brass handle. He opened it and went into the first cave. The cave was very big. There were some tall white candles on the floor and the cave was filled with their soft light. There were four tall jars. Aladdin put his hands behind his back and looked into each one. They were all full of shiny gold coins! The coins twinkled in the light of the candles.



14 15

'What a beautiful sight!' thought Aladdin. 'I wonder if they are real! But I mustn't touch them!'

He went into the next cave. There were more tall white candles. They twinkled all around him. But this time, there were four jars full of silver coins. Aladdin wanted to touch them but he kept his hands behind his back.

'I must go into the third cave and go past the four jars full of precious stones,' he said to himself. 'That's what the wizard told me to do.'

Aladdin went into the third cave. This time, he saw four tall jars, full of wonderful jewels, in the light from the candles! Aladdin opened his eyes very wide. 'I want to touch them and see them twinkle in the light,' he thought. 'Maybe I can pick up one little thing. I'm sure that will be all right.'

He stretched out his hand – but then stopped. 'If I touch any of the jewels, I will die!' he said to himself. 'I must leave this cave and go into the orchard. I must find the magic lamp. If I give it to that man, he will let me go back to my home and my mother. I'll tell my mother that the man is not my uncle. I'll tell her he's really a wizard. She will be very sad.'

16

Active vocabulary

<i>floor</i>	the 'oor' sounds like 'or'
<i>ground</i>	in the <i>ground</i> there is a <i>round</i> hole
<i>hole</i>	when you say this word, your lips are round like a hole
<i>jewel</i>	two syllables: <i>jew</i> + <i>el</i>
<i>lamp</i>	other words that end in 'mp' are <i>camp</i> , <i>damp</i> , <i>stamp</i>
<i>magic</i>	the 'g' sounds like 'j' and the word has two syllables
<i>powerful</i>	means <i>full</i> of <i>power</i>
<i>precious</i>	'cious' sounds like 'shus'
<i>touch</i>	rhymes with <i>such</i>
<i>wish</i>	rhymes with <i>dish</i>

Passive vocabulary

candle cave cruel diamonds emeralds narrow orchard rubies sapphires stared tip out tricked twinkled

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

CHAPTER 3

The genie of the lamp

Aladdin walked through the orchard. He found an oil lamp on a shelf in the wall.

'It's just an ordinary old lamp,' he thought. 'There's nothing special about it. I wonder why the wizard wants it. I don't believe it's magic at all.'

So Aladdin picked up the lamp and tipped out the oil. Then he put the lamp in his pocket.



17



18

Aladdin walked back through the orchard. He saw beautiful fruit hanging from the trees – big purple plums, shiny red apples, sweet yellow peaches and green pears.

He stretched out his hand to pick a plum. But it wasn't a plum at all – it was hard and shiny.

'The fruit is made of glass!' thought Aladdin. 'It's very pretty. I will take some home with me.'

He filled his pockets with glass fruit and walked quickly back through the three caves full of coins and jewels.

As he climbed the stairs, he heard the wizard. The old man was talking to himself.

'I will soon have the magic lamp!' he said. 'I won't need that stupid Aladdin any more. He thinks I am going to make him a rich trader. But I am going to kill him when he gives me the lamp!'

Aladdin heard the wizard's words and stopped. There was a short silence. Then the wizard said, 'Aladdin, I heard you coming up the stairs. Please give me the lamp!'

Aladdin did not want to die. 'No, I won't give you the lamp!' he cried. 'I am going to keep it!'

'Give it to me now, you stupid boy!' the wizard shouted.

'No, I won't give you the lamp!' Aladdin replied.

'If you don't give me the lamp, I won't let you go home!' the wizard cried.

Then Aladdin heard the wizard closing the stone door at the top of the stairs. Everything went dark. Aladdin sat down on the stairs and started to cry.

Aladdin sat there for three long days and nights. He had nothing to eat and nothing to drink.

19

'I was silly to trust that man!' he thought. 'He wasn't my uncle. He didn't want to help me – he just wanted me to get the lamp for him! And now I will die in a hole in the ground!'

Then Aladdin rubbed his hands together. As he did this, he rubbed the wizard's ring, which was still on his finger.

There was a flash and a puff of blue smoke. Suddenly, a fat genie appeared! He smiled at Aladdin.



20

'Wh-who are you?' Aladdin asked.

'I am the genie of the ring! The person who rubs the ring is my master. I will do anything you want!' said the genie.

'I want to go back to my mother,' cried Aladdin. 'Genie of the ring, please take me home!'

There was another puff of blue smoke, then Aladdin felt himself spinning round and round – and suddenly, he was home. When he opened his eyes, his mother was standing in front of him. She looked very worried.

'Mother, I am very thirsty. Please bring me some water,' Aladdin said. His mother gave him some water. He drank it quickly. Then he said, 'Mother, I am very hungry. Please bring me some food.'

Aladdin's mother brought him a small piece of bread and a little piece of cheese. When he had finished eating, Aladdin said, 'I feel better now.'

'What happened to you?' his mother asked.

'That man told me he was my uncle but he was really a wicked wizard,' Aladdin replied. 'He wanted me to get a magic lamp for him. It was in an orchard under the ground. I got the lamp – but I didn't give it to the wizard because he wanted to kill me. So he left me there, under the ground. He left me to die!'

'What a wicked man!' said his mother sadly. 'But you are safe now, Aladdin.'

In the morning, Aladdin asked his mother for more food. He was very hungry again.

'There is no food,' she replied. 'I have no food and no money to buy any food.'

21

Aladdin had an idea. 'Bring me the lamp, Mother,' he said. 'I will clean it and take it to the market. I can sell it and then we can buy some food.'

So his mother brought him the lamp and Aladdin started to rub it with a cloth.

Suddenly, there was a flash and a puff of green smoke. Then an enormous genie appeared.

'I am the genie of the lamp,' he cried. 'The person who rubs the lamp is my master. Now, what can I do for you?'

Aladdin's mother was so surprised that she nearly fainted! But Aladdin said, 'Genie of the lamp, will you please bring us some good food to eat?'

There was another puff of green smoke, and then Aladdin and his mother saw a wonderful sight.

'On a big silver tray there were twelve silver dishes. In each dish there was a different kind of food – meat, honey, sweet cakes and delicious fruit. There was a silver jug full of rose water and two tall glasses.'

When they finished eating, Aladdin's mother said, 'I am happy that the genie of the ring brought you home. I am happy that the genie of the lamp brought us some food. But I am afraid of them, Aladdin.'

'Don't be afraid. We must take good care of the ring and the lamp,' said Aladdin. 'If we do, we will never be poor again.'

The food lasted for two days. Then Aladdin said, 'We have no more food, but we have a big silver tray and twelve silver dishes. I will take the silver tray to the market and sell it.'

22

So Aladdin took the tray to the market and he showed it to a silver trader. The man looked at Aladdin and said, 'I will give you one piece of gold for this tray.'

'That's not very much,' thought Aladdin. But he didn't really know how much money to ask for, so he took the gold and went to buy some food.

The next day, Aladdin took one of the twelve silver dishes to the market. And every time he and his mother needed more gold, he sold another silver dish.

Soon there were no more silver dishes. Aladdin rubbed the lamp again.

There was a flash and a puff of green smoke, and the genie of the lamp appeared once more.

'Bring me a big silver tray and twelve silver dishes full of food, please,' he said to the genie. And another silver tray appeared. There were twelve silver dishes full of food, too.

Two days later Aladdin took the tray to the market. This time he met another silver trader – but this trader was honest.

'What a beautiful tray!' the silver trader said. 'I will give you ten pieces of gold for it.'

So Aladdin sold the tray and all the dishes to this honest trader. Aladdin was rich!

23

Active vocabulary

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

- 1 *Why did Aladdin think that the oil lamp wasn't a magic lamp?*
- 2 *Where did Aladdin put the lamp after he tipped out the oil?*
- 3 *What was the fruit made of?*
- 4 *Why did he fill his pockets with glass fruit?*
- 5 *What did Aladdin hear the wizard say to himself?*
- 6 *Why did Aladdin sit down on the stairs and start to cry?*
- 7 *How long did Aladdin sit on the stairs?*
- 8 *What happened when Aladdin rubbed the wizard's ring?*

- 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. 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*.
- 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. 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?*

Chapter 4

The princess

Pages 24 to 30

CHAPTER 4
The princess

Some days later, Aladdin went to the market to meet the honest silver trader. Suddenly, a messenger came into the market square. The messenger called out to the people. 'Listen carefully to this message from the sultan!' he shouted. 'All men and women must go home and shut their doors! All shops and market stalls must shut at once!' Aladdin was surprised. Why did the sultan want everyone to shut their stalls?

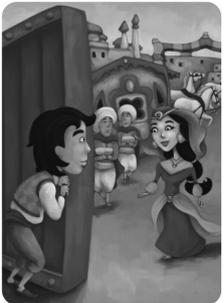
'The sultan's daughter, the royal princess, is going to visit the baths today,' the messenger continued. 'No one must see her! Anyone who tries to see her will die!'

'The princess is a beautiful girl,' said the silver trader. 'I want to see her,' said Aladdin. 'But I don't want to die! I will find a place to hide.'

He left the market and ran to the baths. The big wooden door was open, so Aladdin hid behind it.

After a short time, the princess came into the square. She rode in a gold carriage. It was pulled by four white horses. The princess climbed down from the carriage, and as she went into the baths, she pulled her veil away from her face.

'She is the most beautiful girl in the world!' Aladdin thought. 'Her eyes are as black as the night and her face shines like the sun!'



24

Aladdin was in love with the royal princess! He thought about her all the way home.

'I'm sorry, Mother. I can't eat anything today,' he said when she brought his lunch.

'What's wrong, my boy? Are you ill?' his mother asked.

'No - I am in love!' Aladdin replied. 'I am in love with the royal princess! I want to marry her.'

'Are you mad, my boy? You can't marry the princess!' said his mother.

'Why can't I marry her?' Aladdin asked.

'Because you are not a prince!' she replied. 'The royal princess will only marry a prince! Your father was just a poor tailor!'

'But I am a rich man now. I'm as good as any prince!' said Aladdin. 'I will give the sultan a present. I will give him something wonderful. Then he will think that I am the best man to marry his daughter. But what can I give him?'

Then Aladdin had an idea. 'Mother, do you remember the wonderful fruits I brought them back from the caves?'

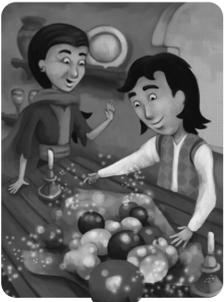
'I remember,' replied his mother.

'I will give them to the sultan!' cried Aladdin.

'But they are only made of glass, Aladdin.'

'No, they are not, Mother! They are made of precious jewels!' Aladdin said. 'I have a friend at the market. He is a jeweller. I showed him the fruits and he knows that the red apples are rubies, the plums are sapphires, the peaches are diamonds and the green pears are emeralds!'

Then Aladdin got the jewels and put them on the table. 'Look at them, Mother!' he cried. 'Aren't they beautiful?'



25

'Hmmm - they are a good present. I think the sultan will like them,' she said.

'Will you speak to him, Mother?' asked Aladdin. 'Will you take these jewels to the palace and give them to the sultan? Tell him I want to marry his daughter. Don't forget, we have a magic lamp. If he wants more presents, I will ask the genie!'

The next morning, Aladdin's mother wrapped the jewels in her best shawl and set off for the sultan's palace.

In the great hall there was a queue of people - princes, servants and people from the town. They all wanted to speak to the sultan. When the sultan came in, everyone stopped talking and bowed to him. Then he sat down and called for the first person in the queue.

All day, people told the sultan about their problems and asked him lots of questions. There were so many people that there was no time for Aladdin's mother to speak to him. She went home.

When Aladdin saw that she still had the jewels, he said, 'Mother! What happened? What did the sultan say?'

'I didn't speak to him, Aladdin. There was no time. But I will try again tomorrow,' she replied.

So the next morning, Aladdin's mother went back to the sultan's palace. But once again, there was no time to speak to the sultan.

This happened every day for a week. At the end of the week, the sultan said to his vizier, 'Who is that woman? She has come here every day this week with something that is wrapped in an old shawl.'

'I don't know,' replied the vizier. 'Perhaps she wants to complain about some small thing.'

'Bring her to me. I must find out what she wants,' said the sultan.

A few minutes later, Aladdin's mother knelt in front of the sultan and kissed the ground.

'You have been here every day this week,' said the sultan. 'Please tell me what you want from me.'

'I have got a son called Aladdin, your majesty,' she replied. 'One day, he saw your daughter, the royal princess. She was going to the baths. Aladdin fell in love with her straight away and now he wants to marry her.'

The sultan smiled. Then he said, 'Tell me what is in your shawl.'

So Aladdin's mother unwrapped the jewels and showed them to the sultan. Their light filled the hall - twinkling reds, yellows, greens and blues.



26

'What wonderful jewels!' cried the sultan. He turned to his vizier. 'What do you think?'

'Yes, they are wonderful, your majesty,' the vizier said.

'I think a man who gives me such wonderful jewels can marry my daughter,' the sultan cried.

But the vizier didn't look very happy. 'Your majesty, don't forget your promise. My son will marry your daughter,' he said. 'But my son is not a rich man at the moment. Please wait for three months. Then my son will bring you a present to match these jewels.'

The sultan looked thoughtful for a moment. Then he said, 'All right, I will wait.'

He turned to Aladdin's mother. 'The vizier's son will never find such a present,' he said. 'But I don't want to upset him. Go home to Aladdin and tell him that he can marry my daughter. But he must wait for three months.' Aladdin's mother went home and told Aladdin the news.

'That's wonderful! Thank you, Mother!' Aladdin cried. 'I can wait for three months!'

'Be careful, my boy. I think the vizier will make trouble for you,' she said. 'He wants his son to marry the princess.' But Aladdin didn't listen. 'I am the richest, happiest man in the world,' he cried.

27

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29

Active vocabulary

<i>daughter</i>	'aught' sounds like <i>ought</i>
<i>marry</i>	point out the double 'r' - there are two people in a marriage
<i>palace</i>	the 'c' sounds like 's'
<i>present</i>	remember the phrase: I <u>sent</u> her a <i>present</i>
<i>prince</i>	the 'c' sounds like 's'
<i>princess</i>	find <i>prince</i> 'hiding' inside this word
<i>promise</i>	two syllables: <i>prom</i> + <i>ise</i>
<i>sultan</i>	a ruler in some Muslim countries, especially in the past
<i>vizier</i>	three syllables: <i>viz</i> + <i>i</i> + <i>er</i> sounds like <i>viz</i> + <i>ee</i> + <i>ay</i>
<i>wonderful</i>	means full of wonder; the suffix <i>ful</i> 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 diamonds?* (white) *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

CHAPTER 5
The vizier's son

For the next two months, Aladdin counted the days. He thought only of his wedding to the royal princess. One day, his mother picked up her basket and went to the market to buy food for dinner. But most of the stalls were shut. There were bright candles hanging from the trees. A band played in the market square and everyone was laughing and joking.

Aladdin's mother was surprised. She found an oil shop that was open and went in.

"What's happening?" she asked the oil seller. "Why are the stalls shut? What are all the candles for?"

"Don't you know?" the oil seller asked. "Tonight, the vizier's son will marry the royal princess! The whole town is having a party. Now, please excuse me, I must shut my shop."

Aladdin's mother was very sad to hear this news. She was angry, too. She ran home to tell Aladdin.

"My son," she said. "The sultan has broken his promise to you. Tonight, the vizier's son will marry the princess. Aladdin was very angry at first. The sultan promised to wait for three months!" he cried. "The vizier's son cannot marry my dear princess!"

But then he remembered the magic lamp. "Don't worry, Mother. Everything will be all right. Go and cook the dinner and I will take the lamp into my room. I have got a plan."

31

In his room, Aladdin rubbed the lamp. There was a flash and a puff of green smoke. Suddenly, the enormous genie of the lamp appeared.

"What do you want me to do, master?" he asked.

"Tonight, I want you to bring the vizier's son and his bride to this house after their wedding," Aladdin said.

"Lock the vizier's son in the cellar. Put lots of spiders and rats in there, too! The princess can sleep in our best room."

That evening, Aladdin waited in his room for the wedding to finish. Suddenly, there was a flash and a puff of green smoke. Then the genie appeared with the royal princess and the vizier's son.



32



33

"Take the vizier's son to the cellar!" Aladdin said. "And lock the door! Then take the princess to our best room."

The princess was alone and very frightened. So was the vizier's son. It was a terrible night.

The next morning, Aladdin rubbed the lamp again. There was a flash and a puff of green smoke, and then the genie of the lamp appeared.

"Now take the princess and the vizier's son back to the sultan's palace!" cried Aladdin. "Bring them back tonight!"

That evening, the genie brought the vizier's son back and locked him in the cellar. The princess was taken to the best room.

The next morning, the genie took the couple back to the sultan's palace. A little later that day, the sultan called for the vizier and his son. He also called for the princess.

"My dear," he said to his daughter. "You are so unhappy. Tell me and the vizier what happened."



34



35

"We finished our wedding feast and then there was a flash and a puff of green smoke," the princess told her father. "Suddenly, my husband and I appeared in a strange house! I slept in the best room. My husband will tell you what happened to him."

"I had to stay in the cellar. It was dirty, dark and so cold!" the vizier's son continued. "There were lots of rats and spiders! I stayed there all night. And then, the next night, the same thing happened!"

The vizier's son was very upset. That evening, he went to the vizier and said, "Father, I want to thank you for arranging the marriage with the sultan's daughter. But I have spent two nights in a cold, dirty cellar with rats and spiders. I don't want to spend another night there. Will you please speak to the sultan? I want to end this marriage."

"It is not a good idea to end the marriage, my son," replied the vizier. "Don't worry - I will ask the palace guards to look after you both tonight."

"I'm sorry, father. I am very unhappy. I want to end the marriage now," his son said.

So the vizier went to see the sultan.

"Your majesty," he said. "I think someone used some magic! Some very strange things happened to my son and his bride, the dear princess. My son loves the princess very much but he is afraid. He does not want to continue with the marriage. He asks you to end it."

The sultan stroked his beard and thought about this for some time. He decided to end the marriage.

36

In the town, people were eating, drinking and laughing together. Then they saw the vizier and his son. The two men were leaving the palace and they looked very sad.

A minute later, a messenger arrived in the market square. "Listen carefully to this news from the sultan!" he cried. "The marriage of the royal princess and the vizier's son is over. All celebrations must stop now!"

The people of the town were very surprised. Why was the marriage over? Why did the vizier and his son look so sad? What was wrong?

37

Active vocabulary

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

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 and the princess could be happy together? Do you think that Aladdin will always use the genie to get what he wants?*

- 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.*).
- 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*).
- 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?*

Chapter 6

Aladdin's wedding

Pages 38 to 44

CHAPTER 6

Aladdin's wedding

At the end of the three months, Aladdin said to his mother, 'It is time for you to speak to the sultan again. Perhaps he has forgotten his promise to me. The princess's marriage to the vizier's son is over, I can now marry the princess.'

Aladdin's mother went back to the sultan's palace. She went into the great hall, where there was a queue. She waited to speak to the sultan.

At last it was her turn. She knelt on the floor and kissed the ground in front of the sultan.



'I remember you!' said the sultan in surprise. 'You gave me those wonderful jewels!'

'Yes, your majesty,' she replied. 'And now I am back. Three months ago, you said my son, Aladdin, could marry your daughter. Will you let them marry now?'

The sultan stroked his beard. The jewels were very beautiful but he saw that this woman was poor.

'What do you think?' he whispered to the vizier.

'You can't let Aladdin marry the princess. He is too poor!' the vizier replied.

'I made a promise to him!' the sultan said.

But the vizier was still angry about the end of his son's marriage to the princess.

'We must make it difficult for Aladdin,' he said. 'Tell him this: he must bring you forty gold dishes full of jewels. Forty beautiful girls must carry the dishes.'

'That's a good idea!' replied the sultan. He turned to Aladdin's mother. 'Tell your son that he can marry the princess. But first, he must bring me a present. He must bring me forty gold dishes, full of precious jewels like those fruits. Forty beautiful girls must carry the dishes.'

Aladdin's mother felt very sad. It was not possible for Aladdin to give the sultan this present. She went home and told Aladdin what happened at the palace.

'We are poor people, Aladdin,' she said. 'Poor people don't marry princesses! We must forget all about it.'

But Aladdin laughed. 'Don't worry, Mother. I have got the magic lamp, so I am a rich man! I will talk to the genie. The sultan will get his present!' he said.

Then Aladdin went into his room and picked up the lamp. He rubbed it. There was a flash and a puff of green smoke. Suddenly, the enormous genie of the lamp appeared.

'How can I help you, master?' he asked with a smile.

'I need forty gold dishes, full of precious jewels. And I need forty beautiful girls to carry the dishes,' said Aladdin.

The genie disappeared. When he came back, forty beautiful dark-haired girls came with him. Each girl carried a gold dish on her head and each dish was full of precious jewels.

When Aladdin's mother came back from the market, she was surprised to see so many people in her house. Then she saw the dishes full of jewels.

'Take this present to the sultan at once,' Aladdin said to his mother. 'Tell him I can give him anything he wants.'

So Aladdin's mother and the forty girls set off for the sultan's palace. The people of the town stared at this wonderful sight. Each girl wore a gold robe and the precious jewels twinkled and shone in the sunlight.

The sultan loved his present. He turned to the vizier. 'Aladdin gave me what I asked for. Now he can marry my daughter,' he said.

'Yes, it is a beautiful present,' the vizier said. 'But it is not as beautiful as the princess. Aladdin is not good enough for her.'

But the excited sultan did not listen. 'Tell Aladdin to come to the palace!' he cried. 'He can marry my daughter today!' He turned to the vizier. 'Show these girls and the jewels to the princess!' he said. 'She will be very happy to marry Aladdin.'



When Aladdin's mother came home, she smiled at him and cried, 'Your wish has come true, my son! The sultan loved the jewels and you can marry the princess today!'

'Thank you, Mother,' said Aladdin.

Aladdin rubbed the lamp again. There was a flash and a puff of green smoke, and the genie of the lamp appeared.

'I must get ready for my wedding,' Aladdin told the genie. 'Bring me a marble bath filled with rose water. And bring me the finest suit in the world!'

There was a flash and a puff of green smoke. Suddenly, Aladdin and the genie were standing in a large bathroom. The bath was made of pink marble. Pictures of beautiful flowers and birds covered the walls.

The genie washed Aladdin and shaved him. He combed his hair and brought him coffee and cakes.

Then Aladdin put on his suit. It was gold and it was covered with jewels. Aladdin looked like a prince.

'I am proud of you, my son!' cried his mother when she saw him. 'This is the happiest day of my life.'

'Master, do you wish for anything else?' asked the genie.

'Yes, I want a beautiful silk dress for my mother. And I want a beautiful white horse. I will ride to my wedding on its back!'

The dress and the horse appeared in a puff of smoke.

At last, Aladdin was ready. As he passed through the streets on his beautiful white horse, Aladdin threw gold coins to the people of the town. The people all clapped and cheered when they saw the rich young man in the gold suit.



The sultan was waiting at the palace gates. Aladdin got down from his horse and the sultan put his arms round him.

'Welcome, welcome, Aladdin!' cried the sultan.

'Thank you, your majesty,' said Aladdin. 'I love your daughter with all my heart and I promise I will make her happy.'

'I am sure you will, Aladdin. I wish you a long and happy life together,' said the sultan, and he took Aladdin into the great hall for the wedding feast.

Aladdin sat down next to his beautiful bride and they ate and drank with all their guests. A band played. Everyone was happy and they all laughed and sang. But the vizier was angry and he looked down at the floor.

Then it was time for the marriage ceremony. After the ceremony, everyone danced until late at night. At last, Aladdin and the royal princess were married!



Active vocabulary

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

Passive vocabulary

bride let somebody do something marble stroke wish

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?*

- 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?*

- 10 *What do you think the princess said when she saw the forty girls and the jewels?*
- 11 *Why did Aladdin say, 'Thank you, Mother!'?*
- 12 *Why did Aladdin ask for a marble bath full of rose water?*
- 13 *Why did Aladdin want the finest suit in the world?*
- 14 *Do you think the genie was happy to help Aladdin? Why?*
- 15 *Do you think Aladdin's mother wanted Aladdin to marry the princess? Why (not)?*
- 16 *Why did the sultan like Aladdin?*
- 17 *What was the vizier thinking when he was at the wedding ceremony and celebrations?*

- 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?*

Stage 2 comprehension (extra)

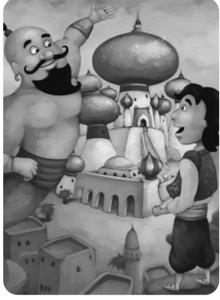
Plot Ask *Do you think this chapter is exciting? Say why (not). Do you think the author describes the feelings of the people well? How does the author make you feel happy for them? How does she make you feel that the vizier is very unhappy? Does the author want to make you interested in reading the next 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 *quest* (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*.

Chapter 7

Aladdin's palace

Pages 45 to 52

<p>CHAPTER 7</p> <p>Aladdin's palace</p> <p>The day after the wedding, Aladdin went to see the sultan in his palace.</p> <p>'Your majesty,' he said, 'I wish to build a palace for my new wife. It will be the biggest and best palace in the world. Will you give me a piece of land?'</p> <p>'Build your palace here, next to mine. Then you and my daughter will always be near me,' said the sultan.</p> <p>'Thank you, your majesty,' Aladdin replied.</p> <p>Aladdin went home. He took out the lamp and rubbed it. There was a flash and a puff of green smoke. Suddenly, the genie of the lamp appeared.</p> <p>'What can I do for you, master?' he asked.</p> <p>'I have a very important job for you,' said Aladdin. 'I want you to build a palace for my wife. I want it to be the biggest and best palace in the world. You must build it very quickly. And I want you to leave one window unfinished. I have a plan to show the sultan how clever the new prince is.' The genie bowed and disappeared.</p> <p>The next morning, the genie came back. 'The palace is ready, master. Come and see it,' he said.</p> <p>In a flash, the genie took Aladdin to his new palace. The palace was a wonderful sight. The gold domes were taller than the trees and the white marble walls shone brightly in the morning sun. The windows were made of rubies and emeralds.</p> <p>45</p>	 <p>46</p>
<p>First, the genie took Aladdin to the great hall, where he saw a long marble table. There were gold plates, dishes and cups and silver spoons on the table.</p> <p>Then, in the main bedroom, Aladdin saw jewelled shoes and silk dresses from China and India. In the kitchen, cooks were working with gold and silver pots and pans. The other rooms were filled with fine furniture.</p> <p>Last of all, they went to look at the stables. There, Aladdin saw many beautiful white horses.</p> <p>'It's perfect!' Aladdin told the genie. 'But please will you do one more thing?'</p> <p>'Whatever you wish, master,' said the genie.</p> <p>'I want you to put a carpet between this palace and the sultan's palace,' Aladdin explained. 'Then my wife can walk from one palace to the other and not touch the ground.'</p> <p>The carpet was soon in place. It was red and gold. Then Aladdin asked the genie for a bag of gold coins.</p> <p>When the sultan woke up and looked out of his bedroom window, he saw a wonderful marble palace with gold domes and windows made of jewels. Then he saw Aladdin. He was riding towards him on his white horse. He was throwing gold coins to the people in the street. 'He is such a rich and powerful man,' thought the sultan. 'But his family is so poor! I can't believe it!'</p> <p>In the evening, the sultan invited all the people of the town to his palace. Aladdin appeared on his beautiful white horse. All the people clapped and cheered.</p> <p>47</p>	<p>Then the princess walked across the red and gold carpet from the sultan's palace to her new home. Aladdin came to meet her in the middle. The princess smiled at her husband and was very happy. There was a huge feast and beautiful music to welcome the new prince and the royal princess to their palace.</p>  <p>48</p>
 <p>49</p>	<p>The next morning, Aladdin had breakfast at the sultan's palace. When they finished, Aladdin said, 'Your majesty, will you please have lunch with me and my wife? I will give you a tour of the new palace.'</p> <p>'Thank you, Aladdin,' said the sultan. He turned to the vizier. 'Now what do you think of this young man?'</p> <p>He asked, 'He built a beautiful marble palace in one night! The vizier was angry. 'I don't trust him, your majesty,' he said. 'How can anyone build such a palace in one night? It's not possible!'</p> <p>'Look out of the window and you will see that it is possible!' laughed the sultan. 'My daughter has a good husband now.'</p> <p>The vizier looked. 'It must be magic,' he said.</p> <p>Later that morning, the sultan walked to Aladdin's palace for lunch. Aladdin showed him all the rooms. As they stood under one of the tall gold domes, the sultan looked up and pointed to a window. 'Aladdin,' he said, 'that window is not finished.'</p> <p>'The workmen didn't have time to finish it,' said Aladdin.</p> <p>'I will tell my workmen to do it,' said the sultan. 'Then a little piece of this palace will be mine.'</p> <p>So the sultan went for his workmen and told them they could have all the jewels they needed to finish the window. Then the sultan, Aladdin and the princess had lunch together.</p> <p>'You look so happy, my dear!' the sultan told his daughter. 'That is because you have a wonderful new husband and a wonderful new home!'</p> <p>50</p>
 <p>51</p>	<p>After lunch, Aladdin and the sultan went to look at the new window. But the sultan's workmen were still working on it. They looked angry.</p> <p>'We can't get it right, your majesty,' said one workman. 'The jewels just don't fit! I don't know why.'</p> <p>'Don't worry,' said Aladdin. 'The work is very difficult. Go home and leave the window to me. I will finish it.'</p> <p>In his room, Aladdin took out the lamp. He rubbed it. There was a flash and a puff of green smoke. Suddenly, the genie appeared and said, 'Master, tell me what to do.'</p> <p>'I want you to finish that window in the gold dome,' said Aladdin. 'Do it as quickly as you can.'</p> <p>'Yes, master,' said the genie and he disappeared in a puff of green smoke.</p> <p>After a short time, the genie came back. 'The window is finished, master,' he said. 'Come and see it.'</p> <p>So Aladdin went to see the new window. The rubies and emeralds looked perfect. They matched the other windows exactly.</p> <p>Aladdin went to get the sultan. 'Come and look at the window, your majesty,' he said.</p> <p>When the sultan saw the new window, he laughed. 'It's beautiful!' he said. 'You are a very clever man, Aladdin!'</p> <p>'It was nothing, your majesty. And now the palace is perfect!' Aladdin replied.</p> <p>52</p>

Active vocabulary

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

Passive vocabulary

be in place domes fine

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?*

- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

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?*

Chapter 8

New lamps for old

Pages 53 to 59

CHAPTER 8
New lamps for old

In a faraway land, the wicked wizard was thinking about Aladdin and the magic lamp. He thought Aladdin was dead and the lamp was still in the cave. But he was still angry because he did not have the magic lamp.

The wizard wanted to be sure that Aladdin was dead, so he sprinkled some gold powder on the ground.

'Abracadabra!' he cried.

The powder spell out some words on the ground:

Aladdin is alive and well!

The wizard was furious. He wanted to be sure that the magic lamp was still in the cave. He sprinkled some more gold powder on the ground.

'Abracadabra!' he cried.

The magic powder spell out some more words: *Aladdin has got the magic lamp! He keeps it in his palace!*

'But Aladdin is poor! How can he have a palace?' the wizard cried. Then he remembered the magic lamp. 'Of course! He has got the lamp. Now he must be the richest man alive! I will go back to his town and I will kill him!'

The wizard set off for Aladdin's town. It was a very long way. When he arrived, he stayed at a small inn.

'I'll see what I can find out about Aladdin's palace,' he thought.

That evening at the inn, the wizard heard two men talking.

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'Aladdin lives in the biggest palace in the world!' said one man. 'It's made of white marble with gold domes and windows made of rubies and emeralds!'

'And he's married to the beautiful princess!' replied the other man. 'He's rich and famous but he's a good man.'

The wizard spoke to the men. 'Who are you talking about?' he asked. 'Who is this great man with his palace and his princess?'

'You must be a stranger in this town,' said the first man. 'We are talking about Aladdin. His palace is one of the wonders of the world! All the people of this town know about it.'

The wizard was furious again. 'Will you take me to his palace?' he asked. 'I want to see it.'

'All right. It's not far,' the first man replied.

After dinner, the three men set off for Aladdin's palace.

When they got there, the palace's marble walls were shining and the gold domes and windows made of rubies and emeralds twinkled in the evening sky. Traders were carrying boxes of the finest food into the palace and gardeners were working in the beautiful gardens.

'What a wonderful palace!' the wizard thought. 'I know it is the work of the magic lamp! I will get the lamp back and then I will kill Aladdin! I have got an idea!'

He thanked the two men and sent them away. Then he went to the market square and found a lamp maker.

'Please make me twenty oil lamps,' he said to the lamp maker. 'I will need them by tomorrow morning.'

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'I will make you twenty oil lamps by tomorrow morning,' said the lamp maker. 'I will make you twenty of my best lamps.'

The next morning, the wizard went to the market square and collected his lamps from the lamp maker. He put them in a basket and walked through the streets of the town.

As he walked, he called out, 'New lamps for old! New lamps for old! Give me your dirty old lamp and I will give you a shiny new one!'

The people of the town did not understand this. They ran after the wizard. They shouted and laughed at him.

'You silly old man!' they cried. 'You can't give new lamps for old lamps. You won't make any money!'

The wizard didn't listen to them. He walked to Aladdin's palace. He stood outside the door and cried, 'New lamps for old! New lamps for old! Give me your dirty old lamp and I will give you a shiny new one!'

One of the servants heard the wizard and she went to tell the princess.

'There's an old man outside the palace, your highness,' the servant told her. 'He's giving people new lamps for old lamps. Shall I find an old lamp and change it for a new one? We have an old lamp in the palace. I know where it is - it's in Aladdin's room! I saw it when I was cleaning the floor. Shall I go and get it?'

Aladdin was not in the palace. He was hunting in the forest with some of his friends for two days, so the princess could not ask him about the lamp.

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'All right,' the princess said. 'It's only a lamp. I'm sure Aladdin will be happy to get a new lamp for his old one!'

So the servant went to Aladdin's room to get the lamp. Then she opened the doors of the palace and gave the lamp to the wizard. 'Here you are,' she said. 'Of course, the servant and the princess didn't know that it was Aladdin's magic lamp.'

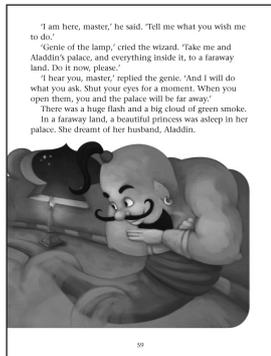
The wizard smiled and took the lamp. He gave the servant a shiny new one and she took it to the princess. 'Here you are - a lovely, shiny new lamp!' she said. 'It's nicer than the old lamp,' said the princess. 'It's very shiny! Aladdin will be very happy with it.'

Outside the palace, the wizard laughed. 'At last, I have got the magic lamp!' he said. Then he hid the lamp under his coat and ran back to the inn.

When it was dark, the wizard picked up the lamp and rubbed it.

There was a flash and a puff of green smoke. Suddenly, the enormous genie of the lamp appeared. He smiled and bowed.

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'I am here, master,' he said. 'Tell me what you wish me to do.'

'Genie of the lamp,' cried the wizard. 'Take me and Aladdin's palace, and everything inside it, to a faraway land. Do it now, please.'

'I hear you, master,' replied the genie. 'And I will do what you ask. Shut your eyes for a moment. When you open them, you and the palace will be far away.'

There was a huge flash and a big cloud of green smoke. In a faraway land, a beautiful princess was asleep in her palace. She dreamt of her husband, Aladdin.

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

Passive vocabulary			
<i>call out</i>	<i>collected</i>	<i>make money</i>	<i>wonders</i>

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

CHAPTER 9
Aladdin in chains

The next morning, the sultan looked out of his bedroom window. He did this every morning because he liked to look at his daughter's wonderful palace. But this morning, the wonderful palace wasn't there! The sultan rubbed his eyes and looked again. But there was just an empty space. He began to cry. Where was the palace? Where was his beautiful daughter?



Then the sultan called the vizier. The vizier was surprised to see the sultan crying.
"What is wrong, your majesty?" he asked.
"You are a clever man," the sultan said. "Look out of this window and tell me where Aladdin's palace is!"
The vizier looked out of the window. He was very shocked. "Your majesty," he said. "The palace is not there! I don't know where it is. I told you that the palace was built by magic!"
"Oh, why didn't I believe you?" cried the sultan. "Where is my beautiful daughter? Where is that terrible Aladdin?"
"He's hunting in the forest with his friends, your majesty," the vizier replied.
"Bring him to me!" the sultan shouted.

Aladdin was hunting rabbits in the forest when he suddenly saw a large group of the sultan's soldiers. They ran up to him and took hold of his arms.
"I'm sorry, sir," said one of the soldiers. "But the sultan has ordered us to arrest you and take you to his palace. We must do as he says."
"But why?" asked Aladdin. "Tell me what is wrong?"
"I don't know, sir," replied the soldier.
The soldiers put chains around Aladdin's hands and feet and they took him to the sultan's palace. The people of the town were standing outside the gates. The sultan went out to speak to the people.
"My soldiers will kill Aladdin at noon today!" the sultan shouted.
But the people of the town didn't understand. They didn't want the sultan's soldiers to kill Aladdin. They liked Aladdin more than they liked the sultan.
"Don't kill Aladdin," shouted one man, "or we will attack your palace!"
The sultan turned to the vizier. "What do you think about that?" he asked.
"The people of the town are very angry, your majesty," said the vizier. "Don't kill Aladdin."
The sultan was furious but he knew the vizier was right. "Tell the guards to let Aladdin go free," he said.
Aladdin went to see the sultan straight away.
"Thank you for letting me go free, your majesty," he said. "But please tell me what is wrong."
"Look!" cried the sultan. "Come and look out of my window."
Aladdin looked out of the window. His palace wasn't there!
"Where is your palace? And where is the princess?" the angry sultan asked.
"I don't know, your majesty. I wasn't here yesterday," Aladdin replied. He was very confused.
"Go and find my daughter," shouted the sultan. "If you do not bring her back in forty days, I will kill you!"
Aladdin missed his wife and was very afraid for her. But he didn't know how to find the princess. He couldn't find the magic lamp. He couldn't ask the genie of the lamp for help.



So Aladdin set off across the desert but he did not know where to look. One evening, he came to a river. He was tired and thirsty, so he knelt down by the river and drank. Then he washed his dirty hands. As he washed his hands, he rubbed the magic ring which he had put on his finger.
There was a flash and a puff of blue smoke. Suddenly, the genie of the ring appeared. He smiled and bowed.
"What do you want me to do, master?" the genie asked.
Aladdin was very happy to see the genie. "Bring back my palace and bring back my wife!" he cried.
But the genie said, "I can't do that, master. The genie of the lamp took the palace away and only the genie of the lamp can bring it back."
"But I don't have the lamp! You must help me! Can you take me to my palace?" Aladdin asked.
"Yes, master," said the genie of the ring. There was another flash and another big puff of blue smoke.
Suddenly, Aladdin was standing outside his palace. "It's the middle of the night," he thought. "My wife will be asleep. I won't wake her. I will wait outside her window."
So Aladdin lay down under a tree and went to sleep.
The next morning, a servant opened the princess's window. "Your highness!" she cried. "Your husband Aladdin is here! He's outside your window. He's sleeping under a tree!"
The princess jumped out of bed and ran to the window. "Aladdin!" she cried. "You have found me, at last! My servant will come down and open the secret door."



Aladdin was very happy to see his wife again. "Tell me what happened," he said.
"It's the work of the wicked wizard," the princess replied. "He told me everything. He pretended to be a lamp seller and he came to the palace with a basket full of new lamps. He called 'New lamps for old! New lamps for old!' My servant took the old lamp from your room and changed it for a shiny new one. The old lamp was magic, but we didn't know that."
"The wizard rubbed the magic lamp and called the genie," the princess went on. "He told the genie to take me and our palace to a faraway land. Now he wants to marry me! He thinks you are dead. He thinks my father killed you. He says that you are only the son of a poor tailor. He says that he was the one who gave you the magic lamp."
"But I don't believe him, Aladdin," she said. "I am married to you and I am very happy to see you alive and well!"
"Where is the lamp now?" asked Aladdin.
"The wizard keeps it in his coat all the time," the princess replied.
Aladdin smiled. "Listen to me," he said. "I have got a plan. I'm going to leave the palace now. When I come back, I will be in different clothes. Tell your servant to open the door. I will make that wicked wizard go away and we will all be happy again."

Active vocabulary

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

CHAPTER 10
Poison!

Aladdin began the long journey back to the town. On the way, he met a poor farmer who was working in the fields.

"My friend," Aladdin said. "Do you see my fine silk clothes?"

"Yes, sir," replied the farmer. "I will give them to you if you like. I will change them for your clothes," Aladdin said.

The farmer was surprised but he could see that Aladdin's fine silk clothes were much better than his own old clothes. "All right," he said.

The two men changed clothes and Aladdin went on his way.



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When he arrived in the town, Aladdin went to the market square. No one knew who he was because he was in the farmer's clothes. Then he bought some poison from a stall and hid it in his old coat.

Aladdin went back to the palace and stood outside the princess's window. After a short time, she looked out and saw him. The servant opened the secret door and Aladdin went straight to the princess.

"Listen to my plan," said Aladdin. "Put on your finest clothes and your biggest, most precious jewels. Then wait for the wizard to come. When he arrives, smile at him and welcome him to the palace. Ask him to have dinner with you. Tell the wizard that you will be happy to marry him."



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"At dinner, give him a big plate of meat and rice to make him want to sleep," Aladdin went on. "When he is almost asleep, put some of this in a honey cake." Then Aladdin held up the bottle of poison. "Hide it in your dress. Give the wizard the honey cake. He will eat it and the poison will kill him. Then we will be happy again."



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"I will do my best, Aladdin. But he is a very wicked wizard," the princess replied.

Aladdin left the palace by the secret door and the princess sent for her servant. The servant dressed the princess in her finest clothes. She combed the princess's long black hair and put some perfume on her. Then the princess put on her best diamond necklace and her finest gold rings. She hid the poison in her long dress and waited in the great hall for the wizard to arrive.

Soon she heard a knock on the door and the servant opened it. The wizard came into the hall.

"It's lovely to see you!" cried the princess with a big smile.

The wizard held out his hands. "You look so beautiful," he said.

"My husband Aladdin will never come back," said the princess. "I think my father killed him. I need a new husband now! Will you eat dinner with me this evening?"

The wizard laughed. "Yes, I will," he said. "That will be very nice."

The princess sent her servant to the palace kitchens. "Tell the cooks to make a feast," she said. "I want the best food for my special guest."

The princess and the wizard ate dinner together. It was a wonderful feast – roast lamb, spicy chicken, rice with nuts and raisins, fresh bread and ripe tomatoes, cakes, peaches with cream and rose water.

The wizard ate everything. After dinner, he felt very tired. He closed his eyes and he was soon almost asleep.

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The princess looked at the wizard and quietly took the poison from her dress. She put a few drops of poison on to a little honey cake and put the cake on a plate in front of the wizard. Then she took a second honey cake for herself.



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"Wake up!" she said. "The feast is not over. Will you try some honey cake? My cooks have made them just for us."

The wizard opened one eye. "Of course, my dear!" he said. He looked at the two honey cakes. "I will take a bite from yours and you must take a bite from mine."

He picked up the princess's honey cake and took a bite.

The princess thought quickly. "I am not hungry!" she said. "I have eaten too much. You can eat all of my cake. And then you can eat your own cake."

The wizard finished the princess's cake and then picked up the poisoned one. He put it into his mouth and took a big bite. Suddenly, with a loud cry, the wizard fell off his chair and onto the floor.

At that moment, Aladdin came back. He knelt down on the floor and looked at the wizard. "The wizard is dead!" he cried.

Then Aladdin put his hand inside the wizard's coat and pulled out the magic lamp.

Aladdin rubbed the lamp. There was a flash and a puff of green smoke. Suddenly, the genie of the lamp appeared. He smiled and bowed.

"What can I do for you, master?" the genie asked.

"Take this palace, and everything in it, back to the town," said Aladdin.

There was a huge flash and a very big cloud of green smoke. In a moment, the palace was back in the town, next to the sultan's palace.

The sultan was very sad. He missed his daughter. But that morning, when he looked out of his bedroom window, he saw the palace! He rubbed his eyes and looked

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again. It was really there! He ran down the stairs and across the red and gold carpet.

Aladdin was waiting for him outside the palace. He took the sultan into the great hall. The sultan saw his daughter, the princess, and he ran to her.

"My dearest girl! You are safe!" cried the sultan. He was so happy to see her.

And then the princess told the sultan her story. The sultan smiled at Aladdin and said, "My daughter is the most precious thing in the world and you saved her from the wicked wizard. Thank you, Aladdin!"

Then the sultan called the vizier and said, "We will have a big party in the town to celebrate the return of my daughter and her husband, Aladdin!"

The party lasted for a whole month. All the people of the town laughed, danced and had a wonderful feast. They talked about Aladdin and how clever he was.

And when the party was over, Aladdin, the princess and the sultan lived happily ever after in their two palaces.

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Active vocabulary

<i>celebrate</i>	'c' sounds like 's'
<i>fresh</i>	two consonant clusters – 'fr' and 'sh' – joined by one vowel
<i>perfume</i>	'fu' sounds like <i>few</i>
<i>poison</i>	's' sounds like 'z'
<i>raisin</i>	's' sounds like 'z'
<i>ripe</i>	drop the final 'e' to make a new word
<i>roast</i>	rhymes with <i>toast</i>
<i>save</i>	change 'v' to 'f' to make the adjective
<i>spicy</i>	'c' sounds like 's'
<i>whole</i>	<i>whole</i> and <i>hole</i> are homophones

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 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?*

- 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)

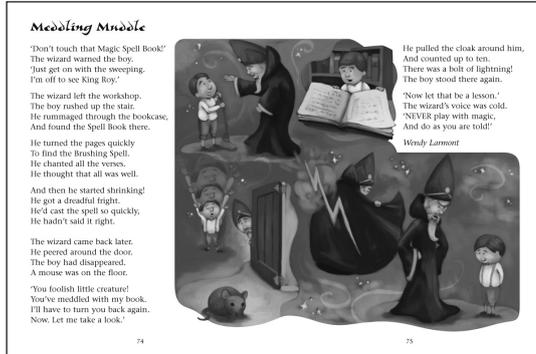
Author's style Ask *Did you think this chapter was exciting? Was it easy to guess how the story would end? What part of the chapter did you find most exciting? Say why.*

- 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

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

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

After reading

- Ask questions to check the children's understanding.
- Ask children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the number of verses, words that rhyme, the pattern of the rhyming words (end of every second and fourth line).

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1001 Tales from the Arabian Nights

Pages 76–79

1001 Tales from the Arabian Nights

These tales were written in Arabic many many years ago. The story of Aladdin is one of the most famous tales but there are many more. Read this, and find out why there are so many tales.

Shah Riyaz did not like women. He thought that they never told the truth.

The vizier found the shah a wife. The shah thought that his wife never told the truth. He killed her on their wedding night. The vizier found the shah another wife but he killed her, too. This went on for three years and soon there were not many young women left in the land. The shah said to the vizier, "Find me an honest wife or I will kill you!"

The vizier had two daughters, Duniyazad and Scheherazade. When Scheherazade heard about the shah's plan, she told her father, "I will save your life. I will marry the shah. I have got a very good idea."



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The vizier was not happy about this. But Scheherazade was very sure about the plan and so the vizier let her marry the shah. Scheherazade was very beautiful but the shah was sure that she was not honest.

On their wedding night, Scheherazade said to the shah, "I want to see my sister." So the shah asked Duniyazad to come to the palace.

"Please tell me one of your wonderful stories," Duniyazad said to Scheherazade.

"If my husband will let me, I will tell you the story of Aladdin and the magic lamp," replied Scheherazade.

The shah said yes. He loved stories. Scheherazade began to tell the story. She talked through the night.

As the sun was coming up, she stopped and said, "It's morning now. I'll finish the story tonight."

The shah really wanted to hear the end of the story, so he did not kill his wife that night.

On the second night, Scheherazade finished the story of Aladdin – and began to tell another one. This went on for 1001 nights – nearly three years! By that time, the shah was in love with Scheherazade and her stories. He forgot that he wanted to kill her. Scheherazade and the shah lived happily ever after.

And that is where the 1001 Tales from the Arabian Nights came from.



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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.

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 the book

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

Response to the story

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

Characters

- Ask the children about the main story characters. Did you like 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.)

Plot

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

Settings

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

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - Love: 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.
 - 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.

- 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 cold 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

- 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** to fasten something such as a door or a container, usually with a key, so that other people cannot open it
- 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
- rats** 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

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