Ali Baba and the Forty Thieves

The story

Ali Baba, a poor woodcutter, had a rich brother, Kasim, who never shared any of his money with his brother. Instead, he treated Ali Baba, his wife and son badly. One day, as Ali Baba finished cutting logs in the forest, he saw lots of men on horses and he hid. He climbed up a tree and watched the forty horsemens. The men had saddlebags full of gold and they took them to a big rock. One of the men cried, ‘Open, Sesame’, and a door in the rock opened and the man entered the cave. The others followed. After a while they came out and the leader cried, ‘Close, Sesame’. When the thieves left, Ali Baba walked to the entrance of the cave. He said the magic words and entered. He was amazed by all the gold, silk, jewels and gold crowns piled up. Feeling it was alright to steal from thieves, Ali Baba decided to take some gold home for himself and his family.

When he got home, he showed the gold to his wife. His wife wanted to know how much gold they had. She went to Kasim’s house to borrow his wife’s scales so she could weigh the gold. She did not want Kasim and his wife to know about the gold, so she said they were weighing meat. Kasim’s wife did not believe Ali Baba’s wife and wondered where they could have got the money to buy meat. She tricked Ali Baba’s wife by putting honey in the bottom of one of the pans. When Ali Baba’s wife returned the scales the next day, a gold coin was stuck to the honey. Kasim’s wife knew their secret. When she told Kasim about his brother’s gold, he was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold coin, he told his brother about the cave and the forty thieves. The next morning, Kasim went to the cave with ten donkeys carrying ten huge chests. He got inside by saying the password but he forgot the magic words to get back out. The thieves found him inside and killed him.

When Kasim did not come back, Ali Baba went to look for him. He found his brother’s body hanging inside the cave and brought the body home. With the help of Marjaneh, Kasim’s servant girl, they gave Kasim a good burial without anybody wondering about the cause of his death.

The thieves found that the body had gone and soon realized that somebody else must know their secret. They set out to look for him in town. They came up with many plans to find the man. However, each time their plans were foiled by the clever Marjaneh. The thieves eventually found the house of the man they were looking for. They did not know his name, Ali Baba.

The leader of the thieves made a plan to kill the man who had stolen from them. He bought twenty donkeys and forty large clay oil jars with loose lids. He loaded the donkeys with two jars each and filled one jar with oil. He told his thirty-nine men to take their swords and daggers and to hide inside the jars. He gave them orders to be ready to jump out and attack the man who stole from them. The leader filled the fortieth jar with oil. He then went to Ali Baba’s house, pretending to be an oil merchant in need of a bed for the night. Ali Baba gave him food and a bed and a stable for his donkeys. The thief left his forty jars in a long row in the courtyard. Marjaneh discovered his plan and killed all thirty-nine men by pouring boiling oil on them. When the leader came to find why his men were not ready to fight, he saw they were all dead and he ran away.

A few weeks later the leader of the thieves went back to the town, disguised as a merchant. He soon became friends with Ali Baba’s son, Khaled, who took him home for dinner. Ali Baba invited him inside, but Marjaneh soon grew suspicious of the man. After dinner, Marjaneh performed a dance with daggers to entertain the guest. As she finished, she raised her dagger and killed the dinner guest.

All forty thieves were dead and Ali Baba and his family were safe once and for all. Ali Baba was so impressed with Marjaneh that he offered his son to her for her husband. Khaled happily married Marjaneh and they had a baby. Ali Baba decided to show Khaled the cave with the treasure. Khaled promised that he, too, would show his son the cave when he was old enough. And so Ali Baba and his family were never poor again.
Introducing the book

The cover

Hold up the cover. Read the book’s title to and with the class. Discuss the meaning of thieves with the class.

Talk about the picture. Tell the children to look at the men’s clothes. Ask Where do you think the story happens? What are the men doing? Who do you think they are? What is the man in the tree doing?

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 page 96.) Ask Who adapted the story?

Talk about the picture. Ask What is the man looking at? (a huge rock) What has he got in his hand? (an axe) How many donkeys has he got? What are the donkeys pulling? (wood) What is on their backs? (baskets)

The contents page

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

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 the names Ali Baba, Mustafa and Marjaneh are Arab names.

Point out that at the end of the book there is a poem (on pages 90 and 91) and some information about making clay pots (beginning on page 92), as well as information about where the story of Ali Baba comes from (on page 96).

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

- Chapter 3: What is found in the cave?
- Chapter 4: Who gets more gold?
- Chapter 9: Who dances?
- In which chapter do we read about someone who cannot get out?
– *In which chapter is someone in great danger?*

- 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](http://www.macmillanenglish.com/younglearners)
Explorers 6: Ali Baba and the Forty Thieves

Chapter 1
Treasure in a cave
Pages 4 to 13

Active vocabulary

believe follows the rule of ‘i’ before ‘e’ except after ‘c’
cave remember the phrase: you must be brave inside a cave!
gallop note the ‘ll’ in the middle
merchant the second syllable ‘chant’ is pronounced ‘chent’
promise ‘mise’ is pronounced ‘miss’
secret a two-syllable word; tap out the syllables to check
steal rhymes with meal and deal
surprise point out the two ‘s’s (second one sounds like ‘z’) and two ‘r’s

Passive vocabulary

amazed axe bars basket bury donkeys dragged frowned log password pile saddles scales shared successful

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). 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. Ask Where is the treasure? Who do you think put it there?

Tell the children to look at the picture on page 5. Ask Do you think the men riding the horses are good or bad men? Who do you think the man in the tree is? Why do you think the men have stopped in front of the big rock? Ask the children to describe the scene.

Tell the children to look at the picture on page 7. Ask Where is the man now? What is he doing? How do you think he feels?

Tell the children to look at the picture on page 9. Ask Where is the man now? What has he put in the baskets? What is the man doing with the wood?

Tell the children to look at the picture on page 12. Ask Where do you think the man and woman are? How does the man feel? What is the woman showing him? What do you think the woman is saying to him?

Tell the children that Persia is the old name for Iran. Show them on a map where Iran is. Ask the children if they know anything about this country and the people.

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 was Ali Baba’s brother’s name and what was his job?
2 Why was Ali Baba’s brother not a good brother?
3 Why did Ali Baba go every day to the forest?
4 Where did Ali Baba hide when he saw the horsemen?
5 How many horsemen were there?
6 What did the horsemen have in the bags?
7 What did the first man say to open and shut the rock?
8 Why could Ali Baba see clearly inside the cave?
9 What did Ali Baba see inside the cave?
10 What did Ali Baba decide to do?
11 Why did he get his three donkeys from their hiding place?
12 How much gold did he take? Why?
13 Where did Ali Baba go instead of to the market?
14 Why did he wait until dark to go into his house?
15 What did Ali Baba tell his wife they could do?
16 How did Ali Baba’s wife feel when she saw the gold?
17 Why did Ali Baba think it was all right to steal the gold?
18 What did Ali Baba’s wife borrow from Kasim’s wife? Why?
19 Why did Kasim’s wife think it was strange that Ali Baba’s wife wanted to weigh some meat?
20 What did Kasim’s wife put in the bottom of one of the scale pans? Why?
21 What did Ali Baba’s wife tell her husband after she weighed the gold?
22 What didn’t Ali Baba’s wife see when she returned the scales?
23 What did Kasim say when his wife showed him the gold coins and told him what had happened?
24 What did Kasim say he would do in the morning? Why?

- Ask the children to find examples of people speaking or thinking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken or thought by the person. Elicit that these are the words that go inside the speech marks. Discuss the various words used to describe how the person spoke, for example said, thought, cried, told, asked, replied.

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.

- Ask the children to find and read aloud examples of words containing: ‘ie’; ‘ea’; ‘oo’; ‘ei’.

- Ask the children to find and read aloud any words containing a double consonant (for example, gallop).

- Point out the words in italics in the chapter. Explain that Open, Sesame and Close, Sesame are magic words, which is why they are written in italics. On pages 10 and 13, the words did and Gold! are in italics to show emphasis. Ask the children to read these sentences using the correct intonation and emphasis.

- 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 were Kasim and Ali Baba’s lives different?
2 Why do you think Kasim’s work paid better than Ali Baba’s?
3 Why was Ali Baba worried that the men on horses would try to kill him?
4 Why do you think the thieves hid their treasure in the cave?

5 How did Ali Baba know the men were thieves?

6 How do you think finding the treasure could change Ali Baba’s life?

7 Why did Ali Baba take some of the gold?

8 How do you think Ali Baba felt when he was putting the gold into his donkey’s baskets?

9 Why do you think Ali Baba did not want anyone to see his treasure?

10 What kinds of things did Ali Baba think his wife would want to buy?

11 How do you think that Ali Baba’s wife felt when she saw the gold?

12 Why did Ali Baba’s wife want to weigh the gold and then bury it in the ground?

13 Why did Ali Baba’s wife say she was weighing meat?

14 What kind of woman was Kasim’s wife?

15 How do you think Kasim felt when he heard that his brother was weighing gold?

Stage 2 comprehension (extra)

Characterisation Discuss Ali Baba’s feelings of jealousy when he saw how much treasure the thieves had. Ask Was it alright for Ali Baba to steal from the thieves? Why did he tell his wife they must keep it a secret? What did Ali Baba want to do with the gold? Discuss how Ali Baba’s discovery may change him and his wife.

Discuss how finding the gold has changed Ali Baba’s feeling about his life. Ask How will Ali Baba live now? What will change in his life? How will his brother feel, now that they are both rich?

Write Open, Sesame! on the board. Say it commandingly and with a loud voice. Ask the children to repeat it in the same way. Play an Open, Sesame! game. Ask the children to say the magic word Close Sesame! as they close their books. Write the following words and gaps on the board: wood___(cutter), horse___(men), saddle___(bags), sun___(light), every___(thing), pass___(word), and any___(one). Tell the children to fill in the second half of each compound word from the chapter. If they cannot remember it, they must say Open Sesame! and open their books to find the compound word. The first to complete them is the winner.

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

Write some of the words from the chapter on the board and ‘forget’ to put in the vowels. Leave spaces for them, for example st__ck (stuck). Ask the children to supply the missing vowels.

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

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

Discuss what it must be like to be poor and to have a rich brother who treats you badly. Ask How does Kasim feel about Ali Baba? How does Ali Baba feel about Kasim?
Chapter 2
Trapped!
Pages 14–21

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>body</td>
<td>singular, drop ‘y’ and add ‘ies’ to make it plural</td>
</tr>
<tr>
<td>excited</td>
<td>‘c’ after ‘ex’ sounds like ‘s’</td>
</tr>
<tr>
<td>fair</td>
<td>find air ‘hiding’ inside</td>
</tr>
<tr>
<td>forget</td>
<td>a compound word: for + get</td>
</tr>
<tr>
<td>greedy</td>
<td>sounds like ‘gr’ + (the names of the letters) ‘E’ + ‘D’</td>
</tr>
<tr>
<td>hang</td>
<td>change ‘g’ to ‘d’ to make the word</td>
</tr>
<tr>
<td>pretend</td>
<td>‘pre’ means before, but this word ends in ‘end’</td>
</tr>
<tr>
<td>rob</td>
<td>rob is what a thief, or a robber, does; means the same as steal</td>
</tr>
<tr>
<td>sigh</td>
<td>an onomatopoeic word (have the children practise sighing as they say, ‘I sigh, oh my!’)</td>
</tr>
<tr>
<td>trapped</td>
<td>‘ed’ sounds like ‘t’</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>barley</td>
</tr>
<tr>
<td>gasped</td>
</tr>
<tr>
<td>jealous</td>
</tr>
<tr>
<td>sweat</td>
</tr>
<tr>
<td>terrifying</td>
</tr>
<tr>
<td>truth</td>
</tr>
<tr>
<td>wheat</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on page 15. Ask What do you think Kasim is saying? How does he feel? How does Ali Baba feel?
Tell the children to look at the picture on page 17. Ask Who is the man? How many donkeys has he got? What is on their backs? Where is he going?

Tell the children to look at the picture on page 19. Ask Who is coming to the cave? Why are two men pointing at the donkeys? What do you think they are saying?

Tell the children to look at the picture on page 20. Ask What is Kasim doing? How do the men feel? What do you think the man with the sword is going to do?

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 5) 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. Why was Kasim jealous of his brother?
2. What did Kasim decide to ask Ali Baba?
3. What did Kasim’s wife tell Kasim to take with him to show Ali Baba?
4. What did Ali Baba say and do when his brother asked him about the gold?
5. What did Ali Baba say a rich man did in his marble palace?
6. What did Kasim say and do when Ali Baba said he had no gold?
7. What did Ali Baba have to tell his brother?
8. What did Kasim say when Ali Baba finished telling him about the cave?
9. What did Ali Baba want his brother to do?
10. How much gold did Ali Baba tell Kasim he could take?
11. How many donkeys and chests did Kasim take to the forest? Why?
12. What was the password Kasim said? And what happened when he said it?
13. What did Kasim say and what happened when he got inside the cave?
14. How did Kasim feel when he saw the treasure inside the cave?
15. What did Kasim do inside the cave?
16. What did Kasim plan to do?
17. Why couldn’t Kasim get out of the cave?
18. How did Kasim feel when he couldn’t remember the password?
19. Why did Kasim’s blood turn to ice?
20. What did the leader of the thieves say to his men that made them laugh?
21. What did the leader see that made him angry?
22. Why did the thieves shout and clap their hands?
23. What did Kasim do when the door opened?
24. What did one of the thieves do to Kasim?
25. When one of the thieves saw the piles of gold by the door, what did he say?
26. Why did the leader think that two men had found out the password?
27. What did the leader want to do to the other man who stole from them?
28. Where did the thieves hang Kasim’s body? Why?
Ask the children to find and read aloud sentences with the past tense of the following verbs: reply, hurry, tie, carry, cry, stab, raise, hang. Discuss the rules for adding ‘ed’.

Write thief and hoof on the board. Ask the children to find and read aloud the sentences with the singular and plural forms in the text. Discuss the spelling rule for forming the plural (change ‘f’ or ‘fe’ to ‘ves’). Ask the children to change the following nouns to the plural: wife, life, leaf, wolf, loaf, half, shelf.

Ask the children to find and read aloud words containing double consonants, for example, trapped.

Ask the children to find and read aloud any two-syllable words on page 15. Ask them to tap out the syllables as they read the words (for example, sur / prised).

Write these words on the board: frowned, surprised, amazed, nod, gasped, shake with fear, wide with fear, terrifying. Ask the children to find and read aloud sentences in the chapter with these words. As they read, they should express the emotion on their faces or do the action.

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.)

1 What do you think Kasim thought about on his way to Ali Baba’s house?
2 Was Kasim’s wife’s idea to take the scales with the gold to Ali Baba a good idea? Why (not)?
3 Why did Ali Baba pretend to look surprised after Kasim asked him about the gold?
4 Would you tell Kasim where the cave was if you were Ali Baba?
5 Why did Kasim suddenly want to share something with Ali Baba?
6 Do you think that Kasim would keep the cave a secret? Why (not)?
7 Why did Kasim not want a little gold? How was he different from Ali Baba?
8 Why do you think Kasim tried to use the words ‘barley’ and ‘wheat’ in the password?
9 What did Kasim think would happen to him? Why?
10 Why do you think Kasim did not try to talk to the thieves?
11 Do you think the leader of the thieves is a clever man? Why (not)?
12 Why do you think the leader only wanted to frighten the other man who stole from them?
13 Do you think that anyone will find Kasim’s body? Who? How?
14 Did the leader want to find more treasure? Why (not)?
Stage 2 comprehension extra

Plot  Ask Do you think this chapter is exciting? Why? Review the key points of the chapter with the children. Ask Do you think the author describes Kasim well? How do we know he is a greedy man? Did you guess something bad was going to happen to Kasim when he could not remember the password? Does the author want to make you read the next chapter? What do you think of the story so far?

Discuss greed and relate this to the story. Ask questions such as Why wasn't Kasim happy for his brother? Why did Ali Baba pretend to be surprised? Why did Kasim's wife put the honey at the bottom of the pan? Why did Kasim say, 'I'm your brother!'? Why did Ali Baba tell Kasim to take a little gold for himself? Why did Kasim take ten huge empty chests to the forest?

Write the words careless and armfuls on the board. Ask the children to find these words in the text. Discuss with the children the meaning of these words. Elicit the opposite of careless (careful). Point out that there is no opposite of armful (which means all that one can carry in their arms).

Write on the board the following italic words: shiny (coins), beautiful (jewels), ruby (bracelet), sapphire (necklace), rich (man), fat (saddlebags), long (swords), stone (door), sharp (swords). Ask the children to find the noun they describe (the word in brackets). Ask the children which words describe what something is made of (ruby, sapphire, stone). Make sure they understand the meaning of these words.

Write Open ... on the board. Discuss the use of the ellipsis on page 18 which shows that Kasim can't find the right word (Sesame). Explain that sesame is a herb that has been used in cooking since the time of the Ancient Egyptians. When the plant is ripe, the pods burst open and the seeds scatter, which is possibly where Open, Sesame comes from. Explain that wheat and barley are the oldest cultivated cereals.

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

Discuss what the leader means when he says, 'His body will be a terrible warning to anyone else who comes here!' Ask What do you think will happen next in the story?
Chapter 3

A body in a cave

Pages 22 to 30

Active vocabulary

- accident: the first ‘c’ is a hard ‘c’ but the second ‘c’ is soft and sounds like ‘s’
- belong: this is a compound word: be + long
- clever: remember the phrase: you are ever so clever
- cover: the ‘o’ is pronounced ‘u’ as in cup
- idea: point out that this small word has three syllables: i + de + a
- medicine: a three-syllable word: med + i + cine; the last syllable sounds like ‘sin’
- news: the ‘s’ sounds like ‘z’
- worry: ‘or’ sounds like ‘er’; other words with the same ‘or’ sound include work, world, word
- wrap: wrap and rap are homophones
- wrong: the ‘w’ is silent and is not pronounced; other ‘wr’ words are write and wrist

Passive vocabulary

- barn
- blindfold
- blood
- burial
- cellar
- cemetery
- dreadful
- gasped
- imam
- master
- mistress
- needles
- pills
- servant
- shawl
- spade
- stall
- thread
- wept

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.

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

Read the title of Chapter 3. Ask What do you think the chapter is going to be about?

Tell the children to look at the picture on page 25. Ask Who is on the donkey’s back? What is on Kasim’s back? What do you think Ali Baba is saying to the servant girl? How does she feel? What do you think she is saying to Ali Baba?

Tell the children to look at the picture on page 27. Ask Where is the servant girl? What is she doing? What is the man holding in his hand? How do the other two people feel?

Tell the children to look at the picture on page 29. Ask What is the old man doing? What is the servant girl doing? Where do you think they are?

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 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

1. How did Kasim’s wife feel as she waited for her husband to come home?
2. Where did Kasim’s wife run to when the sun set?
3. What did Kasim’s wife tell Ali Baba?
4. What did Ali Baba promise Kasim’s wife he would do?
5. What did Ali Baba call out when he walked among the trees?
6. What did Ali Baba find on the ground as he approached the cave?
7. What did Ali Baba do when he saw his brother’s body?
8. What did Ali Baba think was the reason why the thieves killed Kasim?
9. What did Ali Baba cover his brother’s body with?
10. Why did he cover the body with wood?
11. Why did Ali Baba take three donkeys to the cave?
12. What did Ali Baba tell his wife when he arrived home with Kasim’s body?
13. What did Ali Baba tell his wife to do with the gold?
14. Why did Ali Baba sigh with relief when Marjaneh opened the door?
15. What did Marjaneh do when she saw her master?
16. Where did Ali Baba say they would hide Kasim’s body?
17. What would they say was wrong with Kasim?
18. What did Ali Baba tell Marjaneh not to do?
19. Where did Ali Baba, his wife and Khaled move to that evening? Why?
20. What did Ali Baba take with him?
21. What shop did Marjaneh go to the next morning?
Ali Baba and the Forty Thieves

22 Why did Marjaneh speak loudly when she asked for pills for her very ill master?
23 Why did Marjaneh go back to the chemist’s shop the next day?
24 What did Kasim’s wife scream? Why?
25 What did Marjaneh tell the tailor, Mustafa?
26 What did the tailor say he would need?
27 What didn’t Marjaneh want Mustafa to know?
28 What did Marjaneh put over Mustafa’s eyes? Why?
29 How much gold did Marjaneh give the tailor? Why?
30 When did Marjaneh say they must bury this man?
31 What did Marjaneh do when the tailor finished making the suit?
32 Why did Marjaneh stand behind an oil seller’s stall?
33 What happened at the cemetery?
34 Who did Ali Baba give Kasim’s shop to?

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.

Write the phrases below on the board and leave gaps for the prepositions. Ask the children to find the prepositions on page 22 that follow these verbs: waited __ (by) the window, knocked __ (on) the door, come __ (back) from the cave, happened __ (to) him, wait __ (for) me, bring my brother __ (with) me, looked __ (for) his brother. Ask the children to find other verbs followed by prepositions in the chapter.

Ask the children to find and read aloud any words containing: oo, ea, ‘ee’, ‘oa’ or ‘au’.

Ask the children to find in the chapter and read aloud sentences with the words darkness and illness. Explain that the suffix ‘ness’ changes some adjectives to nouns. Write the following adjectives on the board and ask the children to add the suffix ‘ness’: sad, happy, dreadful, greedy, heavy, sick, loud. Point out that they must change the ‘i’ to a ‘y’ before adding the suffix. Help the children to use these words correctly in a sentence.

Write the word patient on the board. Ask the children to talk about times when they must be patient. Add the prefix ‘im’ to patient and explain that the prefix changes it to the opposite meaning. Ask the children to talk about when they feel impatient. Add the suffix ‘ly’ to impatient and elicit that the adjective has become an adverb. Ask the children to find the word on page 30. Discuss why Marjaneh waited impatiently.

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

After reading

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

1 Why do you think that Kasim’s wife sat all day by the window waiting for her husband?
2 Do you think that Ali Baba thought Kasim was dead before he entered the cave?
3 Do you think that Kasim deserved to be killed because he was ‘a greedy man’?
4 Was it right for Ali Baba to take the gold for a second time? Why (not)?

5 What do you think Kasim’s wife did when she found out her husband was dead?

6 Why did Ali Baba think it was a good idea to hide the body and not let people in the town know Kasim was dead right away?

7 Do you think it was a good idea for all the family to live together in Kasim’s house?

8 Why was it important that the people in the town heard Marjaneh say that Kasim was ill and needed medicine from the chemist?

9 Why did Marjaneh want more medicine the next day for Kasim, who was already dead?

10 Why do you think Kasim’s wife screamed and cried? Was she really sad or did she only want the people passing by to think she was?

11 Why didn’t Marjaneh want Mustafa to know who the dead man was or where he lived?

12 Why was Mustafa blindfolded?

13 Do you think Mustafa knew Kasim when he was alive? Why (not)?

14 How do you think Mustafa felt when Marjaneh asked him to make the suit that night?

15 Why did Marjaneh give three more gold coins to the old tailor?

16 What do you think Ali Baba, his wife and Kasim’s wife talked about as they waited for Marjaneh to come back home?

17 Why did an imam say prayers for Kasim?

18 Why did the family cry at the cemetery?

19 Why did Ali Baba, and not Kasim’s wife, decide what to do with Kasim’s shop?

20 What do you think Khaled will say when his father gives him his dead uncle’s shop?

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**Stage 2 comprehension extra**

**Author’s use of language** The author creates a lot of tension and excitement in this chapter by her good use of language. Re-read the section on page 23 (when Ali Baba approached the cave). Discuss why this is exciting. Discuss the use of words such as ‘That’s a bad sign!’ and ‘Ali Baba saw a terrible sight’.

- Re-read page 28, when Marjaneh goes to the tailor. Focus on the use of dialogue. Discuss how the author’s use of language paints a vivid picture in words and requires readers to use their imagination.

- Discuss the lies people have told so far in the story. Ask Was it right for: Ali Baba’s wife to lie to Kasim’s wife about the meat? Ali Baba to tell Marjaneh to tell people Kasim was very sick? Marjaneh to lie to the chemist? Discuss what happens when people tell lies. Talk about the lack of trust that develops from telling lies.

- Discuss what the chemist, tailor and imam did in this chapter. Ask Where did the chemist work? What did he sell? What did the tailor make for Kasim? What did he use to make it? What did the imam do and why? Which one knows what really happened to Kasim? Do you trust the tailor? Why (not)?

- Discuss burial rituals and why Kasim was buried in a beautiful, silk suit. Ask the children to describe the clothes the tailor is sewing on page 29. Ask What did the tailor make for Kasim? What did Marjaneh mean when she said they wanted to bury Kasim properly? Ask the children to find and read aloud three words in the chapter for clothes (suit, shawl, trousers).

- 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
More gold for Mustafa
Pages 31 to 39

Active vocabulary
- air
- check
- exclaim
- fail
- imagine
- prepare
- price
- sniff
- trader
- traveller

Passive vocabulary
- bath houses
- chalk
- cloak
- coffee houses
- disguise
- handkerchief
- holes
- hood
- mood
- scent
- stamp

Before reading
- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). 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 the chapter is going to be about?
- Tell the children to look at the picture on page 32. Ask the children to describe the colours (orange and blue) of the leader’s clothes. (It is important that they recognise him as the leader throughout the story.) Ask them to describe the colours of the clothes (green, brown and yellow) of the man standing next to the leader. Ask Where are the thieves? What are they doing? What do you think the leader is saying to the men?
- Tell the children to look at the picture on page 36. Ask Who is in the picture? What are the men doing? Why do you think the thief has blindfolded the tailor?
- Tell the children to look at the picture on page 39. Ask What is the woman doing? Who do you think the woman is? How many ‘X’s do you see? Where are they?
- 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 5) 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. How did the thieves feel when they were galloping towards the cave?
2. Why did the leader think no one would dare to steal from the cave?
3. What made the leader of the thieves stamp his foot angrily?
4. What made the leader even angrier when he looked around the cave?
5. What did the leader tell the thieves that one of them must do?
6. What did the leader tell the brave thief to do when he went to town?
7. Who did the brave thief talk to in the town’s market and what did they talk about?
8. Where else did the brave thief go and who did he talk to?
9. Why did the brave thief fail?
10. Whose stall did the thief go and sit down next to?
11. What did the thief want the old tailor to look at?
12. Why did the tailor tell the brave thief about the suit he sewed for a dead man?
13. Why did the thief give the tailor a gold coin?
14. What did the thief say would help Mustafa to find the house of the dead man?
15. What did the thief want Mustafa to pretend? Why?
16. What was the first smell that helped Mustafa find the way?
17. What two noises did Mustafa hear that he had heard before?
18. Where were the roses that Mustafa smelled again?
19. What did the thief do to the door of the house? Why?
20. What did the thief think about after he took Mustafa back to his stall?
21 What did Marjaneh see when she came back to Kasim’s house with her shopping basket?
22 Why did Marjaneh put chalk marks on all the doors along the street?
23 Did Marjaneh tell anyone about the chalk marks?

- Ask the children to find and read aloud sentences with the past tense of the following irregular verbs: sell, find, speak, feel, sit, see, give, hold, take, shut, lead, ride.
- Have a competition. Ask the children to find the eight words for things people wear in the chapter (disguise, cloak, hood, shoes, trousers, suit, blindfold, handkerchief). The first to find all eight is the winner.
- Write handkerchief on the board. Ask the children to use the letters in this word to make new words (hand, chief, and, fan, chair, knife, etc.).
- Ask the children to find and read aloud all the words in the chapter with three syllables. Ask them to clap the syllables as they say them.
- Ask the class to find and read aloud words in the chapter that rhyme with the following words: food (mood), brave (cave), leaf (thief), choke (cloak), good (hood), head (bread), bed (dead), whose (shoes), poles (holes), tell (smell), fall (stall), noses (roses).
- Play a word-changing game, changing the following words:
  - Change the ‘ch’ in chalk to ‘t’, ‘w’
  - Change the ‘m’ in mark to ‘d’, ‘sh’, ‘p’
  - Change the ‘wh’ in white to ‘br’, ‘k’
  - Change the ‘d’ in door to ‘fl’, ‘p’

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

After reading

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

1 Why do you think that the title of the chapter is ‘More gold for Mustafa’?
2 Why did the leader of the thieves want to find and kill the thief who took the body?
3 Do you think that the leader’s plan was a good one? Why (not)?
4 Why did the leader say, ‘This is a very important job!’?
5 Why do you think that the leader wanted the thief to wear a disguise?
6 Why didn’t the thief find out anything in town after talking to hundreds of people?
7 Do you think the thief enjoyed talking to people about rope, meat, cloth and chickens? Why (not)?
8 Why did the thief’s shoes have holes in them?
9 Why was the tailor proud?
10 What did Mustafa mean when he said, ‘I gave the servant girl my word.’?
11 How do you think the thief felt when he heard about the tailor’s secret?
12 What kind of man is the tailor?
13 How difficult do you think it was for Mustafa to find his way blindfolded?
14 How do you think Mustafa felt when he smelled the meatballs?
15 Why did Mustafa say, ‘That poor little thing must cry every evening’?
16 Why did the thief lead Mustafa back to his stall with the blindfold still over his eyes?
17 Was it a good idea to put a white chalk mark on Kasim’s door? Why (not)?
18 How do you think Marjaneh knew that something was wrong when she saw the chalk mark on the door?
19 Why do you think Marjaneh did not tell anyone about the chalk mark?
20 What do you think Marjaneh thought might happen next?

Stage 2 comprehension extra
Setting In this chapter the author gives the reader more information about the town and its people. The thief talks to traders of rope, meat, cloth and chickens. He goes into coffee houses, gardens and bath houses. When the tailor takes him to the house where he sewed the suit, the reader learns about the sounds and smells that tell us about the town people’s routines. Discuss how the author led us through the town with the blindfolded tailor. Ask the children what they have learned about this town in Persia.

- Write some words from the chapter on the board, with lines replacing the vowels, for example h__rr__bl_ (horrible). Ask the children to supply the missing vowels.
- Write these pairs of homophones on the board: check/cheque; no/know; wear/where; new/knew; meet/meat; weather/whether; poor/pour; hole/whole. Ask the children to read them and explain the difference between them. Ask the children to make up sentences, using each word correctly.
- Write roses on the board. Remind the children that roses were Mustafa’s favourite flowers. Ask the children to think of the names of other flowers. See how many they can think of. Discuss their favourite flowers and why they like them.
- Mustafa told the thief that he had given the servant girl his word. Discuss what this means. Talk about the importance of giving your word to someone and keeping secrets.
- 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
Mustafa tries again
Pages 40 to 48

Before reading
- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 10 of their Workbook to practise the new vocabulary.
Ask the class to recall what happened in the previous chapter.

Read the title of Chapter 5. Ask What do you think the chapter is going to be about? Do you think the thieves will find Ali Baba’s house?

Tell the children to look at the picture on page 41. Tell the children to look at the men’s clothes. Ask Who are these two men? What are they pointing at? What do you think the leader of the thieves is saying to the brave thief? How do they feel?

Tell the children to look at the picture on page 44. Ask What is Marjaneh doing? What kind of meat is there? What is on the other plate? What do you think is in the jug?

Tell the children to look at the picture on page 47. Ask Who is with Mustafa? What can Mustafa smell? What is next to the door? What is in front of the window? What do you see in the window boxes? Whose house is this?

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 5) 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. How did the brave thief feel when he was galloping back to the forest to tell the news?

2. What did the brave thief say to the other thieves?

3. What did the brave thief say happened when he came to the tailor’s stall?

4. What did the thieves do when the thief said, ‘we will be able to find the house again’?

5. Why did the thieves set off into town in twos and threes?

6. Who did the leader go with? Why?

7. How did the leader feel when he found marks on all the doors?

8. What did the leader call the thief?

9. What did the second thief show Mustafa after he shook his hand?

10. What did the second thief tell Mustafa he would do?

11. What did the second thief tie over Mustafa’s eyes? Why?

12. What direction did Mustafa say they should take when he smelled fish?

13. What direction did Mustafa say they should take when he heard the dog barking?

14. How did Mustafa know that they were nearly there?

15. Why was the smell of roses important?

16. Where did the thief put a red chalk mark?

17. What did the thief think about the red mark?

18. What did Marjaneh cook for supper?

19. Why did Marjaneh walk into town?

20. What did Marjaneh see when she returned from the market?

21. What did Marjaneh do with her piece of red chalk?

22. What did the thieves say and do when the second thief said he had found the house?

23. What did the leader say when he saw red chalk marks on all the window frames?
24 How did the leader plan to remember which house was the right one?
25 What did the leader say he can and can’t trust?

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.

- Talk about Marjaneh’s eyesight and discuss why the servant girl misses nothing. Ask Do you think Marjaneh knows the house well? How do you think she feels about the house of her dead master? Ask the children if they feel proud of things that belong to them and if they would notice if someone put a mark on them.

- Write on the board: window boxes, white, chicken, plants, pots, red, salad, orange, roses, tomatoes, black, onions, rose water, blue, rice. Ask Which words are for food? Which words are for flowers? Which words are for colours. Ask the children to find these words in the chapter.

- Remind the children that the leader wants to punish the man who stole their gold. Discuss who should be punished, and for what, in the story.

- 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 hundreds of people the thief talked to thought of him?
2 Why did nobody in town know the dead man?
3 What did the thief mean when he said, ‘That was when my luck changed!’?
4 If the thieves went to town in one large group, what would the townspeople think?
5 How did the thief feel when he showed the leader his chalk mark on the door? Why?
6 What did the leader want to know when he saw chalk marks on all the doors? Why?
7 What do you think the leader thought about as he rode to the town square to meet the other thieves?
8 Why was there a moment of silence when the leader asked for another man to find the house?
9 Why do you think Mustafa said, ‘If you pay me well, I will do it’?
10 Why did the second thief want Mustafa to wear a blindfold?
11 Why was it important that Mustafa loved the smell of fish cooking?
12 What was important about the sound of the dog’s bark and the flute?
13 Why did the smell of roses help Mustafa find the house?
14 How did the thief feel when he put a red chalk mark on the window frame?
15 Why was it good luck that Marjaneh had no rice and had to go to the market?
16 Do you think Marjaneh was clever? Why (not)?
17 What do you think the leader thought of his men when he decided to go himself?
18 Was the leader cleverer than the other two thieves? Why (not)?
19 Do you think the thieves will get into Ali Baba’s house? How, or why not?

Stage 2 comprehension extra
Author’s style  Point out how the chapter is written in five sections with a gap between them. Explain that this is the way the author shows the passing of time. The gap denotes that some time has passed since the previous section.

- Write on the board: excited, immediate, near, proud, careful. Discuss the meaning of these words. Ask the children to use them in sentences. Ask How do we change adjectives to adverbs? (add ‘ly’). Add the suffix ‘ly’ to each word and ask the children to find and read aloud sentences in the chapter with these words. Explain the meaning of ‘nearly’ (almost). Ask the children to make sentences of their own using these adverbs.
- Write the word old on the board. Ask the children to think of letters to put in front of ‘old’ to make new words (cold, fold, gold, hold, etc.).
- Write the words on the board: cheer, stamp, sniff, pat, cheer, point, shout. Ask the children to find and read aloud sentences with these words in the past tense. Tell the children to close their books. Tell them that when you say one of the verbs, they must do the action. (Say, ‘sniff’, for example, and everyone should sniff.)
- Discuss what the leader means on page 41 when he said, ‘Let’s go to town in twos and threes’. Take the children outside or to a large hall. Ask them to walk in twos round in a circle. Ask them to walk in threes to a distant point and back. Ask Do you walk in twos or threes when you walk to school or to the park?
- Discuss what the leader means when he says, ‘I will trust my memory’. Ask the children to talk about how people have memories of smells (like the tailor’s wife’s fish), sounds, tastes, touch and sight. Ask Is there a special smell (or other sense) that reminds you of something in your past?
- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
- Ask What do you think will happen in the next chapter?
Chapter 6
Thirty-nine thieves
Pages 49 to 55

Active vocabulary

breath  drop the final ‘e’ to change the verb to a noun

field   the ‘ie’ is pronounced ‘ee’
guest   change the ‘t’ to ‘s’ to make a new word

honest  find the words on, nest and one inside

journey a two syllable word: jour + ney

lid      add ‘e’ after ‘i’ to make a new word

loose   drop one ‘o’ to make a new word

safe    change the ‘f’ to ‘v’ to change the adjective to a verb

tight   rhymes with right, fight, might

trouble ‘ou’ sounds like ‘u’ in tub

Passive vocabulary

clattering clay courtyard jars load up patted pattern pottery prisoner stared stool

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). 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 the chapter might be about.
- Tell the children to look at the picture on page 49. Ask How many donkeys do you see? Who do you think the men are? Do you see the leader of the thieves?
Tell the children to look at the picture on page 52. Ask Who do you think the man is? Where do you think he is going? How many jars are there on each donkey? Are the lids on the jars tight or loose? What do you think is in the jars? How do you think the woman and the child feel?

Tell the children to look at the picture on page 55. Ask Who are the two men? Where do you think they are? 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 5) 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 many donkeys did the thief need?
2 Why were the thieves going round the town looking for donkeys?
3 What did the thieves give the owners for their donkeys?
4 How long did it take for the thieves to buy twenty donkeys?
5 Did the thieves want only big, young donkeys?
6 Why did the leader go to a pottery?
7 What kind of jars, and how many, did the leader ask the potter for?

8 Did the leader want loose lids or tight lids on the jars?
9 Why did the potter say, ‘I am not sure if I can do it.’?
10 Who did the potter say he would ask to help him make the jars?
11 How many jars did the leader fill with oil?
12 How many jars did the leader load up onto each donkey?
13 Where did the leader tell his men they must climb?
14 Why were the lids loose?
15 What did the leader tell the thieves to take into the jars with them?
16 What was in the fortieth jar?
17 Why was the leader going to pretend to be an oil seller?
18 What did the leader wear for his disguise?
19 Who was the man sitting outside on a stool? What was he doing?
20 Why did Ali Baba ask the leader where his oil was?
21 Where did Ali Baba tell the leader to bring his donkeys?
22 What did Ali Baba tell the leader to do for the donkeys?
23 Where was Kasim’s wife, Ali Baba’s wife and their son?
24 Why did Marjaneh sigh when Ali Baba asked her to make some food for the oil seller?
25 What did Marjaneh give the leader to eat?
26 Why did Ali Baba ask Marjaneh to collect soap and towels for him?
27 What did the leader of the thieves tell Marjaneh he wanted?
Write these numbers on the board: 39, 20, 40, 1, 40th, 1st. Ask the class to read out the numbers. As they do, write the numbers in words. Ask the class to find and read any sentences in the chapter that contain these numbers. Discuss the leaders plan, making sure that everyone understands. You may need to help the children with the maths (20 x 2 = 40 minus 1 = 39).

Write the words mad and plan on the board and ask the children to read them. Now add ‘e’ to the end of each and ask the children to read both words again (made and plane). Ask them to say what they notice about the sound of the middle vowel in each and say what each new word means. Write these words on the board and read them: cap, not, pip, cut. Add ‘e’ to the end of each and repeat the process. Point out what happens when we add ‘e’ to breath.

Ask the children to find and read aloud sentences with the words pot, pottery, potter. Ask Who makes pots? Where does he make them? Write these words on the board: write, farm, teach, sing, work, paint, sell. Ask What do we call a person who writes? Add ‘r’ or ‘er’ to each of the verbs and ask the children to say the word. Point out that a person who cooks is not called a cooker (a cooker is what you put the pots and pans on when you cook).

Ask the children to find and read aloud words with ‘ie’, ‘oo’ and ‘ea’.

Write courtyard on the board. Ask the children if they can recognise the two words that make up this compound word (court + yard). Ask the class to find two more compound words on page 53 (faraway, inside).

Write load and unload on the board. Ask the children to find and read aloud sentences with these words in the chapter. Discuss the meaning.

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 were many of the donkeys’ owners happy to sell their donkeys?
2. How many jars would the potter have to make each day to have forty jars at the end of a week?
3. Why did the potter say a week would not be enough time to make forty jars?
4. Why did the leader of the thieves hold up his sword to the potter?
5. Do you think the leader of the thieves had made a good plan? Why (not)?
6. Did Ali Baba believe the leader of the thieves too quickly?
7. Why do you think Marjaneh was looking forward to rest?
8. If you were Ali Baba, would you let a stranger spend the night in your house? Why (not)?
9. Why did Ali Baba tell the oil seller his jars of oil would be safe in the courtyard?
10. Why do you think the leader said he needed fresh air?
Stage 2 comprehension extra

Plot With the class, review the main sequence of events in the chapter on the board. Encourage the children to avoid small details and concentrate on just the key events.

- Write the word dagger on the board. Ask the children to find other words in the chapter with double consonants.
- Have a competition to see who can think of the most words rhyming with pot. (cot, dot, got, forgot, hot, jot, lot, not, plot, rot, etc.).
- Write the word journey on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: jour + ney. Ask the children to find more two-syllable words in the chapter.
- Play a word-taking game. Tell the children Take the word ‘court’ from ‘courtyard’. What word are you left with? (yard). Now do the same with: blind from blindfold (fold); out from outside (side); side from inside (in); break from breakfast (fast); thing from something (some).
- Ask the children to discuss the statement: ‘He is a guest, and we must treat him well.’
- If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
- Ask What do you think will happen in the next chapter?
Chapter 7

Marjaneh and the oil

Pages 56 to 63

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>Marjaneh boiled the oil to kill 39 thieves</td>
</tr>
<tr>
<td>candle</td>
<td>rhymes with handle; you must handle a candle with care</td>
</tr>
<tr>
<td>comfortable</td>
<td>find fort, or, for, table and able inside</td>
</tr>
<tr>
<td>crept</td>
<td>past tense of creep</td>
</tr>
<tr>
<td>lamp</td>
<td>‘amp’ is a common ending: damp, lamp and cramp</td>
</tr>
<tr>
<td>pocket</td>
<td>rhymes with rocket</td>
</tr>
<tr>
<td>pour</td>
<td>change the ‘u’ to an ‘o’ to make a new word</td>
</tr>
<tr>
<td>repeat</td>
<td>‘ea’ sounds like ‘ee’</td>
</tr>
<tr>
<td>stranger</td>
<td>drop the ‘r’ to change the word from a noun to an adjective</td>
</tr>
<tr>
<td>voice</td>
<td>a one syllable word; ‘c’ sounds like ‘s’</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>attack</td>
<td>pebbles peel tapped</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 58. Ask Is it morning or night? Where is Marjaneh? What is she holding? What is she doing with the lid?
• Tell the children to look at the picture on page 60. Ask What has Marjaneh got in her hands? What do you think she is doing? Why are the lids on the ground?

• Tell the children to look at the picture on page 62. Ask Where do you think the leader of the thieves is? What is he doing? How does he feel?

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

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) 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 the leader of the thieves slowly look around the courtyard?
2 What was in front of the leader?
3 What did the leader tell the thieves he would do when it was time for them to attack?
4 What did Marjaneh do before she took the leader to his room?
5 Why did the kitchen suddenly go dark?
6 What did the voice inside the jar say to Marjaneh?
7 How did Marjaneh feel when she heard the voice inside the jar?
8 What did the voice ask?
9 How did Marjaneh make her voice sound like the oil seller’s?
10 What did Marjaneh do with the boiling hot oil?
11 Where did Marjaneh stay to see what would happen next?
12 What was the next part of the leader’s plan?
13 What happened when the leader threw the pebbles?
14 Why was the leader worried?
15 What did the leader smell?
16 What did the leader see when he lifted the lid of the jar?
17 How many thieves did Marjaneh kill? Why?
18 Why did the leader decide to run away?
19 How did the leader leave the courtyard?
20 Why was Ali Baba surprised when he saw the donkeys the next morning?
21 What didn’t Ali Baba know when he left for the bath house?

• Ask the children to find the word whispered on page 56. Ask the class to whisper the words the leader said. Ask When do you whisper? Why did the leader whisper? You might like to play a game of ‘Chinese Whispers’ with the class. Whisper a sentence into one child’s ear. Tell that child to whisper the same sentence to the next child. Ask the children to each whisper it to the child next to them. At the end, see if the sentence is still the same, or if it has changed (which is usually what happens). If it has changed, point out the danger of relying on whispering to pass a message from one person to the next.

• Write cupboard on the board. Ask What two words make up this compound word? Ask the children to find other compound words in the chapter.
Write *creep* on the board. Ask the children to find *creep* on page 56, and read aloud, the past tense of this verb (*crept*). Demonstrate the action. Ask some of the children to demonstrate the action. Ask What did I do? What did they do? Elicit words that rhyme with crept (*slept*, *wept*, *kept*). Ask the children of which verbs they are the past tense (*sleep*, *weep*, *keep*). Look together at the spelling of these words and discuss the spelling rule.

Have a class competition! Write *oil* on the board. Ask the children to make new words by adding a consonant or a consonant cluster to the beginning of the word. The person with the most correct words is the winner.

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 thieves felt when they were waiting inside the jars?
2. How did the leader feel about his plan? Why?
3. Was Marjaneh polite to the stranger? How do you know?
4. How do you think Marjaneh felt when the kitchen went dark?
5. Do you think Marjaneh was right that the oil seller would let her take a little oil?
6. Why did Marjaneh pretend to be the oil seller?
7. Do you think Marjaneh did the right thing when she poured boiling oil onto the men?
8. How do you think Marjaneh was feeling when she was making lunch?
9. What do you think the leader thought about while he waited in bed?
10. What did the leader think had happened when there was silence and no men with swords?
11. What do you think Marjaneh was thinking about that night?
12. Do you think the leader will think of a new plan for killing Ali Baba?
13. What do you think Marjaneh will do in the morning when everyone wakes up?
14. How do you think Ali Baba will feel when he finds out what happened?

**Stage 2 comprehension extra**

**Characterisation** We saw how clever Marjaneh was and how loyal she was to Ali Baba in Chapters 3 and 4. Discuss how her loyalty and cleverness was shown again in this chapter. Ask What did Marjaneh do that was dangerous? Was she cleverer than the leader of the thieves? Was she a good servant? Why?

Write the words *dark* and *comfortable* on the board. Point out that these are adjectives. Ask the children to find these adjectives and four more in the chapter.

Write the word *anything* on the board. Remind the children that this is a compound word, made by combining *any* + *thing*. Ask the children to find and read aloud sentences that contain compound words ending in ‘thing’. Discuss the meaning.

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

Ask *What do you think will happen in the next chapter?*
Chapter 8
Look out, Ali Baba!

Pages 64 to 72

Active vocabulary

alone remember the phrase: when I am the only one, I am alone

beard rhymes with feared

busy the ‘bus’ sounds like bzzz, so remember: busy as a bee

danger the ‘g’ sounds like ‘j’

enemy a three syllable word: en + e + my

escape find cape ‘hiding’ in escape – a clever form of disguise to escape from your enemy!

expect remember: teachers expect you to respect them

problem find rob ‘hiding’ inside problem; if someone robs you, you have a problem!

shocked rhymes with locked and blocked

succeed the first ‘c’ sounds like ‘k’, the second ‘s’

Passive vocabulary

confused failed kebab weapons

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activity on page 16 of their Workbook to practise the new vocabulary.
Ali Baba and the Forty Thieves

- Ask the class to recall what happened in the previous chapter.
- Read the title and discuss the meaning of Look out! Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on page 66. Ask Who do you think the two men are? Is it night or day? What are they doing? Why?
- Tell the children to look at the picture on page 68. Ask How many people do you see in the picture? What is the man’s job? What are the women doing?
- Tell the children to look at the picture on page 71. Ask Who do you think the young man is? Who is the older man? Where are they?
- 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 5) 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 Why did Ali Baba think the oil seller was still in his house?
2 What did Marjaneh tell Ali Baba someone was trying to do?
3 How did Ali Baba feel when Marjaneh told him about the thirty-nine men and the oil?
4 Who did Ali Baba say he thought must be trying to kill him?
5 What did Ali Baba do that night with his son Khaled?
6 Where did Ali Baba and Khaled hide the dead men’s swords and daggers? Why?
7 What did Ali Baba do with the twenty donkeys?
8 What did Ali Baba tell Marjaneh was still a problem after he buried the men and the jars?
9 Where was the leader of the thieves and how did he feel?
10 What did the leader plan to do?
11 What did the leader do so that nobody would recognise him?
12 What was the leader of the thieves’ new job?
13 What was the leader’s new name?
14 What did Khaled tell the silk merchant about his carpet shop?
15 How did the leader of the thieves, now called Khoja Hoseyn, find out Ali Baba’s name?
16 What did Khoja Hoseyn invite Khaled to do with him the next evening? Why?
17 Where did Khoja Hoseyn first see Ali Baba?
18 Where would Khaled and Khoja Hoseyn eat supper together?
19 Why did Khaled invite Khoja Hoseyn into his family’s house?
20 What did Khaled now call Khoja Hoseyn?

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.
Write some words from the chapter on the board and ask the children to find any smaller words ‘hiding’ inside each longer word (for example, *satin*).

Ask the children to find two words on page 69 that means the same as *awful* (horrible, terrible). Discuss how they are used.

Ask the children to find and read aloud sentences with dashes in them. Discuss how the part of the sentence after the dash adds more information to the first part of the sentence.

Ask the children to find words in the text that rhyme with *walk* (chalk), *cars* (jars), *did* (hid), *waved* (shaved), *milk* (silk), *send* (friend).

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 Marjaneh worried about telling Ali Baba about the oil seller and his men?
2. How do you think Ali Baba felt when he saw each of the thirty-nine dead men in the jars?
3. How do you think Marjaneh felt as she told Ali Baba about the chalk marks?
4. What do you think Ali Baba thought when Marjaneh told him about each man asking, ‘Is it time to fight?’?
5. What did Ali Baba mean when he said, ‘But they won’t succeed!’?
6. Do you think Ali Baba began to wish that he had not stolen the gold? Why (not)?
7. What do you think Khaled thought when Ali Baba told him about the oil seller and the dead men?
8. Why do you think Ali Baba buried the thieves and the jars?
9. Was it a good idea to hide the weapons in the house? Why (not)?
10. How do you think the leader of the thieves felt about his men?
11. What do you think the leader thought about in the forest for several weeks?
12. Why do you think the leader of the thieves decided to sell silks and satins?
13. Why did the leader make up a new name for himself?
14. Why wouldn’t Khaled recognise Khoja Hoseyn as the leader of the thieves?
15. Why did Khoja Hoseyn make friends with the other merchants?
16. Why did Khoja Hoseyn make friends with Khaled?
17. Why was Khoja Hoseyn sure that Ali Baba was his enemy when he saw him talking to Khaled in the shop?
18. How did Khoja Hoseyn treat Khaled after he saw Ali Baba and knew he was Khaled’s father? Why?
19. Why do you think Khoja Hoseyn said, ‘But your father may be busy this evening.’?
Stage 2 comprehension extra

Characterisation  The leader of the thieves was very clever amongst other thieves, who were actually not clever at all. But when he wanted to kill Ali Baba, he met someone who was more clever than him. We saw how dishonest he was in Chapter 7, but his dishonesty becomes more wicked in this chapter. Discuss how he used a change of name, wore a disguise and pretended to be Khaled’s friend in order to get into Ali Baba’s house to kill him.

- Write the word thief on the board and underline the ‘ie’. Explain that we put ‘i’ before ‘e’ except after ‘c’ in many words. Write these words on the board: believe, friend, field, place. Ask the children to complete them with ‘ie’.

- Write the word kindness on the board. Explain that the suffix ‘ness’ changes an adjective to a noun. Write the following words on the board: dark, clever, new, good, friendly. Ask the children to add the suffix ‘ness’ to these words. Discuss ways of using these new words in sentences about the story so far.

- Ask the children to find and read aloud words with a double consonant. Point out how a word with a double consonant in the middle is split up to make another syllable. Write the words seller, happened, bottom, daggers, hidden, sitting, rolling, horrible, terrible on the board. Ask the class to split them into syllables.

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

- Ask What do you think will happen in the next chapter?
Chapter 9

Marjaneh’s dance

Pages 73 to 82

Active vocabulary

entertain enter is ‘hiding’ inside this word
explain a two syllable word: ex + plain

guide rhymes with hide

invite the first ‘i’ is short and the second is long

purse ‘ur’ sounds like ‘er’

recognise ‘s’ sounds like ‘z’

serve a servant will serve her master

waist waste and waist are homophones

wicked point out that there are two syllables; the ‘ed’ sounds like ‘id’ as in did

wrist the ‘w’ is silent and is not pronounced; other ‘wr’ words are write and wrong

Passive vocabulary

audience bald blade chest headdress loyal peace place (something somewhere) rhythm saying sheath sliced sparkling suspicious tambourine twirled twisted veil

Before reading

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 18 of their Workbook to practise the new vocabulary.
• Ask the class to recall what happened in the previous chapter.
• Read the title of Chapter 9. Discuss what the chapter might be about.
• Tell the children to look at the picture on page 75. Ask Where are the people? What are they doing? Who is serving the food? Who is sitting opposite Ali Baba? What has Khoja Hoseyn got under his cloak?
• Tell the children to look at the picture on page 78. Ask Who do you think is dancing? What has she got in her belt? What are Ali Baba and the silk merchant doing? How do they feel?
• Tell the children to look at the picture on page 80. Ask Does Khaled look happy now? How does Ali Baba feel? What is Marjaneh doing? Where is Khoja Hoseyn looking? What do you think is going to happen?
• 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 5) 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. What did Ali Baba say to Khoja Hoseyn about older men like them?
2. What did Khoja Hoseyn say to Ali Baba when he met him?
3. What did Ali Baba tell Khoja Hoseyn Marjaneh was cooking?
4. What did Khoja Hoseyn say he could not eat?
5. What was the old saying that Marjaneh remembered?
6. What did Marjaneh think when she saw the silk merchant’s face?
7. What did Marjaneh see hidden inside Khoja’s cloak?
8. What did Marjaneh tell the silk merchant she could do while they relaxed after supper?
9. How did Ali Baba feel when his guest asked if Marjaneh could dance for them?
10. What instrument can Marjaneh play?
11. What did Marjaneh put on in her room?
12. What did Marjaneh do when Ali Baba shouted, ‘Let us see what our guest thinks of your dancing!’?
13. Who clapped their hands and who started to sing?
14. What did Marjaneh do with her dagger when she danced up to Ali Baba?
15. What did Ali Baba do when Marjaneh held out the tambourine like a plate?
16. How many gold coins did Khaled throw into the tambourine?
17. When did Marjaneh put her dagger into Khoja Hoseyn?
18. What did Ali Baba do to see if their guest was alive or dead?
19. Why did Ali Baba call Marjaneh a wicked girl?
20. What did Marjaneh tell Ali Baba about their guest?
21. When did Marjaneh say she became suspicious of him?
22 How did Ali Baba reward Marjaneh for saving his life?
23 What did Ali Baba tell Khaled about his friend, the silk merchant?
24 What did Khaled say about marrying Marjaneh?
25 How did Marjaneh feel about marrying Khaled?

- Write the word tambourine on the board. Ask the class to use the letters in this word to make new words (am, our, in, urine, about, brain, more, etc.).

- Write the word chest on the board. Elicit words that rhyme with chest (best, dressed, guest, messed, nest, pest, etc.).

- Ask the children to find and read aloud words with ‘ea’, ‘oa’, ‘ei’.

- Write the word suspicious on the board. Tap out the three syllables: sus + pi + cious. Explain that ‘cious’ is a common ending for adjectives. Ask the children to find and read aloud other three-syllable words in the chapter.

- Write the word daughter-in-law on the board. Ask the children to find and read aloud words with ‘in-law’. Discuss what in-law means in words like mother-in-law. Choose four children to be Ali Baba, Khaled, Marjaneh and Khaled’s mother. Ask them to stand up in front of the class. Ask Who is getting married? (Khaled and Marjaneh) What will Marjaneh be to Khaled? (Khaled’s wife) What will Marjaneh be to Ali Baba? (daughter-in-law) What will Marjaneh be to Khaled’s mother? (daughter-in-law) What will Ali Baba be to Marjaneh? (father-in-law) What will Khaled’s mother be to Marjaneh? (mother-in-law). You may have to help the children, and even give them the answers. Write these new hyphenated words on the board. Point out the use of the hyphen.

- Have a dancing competition! Ask the children to find and read aloud sentences with the following words and phrases from page 77 (write them on the board): sliced, pointed the dagger, twisted and turned. Discuss the meaning of these words. Ask one or two volunteers to come to the front of the class with their rulers (which they will use as daggers). Choose four children – acting as Ali Baba, his wife, Kasim’s wife, and Khaled – to sit near the dancers. Tell the dancers to perform the actions as they are read by another child. Ask an individual to read from page 77 starting with: Then, with the other hand, she took the dagger out of the sheath and finish with Next she danced up to Khoja Hoseyn ... Everyone should clap when the dancers finish. Then repeat the above with one or two more children as the dancers. Have the class vote for the best dancer (who performs the actions best!).

- 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 What did Ali Baba mean when he said, ‘Older men like us need to guide the young ones.’?
2 Why did Khoja Hoseyn say he wanted to leave Ali Baba and his family in peace?
3 Why did Khoja Hoseyn say, ‘I have a big problem.’?
What do you think the old saying about not eating salt means?

How did Marjaneh feel when she recognised the leader of the thieves?

Why didn’t Khoja Hoseyn worry that someone might see his dagger?

Why do you think Marjaneh had a dagger and a tambourine in her room?

Why do you think Marjaneh pointed the dagger at everyone before she stabbed it into Khoja’s chest?

Why did Marjaneh hold out the tambourine to everyone else before Khoja Hoseyn?

How do you think Ali Baba’s wife and Kasim’s wife felt when they saw the dagger go into their guest’s chest?

How do you think Khaled and Ali Baba felt when Marjaneh told them that their guest was the leader of the thieves?

Do you think it was a great reward for a servant girl to marry her master’s son? Why (not)?

Do you think Khaled really wanted to marry Marjaneh? Why (not)?

How do you think Khaled’s mother felt about her servant marrying her son?

What do you think Ali Baba will do with the body of the dead man?

Discuss the way Khoja Hoseyn became friends with Khaled and finally got invited to his house. Ask Do you think some people pretend to be friends with other people? Why?

Ask What food did Khoja Hoseyn eat with Ali Baba’s family? Did he enjoy the food? Why didn’t he want to eat salt? (it would bring him bad luck)

Ask the children to think about the old saying in the story. Ask Do you know any old sayings? Do you think old sayings are sometimes very clever? You might want to teach them the saying: Never judge a book by its cover (meaning: you must look at what is inside someone, not just at their appearance).

Talk about Marjaneh’s clothes and her dance: long silver skirt, sparkling top, headdress, veil, silver belt, sheath and dagger. Ask Why do you think Marjaneh put these clothes on? How did her clothes make her audience feel? Do you think Marjaneh had danced for other guests before in Ali Baba’s (Kasim’s) house? Do you think her audience were very surprised to see her clothes and dagger? Have you ever seen someone dance with a tambourine? Have you ever seen someone dance with a dagger?

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

Ask What do you think will happen in the next chapter?

Stage 2 comprehension extra

Author’s use of language  The author uses some good descriptive words and phrases in the chapter. For example, read the description of Marjaneh’s dance on page 77. Words such as faster and faster, fly, twirled, sliced make the reader able to imagine the dancer’s movements.
Chapter 10
Ali Baba is rich
Pages 83 to 89

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>feast</td>
<td>take away the ‘f’ and you get a direction on a compass</td>
</tr>
<tr>
<td>glitter</td>
<td>rhymes with litter and bitter</td>
</tr>
<tr>
<td>jewellery</td>
<td>you can find a jewel in a piece of jewellery</td>
</tr>
<tr>
<td>neighbour</td>
<td>sounds like ‘nay / bor’</td>
</tr>
<tr>
<td>supper</td>
<td>note the ‘pp’ in the middle</td>
</tr>
<tr>
<td>wedding</td>
<td>note the ‘dd’ in the middle</td>
</tr>
<tr>
<td>wish</td>
<td>rhymes with dish, fish; you might wish for a fish on a dish!</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>goblets</td>
<td>pleaded smart</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). 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 Why do you think Ali Baba is rich?
- Tell the children to look at the picture on page 83. Ask What are Khaled and Marjaneh doing? Who is watching them?
- Tell the children to look at the picture on page 86. Ask Who do you see in the picture? What do you think he is doing? What are the donkeys carrying?
Tell the children to look at the picture on page 89. Ask Who do you see in the picture? What are they doing? Where do you think they are?

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 5) 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 Who came to Khaled and Marjaneh’s wedding?
2 What did one of the guests say to Ali Baba about Marjaneh?
3 What did Khaled and Marjaneh do after they got married?
4 What did Ali Baba think when he looked at the men and women in the town?
5 What did Ali Baba want?
6 What did Ali Baba’s wife say he when he said he was going to the cave?
7 Did Ali Baba go to the cave with Khaled, or did he go alone?
8 What did Ali Baba do when he saw the place where he found his brother’s body?
9 What was the only thing missing in the cave? Why?
10 What did Ali Baba take?
11 What did he say would look smart on their table?
12 Why didn’t Ali Baba take more than he did?
13 What time of day was it when he left the cave? How do you know?
14 Did Khaled and Marjaneh have a boy or a girl?
15 What did Ali Baba decide to share with Khaled?
16 Why did Ali Baba want to show Khaled the cave?
17 How many donkeys did the two men take with them to the cave?
18 How long had it been since Ali Baba had gone to the cave?
19 Why did Ali Baba know that they would be safe?
20 How much treasure did the two men take?
21 What did Ali Baba say about his family?

Write on the board: poor, stupid, disloyal, unkind, unlucky, sour, sunset, late, quickly, closed, unloaded. Ask the children to find and read aloud words in the chapter that mean the opposite of these words (rich, clever, loyal, kind, lucky, sweet, sunrise, early, slowly, opened, loaded).

Ask the children to find and read words on pages 87 and 88 that rhyme with these words: toy (boy), care (share), never (clever), sad (glad), fools (jewels), measure (treasure). Suggest other rhyming words for the class to find in the rest of the text.
Have a competition. Remind the children that the cave was full of treasure. Divide the class into teams and, in a given time, ask each team to write down as many different types of treasure as they can remember. The team with the most correct words from the story is the winner.

Ask the children to find and read aloud words with ‘dd’, ‘tt’, ‘pp’, ‘gg’, ‘ll’.

Ask the class to find on page 88: ‘I can’t believe it!’ Discuss the meaning. Give the children practise saying it with expression of surprise. They can tell each other crazy things, such as ‘There’s an elephant in the playground’ and the other children say, ‘I can’t believe it!’

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 guests thought of Khaled marrying a servant girl? Why?
2. What did Marjaneh do that made Khaled lucky to have her for his wife?
3. Why do you think Ali Baba still thought about the forty thieves?
4. Why did Ali Baba’s wife plead with him to take Khaled with him?
5. Why do you think Ali Baba wanted to go alone to the cave?
6. Why did Ali Baba shiver and look away?
7. How did Ali Baba feel about Khoja Hoseyn?
8. Why did Ali Baba think nobody had been in the cave in a long time?
9. Do you think that Ali Baba was a greedy man? Why (not)?
10. What do you think Ali Baba said to his wife about the silver goblets he brought back?
11. Why do you think Ali Baba decided to share his secret of the cave with Khaled?
12. How do you think Khaled felt when he heard the story, and then saw the cave?
13. Do you think the family of Ali Baba will ever use all of the treasure? Why (not)?

Stage 2 comprehension extra

Setting The story ends where it began – at the cave. Much has happened to Ali Baba since he first set eyes on the wonderful treasures, the gold, the jewellery, and the rolls of coloured silk. Now he is back there. The cave, although still full of treasure, is missing the rolls of silk which were used by Khoja Hoseyn to set up his market stall in order to meet Khaled. Again, Ali Baba takes just six baskets of treasure back to his family. And finally, he shows the cave to his son so that he will be able to go there after Ali Baba is dead. And Khaled’s son will be able to do the same so that the family of Ali Baba will never be poor again. Discuss with the children the importance of the description of the treasure inside the cave again in this last chapter.
• Write the words my and any on the board and say them. Point out that they both end with a consonant + ‘y’. Say them again and ask the children what sound the ‘y’ makes in my (long ‘i’ sound) and what sound it makes in any (long ‘e’ sound). Now write these words on the board: marry, reply, lucky, baby, pastry, happy, by, forty, my, early, carefully, jewellery, sky. Ask the children to read each word and decide whether the ‘y’ sounds like long ‘i’ or long ‘e’.

• Have some fun playing with words. Write the word got on the board. Tell the children to change one letter at a time to make another word, for example got – hot – hat – cat – cut – but – bit – fit, etc. See how long the class can keep the word ‘chain’ going.

• Write the following words on the board and ask the children to find smaller words ‘hiding’ inside them: friends, feast, lucky, forty, tomorrow, danger, swords, plead, carpet, goodbye, hidden, bracelet, crown, necklace, bright.

• Point out that Khaled wondered where the gold came from (page 87). Ask Why do you think Khaled never asked his father where the gold came from? Ask the children if they ever wonder about things but do not ask their parents or teachers.

• Talk about weddings. Ask How did Ali Baba feel on the wedding day? How do you think Khaled and Marjaneh felt? What made Ali Baba happier, the wedding or the gold? What do you think Ali Baba’s wife thinks of Marjaneh?

• If appropriate, try some Extension Activities (see Teacher’s Notes Introduction page 19).
Ali Baba and the Forty Thieves

Open, Sesame!

Pages 90 and 91

Before reading
- Read the poem’s title. Ask What do you think the poem is going to be about?
- Tell the children to look at the picture on pages 90 and 91. Give them a couple of minutes to look carefully at the picture. Ask Where is Ali Baba? What is he doing? How does he feel? What has he found inside the cave?

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

Vocabulary notes
rubies  very expensive red jewels
scattered  thrown round

- 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 (second and fourth line).
Making clay pots

Pages 92–95

Before reading

- Brainstorm what the children already know about making clay pots. Ask if anyone has ever made one and encourage them to tell the rest of the class about it.

During reading

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

After reading

- Have a competition to see who can remember the most facts. Make up a short test based on the facts in each section and see who scores the highest. Read the questions to the class. Each child should write down their answers. The child with the highest score wins. Alternatively, divide the class into groups and ask the questions. Allow time for the groups to discuss each answer before you read the next question. The group with the highest score wins.
1001 Tales from the Arabian Nights

Page 96

Before reading

- Brainstorm what the children already know about the 1001 Tales of the Arabian Nights. Ask if any of the children know the story of Aladdin or Sinbad the Sailor. Allow them to briefly retell these stories.

During reading

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

After reading

- Ask the children to close their books. Ask them some simple questions about the text to see what they can remember.
- Discuss what Scheherazade’s plan was and why it worked.
- Ask the children if they like to hear stories before they go to bed. Ask the children to talk about the kinds of stories they like best.
After reading the book

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

Response to the story
- Ask Did you like the story? 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?
- 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 Ali Baba? Did you like Marjaneh? Which character did you not like? Ask how the characters behaved: What did you think of Ali Baba in Chapter 2? Did you think Marjaneh was brave? What did you think of the tailor, Mustafa? (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:
  - Greed: Discuss which characters in the story were greedy, and how they showed it.
  - Loyalty: Discuss the loyalty the thieves showed to their leader, and the loyalty Marjaneh showed to Ali Baba.
  - Stealing: The thieves stole from people and hid the treasure in a cave. Ali Baba and his brother stole from the thieves. After the thieves were dead, Ali Baba showed his son where he could find the treasure. Discuss the wrongfulness of stealing.
  - Bravery: Marjaneh, a servant girl, was very brave to kill the thirty-nine thieves and later, to kill the leader of the thieves. Her bravery came from her love for the family she worked for, who rewarded her. Discuss acts of bravery the children have experienced or heard of.
  - Honesty: Khaled was young and inexperienced, so he trusted the silk merchant, a man who was totally dishonest. Discuss how young people learn who to trust and who not to trust.
  - Hospitality: When Khaled brings the silk merchant, Khoja Hoseyn, to his family’s house, Ali Baba insists that his son’s friend stay and eat supper with the family. Discuss why it is important to be hospitable.
Ali Baba and the Forty Thieves

— *Justice*: Kasim and the forty thieves were punished for what they did. Ali Baba, who stole only enough to keep his family from being poor, went unpunished. Discuss the thieves and Kasim’s motives for stealing (greed) and contrast that with Ali Baba’s motives (helping his family).

**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. Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character’s actions as you read the story, or play the audio download. You can help the class make and paint simple props, and sound effects could be suggested and included. 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** Put the children into groups and give them some coloured card to make a market scene. Ask each group to draw and paint characters from the story. Ask them to make sure their clothes look like the clothes they wore in the story. As well as Ali Baba and his family, the forty thieves, Mustafa, Marjaneh, also ask the children to make some merchants and townspeople. Perhaps some donkeys, too! Make a display of the characters and the market stalls.

**Persia (Iran)** Ask the class to do some research and find out more about Persia, including information about the geography, weather, religion, food, dress, etc. Explain that Persia is the former name and that today it is called Iran. Help the children find it on the map.

**Luck** Ali Baba was lucky to find the thieves’ treasure, but his brother was unlucky. Poll the class to find out which children think they are lucky and which think they are unlucky. Encourage them to explain why. Hide something, such as a bag of sweets, in the classroom before the children come to class. Tell them that there is ‘hidden treasure’ in the classroom and they have five minutes, and no more, to find it. If they are having difficulty, say to those who are near the treasure, ‘You’re getting warmer.’ To those who are getting far away from it, say ‘You’re getting colder’. When the lucky individual finds the treasure, have a class discussion about whether it should be shared with everyone in the class.

**Music** Marjaneh dances with a dagger and a tambourine while Ali Baba’s wife and Kasim’s wife sing. Take the children outside with their rulers (to be used as pretend daggers, as long as they are sensible) and with some tambourines (or plastic plates if you do not have tambourines). Let them have fun dancing in small groups: twirling, clapping, slicing through the air, etc. while others sing and watch.

**Celebration** Khaled and Marjaneh get married at the end of the story. Family, friends and neighbours go to the wedding feast. Choose two children to take on the roles of these characters and have a ‘wedding feast’ to celebrate finishing the book.

**Narrow escapes** Ali Baba had several narrow escapes from danger. Ask the class to recount any narrow escapes they have had.
# Glossary of vocabulary

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>an unexpected event that causes injury or damage</td>
</tr>
<tr>
<td>air</td>
<td>the mixture of gases surrounding the Earth that we breathe</td>
</tr>
<tr>
<td>alone</td>
<td>without anyone with you</td>
</tr>
<tr>
<td>amazed</td>
<td>very surprised</td>
</tr>
<tr>
<td>attack</td>
<td>to use violence against someone</td>
</tr>
<tr>
<td>audience</td>
<td>a group of people who have come to a place to see a performance</td>
</tr>
<tr>
<td>axe</td>
<td>a tool used for cutting down trees and cutting up large pieces of wood, consisting of a long wooden handle and a heavy metal blade</td>
</tr>
<tr>
<td>bald</td>
<td>with little or no hair on your head</td>
</tr>
<tr>
<td>barley</td>
<td>a plant that produces grain used for making food and drinks</td>
</tr>
<tr>
<td>barn</td>
<td>a large building on a farm where animals, crops or machines are kept</td>
</tr>
<tr>
<td>bath houses</td>
<td>public places where people could go to have a bath in</td>
</tr>
<tr>
<td>beard</td>
<td>hair that grows on a man’s chin and cheeks</td>
</tr>
<tr>
<td>believe</td>
<td>to think something is true</td>
</tr>
<tr>
<td>belong</td>
<td>to be owned by someone</td>
</tr>
<tr>
<td>blade</td>
<td>the thin sharp part of a knife</td>
</tr>
<tr>
<td>blindfold</td>
<td>something that is tied over someone’s eyes so that they cannot see</td>
</tr>
<tr>
<td>blood</td>
<td>the red liquid that flows around inside your body</td>
</tr>
<tr>
<td>body</td>
<td>the whole physical structure of a person</td>
</tr>
<tr>
<td>boil</td>
<td>if a liquid boils it becomes so hot that there are bubbles in it</td>
</tr>
<tr>
<td>breathe</td>
<td>to take air into your lungs through your nose or mouth and let it out again</td>
</tr>
<tr>
<td>burial</td>
<td>the process of putting a dead body into a grave in the ground at a funeral</td>
</tr>
<tr>
<td>bury</td>
<td>to put a dead body into a grave in the ground at a funeral</td>
</tr>
<tr>
<td>busy</td>
<td>having a lot of things to do</td>
</tr>
<tr>
<td>candle</td>
<td>a stick of wax with a string in it called a wick that you burn to give light</td>
</tr>
<tr>
<td>cave</td>
<td>a large hole in the side of a hill or under the ground</td>
</tr>
<tr>
<td>cellar</td>
<td>a room under a building, below the ground</td>
</tr>
<tr>
<td>cemetery</td>
<td>an area of ground where dead people are buried</td>
</tr>
<tr>
<td>chalk</td>
<td>a type of soft white stone</td>
</tr>
<tr>
<td>check</td>
<td>to examine something in order to find out whether it is how it should be</td>
</tr>
<tr>
<td>cheer</td>
<td>to give a loud shout of happiness or approval</td>
</tr>
<tr>
<td>chest</td>
<td>a large strong heavy box used for moving or storing things</td>
</tr>
<tr>
<td>clattering</td>
<td>if a hard object clatters, or if you clatter it, it makes several loud short noises as it hits against another hard object or surface</td>
</tr>
<tr>
<td>clay</td>
<td>a type of heavy wet soil that becomes hard when it is baked in a kiln (oven), used for making cups, plates and other objects</td>
</tr>
<tr>
<td>clever</td>
<td>good at learning or understanding things</td>
</tr>
<tr>
<td>cloak</td>
<td>a long coat without sleeves which fastens round the neck</td>
</tr>
<tr>
<td>coffee houses</td>
<td>places where you can buy cups of coffee</td>
</tr>
<tr>
<td>comfortable</td>
<td>feeling relaxed and pleasant</td>
</tr>
<tr>
<td>confused</td>
<td>unable to understand something</td>
</tr>
<tr>
<td>courtyard</td>
<td>a square area that is surrounded by buildings or walls</td>
</tr>
<tr>
<td>crept</td>
<td>moved quietly and slowly so no one could hear or see you</td>
</tr>
<tr>
<td>curtain</td>
<td>a long piece of cloth, usually one of a pair, that hangs down and covers a window</td>
</tr>
<tr>
<td>danger</td>
<td>a situation in which harm, death, damage or destruction is possible</td>
</tr>
<tr>
<td>disguise</td>
<td>to make changes in the way that someone looks so that other people will not recognize them</td>
</tr>
<tr>
<td>donkeys</td>
<td>an animal similar to a horse, but smaller and with long ears, used for riding and for pulling or carrying heavy loads</td>
</tr>
<tr>
<td>dragged</td>
<td>pulled something or someone along with difficulty because they are heavy</td>
</tr>
<tr>
<td>dreadful</td>
<td>very unpleasant</td>
</tr>
<tr>
<td>enemy</td>
<td>someone who is opposed to someone else and tries to do them harm</td>
</tr>
<tr>
<td>entertain</td>
<td>to give a performance that people enjoy</td>
</tr>
<tr>
<td>escape</td>
<td>getting away or someone or something</td>
</tr>
<tr>
<td>excited</td>
<td>very happy and enthusiastic because something good is going to happen, especially when this makes you unable to relax</td>
</tr>
<tr>
<td>exclaim</td>
<td>to say something suddenly and loudly, because you are surprised, angry, etc</td>
</tr>
<tr>
<td>expect</td>
<td>to think that something will happen</td>
</tr>
<tr>
<td>explain</td>
<td>to tell someone something in a way that helps them understand it better</td>
</tr>
<tr>
<td>fail</td>
<td>to be unsuccessful when you try to do something</td>
</tr>
<tr>
<td>fair</td>
<td>reasonable and morally right</td>
</tr>
<tr>
<td>feast</td>
<td>a large meal</td>
</tr>
<tr>
<td>field</td>
<td>an area of land used for keeping animals or growing food</td>
</tr>
<tr>
<td>flute</td>
<td>a musical instrument that you hold sideways to your mouth and play by blowing over a hole at one end as you press its keys</td>
</tr>
<tr>
<td>fool</td>
<td>someone who does not behave in an intelligent or sensible way</td>
</tr>
</tbody>
</table>
forget to be unable to remember a fact or piece of information
frames borders around a door or window
frowned moved your eyebrows down and closer together because you were annoyed, worried or thinking hard
gallop if a horse gallops, it runs at its fastest speed
gasped breathed in suddenly, for example because you were surprised, shocked or in pain
glitter to shine with a lot of small quick flashes of light
goblets metal or glass cups used in the past for drinking wine
greedy wanting more money than you need
guide someone who gives you information and shows you things
handkerchief a piece of material on which we blow our noses
hang to kill someone by putting a rope around their neck and making them fall
headaddress a decorated piece of clothing that someone wears on their head
holes spaces in the leather of a shoe that goes partly or completely through it
honest someone who is honest does not tell lies or cheat
hood the part of a coat or jacket that covers your head
imagine to form a picture of someone or something in your mind
imam a Muslim priest or leader
invite to ask someone to come and see you
jars clay containers used for storing drink or food
jealous upset because someone else has something you want
jewellery objects that you wear as decoration
journey when you travel from one place to another
kebab small pieces of meat and vegetables cooked on a stick
lamp an oil or gas light, especially a small one, that you can carry
lid a cover for a container
load up to put a load onto or into something such as a vehicle or container
log a thick piece of wood
loose not tight
loyal willing to support, work for or be a friend to someone, even in difficult times
luck success that you have by chance and not because of anything that you do
master a male teacher in a school in the past
medicine something you eat or drink to make you better if you are ill
memory something that you remember
merchant someone who buys and sells things in a market
mood the way someone is feeling
needles small thin metal tools that are used for sewing
neighbour someone who lives near you
news information about something that has happened recently
notice to become conscious of something
password a secret word or phrase that you need in order to get into a room or area
patted if you pat an animal such as a donkey, you touch it gently several times with a flat hand in a friendly way
pattern a set of lines, shapes, or colours that are repeated regularly
peace friendship not enmity
pebbles small stones
peel to remove the skin from a fruit or vegetable
pile a number of things put on top of each other
pills small pieces of solid medicine that you swallow with water
place to put something somewhere, especially in a careful or deliberate way
plant a living thing that grows in soil, has leaves and roots, and needs water and light from the sun to live
pleaded asked for something in an urgent or emotional way
pocket a small bag inside a piece of clothing that is used for holding small objects
pottery a building where pottery is made
pour to make a liquid flow out of a container that you are holding
prepare to make food ready to be cooked or eaten, for example by cleaning or cutting it
pretend to behave in a way that makes someone believe that something is true when it is not
price the amount of money that you have to pay in order to buy something
prisoner someone who is in prison or who is being kept against their will
problem something that causes trouble or difficulty
promise to tell someone you will definitely do something
punish to do something unpleasant to someone because they have done something bad
purse a small bag for carrying money
recognise to know someone or something because you have seen them before
repeat to say something again
rhythm a regular pattern of sounds in music that you can show by moving, hitting your hands together, or hitting a drum or other surface
rob to take money or property illegally from a person or place, often using threats
saddlebags a bag fixed to the seat on a horse, used for carrying things
safe not likely to be harmed
saying a well-known statement about what often happens in life
scales a piece of equipment used for weighing people or things
scent the smell that an animal or person has that some animals can follow
Explorers 6: Ali Baba and the Forty Thieves
Teacher’s Notes

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Ali Baba and the Forty Thieves

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secret something that is known only to a small number of people

servant someone whose job it is to cook and clean someone else’s house

serve to provide food and drink for someone to eat at a meal

shared gave a part of something to someone else

shawl a large piece of material that is worn by a woman around her shoulders or on her head

sheath a cover used for carrying a knife or a sword

shiver to shake because you are cold or frightened

shocked being very surprised, usually by something unexpected or bad

silence quietness, no sound

sliced moved through something easily and quickly

smart connected with rich fashionable people; to look very attractive

sniff to breathe in through your nose in order to smell something

spade a tool used for digging that consists of a handle and a flat metal part that you push into the earth with your foot

sparkling shining with small points of reflected light

stall a large table or a small building that is open at the front, used for selling things

stamp to put your foot down hard and noisily on someone or something

stared to look at someone or something very directly for a long time

stool a seat that has legs but no support for your back or arms

strange unusual or unexpected, especially in a way that surprises or worries you; used about someone whose behaviour or looks are unusual

stranger someone you do not know

stupid not intelligent, or not able to consider or judge things carefully

succeed to achieve something that you planned to do or attempted to do

successful used about someone who does well in their career or business

supper the last main meal of the day, usually an informal meal that you eat at home

surprise news or information that seems unusual or unexpected

suspect to believe that something is true, especially something bad

suspicious feeling that someone or something cannot be trusted

sweat liquid that forms on your skin when you are hot

tambourine a musical instrument that you shake or hit with your hand, consisting of a round frame with a skin stretched over it and small pieces of metal around the edge

tapped made a soft knocking sound

terrifying very frightening

thieves people who steal something

thread a long thin fibre used for sewing or making cloth

tight firmly fastened in a particular position

trader someone who buys and sells things

trapped unable to leave a place

traveller someone who is travelling or who often travels

treasure a collection of valuable things

trouble problems, worries or difficulties

trust to believe someone is good, honest or reliable

truth the actual facts or information about something, rather than what people think, expect, or make up

twirled to move in circles, or to make something move in circles

twisted changed the position of part of the body so that you face a different direction

veil a thin piece of cloth worn over a woman’s head and often partly over her face

voice the sounds that someone makes when they speak

weapons objects that can be used for hurting people, eg a sword or gun

wedding a ceremony in which two people get married

wept cried because you feel unhappy or have some other strong emotion

wheat a tall plant that produces grain for making bread and other foods

wicked very bad

wish to want something, although getting it may be impossible

worry to feel nervous and upset because you keep thinking about a problem that you have or could have in the future

wrist the part of your body between your hand and your arm

wrap to cover something by putting something such as paper or cloth round it

wrong not right or correct
The Wonderful World of Words

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