

Pinocchio



The story

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

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

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

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

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

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

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

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

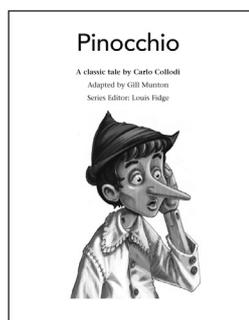
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask *Is this a real boy? What is different about him?*
- Ask *What do you think the story is going to be about?*

The title page



- Ask the children to turn to the title page. Ask *Who is the author?*
- Hold up your own book and point to the picture. Ask *Does Pinocchio have a short or long nose? How does he feel, surprised or afraid?*
- Explain that the story has been adapted (made simpler) by another writer.

The contents page

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- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on pages 58–59) and some information about puppets (beginning on page 60).
- Draw attention to the border pictures. Ask *What is falling from the bags? Who is sitting? Is he a puppet or a real boy?*
- Ask questions about each chapter title to stimulate the children's interest, for example:
 - Chapter 1: *Who has a puppet?*
 - Chapter 4: *What is in the field?*
 - Chapter 8: *What animal are you going to meet in this chapter?*
- Tell the children to do the related activity on page 1 of their Workbook.



You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/younglearners

Chapter 1

Geppetto's puppet

Pages 3 to 8

| | |
|---|--|
| <p>CHAPTER 1</p> <p>Geppetto's puppet</p>  <p>Geppetto was a poor, lonely wood carver. One day, he started to carve a puppet from a piece of wood. 'I'll call the puppet Pinocchio,' he thought. 'He will live with me and be like a son. But he won't be a real boy.'</p> <p>First, he carved Pinocchio's eyes. The eyes opened and stared at him! Next, he carved the nose and mouth. The mouth began to laugh at Geppetto! Finally, he carved the arms and the legs. Then Pinocchio stood up and ran away! Geppetto ran after the naughty puppet. He ran and ran until he caught Pinocchio.</p> <p>'Why did you run away?' Geppetto cried.</p> <p>At that moment a policeman came along the road. He saw Geppetto shouting at the puppet.</p> <p>'Stop shouting at that poor puppet!' the policeman said. And the policeman took Geppetto to the police station.</p> <p>3</p> | <p>Pinocchio went home and sat down in Geppetto's chair. Then he heard a small sound above his head: 'Cr-cr-cricket!' 'Who's there?' cried Pinocchio.</p> <p>'It's me, Jimmy Cricket!' said a voice.</p> <p>Pinocchio looked up. He saw a little cricket on the wall. The cricket laughed at him.</p> <p>'This is my father's house,' said Pinocchio. 'I want you to go!'</p> <p>'I will not go!' said the cricket. 'I've lived in this house all my life. You ran away from home. You're a very naughty puppet.'</p> <p>'I don't want to be a puppet,' said Pinocchio. 'I want to be a real boy. But I don't want to go to school. I want to play in the woods and climb trees.'</p>  <p>4</p> |
| <p>'You must go to school and be good,' said the cricket. 'Then you will be a real boy.'</p> <p>Pinocchio began to feel tired so he sat near the fire and went to sleep. Later that night, Geppetto came home from the police station. He knocked on the door but Pinocchio did not hear him.</p> <p>'Pinocchio! Let me in!' Geppetto cried.</p> <p>But when Pinocchio woke up, his feet were on fire!</p> <p>'I can't let you in!' Pinocchio called to Geppetto. 'I can't stand up! The fire is burning my feet!'</p> <p>Geppetto climbed in through the window. He was very angry. But when he saw Pinocchio's feet, he felt sorry for the poor puppet.</p> <p>'Will you make me some new feet, Geppetto?' said Pinocchio.</p> <p>'I will make you some new feet, but you must not run away again,' Geppetto replied.</p> <p>'No,' said Pinocchio. 'The cricket told me to be good. I want to be a real boy. I will do what you tell me and I will go to school.'</p> <p>So Geppetto carved two little feet. He stuck them on to Pinocchio's legs.</p> <p>Then Pinocchio said, 'I will need some clothes for school.'</p> <p>Geppetto took a piece of paper and some scissors. He made a little shirt, a little pair of trousers and a little hat. Pinocchio put them on.</p> <p>Then Pinocchio said, 'I need an ABC for school. I have to learn the alphabet. Will you buy me an ABC?'</p> <p>So poor Geppetto bought an ABC for Pinocchio. He bought it with his last piece of gold.</p> <p>5</p> | <p>The next morning, Pinocchio set off for school. He wore his new clothes and he took his new ABC.</p> <p>'I will learn to read and write today,' he thought. 'Then I can be a real boy.'</p> <p>Pinocchio walked into the town. There were lots of children in the town square and he could hear music!</p> <p>'What's happening?' Pinocchio asked a boy.</p> <p>'It's a puppet theatre,' replied the boy. 'And it's starting now! Do you want a ticket? You must pay with one piece of gold.'</p> <p>'I haven't got a piece of gold,' said Pinocchio. 'But I can give you my ABC for a ticket.'</p>  <p>6</p> |
| <p>Then Pinocchio went into the puppet theatre. On the stage, two puppets were fighting. Lots of children were watching them and laughing.</p> <p>Then one of the puppets saw Pinocchio and cried, 'Look! It's Pinocchio!'</p> <p>'Come up on to the stage, Pinocchio!' cried the other puppet.</p> <p>Pinocchio jumped up on to the stage. All the puppets hugged him. One puppet danced round the stage with him.</p> <p>But then one of the boys shouted, 'I don't like this show. There's too much hugging and dancing!'</p> <p>Soon all the other boys and girls began to shout, too.</p>  <p>7</p> |  <p>The owner of the puppet theatre came on to the stage.</p> <p>'This is your fault!' he said to Pinocchio. 'I know what I'll do. I have no wood for my fire. I will burn you!'</p> <p>'Please don't put me on the fire!' cried Pinocchio. 'Think of my poor father, Geppetto! He's just a poor wood carver! What will he do without me?'</p> <p>Then the man felt sorry for Pinocchio.</p> <p>'All right,' he said. 'I will burn another puppet. Come here, Harlequin!'</p> <p>'No! Please don't put Harlequin on the fire!' cried Pinocchio. 'Burn me, not Harlequin!'</p> <p>The man looked at him. 'You are a brave puppet!' he said. 'All right. I won't have a fire tonight. But you must go home now. Here are five pieces of gold. Give them to your father, Geppetto.'</p> <p>So Pinocchio said goodbye to the other puppets and set off for home.</p> <p>8</p> |

Active vocabulary

| | |
|----------------|---|
| <i>angry</i> | <i>hungry</i> and <i>angry</i> end in 'ngry' |
| <i>brave</i> | rhymes with <i>wave</i> |
| <i>burn</i> | 'ur', 'er' and 'ir' spellings can sound very similar |
| <i>lonely</i> | note that the adjective <i>lone</i> has been made into an adverb by adding 'ly' |
| <i>naughty</i> | the 'aught' sounds like <i>ought</i> |
| <i>poor</i> | two meanings are used in the text: <i>to have no money</i> ; <i>deserving sympathy</i> |
| <i>piece</i> | <i>piece</i> and <i>peace</i> are homophones; remember the phrase: a <i>piece</i> of <i>pie</i> |
| <i>puppet</i> | note the 'pp' in the middle; remember the phrase: a <i>pup</i> is a <i>pet</i> |
| <i>stare</i> | <i>stare</i> and <i>stair</i> are homophones |
| <i>wood</i> | note the 'oo'; <i>wood</i> and <i>would</i> are homophones |

Passive vocabulary

carver *cricket* *on fire* *owner*
police station *shout* *stage*

Before reading

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

- Tell the children to look at the picture on page 4. Ask *What is Pinocchio made of? What is he doing? Who is talking to him?*
- Tell the children to look at the picture on pages 6 and 7. Ask *What does Pinocchio see? How does he feel? Are the children enjoying the show? Who are the children laughing at?*
- Tell the children to look at the picture on page 8. Ask *How does the Pinocchio feel? What is the man doing? Is he a kind man?*
- Ask the children if they have ever seen a film of Pinocchio.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
 - Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
 - Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

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

- 1 *Was Geppetto a wood carver with a lot of money?*
- 2 *What did Geppetto carve from a piece of wood?*
- 3 *Why did Geppetto want Pinocchio to live with him and be like a son?*
- 4 *What did Pinocchio's eyes do?*
- 5 *What did Pinocchio's mouth do?*
- 6 *What did the naughty puppet do?*
- 7 *What did Geppetto do?*
- 8 *Who said, 'Stop shouting at that poor puppet!'*
- 9 *Where did the policeman take Geppetto?*
- 10 *Where did Pinocchio go?*
- 11 *Who spoke to Pinocchio in his father's house?*
- 12 *What did Pinocchio want the cricket to do?*
- 13 *What did the cricket say to Pinocchio?*
- 14 *What did Pinocchio tell Jiminy Cricket he wants to be?*
- 15 *What did Pinocchio say he wanted to do and did not want to do?*
- 16 *What did the cricket tell Pinocchio he must do?*
- 17 *What happened later that night?*
- 18 *What did Pinocchio see when he woke up?*
- 19 *How did Geppetto feel when he saw Pinocchio's feet?*
- 20 *What did Geppetto tell Pinocchio he must not do?*

- 21 *What did Pinocchio tell Geppetto he will do?*
- 22 *What did Geppetto carve for Pinocchio?*
- 23 *How did Geppetto make the clothes for Pinocchio?*
- 24 *Why does Pinocchio want an ABC?*
- 25 *How did Geppetto pay for Pinocchio's ABC?*
- 26 *What did Pinocchio do with his ABC?*
- 27 *What happened at the puppet show?*
- 28 *Why did the owner of the puppet theatre want to burn Pinocchio?*
- 29 *Why did the owner of the puppet theatre give Pinocchio five pieces of gold?*

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

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think Geppetto felt when he saw his puppet run away?*
- 2 *Why do you think the policeman took Geppetto to the police station?*
- 3 *How did Pinocchio feel when the cricket laughed at him?*
- 4 *Why do you think Pinocchio does not want to be a puppet?*
- 5 *How did Pinocchio know that real boys play in the woods and climb trees?*
- 6 *Why was it a good thing that Geppetto came home from the police station that night?*
- 7 *Why did Geppetto carve new feet for Pinocchio?*
- 8 *Why do you think Geppetto used his last piece of gold for an ABC?*
- 9 *How do you think Geppetto felt when Pinocchio set off for school?*
- 10 *Why do you think Pinocchio wanted to go to the puppet theatre?*
- 11 *Why do you think the puppets on stage were happy to see Pinocchio?*
- 12 *Why did the children stop enjoying the show?*
- 13 *Do you think the owner of the puppet theatre was a kind man? Why (not)?*
- 14 *How do you think Harlequin felt when Pinocchio said, 'Burn me, not Harlequin!'?*
- 15 *How do you think Pinocchio felt when he set off for home?*

- Pinocchio's father carved wood. He was a wood carver. Ask the children to make these verbs into nouns describing people's jobs by adding the suffix 'er': *build, teach, sing, paint, farm, own*.
- Discuss how the puppet came to life. Ask *How did the piece of wood slowly change into a puppet? What did it do when it got legs? What did the puppet need to learn? What did Geppetto need to learn about having a son? What did the cricket tell Pinocchio he must do to be a real boy?*
- Discuss Pinocchio's behaviour and whether he is a naughty puppet or a good puppet. Ask *Why did Pinocchio want Geppetto to buy him an ABC? Why did Pinocchio give his ABC to the boy for a ticket to the puppet theatre? Was Pinocchio a silly puppet? What did the owner of the puppet theatre think of Pinocchio when he gave him five gold pieces for his father, Geppetto?*
- Ask the children what they thought of the owner of the puppet theatre. Ask *Do you think he gets angry easily? Do you think he really wanted to burn Pinocchio and Harlequin? Or do you think he only want to frighten them? Do you think he liked Pinocchio?*
- Ask the children if they have ever seen a puppet show. Talk about how the puppets move on strings. Ask *What were the puppets doing on stage in chapter one before they saw Pinocchio? Did the children enjoy the show? What did the puppets do after Pinocchio jumped up on the stage? Did the children enjoy watching them?* Discuss what they like to see in a puppet show.
- Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example *p__ __c__* (piece). Ask the children to supply the missing vowels. (You might want to let the class cheer when someone supplies the correct answer to each spelling.)
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

The fox and the cat

Pages 9 to 13

CHAPTER 2

The fox and the cat

On the way home, Pinocchio met a fox and a cat.

'Good morning, Pinocchio,' said the fox.

'How do you know my name?' asked Pinocchio.

'I saw your father today,' replied the fox. 'He paid his last piece of gold for your ALC. Now he hasn't got any money.'

'He will soon have lots of money,' said Pinocchio.

'Look, I have got five pieces of gold.'

He took the pieces of gold from his pocket and showed them to the fox and the cat.



The cat looked at the gold and her eyes opened very wide.

'What will you do with five pieces of gold?' she asked.

'I will buy a new ALC and I will go to school,' said Pinocchio.

'I will give the rest of the gold to my father,' said Pinocchio.

'School?' laughed the fox. 'Don't go to school, Pinocchio. Come with us to the Field of Gold. Plant your pieces of gold there. Then a money tree will grow. Soon you will have a hundred pieces of gold!'

'Are you sure?' asked Pinocchio.

'Oh, yes,' said the fox.

'Then I will come with you to the Field of Gold,' said Pinocchio.



Pinocchio and the fox and the cat walked all day. At last they came to a small hotel.

'Let's stop here,' said the fox. 'We can have a good dinner. Then we can sleep.'

The cat had a big bowl of fish for her dinner and the fox ate three chickens. But Pinocchio was not hungry. He went to his room and dreamed of the money tree.



In the morning, Pinocchio looked for the fox and the cat. They were not in the hotel. But the fox had left a note for Pinocchio. The note said:

Dear Pinocchio
Sorry we left so early. Cat's mother is ill and Cat has to go to see her.
Love Fox

'Poor cat!' said Pinocchio. 'But it's not fair! Now I must pay the cat and the fox's hotel bill!'

So Pinocchio paid the bill with one piece of gold. Then he went on his way.

'Soon I will have lots more gold!' he thought. 'I don't need the fox and the cat. I will go and plant my money in the Field of Gold.'



Pinocchio walked and walked all day. Evening came and it was almost dark.

Then he heard a sound, 'Cri-cri! Cri-cri!'

It was Jimmy Cricket!

'Go home, Pinocchio,' Jimmy Cricket said. 'Your poor father, Geppetto, is very sad because you ran away.'

'Everything is fine,' said Pinocchio. 'I will go home tomorrow and Geppetto will be a rich man. I have four pieces of gold. I'm going to plant them in the Field of Gold and in the morning there will be a money tree!'

'Oh, Pinocchio,' said Jimmy Cricket. 'Go home. Think of your father. He is very lonely and sad.'

'But the fox and the cat said ...'

'Don't listen to the fox and the cat,' said Jimmy Cricket. 'Take the four pieces of gold to your father tonight.'

But Pinocchio did not listen. He left Jimmy Cricket and went on his way to the Field of Gold.



Active vocabulary

| | |
|---------------|--|
| <i>almost</i> | point out the word <i>most</i> 'hiding' inside |
| <i>dream</i> | remember the phrase: a bad <i>dream</i> can make you <i>scream</i> |
| <i>early</i> | point out the word <i>ear</i> 'hiding' inside |
| <i>fair</i> | rhymes with <i>chair</i> |
| <i>field</i> | the 'ie' is pronounced 'ee' |
| <i>hungry</i> | <i>hungry</i> and <i>angry</i> end in 'ngry' |
| <i>pocket</i> | rhymes with <i>rocket</i> |
| <i>rich</i> | the opposite is <i>poor</i> |
| <i>sure</i> | the 's' is pronounced 'sh' |
| <i>wide</i> | rhymes with <i>side</i> |

Passive vocabulary

bill hotel

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do you think the chapter is going to be about? Do you think the fox and the cat are going to be Pinocchio's friends?*
- Tell the children to look at the picture on page 9. Ask *Where is Pinocchio? What is Pinocchio showing the fox? Do the fox and the cat look interested in Pinocchio's gold?*

- Tell the children to look at the picture on pages 10 and 11. Ask *Who is sleeping? What is he dreaming about? What is in the tree? In the dream, is Pinocchio sad or happy? Does Pinocchio like his dream?*
- Tell the children to look at the picture on page 12. Ask *Where is Pinocchio? Is it night or morning? What is he doing? How does he feel?*
- Tell the children to look at the picture on page 13. Ask *Where is Pinocchio? Who is talking to him? How does Pinocchio feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did the fox know about Pinocchio and Geppetto?*
- 2 *What did Pinocchio show to the fox and the cat?*
- 3 *What did the cat ask Pinocchio?*
- 4 *What did Pinocchio tell her he wanted to do with the five pieces of gold?*
- 5 *What did the fox tell Pinocchio to do with his gold?*

- 6 *Why did Pinocchio go to the Field of Gold and not to school?*
- 7 *Where did the fox, the cat and Pinocchio walk to?*
- 8 *What did the fox want to do at the small hotel?*
- 9 *Why didn't Pinocchio eat dinner? What did he do?*
- 10 *What did the fox leave in the hotel for Pinocchio?*
- 11 *What did the note say?*
- 12 *Who paid for the fox and the cat's hotel bill?*
- 13 *What did Jiminy Cricket tell Pinocchio to do?*
- 14 *What did Pinocchio tell Jiminy Cricket would happen in the Field of Gold?*
- 15 *What did Jiminy Cricket tell Pinocchio about the fox, the cat and Geppetto?*
- 16 *Did Pinocchio go home that night?*

- Ask the children to find examples of people and animals speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken. Elicit that these are the words that go inside the speech marks.
- Ask the children to find words with two syllables, such as *morning, father, money, pieces*. Read the words aloud, tapping out or clapping the syllables as you read.
- Ask the children to find and read aloud proper nouns in the chapter. Elicit that each begins with a capital letter because it is the particular name of a person or place.
- Ask the class to find verbs using *will* to show the future tense, for example *He will soon have lots of money*. Read each sentence and explain how it shows the intention to do something in the future.

- Ask the children to find and read aloud sentences that give commands (tell Pinocchio what to do). Elicit that commands begin with a verb and that the 'You' is understood. (*Go home, Pinocchio* means *You go home, Pinocchio*.) The word 'You' is understood in commands.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you know about the fox? Did he really want to help Pinocchio?*
- 2 *Do you think Pinocchio really wanted to buy an ABC and go to school? Why (not)?*
- 3 *Why did Pinocchio listen to the fox?*
- 4 *Did the fox and the cat really want to take Pinocchio to a place called the Field of Gold?*
- 5 *What did the fox and the cat really want from Pinocchio?*
- 6 *What do you think the fox and the cat talked about during their dinner?*
- 7 *How do you think Pinocchio felt when he went to bed that night?*
- 8 *Do you think the cat's mother was really ill?*
- 9 *How do you think the fox and the cat felt when they left the hotel?*
- 10 *Why did Pinocchio still think there was a Field of Gold?*

- 11 *How do you think Pinocchio felt when he saw Jiminy Cricket?*
- 12 *How did Jiminy Cricket feel when Pinocchio told him about the money tree?*
- 13 *Do you think Pinocchio will find the Field of Gold and plant a money tree?*

- Discuss honesty. Relate this to the story. Ask *Why did the fox and the cat walk all day with Pinocchio? Did the fox know about the small hotel or was he surprised to find it? Was Fox telling the truth in his note or did they leave early for another reason?*
- Ask the class why Pinocchio wants lots of gold for his father. Ask *Does money grow on trees? Why do you think the fox told Pinocchio to plant the gold pieces?*
- Ask the class for the opposite of these adjectives from the text: *rich, late, unsure, unfair, big, light, happy*.
- Write *'But it's not fair!'* on the board. Ask *Who says this? Why? What did Pinocchio need to learn about showing his money to strangers? Do you think Pinocchio is like a very young child? Why (not)?*
- Write the verbs *meet, pay, take, come, have, eat, say* on the board. Tell the children to find the past tense of these verbs in the chapter and to read the sentences aloud. Write the past tense next to each verb and practise pronunciation.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3

A very long nose

Pages 14 to 18

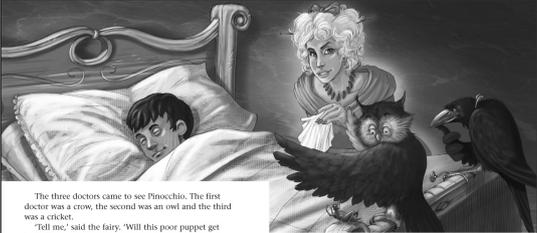
CHAPTER 3
A very long nose

It was dark now and Pinocchio was afraid. He was all alone. Suddenly he heard shouting. Then two men jumped out of the trees. 'Give us your gold, Pinocchio!' the men said. Pinocchio put the four pieces of gold in his mouth. He began to run but the men soon caught him. They looked in his pockets. When they found nothing, they started to shout at Pinocchio.



There was a little house nearby. In the house lived a good fairy. That evening, the fairy was looking out of her window. She saw the two men shouting at Pinocchio and she called for her falcon and her dog. 'Look at that poor puppet!' she said to the dog. 'Take your carriage and bring him to me.' The falcon and the dog went to help Pinocchio. The dog barked at the men and they ran away. Pinocchio took the gold coins out of his mouth and put them in his pocket. He shut his eyes and did not speak. The falcon and the dog picked him up and put him in the carriage. They took him back to the fairy's house and carried him to bed. 'I think Pinocchio needs a doctor,' said the dog. 'I know three very good doctors,' said the fairy. 'I will ask them to come.'

The three doctors came to see Pinocchio. The first doctor was a crow, the second was an owl and the third was a cricket. 'Tell me,' said the fairy. 'Will this poor puppet get better?' 'He may get better,' said the crow. 'And he may not,' said the owl. 'What do you think, cricket?' asked the fairy. The cricket was Jimmy Cricket! 'I know this puppet,' Jimmy Cricket said. 'His name is Pinocchio. He is very naughty. He ran away from his father, Geppetto. Geppetto is very sad now. But I will give Pinocchio some medicine. It will make him better.'



Pinocchio sat up and drank the medicine. Soon he felt well again. 'Tell me about your father, Pinocchio,' the fairy said. 'My father is a good man,' said Pinocchio. 'I want him to be rich. That's why I ran away. I wanted to turn my four pieces of gold into a hundred pieces of gold. I wanted to take them home to my father. But then those men came and I hid the pieces of gold in my mouth ...'

'Where are the pieces of gold now, Pinocchio?' asked the fairy. Pinocchio had the pieces of gold in his pocket but he didn't want to tell anyone. 'I lost them,' he said. Suddenly, Pinocchio's wooden nose grew longer! 'Where did you lose them?' asked the fairy. 'In the woods,' Pinocchio said. And his nose grew even longer! 'Then we will go and look for them,' said the fairy. 'No - I ate them!' said Pinocchio. And his nose grew longer still! The fairy laughed. 'You must not tell lies, Pinocchio!' she said. 'When you tell lies, your nose grows longer!' 'I'm sorry!' said poor Pinocchio, and he started to cry. Then he tried to run out of the room but his nose got stuck in the door. The fairy felt sorry for Pinocchio. She called for two woodpeckers and they pecked at Pinocchio's nose. Soon it was short again. 'Would you like to stay here with me?' asked the fairy. 'Thank you. But my father is alone,' said Pinocchio. 'I must go back to him.' 'Geppetto is coming here to see you,' said the fairy. 'He will soon be here.' 'Then I will go and meet him!' cried Pinocchio.



Active vocabulary

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

Passive reading

carriage crow falcon lies owl stuck tell woodpeckers

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *Who do you think will have a very long nose? Why?*
- Tell the children to look at the picture on pages 14 and 15. Ask *Is it afternoon or night? What is the man doing to Pinocchio? How do the two men feel? What do you think the men are saying to Pinocchio? What do you see in front of the house? What do you see in the window? What do you see in the tree?*

- Tell the children to look at the picture on pages 16 and 17. Ask *Where is Pinocchio now? What is he doing? Do you think the woman looks kind or not? What animals are in the bedroom? Who is the owl looking at? Is Jiminy Cricket happy?*
- Tell the children to look at the picture on page 18. Ask *What is happening to Pinocchio's nose?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *How did Pinocchio feel in the dark?*
- 2 *What did the two men say when they jumped out of the trees?*
- 3 *What did Pinocchio do with the four pieces of gold?*
- 4 *Why did they shout at Pinocchio?*
- 5 *Who lived in the house nearby?*
- 6 *What did the fairy do when she saw the men with Pinocchio?*
- 7 *What did the fairy tell her dog to do?*
- 8 *Why did the men run away?*
- 9 *What did Pinocchio do with the gold coins after the men ran away?*

- 10 *Why did the fairy ask three doctors to come?*
- 11 *Who were the three doctors?*
- 12 *What did Jiminy Cricket tell the fairy about Pinocchio?*
- 13 *What did Jiminy Cricket give Pinocchio?*
- 14 *Why didn't Pinocchio want to tell the fairy where his gold coins were?*
- 15 *What did Pinocchio tell the fairy?*
- 16 *What were the three lies Pinocchio told?*
- 17 *What happened each time he told a lie?*
- 18 *What did Pinocchio do when the fairy told him not to tell lies?*
- 19 *Why did the fairy call for two woodpeckers?*
- 20 *Who is coming to the fairy's house to see Pinocchio?*

- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter, omitting the verbs. Ask the class to supply the missing verbs. Remind the class that every sentence must have at least one verb in it.
- Ask the children to look at the last paragraph on page 17. Explain that there is an ellipsis (...) at the end because Pinocchio was going to say more but the fairy interrupted him with her question.
- Ask the children to find and read aloud any words containing: 'ow', 'au' or 'ou'.
- Write these words on the board: *Pinocchio, Geppetto, Jiminy Cricket, fairy, crow, owl, cricket, woodpecker*. Ask the children how many syllables are in each word and ask them to tap out the syllables as they read the words.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think the men knew about Pinocchio's gold?*
 - 2 *How do you think Pinocchio felt when the men caught him?*
 - 3 *Why did the men shout at Pinocchio?*
 - 4 *Why did the fairy want to help Pinocchio?*
 - 5 *How do you think Pinocchio felt when the falcon and the dog put him in the carriage?*
 - 6 *Why did the dog think that Pinocchio needed a doctor?*
 - 7 *How did the three doctors answer the fairy's question, 'Will this poor puppet get better?'?*
 - 8 *How do you think Jiminy Cricket felt when he saw Pinocchio in the bed?*
 - 9 *Why did the fairy want Pinocchio to tell her about his father?*
 - 10 *Did Pinocchio want to be naughty or good when he ran away?*
 - 11 *Why didn't Pinocchio want to tell anyone about the gold in his pocket?*
 - 12 *Do you think the fairy was angry when Pinocchio told lies to her?*
 - 13 *How do you think Pinocchio felt when his nose got longer each time he told a lie?*
 - 14 *Why do you think Pinocchio's nose got stuck in the door?*
 - 15 *Was it a good idea to call for two woodpeckers?*
 - 16 *What do you think will happen next?*
- Discuss what happened to Pinocchio's nose when he told lies. Point out the words '*his nose grew longer*', '*even longer*', and '*longer still*'. Discuss the use of the exclamation mark at the end of the sentences to express surprise. Elicit from the children what happened as the woodpeckers pecked at Pinocchio's nose, using the same words but *shorter* instead of *longer*.
 - Point out that there are lots of prepositions in the text. Ask the children to find the prepositions on pages 14 and 15 to complete the following phrases: (you may want to write these on the board) *shout __ Pinocchio, look __ her window, barked __ the men, took coins __ his mouth, picked him __, carried him __ bed.*
 - Point out the word *nearby* on page 15. Discuss the difference between *near* and *nearby* (the men were near the house/the men were nearby). Point out that it is a compound word: *near + by*.
 - Ask the children what animals they have read about in this chapter (dog, falcon, crow, owl, cricket). Ask *Which ones are birds? What do you know about these birds? What sounds do these animals make?*
 - Ask the children what the crow and the owl answered when the fairy asked, 'Will this poor puppet get better?'. Discuss their answers. Ask *Which of the three doctors was the best doctor? Why?* Discuss what Jiminy Cricket thinks of Pinocchio.
 - If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*

Chapter 4

The Field of Gold

Pages 19 to 24

CHAPTER 4
The Field of Gold



So Pinocchio set off to meet his father. As he walked, he heard laughing and whispering. Suddenly, the fox and the cat jumped out of the trees.
"Pinocchio!" said the fox. "What are you doing here?"
"I'm going to meet my father, Geppetto," said Pinocchio.
"And where are your pieces of gold?" asked the cat.
"They are in my pocket," said Pinocchio.
"But we told you to plant them in the Field of Gold!" said the fox. "Come on! We must do it today!"
Pinocchio thought about his father. But then he thought about a hundred pieces of gold ...
"Let's go!" he said to the fox and the cat. "Let's go to the Field of Gold!"

A short time later, Pinocchio and his two friends arrived at the Field of Gold. It was square and full of corn. It looked like any other field.
"Dig a hole," Pinocchio, said the fox. "Put in your four pieces of gold."
So Pinocchio dug a hole and put in his pieces of gold. Then he covered them with earth.
"Now pour some water on the earth," said the fox. "It will make the money tree grow."
Pinocchio went to a nearby river. He filled his hat with water and poured it on the earth.



"Now we must wait for the tree to grow," said the fox. "You can come back for your gold tomorrow."
"Thank you!" said Pinocchio. "You are very kind. I will give you some of my gold tomorrow."
"We don't want your gold," said the cat. "We want to help you. That makes us very happy."
In the morning, Pinocchio went back to the Field of Gold.
"A hundred pieces of gold!" he thought as he walked. "Oh! It may be two hundred or five hundred pieces! I can buy a big house for my father and an ABC for me!"



Pinocchio reached the Field of Gold. But he could not see a money tree.
"Where is it?" Pinocchio said. "Where is my money tree?" The fox and the cat said ...
"Ha-ha!" said a voice above Pinocchio's head.
"Who's there?" cried Pinocchio.
"It's me, Parrot," said the voice.
Pinocchio looked up into the tree. A large parrot was sitting on a branch. It was looking down at him and laughing.



"Why are you laughing at me?" said Pinocchio.
"You listened to the fox and the cat," Pinocchio's father said. "The fox and the cat tell lies. There is no money tree! There are no hundred pieces of gold. There is no gold at all!"



Then Pinocchio felt angry. He dug and dug, but there were no pieces of gold.
"Where is my gold?" he cried. "I put four pieces of gold in the ground!"
"The fox and the cat took them," said the parrot. "They came back in the night! I watched them. Pinocchio! There is only one way to get money. You must work hard for it!"
Then Pinocchio started to cry.
"I'll go back to the fairy's house," he thought. "I want to see my father."



Active vocabulary

| | |
|----------------|---|
| <i>arrive</i> | rhymes with <i>alive</i> |
| <i>cover</i> | the 'o' is pronounced 'u' as in <i>cup</i> |
| <i>kind</i> | rhymes with <i>mind</i> |
| <i>river</i> | change the 'r' to 'sh' to make a word about what we do when we step into a cold river |
| <i>short</i> | the opposite can be <i>long</i> (length) or <i>tall</i> (height) |
| <i>square</i> | remember 'q' is always followed by 'u' |
| <i>wait</i> | sounds like <i>w + eight</i> |
| <i>watch</i> | discuss the difference between <i>watch</i> , <i>stare</i> and <i>look at</i> |
| <i>whisper</i> | the 'wh' sounds like 'w' |
| <i>work</i> | 'or' sounds like 'er' |

Passive vocabulary

branch parrot

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think will happen at the Field of Gold? Will Pinocchio plant his gold coins? Will they grow into a money tree?*
- Tell the children to look at the picture on page 19. Ask *Where is Pinocchio? Who is watching him?*

- Tell the children to look at the picture on pages 20 and 21. Ask *What is Pinocchio doing? How does he feel? Who is coming closer to him? What do the fox and cat want? Why is this place called the Field of Gold?*
- Tell the children to look at the picture on pages 22 and 23. Ask *What is the parrot doing? What has Pinocchio finished doing? How does he feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Where was Pinocchio going?*
- 2 *Who was laughing and whispering?*
- 3 *What did Pinocchio tell the cat?*
- 4 *What was more important to Pinocchio, seeing his father or getting rich?*
- 5 *What did the Field of Gold look like?*
- 6 *What did the fox tell Pinocchio to do?*
- 7 *What did Pinocchio do after he put the pieces of gold in the hole?*
- 8 *What did the fox tell Pinocchio to do?*
- 9 *Who said, 'We don't want your gold. We want to help you.'?*

- 10 *What did Pinocchio think about the next morning when he went back to the Field of Gold?*
- 11 *Did Pinocchio find a money tree?*
- 12 *What was sitting on a branch? What was it doing?*
- 13 *What did the parrot tell Pinocchio about the fox and the cat?*
- 14 *How did Pinocchio feel when he dug and dug?*
- 15 *Who took Pinocchio's four pieces of gold?*
- 16 *What did the parrot tell Pinocchio about the way to get money?*
- 17 *How did Pinocchio feel?*
- 18 *What did Pinocchio decide to do? Why?*

- Point out the 'i' before 'e' in the word *field*. Ask *What other word in the text has 'ie'?* (pieces) Practise the pronunciation of the two words. Write on the board the following words and ask the children to complete the words with 'ie': *bel__ve, th__f, qu__t, sc__nce, l__s*.
- Write the word *fairy* on the board. Ask the children to use the letters to make new words (fair, far, air, airy, ray, fir). Do the same with *medicine* and *woodpeckers*.
- Ask the children to find a word in the chapter that rhymes with: *cold, can't, born, honey, your, carrot*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

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

- Write on the board: *Money doesn't grow on trees*. Elicit what this saying means. Ask *What do you think Pinocchio has learned about getting money the easy way?*
 - Ask *Who says, 'Ha-ha!'*? *Why?* Make sure the children understand that 'ha-ha!' is a shout of laughter.
 - If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*
- Ask the class to find and read aloud the sentences on pages 20 and 21 where the fox and the cat are speaking to Pinocchio. Discuss the tone of voice they use. Practise reading these sentences.
 - Ask the children to find and read aloud sentences with the word *must* in them. Discuss who says it and why. Ask *What do you think Pinocchio must do now?*

Chapter 5 Pinocchio and the weasels

Pages 25 to 30

CHAPTER 5
Pinocchio and the weasels



Pinocchio began to feel hungry. When he came to a big orchard, he climbed the fence and picked some apples. Suddenly there was a terrible sound. Crack! And Pinocchio was lifted off the ground. He was caught in a trap! The hours passed and no one came to help him. Soon it was dark.

Then a farmer with a torch came.

'I hope there's a weasel in my trap,' the farmer said as he walked. But then he saw Pinocchio. 'What's this?' said the farmer. 'It isn't a weasel - it's a puppet! Were you going to steal my chickens?'

'No!' cried Pinocchio. 'I'm sorry! I wanted to pick some apples because I was hungry.'

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It was the weasels! 'Stop!' said Pinocchio. Then he barked like a dog. 'Who are you?' asked one of the weasels. 'I can see you're not a dog!'

'I'm Pinocchio!' replied the puppet. 'I'm here to guard the chickens.'

The weasel looked at Pinocchio. Then he said, 'Do you like eating chickens? Let us steal six of them. Then you can have one for your dinner.'

Pinocchio was very hungry, but he knew it was wrong to steal.

'All right,' he said to the weasel.

The weasels went inside the chicken house. But Pinocchio stayed outside. He shut the chicken house door with a bang! He put a big rock next to it.

'Let us out!' said the weasels.

Pinocchio laughed. Then he went to tell the farmer about his clever trick.

'I've shut some weasels in the chicken house. Come and see,' Pinocchio said to the farmer. 'They won't dare to eat the chickens now.'

Pinocchio and the farmer went to the chicken house. The farmer caught the weasels one by one. He put them in a sack.

'Thank you,' said the farmer. 'You have done a very good job. I will let you go home now.'

And Pinocchio set off for home once more.

26

As he walked, he met a pigeon. 'Coo-coo! Coo-coo!' the pigeon said. 'What is your name, little puppet?'

'My name is Pinocchio,' replied the puppet.

'Then I have some news about your poor father, Geppetto,' said the pigeon. 'He made a boat. He is going to sail round the world to look for you.'

'Oh, no! I must find him! Where is he now?' said Pinocchio.

'He's at the seashore,' said the pigeon. 'I will take you there if you like.'

So Pinocchio climbed on to the pigeon's back and they flew to the seashore.

Pinocchio put his arms round the pigeon's neck. He looked down through the clouds at the world below. 'Look at me!' he said. 'I'm a flying puppet!'

A few minutes later they reached the seashore. The pigeon left Pinocchio on the sand and flew away.

29

30

Active vocabulary

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

Passive vocabulary

dare guard orchard pigeon steal torch trap weasels

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What animals do you think Pinocchio is going to meet? Do you think they will help him or not?*
- Tell the children to look at the picture on page 25. Ask *Where do you think Pinocchio is? How does he feel? Is it afternoon or night?*

- Tell the children to look at the picture on pages 26 and 27. Ask *How many weasels are there? What do you know about weasels?* (You might need to explain that weasels will kill more chickens than they can eat! They are bloodthirsty animals!) *Where is Pinocchio? What is he doing? What is inside the other, bigger house?*
- Tell the children to look at the picture on page 28. Ask *What is the man doing?*
- Tell the children to look at the picture on page 29. Ask *Is it night or morning? What is Pinocchio doing? What kind of bird is he talking to?*
- Tell the children to look at the picture on page 30. Ask *Where is Pinocchio? How does he feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Why did Pinocchio climb the fence?*
- 2 *What happened to Pinocchio after he heard the terrible sound?*
- 3 *How long was Pinocchio in the trap?*
- 4 *Who came with a torch?*

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

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

- Ask the children to find the words *Crack*, *Mmmm*, *bang*, *Croo-croo*. Explain that these are onomatopoeic words and that they are words that describe a sound. Ask *What made the sound 'Crack'? Why? What made the sound 'Mmmm'? Why?* etc.
- Ask the children to find and read aloud sentences with the past tense of the verbs: *begin*, *catch*, *hear*, *know*, *shut*, *set off*, *fly*. Discuss irregular past tense forms.
- Point out that pigeons are used by man to carry messages, and that they can fly 65 to 80 kilometres per hour. Ask *How long did it take the pigeon to fly to the seashore?* (a few minutes). Write *few* on the board. Ask the children to add one letter to make the past tense of *fly*. Ask *How long did the pigeon fly?* (He flew for a few minutes.)
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think Pinocchio thought about for hours in the tree?*
- 2 *How do you think Pinocchio felt when the farmer asked if he was going to steal his chickens?*
- 3 *Do you think Pinocchio knew it was wrong to steal an apple from the farmer's orchard?*
- 4 *Why did the farmer say, 'I need a new guard dog!'*?

- 5 *Why did Pinocchio bark like a dog?*
- 6 *Why did the weasel offer to kill a chicken for Pinocchio? Was the weasel kind?*
- 7 *Why did Pinocchio put a big rock next to the chicken house door?*
- 8 *Why did Pinocchio say, 'They won't dare to eat the chickens now.'?*
- 9 *What do you think the farmer will do with his sack of weasels? Why?*
- 10 *Do you think Pinocchio will find Geppetto?*

- Play a word changing game, changing the following words:
 - Change the 'd' in *dark* to 'b', 'l', 'm', 'p'
 - Change the 'tr' in *trap* to 'cl', 'fl', 'm', 'n', 'wr'
 - Change the 'tr' in *trick* to 'br', 'th', 's', 'st', 'pr'
 - Change the 'n' in *name* to 'g', 'l', 's', 't'
- Write *seashore* on the board. Explain that it is a compound word: *sea* + *shore*. Elicit other compound words made with *sea*, such as *seabed*, *seafood*, *seafront*, *seagull*, *seahorse*, *seaport*, etc.
- Ask *Where did Pinocchio sleep?* (in a dog kennel). *Where did the chickens sleep?* (in the chicken house). *Where do birds sleep?* (in a nest). *Where do weasels sleep?* (in a hole in the ground). Discuss where other animals sleep.
- Discuss the dangers of stealing apples from other people's trees. Ask *Do you think Pinocchio was naughty? What lesson did he learn?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 6 Pinocchio goes to school

Pages 31 to 36

| | |
|--|--|
| <p>CHAPTER 6 Pinocchio goes to school</p> <p>An old woman was standing on the sand next to Pinocchio. She was looking out to sea. "What are you looking at?" asked Pinocchio. "I am looking at an old man called Geppetto," replied the woman. "He went to sea in a little boat. But the sea is very rough ..." Pinocchio jumped into the sea and began to swim. He was a good swimmer because he was made of wood. Pinocchio soon saw Geppetto in his little boat. His father waved to him and Pinocchio waved back. Suddenly, a big wave splashed over the boat. Geppetto and the boat sank under the water! Pinocchio looked and looked for Geppetto but he could not find him. Finally he swam back to land and sat down to rest. He felt very sad.</p>  <p>31</p> | <p>A short time later Pinocchio saw the old woman again. She was carrying two jugs of water. The old woman stopped and gave him a drink. "Geppetto went under the sea," Pinocchio said. "I can't find him." "You must be very tired and hungry," the woman said. "Come home with me and I will give you a piece of bread."</p>  <p>32</p> |
| <p>At the old woman's house, Pinocchio ate some bread. But he did not want to sleep. He wanted to find Geppetto. "How can I find my father?" he asked the old woman. "You must not look for him," said the old woman. "The sea is dangerous and it is full of sharks. You must go to school and be a good boy. That is what your father wants. Then maybe you can be a real boy!" Then Pinocchio looked hard at the old woman. "You look like a friend of mine," he said. "The good fairy ..." "I am the good fairy," cried the old woman. "But I am old now. You are a puppet. Pinocchio. You will never grow old." "But I don't want to be a puppet!" cried Pinocchio. "I want to be a real boy! What must I do?" "You must leave here and go to school," said the fairy. "That will make your father very proud."</p>  <p>33</p> | <p>So Pinocchio went back to his father's empty house. The next morning, he went to school. But the other boys laughed when they saw a puppet in the classroom. One boy pulled his hat off. Another boy painted a moustache on his wooden face. One naughty boy even pulled his nose. "Stop that!" Pinocchio said. And he pushed the boy away. Pinocchio worked hard at school. But the other children were always naughty. One morning, they decided to play a terrible trick on Pinocchio. "There's a great shark in the sea!" one of the boys told the puppet as they walked to school. "It's as big as a mountain! We're going to see it. Do you want to come?" Pinocchio wanted to go to school. But he also wanted to see the sea. He wanted to find his father, Geppetto.</p>  <p>34</p> |
| <p>When the boys came to the seashore, Pinocchio looked out over the water. "Where is the shark?" he asked. The boys laughed. "I think it's in bed!" said one. "Maybe it's at the shops!" said another. Pinocchio saw that it was a trick. There was no shark! "Why did you bring me here?" he asked. "Because you always listen to the teacher!" said one of the boys. "We want you to be naughty, like us." "But I want to go to school! I want to be good so I can be a real boy," said Pinocchio. Then some of the boys took Pinocchio's books and threw them at him. The books did not hurt because Pinocchio was made of wood. But one of the books hit a boy called Lampwick on the head. He fell down on the sand. Pinocchio ran over to the boy. "Are you all right, Lampwick?" he asked.</p>  <p>35</p> | <p>Suddenly a policeman and a big dog appeared. "What's happening here?" said the policeman. "I'm helping my friend, Lampwick," replied Pinocchio. "Someone threw this book at him." The policeman picked up the book. "Is this your book?" he asked the puppet. "Yes, it's mine," said Pinocchio. "Come with me!" the policeman said. "We're going to the police station." At that moment, the wind blew Pinocchio's hat off his head. Pinocchio ran to pick up his hat - but he didn't stop. He ran and ran!</p>  <p>36</p> |

| | |
|---------------|--|
| <i>pull</i> | the opposite is <i>push</i> |
| <i>push</i> | the opposite is <i>pull</i> |
| <i>rest</i> | remember the phrase: it is <i>best</i> to <i>rest</i> before a <i>test</i> |
| <i>rough</i> | 'gh' sounds like 'f' in this word and in <i>cough, laugh, tough</i> |
| <i>splash</i> | an onomatopoeic word |

Passive vocabulary
moustache shark

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the 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 31. Ask *What is Pinocchio doing? Who do you think is in the little boat?*
- Tell the children to look at the picture on pages 32 and 33. Ask the children to describe the woman on the seashore. Ask *Who do you think the woman is? What is she doing? Who is watching her?*
- Tell the children to look at the picture on page 34. Ask *Who is sitting? Where is he? What are the three boys doing?*
- Tell the children to look at the picture on page 35. Ask *Where is Pinocchio? How does he feel? Why?*

Active vocabulary

| | |
|------------------|---|
| <i>dangerous</i> | the 'g' sounds like 'j' |
| <i>empty</i> | the 'ty' at the end sounds like 'tea' |
| <i>friend</i> | remember the 'i' which is silent |
| <i>hurt</i> | ur', 'er' and 'ir' spellings can sound very similar; other 'ur' words include <i>burn, turn</i> |
| <i>proud</i> | the 'ou' sounds like 'ow' |

- Tell the children to look at the picture on page 36. Ask *What is Pinocchio doing? Who is chasing him? Do you think Pinocchio has been naughty?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

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

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

- Ask the class to find and read any words in the chapter that are about the sea (rough, wave, splashed, sank, dangerous, sharks, seashore, sand). Write some of these words on the board and ask the children to use the letters to make new words (for example, rough: rug, hug, go; wave: we; splashed: splash, ash, pass, head).
- Ask the children to find and read aloud sentences with the word *wave* on page 31. Ask *Is wave a noun or a verb?* Demonstrate the verb *to wave*, if appropriate.
- Ask the children to find and read aloud sentences on page 31 with the past tense of these verbs: *jump, wave, splash, sink, swim, feel*. Practise pronunciation.

- Point out the word *swimmer* and ask the children what a 'good swimmer' means. Point out the double 'm'. (A one-syllable word ending in a consonant with one vowel before it needs to double the consonant before adding 'er'.) Ask the children to add 'er' to these words and spell them aloud: *drum, run*. Ask them to use them in sentences.
- Ask the children to find words in the chapter that mean the opposite of the following: *calm, float, to feel full, safe, young, full, naughty*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

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

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

- Write the word *policeman* on the board and show how it is made of two separate words, *police + man*. Write *_____ room* on the board and ask the children to suggest the first word to complete it, (for example *class*). Do the same with *_____ shore* (sea), *_____ thing* (no, some, any), *_____ where* (every, no, some), *_____ pecker* (wood).
- Have a competition to see who can think of the most words rhyming with *sea* (be, free, he, me, knee, pea, tree, we, etc.).
- Point out the sentence 'But he also wanted to see the sea.' Explain that *sea* and *see* are homophones. They sound the same but have different meaning and spelling. Have a competition to see who can think of the most homophones.
- Write the word *dangerous* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into three syllables: *dan-ger-ous*. Ask the children to tap out the syllables for these words: *suddenly, carrying, moustache, decided, terrible, policeman*. Ask *Which one of these words has only two syllables?*
- Ask the children to discuss *Do you like the naughty boys? Why (not)?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 7

The Land of Play

Pages 37 to 41

CHAPTER 7

The Land of Play

Pinocchio jumped into the sea and started to swim. He swam along near to the shore until he saw a little cave. A small fire burned outside it. 'I can see a fire,' thought Pinocchio. 'I can dry my clothes and have a rest.' But when Pinocchio came near to the shore, he was suddenly lifted out of the water. He was in a fisherman's net.



37

The fisherman took Pinocchio to the cave. 'What a strange kind of fish,' he said. 'I will cook it and see how it tastes.' 'I'm not a fish! I'm a puppet!' cried Pinocchio. But the fisherman was hungry. He picked up the net and carried Pinocchio to the fire. So Pinocchio jumped out of the net and began to run. He ran and ran until he reached the fairy's house.



38

Pinocchio knocked on the fairy's door. He waited and waited. After a long time, a large snail opened a window. 'Hello, Pinocchio! I'll come down and let you in,' said the snail. 'Hurry up! I'm cold and wet!' shouted Pinocchio. 'You must never hurry, Pinocchio,' replied the snail. After a very long time, the snail opened the door and Pinocchio went in. 'Hello, Pinocchio,' said the fairy. 'You're a naughty puppet because you left school and went to the seashore. But you wanted to find your father. So you do some kind things, too. Tomorrow, if you go to school, you will turn into a real boy!' 'A real boy, at last!' said Pinocchio. 'Thank you! I will have a party for all the boys at school. Then they will like me at last.'



39

Pinocchio wrote some party invitations. Then he set off to give them to the boys from the school. 'Come back before it gets dark!' said the fairy. First Pinocchio went to Lampwick's house. 'I'm having a party tomorrow!' he said. 'I'm going to be a real boy! Will you come to my party?' 'I'm sorry but I can't come,' Lampwick replied. 'I'm going to the Land of Play! It's a wonderful place. There are no schools, no teachers and no books! But there are lots of toys and you can play all day! Come with me!'



40

Suddenly, Pinocchio saw a carriage coming towards them. The carriage was pulled by twenty-four donkeys and it was full of laughing children. 'That carriage is taking me to the Land of Play,' said Lampwick. 'The children look so happy!' thought Pinocchio. Then he said, 'Yes, I'll come with you!' And he jumped onto the carriage. The Land of Play was a wonderful place. It was full of children. They were all talking and laughing and playing. 'It's a lovely place, isn't it?' said Lampwick. Pinocchio and Lampwick stayed in the Land of Play for a very long time.



41

Active vocabulary

| | |
|-----------|--|
| cave | remember the phrase: <i>you must be brave inside a cave</i> |
| dry | the opposite is <i>wet</i> |
| fisherman | a <u>fisherman</u> is a <u>man</u> who catches <u>fish</u> |
| hurry | point out the 'rr' |
| lift | if someone lifts you, they pick you up |
| lovely | point out the 'ly' added to <i>love</i> to make an adjective |
| place | the 'c' sounds like 's' |
| taste | the final 'e' makes the 'a' a long sound |
| wet | the opposite is <i>dry</i> |
| wonderful | 'ful' added to <i>wonder</i> means full of wonder |

Passive vocabulary

net snail

Before reading

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

- Tell the children to look at the picture on pages 38 and 39. Ask *What is the man going to do? Where is Pinocchio going? How does he feel?*
- Tell the children to look at the picture on pages 40 and 41. Ask *Where do you think Pinocchio is now? What do you see in the picture? Are the children happy or sad? How does Pinocchio feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Where did Pinocchio swim?*
- 2 *What did Pinocchio think when he saw the fire outside the cave?*
- 3 *What did the fisherman do to Pinocchio?*
- 4 *What did the fisherman want to do with Pinocchio?*
- 5 *What did Pinocchio tell the fisherman?*
- 6 *Whose house did Pinocchio run to?*
- 7 *Who spoke to Pinocchio from a window at the fairy's house?*
- 8 *What did Pinocchio shout to the snail?*
- 9 *What was the snail's reply?*

- 10 *Why did the fairy tell Pinocchio he was naughty?*
- 11 *What did the fairy say would happen if Pinocchio went to school?*
- 12 *Why did Pinocchio want to have a party?*
- 13 *What did Pinocchio do after he wrote the party invitations?*
- 14 *What did the fairy tell Pinocchio to do?*
- 15 *Why couldn't Lampwick go to Pinocchio's party?*
- 16 *What did Lampwick want Pinocchio to do?*
- 17 *Why did Pinocchio jump onto the carriage with Lampwick?*
- 18 *How long did Pinocchio and Lampwick stay in the Land of Play?*
- 19 *Why did they like the Land of Play?*

- Write on the board *fairy's house* and explain that the apostrophe shows possession (the house of the fairy). Ask the class to find and read aloud sentences with other examples of the apostrophe for possession in the chapter (fisherman's net, fairy's door, Lampwick's house). Write on the board (without apostrophes!): *Pinocchio's father, fisherman's cave, Pinocchio's invitations*, and ask the children where they need to put an apostrophe. You could ask the children to write a list of the children's toys (the children's train, the children's dinosaur, etc.).
- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person or the animal. Point out that these are the words that go inside the speech marks.

- Ask the children to find and read aloud the names of animals in the chapter (fish, snail, donkey). Elicit the plural of *fish* (fish), *snail* (snails), *donkey* (donkeys). Have a competition and see how many names of animals the children can think that are like *fish*, which do not change in the plural form (sheep, deer, reindeer, moose).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Do you think Pinocchio is brave? Why (not)?
- 2 How did Pinocchio feel when the fisherman caught him in his net?
- 3 Why do you think the fisherman thought Pinocchio was a strange kind of fish?
- 4 Why did Pinocchio jump out of the net and run away?
- 5 Why do you think Pinocchio went to the fairy's house?
- 6 Do you think it was silly of Pinocchio to tell the snail to hurry? Why (not)?
- 7 How do you think the fairy felt about Pinocchio?
- 8 Why do you think Pinocchio wanted the boys at school to like him?
- 9 How do you think Pinocchio felt when he was writing the party invitations?

10 How do you think Pinocchio felt when he saw the carriage and laughing children?

11 Why didn't Pinocchio tell Lampwick he could not go to the Land of Play?

- Write *c_ _ght* on the board and tell the children to fill in the missing vowel sound. Now write these words on the board: *n_ _ghty*, *l_ _ghing*, *_ _thor*, *_ _turn*. Ask the children to complete each word with 'au', read the words they have made, and explain their meanings.
- Pinocchio wrote some party invitations. Ask the children what they think the invitations looked like. Ask *What was the party celebration for? Where was his party going to be? What did he write on the invitation? What pictures did he draw on the invitation? Who did he invite?* You might like to give the children time to design and write the invitations in class, or for homework.
- Ask the children what they know about donkeys. Ask *Do people think of donkeys as intelligent or stupid animals? Why do you think the children are taken to the Land of Play by donkeys? If children go to the Land of Play and not to school, will they be intelligent or stupid?* Discuss the advantages of going to school.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 8

The terrible shark

Pages 42 to 47

CHAPTER 8

The terrible shark



One morning, when Pinocchio woke up he felt strange, but he did not know why. He looked in the mirror. His ears were long and furry, just like a donkey's ears!

"What's wrong with me?" Pinocchio asked a little mouse.

"Why are my ears long and furry?"

"You did not obey the fairy," said the little mouse. "You did not go to school. You came here to the Land of Play and now you are changing into a donkey!"

Pinocchio went to look for Lampwick.

Lampwick had donkey's ears, too! The two friends laughed at each other. But then Lampwick said, "Help! My arms are changing into donkey's legs!"

"So are mine!" cried Pinocchio.

And soon, Pinocchio and Lampwick looked like two furry grey donkeys!



The ringmaster gave Pinocchio some hay to eat. Then he taught him how to do a circus trick. Each day he taught him a new trick.

Then, one night, Pinocchio went into the circus ring for the first time. He bowed to all the boys and girls and he ran around the ring. He danced and stood up on his back legs.

Next, the ringmaster told him to jump through a hoop. Pinocchio tried very hard but his legs got caught in the hoop. Poor Pinocchio fell over!



"You're no good to me!" shouted the ringmaster. The next day, he took Pinocchio to the seashore and pushed him into the sea.

Suddenly Pinocchio's long ears, his fur and his tail all disappeared!

"I'm not a donkey any more. I'm a puppet again!" said Pinocchio as he swam. He was very happy.

Suddenly, a big wave splashed over him and he saw a terrible shark! It had a huge mouth with lots of sharp teeth.



Then everything went dark. When Pinocchio woke up, he started to cry.

"Where am I?" he whispered.

"We are inside the terrible shark!" said a big fish. "The shark was hungry so he ate us for his dinner. What sort of fish are you?"

"I'm not a fish," replied Pinocchio. "I'm a puppet!"

Then Pinocchio saw a light and he began to walk towards it.

The light grew brighter and brighter. It was coming from a candle on a table. At the table there was an old man. He was eating fish. It was Geppetto!

"Father! My father!" Pinocchio said. He hugged the old man.

"The shark ate me," Geppetto said. "It ate my boat as well. The table and the candle were on my boat."

"We must get out of this shark!" said Pinocchio.

"But how?" asked his father.

"Let's jump out of the shark's mouth," said Pinocchio.

"Then we can swim to the shore."

"But I can't swim, Pinocchio!" said Geppetto.

"Then you must climb on to my back," said Pinocchio. "I am made of wood and I can swim well. Come on!"

So Pinocchio and Geppetto walked towards the shark's open mouth. They could see the night sky outside. It was full of stars.

Geppetto climbed onto Pinocchio's back.

Then the terrible shark sneezed.

"Atishoo!"

And Geppetto and Pinocchio fell back into its stomach.

"Let's try again," said Pinocchio.

And this time Pinocchio jumped into the sea with Geppetto on his back.



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

| Passive vocabulary | |
|--------------------|-------------------|
| <i>bow</i> | <i>furry</i> |
| <i>hoop</i> | <i>ringmaster</i> |

Before reading

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

- Tell the children to look at the picture on page 44. Ask *What is the donkey doing? Why is the donkey wearing Pinocchio's hat? Where do you think Pinocchio is?*
- Tell the children to look at the picture on page 45. Ask *What do you see in the sea? How does Pinocchio feel? What do you think the shark wants to do?*
- Tell the children to look at the picture on page 47. Ask *Where are Pinocchio and Geppetto? How do they feel? What do you think they are saying?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did Pinocchio see when he looked in the mirror?*
- 2 *What did the little mouse tell Pinocchio?*
- 3 *What did Pinocchio and Lampwick do when they saw each other? Why?*
- 4 *What did Pinocchio and Lampwick change into?*
- 5 *What did the carriage driver do with the two donkeys?*

- 6 *Why did the farmer buy Lampwick?*
- 7 *Why did the ringmaster buy Pinocchio?*
- 8 *What did the ringmaster teach Pinocchio?*
- 9 *What did Pinocchio do when he went into the circus ring for the first time?*
- 10 *Why did Pinocchio fall over?*
- 11 *Where did the ringmaster take Pinocchio and what did he do to him?*
- 12 *What disappeared?*
- 13 *How did Pinocchio feel as he swam?*
- 14 *What did Pinocchio suddenly see in the sea?*
- 15 *What was in the shark's mouth?*
- 16 *Where was Pinocchio when he woke up?*
- 17 *What did a big fish tell Pinocchio?*
- 18 *Where was Geppetto?*
- 19 *Why did the shark have a table and a candle inside him?*
- 20 *Why didn't Geppetto want to jump out of the shark's mouth?*
- 21 *Why did Geppetto climb onto Pinocchio's back?*
- 22 *What happened to Pinocchio and Geppetto when the shark sneezed?*
- 23 *How did Pinocchio and Geppetto get out of the shark?*

- Ask the children to find words in the chapter that rhyme with *house, hurry, lie, arm, bricks, sing, loop, bark*.
- Ask the class to find and read out words in the text containing 'ur', 'ey', 'oo' or 'ee'.
- Ask the children to find words in the text for parts of the body (ears, arms, legs, mouth, teeth, back, stomach). Elicit the plural of tooth (teeth). Explain that there are a few more irregular plural nouns that change spelling. Ask *What is the plural of foot? man? woman? mouse? goose?*

- Write *disappeared* on the board. Explain that the opposite of *appear* is *disappear*. Point out that *dis* is a prefix that changes the meaning of some words to the opposite meaning. Ask the children to write *dis* before the following words and to read them aloud: *agree, obey, respect, honest*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

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

- 10 Do you think Geppetto was unhappy inside the shark's stomach?
- 11 Do you think Geppetto liked the idea of swimming to shore? Why (not)?
- 12 Do you think Pinocchio and Geppetto laughed when the shark sneezed? Why (not)?

- Ask the children to find words with the double consonants 'rr', 'tt', 'dd', 'gg'.
- Ask the class to find the word *splashed*. Tell them that this is an onomatopoeic word. The word sounds like the sound it represents. Play a word-changing game to make new onomatopoeic words for water. Write *splash* on the board. Tell the children to change the 'a' to 'i'; change the 'i' to 'o'. Have the children repeat after you *splash, splish, splosh!* (Point out the other onomatopoeic word on page 47 and let the children pretend they are sneezing as they say *Atishoo!*)
- Point out the use of *Let's* on pages 46 and 47, where Pinocchio is making suggestions. Explain that *let's* is a shortened form for 'let us'. Ask the class to make some suggestions using *Let's ...*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 9

Home at last

Pages 48 to 52

CHAPTER 9
Home at last

Pinocchio swam and swam. The sea was rough and they were far from the shore. He was getting very tired. Suddenly he heard a voice shout, 'Pinocchio! Do you need some help?'

It was the big fish from inside the shark! Pinocchio and Geppetto both climbed onto the fish's back and they soon reached the shore.

'We must go home,' said Pinocchio. So Geppetto and Pinocchio set off along the road.

'Pinocchio! Pinocchio!' It was the fox and the cat! They came out of the trees and stood at the side of the road.

'Please help us, Pinocchio. We are old now!' cried the cat.

'And we are ill,' cried the fox.
'We have no money. We have nothing to eat ...' they said together.
But Pinocchio laughed.
'You may be old and ill,' he said. 'You may have no money and nothing to eat. But you tricked me. You took my pieces of gold and left me with nothing. So I won't help you.'
And Pinocchio and Geppetto went on their way.
At last they came to Geppetto's little house and they went in.
'Who is there?' said a voice.
'A poor puppet and a poor old man,' replied Pinocchio. He looked around the room but there was no one there.
'I'm up here,' Pinocchio said the voice.
They looked up and there, high up on the wall, was Jimmy Cricket!
'I've come from the fairy's house,' he told them. 'She's very ill. She told me, 'I am sad, because I will never see little Pinocchio again!''



Pinocchio felt very sad for the fairy. But first he had to look after his father.

'My father is thirsty,' Pinocchio said to Jimmy. 'Where can I find some milk?'

'You must go to the farm,' said the cricket.

So Pinocchio ran to the farm.

'Please would you give me some milk?' he asked the farmer. 'I need it for my father.'

'Give me a piece of gold,' said the farmer, 'and I will give you some milk.'

'I don't have a piece of gold,' replied Pinocchio.

'Then you can do some work for me,' said the farmer. 'Do you see that well? I want you to pull up a hundred buckets of water.'

'A hundred buckets of water? But that will take me all day!' cried Pinocchio.

'If you want some milk, you must do it,' said the farmer.

So Pinocchio started to pull up the water. Soon he felt tired, but he did not stop. He pulled up a hundred buckets of water. Then the farmer gave him some milk and Pinocchio took it home to Geppetto.



On his way home, Pinocchio saw a grey donkey in a field.

'I know that donkey!' he thought. He went nearer. 'It's my old friend Lampwick!' he cried. 'I see that you are still a donkey, Lampwick.'

'Yes, but I'm happy,' replied Lampwick. 'The farmer looks after me well. I see that you are a puppet again, Pinocchio.'

Then Pinocchio told Lampwick his story. At the end, he said, 'I am living with my father. I want to go to work. Then I can buy food for us both. And I'm going to learn to read and write, too. So I can be a real boy at last! I will never be naughty again, Lampwick.'



Active vocabulary

| | |
|-------------------|---|
| <i>bucket</i> | other words with 'ck' in the middle are: <i>pocket, rocket</i> |
| <i>grey</i> | point out the American spelling is <i>gray</i> |
| <i>high</i> | <i>hi</i> and <i>high</i> are homophones |
| <i>ill</i> | remember the phrase: <i>I'll be ill</i> without an apostrophe! |
| <i>look after</i> | a phrasal verb meaning <i>to take care of</i> |
| <i>never</i> | remember: I'll <u>never ever</u> do it again! |
| <i>reach</i> | other words with 'each' are: <i>teach, beach</i> |
| <i>thirsty</i> | <i>thirsty</i> and <i>hungry</i> end in 'y' |
| <i>water</i> | the 'wa' is pronounced like <i>walk</i> |
| <i>well</i> | remember the phrase: we <u>fell</u> into a <u>well</u> and got <u>wet</u> |

Passive vocabulary

(no new passive vocabulary)

Before reading

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

- Tell the children to look at the picture on pages 50 and 51. Ask *What is Pinocchio doing? How many buckets of water has he pulled up? How does he feel?*
- Tell the children to look at the picture on page 52. Ask *What is Pinocchio doing? Who is he talking to? What do you think Pinocchio is saying?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *How did Pinocchio feel in the rough sea? Why?*
- 2 *Who helped Pinocchio and Geppetto reach the shore? How?*
- 3 *What did the fox and the cat want Pinocchio to do? Why?*
- 4 *What was Pinocchio's answer to the fox and the cat?*
- 5 *Why did Jiminy Cricket tell Pinocchio about the fairy?*
- 6 *Why did Pinocchio want some milk?*
- 7 *Where did Pinocchio go for the milk?*

- 8 *Why did Pinocchio have to pull up a hundred buckets of water?*
- 9 *Did Pinocchio do the work and get the milk?*
- 10 *Who did Pinocchio meet on his way home?*
- 11 *Why was Lampwick happy to be a donkey?*
- 12 *What did Pinocchio tell Lampwick he wanted to do?*

- Write the word *bucket* on the board. Ask the class to use the letters in this word to make new words (*but, cut, cute, tuck, cub, tub, cube, tube, etc.*).
- Write *ill* on the board. Elicit words that rhyme with *ill* (*bill, chill, dill, hill, kill, mill, pill, thrill, shrill, will, etc.*).
- Ask the class to find and read aloud two-syllable words in this chapter (*getting, bucket, inside, onto, nothing, money, etc.*).
- Ask the children to find and read aloud regular verbs in the past tense, ending in 'ed'. Make sure they understand, for example, that *tired* is not the past tense of the verb, but rather it is an adjective. Correct any pronunciation errors.
- Point out that Pinocchio did not get a hundred pieces of gold from a money tree. Instead, he had to pull a hundred buckets of water to earn the milk. He wanted to work so he could buy food for himself and his father. Discuss what Pinocchio has learned about money.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.

After reading

Stage 2 comprehension (extension)

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

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

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

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

Chapter 10

A real boy

Pages 53 to 57

CHAPTER 10
A real boy

Pinocchio went to the farm every day. He pulled up water from the well and the farmer gave him milk for Geppetto.

Then Pinocchio learned how to make baskets and he sold them at the market. He used the money to buy the things he and Geppetto needed.

Pinocchio bought an ABC and read it every night. And at last, he learned to read and write.



53



One day, Pinocchio said to his father, 'I need some new clothes. I will go and buy some at the market.'

But on the way to the market, he met the snail.

'The fairy is very ill, Pinocchio. And she has no money,' the snail said.

'Oh, dear! The poor fairy! Please give this to her,' said Pinocchio. And he gave the snail all his money.

When he got home, his father looked surprised. 'Where are your new clothes, Pinocchio?' he asked. 'Did you go to the market?'

'Er - no,' replied Pinocchio. 'I will buy my new clothes another day.'

54

That night, Pinocchio made lots of baskets. He wanted to get more money to help the fairy.

As he slept, he dreamed of the fairy. In his dream she said, 'You're a good boy now, Pinocchio. I'm very pleased with you.'

The next morning, Pinocchio woke up early. He looked around him and laughed. 'Father!' he cried. 'Look at our little house. We've got carpets, and curtains, and soft sheets! I've got some new clothes, too!'

Next to his bed, Pinocchio found a new shirt, new trousers and a new hat! He put them on and looked at himself in the mirror. In the mirror he saw a real boy! A real boy with real brown hair and big blue eyes!



55

Pinocchio ran into Geppetto's room. 'Father! Look at me!' he shouted. Then he looked at Geppetto and said, 'Father? Is that really you?'

Geppetto was no longer an old man! He was young and strong and he had new clothes, too.



56

Pinocchio and his father looked at each other and laughed. Then Pinocchio put his hand in his pocket. He pulled out a piece of paper and a little purse. In the purse he found fifty pieces of gold. And on the piece of paper he read,

*To my dear friend Pinocchio, from the fairy,
Pinocchio was a real boy at last!*



57

Active vocabulary

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

Passive vocabulary

carpets curtains market sheets

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *How has Pinocchio changed? Do you think he will be happy?*
- Tell the children to look at the picture on page 53. Ask *What is Pinocchio doing? How does he feel?*
- Tell the children to look at the picture on page 54. Ask *Who do you see in the picture? Where do you think Pinocchio is? What has Pinocchio got in his hand?*

- Tell the children to look at the picture on page 55. Ask *What is Pinocchio doing? Where is he? How does he feel? How has he changed?*
- Tell the children to look at the picture on pages 56 and 57. Ask *Who do you think is with Pinocchio? Where are they? What do you think Pinocchio is doing?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

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

Stage 1 comprehension (literal)

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

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

- 11 *What happened that night to Geppetto and Pinocchio's house?*
- 12 *What did Pinocchio get?*
- 13 *How did Pinocchio change?*
- 14 *How did Geppetto change?*
- 15 *What did Pinocchio find in his pocket?*
- 16 *How did Pinocchio and Geppetto feel?*

- Pinocchio learned to work for his money. Ask the children if they have to do work in the house to get pocket money. Discuss the importance of learning that money doesn't grow on trees.
- Ask the class to find the sentence *We've got carpets, and curtains, and soft sheets!*. Ask the class to tap out the syllables for each word in the sentence. Do the same with other sentences.
- Ask the children to find and read aloud words with two syllables.
- Ask the class to find the sentence *I'm very pleased with you* 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.

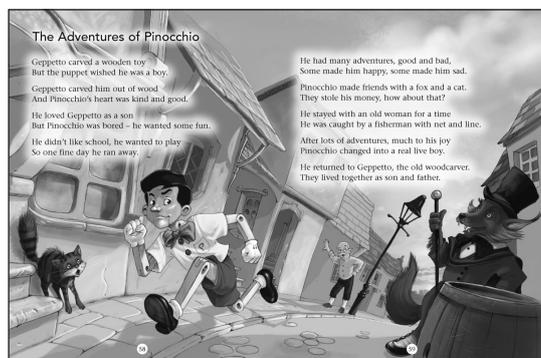
- 1 *How do you think Pinocchio felt when he pulled up water from the well every day?*

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

- Discuss the change in Pinocchio from a puppet to a donkey and from a puppet to a real boy. Ask *Was the Land of Play a real place? Why was it a good place for children to stay for a long time? Why? Did the Land of Play give Pinocchio what he wanted? Did it give Lampwick what he wanted? What made Pinocchio a real boy?*
 - If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *Why did the fairy change Pinocchio to a real boy and Geppetto to a young man?* Discuss this statement: *It pays to be hard-working and honest.*
 - Play the word-changing game. Write the word *strong* on the board and ask the children to read it. Rub out 'o' and replace it with 'i'. Change the 'str' to 'br', 'k', 'th', 'r', 'w'. Continue the game with other suitable words from the text: *write, dream, bed, real, boy.*
 - Write on the board *another, basket, mirror, young* and ask the children to find the words 'hiding' inside each (basket: ask, as, a; mirror: or; young: you). Do the same with other words in the chapter.

The Adventures of Pinocchio

Pages 58 and 59



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

After reading

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

Before reading

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

During reading

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

Vocabulary notes

adventures a long journey that is exciting and dangerous

heart the part of your body that feels love

how about that? what do you think of that?

line the string a fisherman uses to catch fish

All about puppets

Pages 60–63

All about puppets

People have made puppets for thousands of years. The first modern puppets were Italian, like Pinocchio. The puppeteers (people who worked the puppets) travelled around Europe with their puppet theatres. The most famous puppet show is PUNCH and JUDY.



60

There are four types of puppet: hand puppets, rod puppets, string puppets and shadow puppets.

Hand puppets, or glove puppets, fit over the hand and arm of the puppeteer like a glove. The head and arms are moved by the puppeteer's fingers and thumb.



A finger puppet fits over one finger. You can make a simple hand puppet from an old sock.

61

A rod puppet is fixed to a rod which is worked from below the stage. Some have extra rods fixed to the puppet's arms to make the puppet move. Very large rod puppets are used in Japanese puppet theatre.



You can make simple rod puppets by sticking cloth or paper figures on to straws or lollipop sticks.



String puppets, or marionettes, have strings attached to their head, body, arms and legs. The puppeteer works them from above. Pinocchio was a string puppet.

62

A shadow puppet is a flat shape. It is cut out of card or wood. Sometimes the puppet has got arms and legs that move. A light is placed behind the puppet. This makes shadows on a cloth in front of it.



The simplest puppet of all is a shadow puppet made with your hand!



63

- Discuss the differences between the puppets. Ask *Which puppet is the simplest? Which ones are the most difficult to make and why?*
- Ask the children if any of them would like to be a puppeteer. Ask the children to explain their reasons.

Before reading

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

During reading

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

After reading

- Ask the children to close their books. Ask them some simple questions about the text to see what they can remember.
- Ask *Which puppets did you find most interesting? Why?*

After reading the book

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

Response to the story

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

Characters

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

Plot

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

Settings

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

Moral issues and themes

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

- *Bravery*: Discuss when Pinocchio was brave and what the result of his bravery was. He did not like to see others suffer even when it meant he would have to suffer instead.
- *Telling the truth*: Discuss what happened to Pinocchio when he told lies to the good fairy. Explain that it is common for parents to say to their children *Your nose is growing longer!* when they lie. Discuss what this means (everyone can see when you are lying).

Vocabulary

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

Follow-up ideas

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

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

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

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

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

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

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

Glossary of vocabulary

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

- afraid*** worried that something bad might happen
almost nearly but not completely
alone no one else is with you
angry very annoyed
another one more person or thing of the same type as before
arrive to get to a place, after having been somewhere else
basket a container for carrying things, made from thin pieces of wood
bill a piece of paper that shows how much money you have to pay
both the two people or two things
bow to bend your body at the waist, especially to show respect for someone
branch one of the parts of a tree that grows out of the trunk
brave able to deal with danger without being frightened
bring to take something with you
bucket a round, open container with a handle
burn when a fire burns it produces light and heat
buy to get something by paying money for it
carpets a thick, soft cover on the floor
carriage a vehicle with wheels that is pulled by horses, used before there were cars
carver someone who carves objects from stone or wood
cave a large hole in the side of a hill
clever good at learning or understanding things; skilful
cover to put one thing over another, in order to protect or hide it
cricket a small insect that jumps and makes a loud noise by rubbing its front wings together
crow a large black bird that makes a loud sound called cawing
curtains long pieces of cloth that hang down and cover a window
dangerous likely to cause harm
dare if you dare to do something, you are not afraid to do it, even though it may be dangerous or shocking or may cause trouble for you
donkey a grey or brown animal similar to a horse, but smaller and with long ears; a stupid person
dream imaginary events you see when you are asleep
dry something that is dry has no water in it or on it
early near the beginning of a day; before the usual time; opposite of late
empty containing nothing
fair reasonable and right
fairy an imaginary creature with magic powers that looks like a small person with wings
falcon a bird that kills other birds and animals for food and can be trained to hunt
field an area of land used for keeping animals or growing food
fisherman someone who fishes
friend someone you know well and like, but who is not a member of your family
furry covered with fur
grey between black and white in colour
ground the surface of the earth
guard something that helps to stop something bad from happening
high in a position a long way above the ground
hoop a large ring used in a circus for animals to jump through
hotel a building where you pay to stay in a room
huge very big
hungry the feeling you have when you need food
hurry to do something or move somewhere quickly
hurt to feel pain somewhere in your body
ill not healthy
inside within the inner part or area of something
kind behaving in a way that shows you care about other people and want to help them
lift to move something to a higher position
lonely unhappy because you are alone or because you have no friends
look after to take care of someone or something and make certain that they have everything they need
lost not knowing where you are or how to get to where you want to go
lovely very nice, attractive
market a public building or place where people sell goods on tables called stalls
meet to come together in order to talk to someone who you have arranged to see
mirror piece of special glass in which you can see yourself or see what is behind you
moustache the hair that grows on a man's upper lip
naughty a naughty child behaves badly and does not do what you ask them to
nearby near to
need if you need something, you must have it because it is necessary
net a bag made of net fixed to a long stick, used for catching fish, or other things
never at no time in the past or in the future
news information about things that have happened recently
no longer used when something happened or was true in the past but is not true now

- nothing** not anything
- obey** to do what a law or a person says that you must do
- on fire** burning
- orchard** an area of land where fruit trees are grown
- outside** not inside a building
- owl** a large night bird with a big head and eyes and a small sharp beak
- owner** someone who owns something
- parrot** a brightly coloured tropical bird that can be taught to say a few words
- pick** to get flowers or fruit by breaking them off their stems
- pick up** to lift someone or something up from a surface
- piece** part of something that has been broken or cut up
- pigeon** a brown or grey bird that often lives in cities
- place** somewhere
- pocket** a small bag inside of a piece of clothing used for holding small objects
- police station** the building where the local police work
- poor** having little money and few possessions; a word used for showing that you feel sorry for someone
- proud** feeling happy about your achievements, or about people you know
- pull** to move someone or something towards you using your hands
- puppet** a small model of a person or animal that you can move by pulling wires or strings
- purse** a small bag for carrying money
- push** to move something away from you with your hands
- put** to move something somewhere, especially using your hands
- reach** to arrive somewhere
- real** not false
- rest** to spend a period of time relaxing or sleeping after doing something tiring
- rich** having a lot of money
- ringmaster** someone who introduces the performers at a circus
- river** water that flows towards the sea
- rough** not smooth
- seashore** a piece of land next to the sea, especially a beach
- shark** a large fish with sharp teeth, which sometimes attacks people
- sharp** a sharp object has an edge that can cut or an end that is pointed
- sheets** a large piece of thin cloth that you put on your bed and use for lying on
- short** a short time does not last very long or seems to pass quickly
- shout** to say something in a loud voice
- smashed** broke noisily into many pieces
- snail** a small animal that has a soft body, no legs, and a hard shell on its back. Snails move very slowly.
- sneeze** to blow air loudly and suddenly out of your nose
- splash** if a liquid splashes, it moves or hits something noisily
- square** an open area of land in the shape of a square, usually with buildings around it
- stage** the part of a theatre where the actors or musicians perform
- stare** to look at something directly for a long time
- steal** to take something that belongs to someone else
- stomach** the organ inside this part of your body where food goes when you have eaten it
- strange** unusual
- strong** powerful
- stuck** pushed something long and thin into or through something else
- sure** certain
- surprise** something you are not expecting
- taste** the flavour of something in your mouth when you eat or drink it
- tell lies** to say things that are not true and you know are not true
- thirsty** needing something to drink
- torch** a small electric light operated by batteries that you hold in your hand.
- trap** a piece of equipment used for catching animals
- trick** to make someone believe something that is not true
- use** to take an amount of money from your total amount in order to spend it on a particular thing
- wait** to stay in one place because you expect or hope that something will happen
- watch** to look at someone or something for a period of time
- water** the clear liquid that falls as rain and is used for things such as drinking
- weasels** a small thin animal with brown fur, short legs, and a long tail that hunts its food
- well** a deep hole that is dug in the ground to provide a supply of water
- wet** covered with water or another liquid
- whisper** to speak very quietly so only one or two people can hear you
- wide** a large distance from one side to the other
- wonderful** extremely good
- wood** the main part of a tree that is used for making things such as furniture
- woodpeckers** birds that makes holes in trees using their long narrow beaks
- work** to do something that needs to be done that is often not easy
- world** the place where we all live
- wrong** the opposite of right or correct
- young** opposite of old

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