

Ali Baba and the Forty Thieves



The story

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

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

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

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

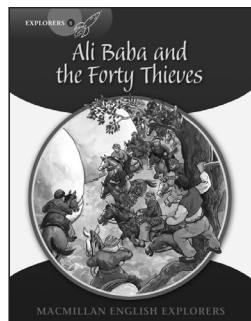
The leader of the thieves made a plan to kill the man who had stolen from them. He bought twenty donkeys and forty large clay oil jars with loose lids. He loaded the donkeys with two jars each and filled one jar with oil. He told his thirty-nine men to take their swords and daggers and to hide inside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

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

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

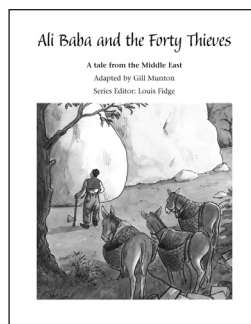
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class. Discuss the meaning of *thieves* with the class.
- Talk about the picture. Tell the children to look at the men's clothes. Ask *Where do you think the story happens? What are the men doing? Who do you think they are? What is the man in the tree doing?*

The title page



- Look together at the title page. Point out that this is a classic tale (one that has been popular for a long time) that has been re-told and simplified. Ask *Where does this tale (story) come from?*
- Ask *Why do you think there is no author's name?* (There is some information on the origin of the story on page 96.) Ask *Who adapted the story?*

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

The contents page

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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. Explain that the story is divided into chapters.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that the names Ali Baba, Mustafa and Marjaneh are Arab names.
- Point out that at the end of the book there is a poem (on pages 90 and 91) and some information about making clay pots (beginning on page 92), as well as information about where the story of Ali Baba comes from (on page 96).
- Ask questions about each chapter title to stimulate the children's interest, for example:
 - Chapter 3: *What is found in the cave?*
 - Chapter 4: *Who gets more gold?*
 - Chapter 9: *Who dances?*
 - *In which chapter do we read about someone who cannot get out?*

– *In which chapter is someone in great danger?*

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



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

Chapter 1

Treasure in a cave

Pages 4 to 13

CHAPTER 1
Treasure in a cave

Long, long ago, in a town in Persia, there were two brothers. One was called Kasim and the other was called Ali Baba.

When he grew up, Kasim married a rich woman. He became a successful merchant with his own shop, selling carpets to the people from the town.

But Ali Baba worked as a woodcutter. He and his family were poor. His wife worked hard, looking after their little house and bringing up their son, Khaled.

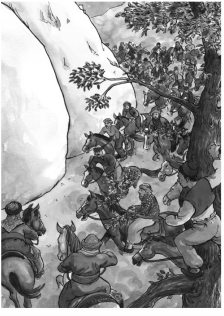

Kasim was not a good brother. He treated Ali Baba and his family badly. He never shared any of his money with them.

Every day, Ali Baba took his three donkeys into the forest. He cut down trees and loaded the wood into baskets on the donkeys' backs. Then he led the donkeys into the town and sold the wood at the market.

But one day, as Ali Baba put down his axe and threw the last log onto the pile, he heard the sound of horses' hooves. Then he looked up and saw a huge cloud of red dust in the distance.

'Lots of men on horses are coming!' thought Ali Baba. 'I must find a hiding place! They may try to kill me and steal my donkeys!'

So he led his donkeys further into the forest and hid them among the bushes. Then he looked around and saw a tall tree near a big grey rock. Quickly, he climbed to the top

When Ali Baba's wife had left, Kasim's wife picked up the scales and saw the gold coin at the bottom of the pan. 'Gold!' she said to herself. 'I knew they had a secret! Where did they get this gold from?'

When her husband came home, she showed him the gold coin.

'Look at this!' she said. 'Ali Baba's wife came to borrow my scales earlier. She said she wanted to weigh some meat. I didn't believe her so I put some honey in the bottom of the pan. Look! When she brought the scales back, this gold coin was stuck to the bottom!'

Kasim looked into the pan and frowned.

'I am a very rich man,' he said. 'But my brother Ali Baba must be richer! He has so much gold that he has to weigh it! I didn't believe her so I put some honey in the bottom of the pan. Look! When she brought the scales back, this gold coin was stuck to the bottom!'

'It is late,' said his wife. 'We must sleep now. And in the morning you can go to your brother's house and ask him about the gold. He will have to tell us everything. He can't keep secrets from us!'

'Very well, my dear,' replied Kasim. 'I will visit Ali Baba in the morning.'

of the tree. He was hidden in its branches but he could see the horsemen as they galloped towards him. As they came nearer, he counted them.

'Thirty-eight, thirty-nine... forty!' he said to himself. 'Forty horsemen! I wonder what they want.'

When the horsemen reached the big grey rock, each man jumped off his horse and tied it to a tree. Then the men untied the saddlebags and carried them towards the big rock.

'Those bags are very heavy!' Ali Baba thought. 'I can see that it is difficult to lift them! I wonder what is in them.'

Then there was a flash of sunlight and he saw a gold bar sticking out of one of the bags.

'That's gold!' whispered Ali Baba. 'But where are the men taking it?'

He watched from the tree as the men dragged their saddlebags up to the big grey rock. Then they stopped and the first man cried, 'Open, Sesame!'


To Ali Baba's great surprise, a door opened in the rock and the first man walked through it. The others followed him.

'Close, Sesame!' shouted the leader and the door closed behind them.

'It's a cave,' thought Ali Baba. 'They are going to hide the gold in the cave. Those men are thieves!'

The forty thieves went in the cave for a long time. Ali Baba stayed in the tree and waited for them to come out. At last, the leader appeared, followed by all the others.

'Close, Sesame!' the leader cried when the last man was out of the cave. The door in the rock closed with a bang.



'What a lot of treasure!' Ali Baba said. 'And now I have found it!' He thought for a moment. 'Those thieves should not have all this treasure. I will take some of the gold and keep it for myself.'

He said the password again and the door opened. Then he went to get his three donkeys from their hiding place among the bushes.

'I have a surprise for you!' he told the donkeys. 'Today you will carry gold, not wood!'

He left the donkeys outside the cave and went back in. 'Three donkeys and six baskets,' he said. 'I will take enough gold to fill six baskets.'

All Baba picked up some of the bags of gold and loaded them into the baskets. He put some wood on top of each basket to hide the gold.

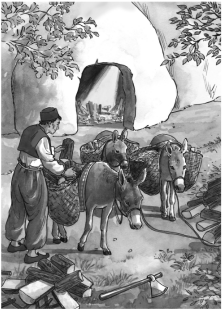
Then he stood outside the cave and cried, 'Close, Sesame!'

The door closed with a loud bang. Ali Baba smiled to himself and set off for the town.

Ali Baba did not go to the market. Instead, he led the three donkeys back to his house. He took them into the barn and shut the door. Then he took the wood out of the baskets. And there it was - his gold! Six baskets full of it!

He waited until it was dark. He did not want anyone to see his treasure. Then he carried the bags of gold into his house and put them in a big pile. He called his wife from the kitchen.

'Look!' he cried. 'We are rich, my dear! I will never have to cut wood again! We can eat the best food and wear the finest silk clothes!'



When Ali Baba's wife saw the gold, she was amazed. 'I have never seen so much gold!' she said, blinking. 'But Kasim is the rich man, not you! Where did you get it from? Did you steal it?'

So Ali Baba told her the whole story. He told her all about the horsemen, the hole in the rock and the cave full of treasure.

'So you see, I did steal the gold,' he said. 'But I stole it from thieves so that's all right. Now we must keep it a secret. You must promise not to tell anyone about our gold.'

'All right,' replied his wife. 'You must dig a hole and bury it in the ground. Then it will be safe. But first, let's find out how much gold we have. I will go to Kasim's house. I will borrow some weighing scales from his wife.'

'That's a good idea,' said Ali Baba. 'Go and get the scales now and I will dig the hole.'

So Ali Baba's wife went to Kasim's big house, on the other side of the town.

She knocked on the heavy wooden door. As she waited, she smiled to herself and thought, 'Now Ali Baba and I can buy a house like this.'

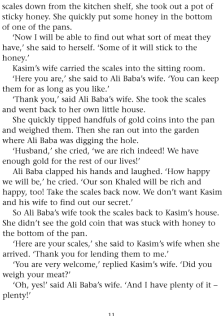
One of Kasim's servants led her into the sitting room.

'Please may I borrow your scales?' she asked Kasim's wife.

'I need to weigh some meat. I will bring the scales back later tonight.'

Kasim's wife frowned. 'Ali Baba is a poor man,' she thought. 'But his wife wants to weigh some meat. Meat is very expensive. Where did she get the money to buy it?'

'Of course you may borrow my scales,' Kasim's wife said. 'I will go and get them from the kitchen.'



Active vocabulary

<i>believe</i>	follows the rule of 'i' before 'e' except after 'c'
<i>cave</i>	remember the phrase: <i>you must be brave inside a cave!</i>
<i>gallop</i>	note the 'll' in the middle
<i>merchant</i>	the second syllable 'chant' is pronounced 'chent'
<i>promise</i>	'mise' is pronounced 'miss'
<i>secret</i>	a two-syllable word; tap out the syllables to check
<i>steal</i>	rhymes with <i>meal</i> and <i>deal</i>
<i>surprise</i>	point out the two 's's (second one sounds like 'z') and two 'r's
<i>thieves</i>	note how the spelling of thief changes in the plural: 'f' changes to 'v' before adding 'es'
<i>treasure</i>	people are <u>sure</u> when they find <i>treasure</i>

Passive vocabulary

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

Before reading

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

- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
 - Read the title of Chapter 1. Ask *Where is the treasure? Who do you think put it there?*
 - Tell the children to look at the picture on page 5. Ask *Do you think the men riding the horses are good or bad men? Who do you think the man in the tree is? Why do you think the men have stopped in front of the big rock? Ask the children to describe the scene.*
 - Tell the children to look at the picture on page 7. Ask *Where is the man now? What is he doing? How do you think he feels?*
 - Tell the children to look at the picture on page 9. Ask *Where is the man now? What has he put in the baskets? What is the man doing with the wood?*
 - Tell the children to look at the picture on page 12. Ask *Where do you think the man and woman are? How does the man feel? What is the woman showing him? What do you think the woman is saying to him?*
 - Tell the children that Persia is the old name for Iran. Show them on a map where Iran is. Ask the children if they know anything about this country and the people.
 - Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.
- Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
 - Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

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

- 1 *What was Ali Baba's brother's name and what was his job?*
- 2 *Why was Ali Baba's brother not a good brother?*
- 3 *Why did Ali Baba go every day to the forest?*
- 4 *Where did Ali Baba hide when he saw the horsemen?*
- 5 *How many horsemen were there?*
- 6 *What did the horsemen have in the bags?*
- 7 *What did the first man say to open and shut the rock?*
- 8 *Why could Ali Baba see clearly inside the cave?*
- 9 *What did Ali Baba see inside the cave?*
- 10 *What did Ali Baba decide to do?*
- 11 *Why did he get his three donkeys from their hiding place?*
- 12 *How much gold did he take? Why?*

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:

- 13 *Where did Ali Baba go instead of to the market?*
- 14 *Why did he wait until dark to go into his house?*
- 15 *What did Ali Baba tell his wife they could do?*
- 16 *How did Ali Baba's wife feel when she saw the gold?*
- 17 *Why did Ali Baba think it was all right to steal the gold?*
- 18 *What did Ali Baba's wife borrow from Kasim's wife? Why?*
- 19 *Why did Kasim's wife think it was strange that Ali Baba's wife wanted to weigh some meat?*
- 20 *What did Kasim's wife put in the bottom of one of the scale pans? Why?*
- 21 *What did Ali Baba's wife tell her husband after she weighed the gold?*
- 22 *What didn't Ali Baba's wife see when she returned the scales?*
- 23 *What did Kasim say when his wife showed him the gold coins and told him what had happened?*
- 24 *What did Kasim say he would do in the morning? Why?*

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

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.
- Ask the children to find and read aloud examples of words containing: 'ie'; 'ea'; 'oo'; 'ei'.
- Ask the children to find and read aloud any words containing a double consonant (for example, *gallop*).
- Point out the words in italics in the chapter. Explain that *Open, Sesame* and *Close, Sesame* are magic words, which is why they are written in italics. On pages 10 and 13, the words *did* and *Gold!* are in italics to show emphasis. Ask the children to read these sentences using the correct intonation and emphasis.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How were Kasim and Ali Baba's lives different?*
- 2 *Why do you think Kasim's work paid better than Ali Baba's?*
- 3 *Why was Ali Baba worried that the men on horses would try to kill him?*

- 4 *Why do you think the thieves hid their treasure in the cave?*
- 5 *How did Ali Baba know the men were thieves?*
- 6 *How do you think finding the treasure could change Ali Baba's life?*
- 7 *Why did Ali Baba take some of the gold?*
- 8 *How do you think Ali Baba felt when he was putting the gold into his donkey's baskets?*
- 9 *Why do you think Ali Baba did not want anyone to see his treasure?*
- 10 *What kinds of things did Ali Baba think his wife would want to buy?*
- 11 *How do you think that Ali Baba's wife felt when she saw the gold?*
- 12 *Why did Ali Baba's wife want to weigh the gold and then bury it in the ground?*
- 13 *Why did Ali Baba's wife say she was weighing meat?*
- 14 *What kind of woman was Kasim's wife?*
- 15 *How do you think Kasim felt when he heard that his brother was weighing gold?*

Stage 2 comprehension (extra)

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

- Discuss what it must be like to be poor and to have a rich brother who treats you badly. Ask *How does Kasim feel about Ali Baba? How does Ali Baba feel about Kasim?*

- Discuss how finding the gold has changed Ali Baba's feeling about his life. Ask *How will Ali Baba live now? What will change in his life? How will his brother feel, now that they are both rich?*
- Write *Open, Sesame!* on the board. Say it commandingly and with a loud voice. Ask the children to repeat it in the same way. Play an *Open, Sesame!* game. Ask the children to say the magic word *Close Sesame!* as they close their books. Write the following words and gaps on the board: *wood*__ (cutter), *horse*__(men), *saddle*__(bags), *sun*__(light), *every*__(thing), *pass*__(word), and *any*__(one). Tell the children to fill in the second half of each compound word from the chapter. If they cannot remember it, they must say *Open Sesame!* and open their books to find the compound word. The first to complete them is the winner.
- Play a rhyming game. Write these words from the chapter on the board: *son, poor, red, gold, cry, honey, meat*. Brainstorm as a class, and write down on the board, as many words as possible that rhyme with each word.
- Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example *st__ck* (stuck). Ask the children to supply the missing vowels.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2 Trapped!

Pages 14–21

CHAPTER 2
Trapped!

Was Kasim happy for his brother? No, he wasn't – he was jealous. He did not sleep that night. He thought of nothing but Ali Baba and the gold.

'It's not fair!' he said to himself. 'I have worked hard for my money. But Ali Baba's very little money as a woodcutter. Where did he find all this gold? Who gave it to him? I must find out so I can get some for myself!'

At sunrise, Kasim got out of bed. 'It's no good,' he said. He frowned and rubbed his beard. 'I must talk to Ali Baba. Brothers must not keep secrets from each other! I will go and ask him where he got the gold. I will set off at once.'


'Very well,' his wife replied. 'But take the scales with you and show Ali Baba the gold coin at the bottom of the pan. That will show him that we know his secret.'

'That's a good idea!' said Kasim.

So he went into the kitchen and picked up the scales. Then he hurried across the town to Ali Baba's little house. He knocked on the door. Ali Baba opened it and looked surprised to see his brother on the doorstep.

'Good morning, Kasim,' he said. 'Please come in and tell me why you are here so early in the day.'

'I know your secret, Ali Baba!' Kasim replied. 'You say that you are just a poor woodcutter. But I know that you have gold – so much gold that you have to weigh it! Where did it come from, brother?'



14


All Baba sighed. His wife was very careless. Now he had to tell his brother the truth.

'I went into the forest yesterday, as usual,' Ali Baba began. 'I cut down a tree and chopped it into logs. Then I heard the sound of horses' hooves, and I saw a great cloud of red dust coming towards me. So I climbed a tall tree and hid among the branches. From there I could see forty horsemen coming. They were galloping along at top speed. The horsemen stopped by a big grey rock, quite near to my tree. All Baba went on. 'I watched as they jumped off their horses and untied their saddlebags. The saddlebags were full of gold, Kasim! The leader of the men walked up to the rock and said, "Open, Sesame!" At these words, a door opened in the rock and the men went through it. After a while, they came out with empty saddlebags and tied them onto their saddles. Then they jumped onto their horses and galloped away.'

'So I decided that they were thieves,' Ali Baba continued, 'and they were hiding their treasure in a cave. I wanted to go in and see the treasure, so I climbed down the tree and went up to the big grey rock. "Open, Sesame!" I said – and the door opened!'

'When I went into the cave, I was amazed! There was so much gold and silver! Coins and jewels, and thick gold bars! I took enough gold coins to fill six baskets. I covered the bags of gold with wood to hide them. Then I led my donkeys home. You know the rest of the story!'

'But I want some gold, too!' cried Kasim. 'Tell me where the cave is, Ali Baba! I'm your brother! Let me share your good luck!'



15

'Now I must say the password,' he cried. 'Open, Sesame!'

The door in the rock opened! Kasim was very excited. He ran through the door and into the cave. When he was inside, he cried, 'Close, Sesame!' and the stone door closed behind him.

There was so much treasure! Kasim gasped as he looked at the gold bars, the shiny coins and the beautiful jewels. Everything sparkled in the light that came in through the hole in the roof. Kasim picked up a ruby bracelet, and then a belt with lots of bright diamonds on it. Then he picked up a sapphire necklace. Its stones were the colour of the sky. How beautiful it all was!


Kasim picked up great armfuls of treasure. He laid it all by the door so it was ready for him to take out and put into the ten chests. It was very hard work. Then he went back for the gold coins. He carried loads of bags of coins to the door and put them in a pile.

'It'll go now,' Kasim said to himself at last. 'I don't want to be here when the thieves come back! I've got enough treasure to fill my ten chests. I will come back tomorrow and the next day, and the next. All this treasure will soon be mine! But now it's time to go home.'

So Kasim started to say the password, 'Open... er, *Ahaly!* No, that's not right. Open... um, what? Oh, no! I've forgotten the password!'

And the door stayed shut.

Kasim began to shake with fear. He began to sweat. He had the treasure but it was no good if he couldn't get out of the cave!



16

'Look at all these bags of gold by the door!' cried one of the thieves. 'That man was planning to take them away in his ten chests!'

'Did he work alone?' asked the leader. 'Some of the gold coins are by the door but others are missing. Maybe more than one person has been in this cave, stealing our treasure! Two men have found out the password!'

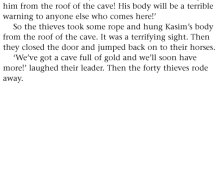
'But what can we do about it?' asked one of the thieves.

'We have killed one of them,' shouted the leader. 'And we will frighten the other one away! He will not dare to steal anything from me!'

He raised his sword in the air and marched out of the cave.

'Take this man's body,' he told his men, 'and hang him from the roof of the cave! His body will be a terrible warning to anyone else who comes here.'

So the thieves took some rope and hung Kasim's body from the roof of the cave. It was a terrifying sight. Then they closed the door and jumped back on to their horses. 'We've got a cave full of gold and we'll soon have more!' laughed their leader. Then the forty thieves rode away.



Kasim fought hard but he could not win against forty men. At last one of the thieves stabbed him with his long sharp sword and Kasim fell down dead.

The forty thieves left Kasim on the ground and went into the cave.

20

Active vocabulary

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

Passive vocabulary

barley gasped jealous sweat terrifying truth wheat

Before reading

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

- Tell the children to look at the picture on page 17. Ask *Who is the man? How many donkeys has he got? What is on their backs? Where is he going?*
- Tell the children to look at the picture on page 19. Ask *Who is coming to the cave? Why are two men pointing at the donkeys? What do you think they are saying?*
- Tell the children to look at the picture on page 20. Ask *What is Kasim doing? How do the men feel? What do you think the man with the sword is going to do?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why was Kasim jealous of his brother?*
- 2 *What did Kasim decide to ask Ali Baba?*
- 3 *What did Kasim's wife tell Kasim to take with him to show Ali Baba?*
- 4 *What did Ali Baba say and do when his brother asked him about the gold?*
- 5 *What did Ali Baba say a rich man did in his marble palace?*

- 6 *What did Kasim say and do when Ali Baba said he had no gold?*
- 7 *What did Ali Baba have to tell his brother?*
- 8 *What did Kasim say when Ali Baba finished telling him about the cave?*
- 9 *What did Ali Baba want his brother to do?*
- 10 *How much gold did Ali Baba tell Kasim he could take?*
- 11 *How many donkeys and chests did Kasim take to the forest? Why?*
- 12 *What was the password Kasim said? And what happened when he said it?*
- 13 *What did Kasim say and what happened when he got inside the cave?*
- 14 *How did Kasim feel when he saw the treasure inside the cave?*
- 15 *What did Kasim do inside the cave?*
- 16 *What did Kasim plan to do?*
- 17 *Why couldn't Kasim get out of the cave?*
- 18 *How did Kasim feel when he couldn't remember the password?*
- 19 *Why did Kasim's blood turn to ice?*
- 20 *What did the leader of the thieves say to his men that made them laugh?*
- 21 *What did the leader see that made him angry?*
- 22 *Why did the thieves shout and clap their hands?*
- 23 *What did Kasim do when the door opened?*
- 24 *What did one of the thieves do to Kasim?*
- 25 *When one of the thieves saw the piles of gold by the door, what did he say?*
- 26 *Why did the leader think that two men had found out the password?*
- 27 *What did the leader want to do to the other man who stole from them?*
- 28 *Where did the thieves hang Kasim's body? Why?*

- Ask the children to find and read aloud sentences with the past tense of the following verbs: *reply, hurry, tie, carry, cry, stab, raise, hang*. Discuss the rules for adding 'ed'.
- Write *thief* and *hoof* on the board. Ask the children to find and read aloud the sentences with the singular and plural forms in the text. Discuss the spelling rule for forming the plural (change 'f' or 'fe' to 'ves'). Ask the children to change the following nouns to the plural: *wife, life, leaf, wolf, loaf, half, shelf*.
- Ask the children to find and read aloud words containing double consonants, for example, *trapped*.
- Ask the children to find and read aloud any two-syllable words on page 15. Ask them to tap out the syllables as they read the words (for example, *sur / prised*).
- Write these words on the board: *frowned, surprised, amazed, nod, gasped, shake with fear, wide with fear, terrifying*. Ask the children to find and read aloud sentences in the chapter with these words. As they read, they should express the emotion on their faces or do the action.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

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

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.

Stage 2 comprehension extra

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

- Discuss greed and relate this to the story. Ask questions such as *Why wasn't Kasim happy for his brother? Why did Ali Baba pretend to be surprised? Why did Kasim's wife put the honey at the bottom of the pan? Why did Kasim say, 'I'm your brother!'*? *Why did Ali Baba tell Kasim to take a little gold for himself? Why did Kasim take ten huge empty chests to the forest?*
- Write the words *careless* and *armfuls* on the board. Ask the children to find these words in the text. Discuss with the children the meaning of these words. Elicit the opposite of *careless* (*careful*). Point out that there is no opposite of *armful* (which means all that one can carry in their arms).
- Write on the board the following italic words: *shiny* (coins), *beautiful* (jewels), *ruby* (bracelet), *sapphire* (necklace), *rich* (man), *fat* (saddlebags), *long* (swords), *stone* (door), *sharp* (swords). Ask the children to find the noun they describe (the word in brackets). Ask the children which words describe what something is made of (*ruby, sapphire, stone*). Make sure they understand the meaning of these words.
- Write *Open ...* on the board. Discuss the use of the ellipsis on page 18 which shows that Kasim can't find the right word (*Sesame*). Explain that sesame is a herb that has been used in cooking since the time of the Ancient Egyptians. When the plant is ripe, the pods burst open and the seeds scatter, which is possibly where *Open, Sesame* comes from. Explain that wheat and barley are the oldest cultivated cereals.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Discuss what the leader means when he says, *'His body will be a terrible warning to anyone else who comes here!'* Ask *What do you think will happen next in the story?*

Chapter 3

A body in a cave

Pages 22 to 30

CHAPTER 3
A body in a cave

CHAPTER 3
A body in a cave

Friday, Kasim's wife sat by her window, waiting for her husband to come back from the cave. 'Where are you, Kasim?' she cried to herself. 'Oh, where are you? Why didn't you stay here with me? Why did you look for gold in a cave?'

When the sun set and darkness fell over the town, Kasim's wife knew she had to do something. She ran across the town to Ali Baba's house and knocked on the door.

When Ali Baba opened it, she entered and cried, 'Ali Baba, you must help me! My brother Kasim has not come back from the cave! He left the house before sunrise with ten donkeys. He told me he was going there to get some gold. I waited by the window for him all day. I'm sure that something terrible has happened to him. Please help me, Ali Baba! What shall we do?'

'Don't worry,' said Ali Baba. 'I will take my donkeys into the forest and look for him. Go home and wait for me. I will be back soon and I promise that I will bring my brother with me.'

So Ali Baba got his three donkeys from the barn and set off to the forest.

As he walked, Ali Baba looked for his brother among the trees and called out his name. But he did not see or hear anyone.

'I can't find Kasim, and I can't find his ten donkeys,' Ali Baba said to himself. 'Did Kasim find the cave? Did he get any gold? Perhaps his wife is right and something terrible has happened to him.'

Then, as he approached the cave, Ali Baba saw some blood on the ground.

'That's a bad sign!' he thought. Then he said, 'I will go into the cave and see if Kasim is there.'

He left his three donkeys under a tree and stood in front of the big grey rock. He said the password, 'Open, Sesame!'

As the door slowly opened, Ali Baba saw a terrible sight. A man's body hung from the roof of the cave. When he looked more closely, Ali Baba saw that it was his brother, Kasim. He fell to his knees and cried.

'My poor Kasim!' he said. 'He was a greedy man, but he was my brother. And now a group of thieves has killed him because he was so greedy.'

He went into the cave and found some gold bars wrapped in a large white cloth. He tipped out the gold and wrapped Kasim's body in the cloth. Then he carried it out and put it on the back of one of the donkeys. He covered the body with wood, so that no one could see it. Ali Baba did not want anyone to find out about the treasure and the forty thieves. Then he went back into the cave.

'I'll just take a little more gold,' he said to himself. 'Just enough to fill the four baskets on my donkeys.'

He loaded up the other two donkeys with gold and covered it with wood.

'Close, Sesame!' he cried.



The stone door closed and Ali Baba set off for home. When he arrived, his wife was waiting for him. 'My brother is dead. I have his body on my donkey,' he told her. 'I am taking it home to his wife.'

'Oh, poor Kasim! What happened to him?' asked Ali Baba's wife. 'Did he go to the cave and get his gold?'

'He went to the cave,' said Ali Baba. 'But when he was killed. I think the thieves came back and caught him. They killed him because he was taking their gold.'

'Oh, the poor man!' cried his wife. 'He only wanted a little gold.'

'Don't tell anyone about this!' Ali Baba said. 'Now I have to take Kasim back to his wife. While I am away, bury the gold with all the rest.'

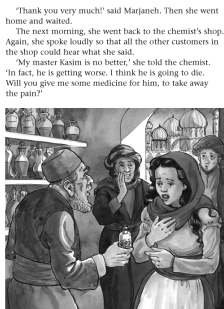
So Ali Baba's wife took the gold and a spade, and went outside to bury it. Ali Baba led the donkey which carried his brother's body to Kasim's house.

He knocked on the heavy wooden door, and a servant girl called Marjanesh came to open it. Ali Baba sighed with relief. He knew that Marjanesh was a clever girl and that she could trust her.

When Marjanesh saw her master's body, she put her hand up to her mouth and gasped. Her eyes opened wide with fear.

'Kasim went to a cave to take some gold,' whispered Ali Baba. 'The gold belonged to some thieves. They caught him and killed him.'

'I have an idea,' Ali Baba went on. 'I will hide the body in the cellar. We will pretend that Kasim is sick and is staying in his room. After three days, we will say that he



died from his illness. Now go and tell your mistress the bad news. Do not say anything to anyone else about this.'

Ali Baba hid his brother's body in the cellar and then went back to his own little house.

'Now that Kasim is dead,' he told his wife, 'Kasim's wife will not want to be alone. I think we should move into his house and take all our gold with us. Also, Kasim's house is much bigger than this one. Marjanesh the servant girl can look after us all. We can pay her with some gold coins.'

So that evening, Ali Baba, his wife and their son Khalid moved all their things into Kasim's house. During the night, Ali Baba dug up all their gold and carried it secretly to their new home.

The next morning, Marjanesh the servant girl went to the chemist's shop. It was full of people from the town. Marjanesh spoke loudly to make sure that they heard what she said.

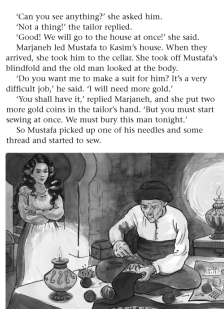
'I need your help,' she cried. 'A man is very ill, and I must buy some pills to make him better.'

The chemist was mixing some medicine. He looked up. 'Who is ill, my dear – and what is wrong with him?' he asked.

'It's my master, Kasim. He is very sick,' replied Marjanesh with tears in her eyes. 'He cannot eat or speak and he is in terrible pain. Will you give me some pills for him?'

The chemist took a jar of little white pills from a shelf and handed them to the girl.

'These will make him feel better,' he said. 'Give him two pills every hour.'



'Can you see anything?' she asked him.

'Not a thing!' the tailor replied.

'Good! We will go to the house at once!' she said. Marjanesh led Mustafa to Kasim's house. When they arrived, she took him to the cellar. She took off Mustafa's blindfold and the old man looked at the body.

'Do you want me to make a suit for him? It's a very difficult job,' he said. 'I will need more gold.'

'You shall have it,' replied Marjanesh, and she put two more gold coins in the tailor's hand. 'But you must start sewing at once. We must bury this man tonight.'

So Mustafa picked up one of his needles and some thread and started to sew.



The chemist shook his head. 'I am very sorry to hear that Kasim is so ill,' he said. He handed a small bottle to Marjanesh. 'Let him drink two spoonfuls of this. It will make him sleep.'

'Thank you very much,' said Marjanesh. Then she went home and waited.

The next evening, as the sun was going down, some people were passing Kasim's house. They heard a dreadful cry. It was Kasim's wife.

'Kasim is dead!' she screamed. 'My poor, dear husband is dead! Oh, what shall I do?'

Marjanesh went to see Mustafa, the old tailor.

'Mustafa!' she said, and put a gold coin in his hand. 'People tell me that you are the best tailor in the town. I have a difficult job for you. There has been an accident. A man is dead. We want you to make him a beautiful suit so we can bury him properly. We will pay you well, but you must not tell anyone about it. He was killed by a sword, and no one must see the man's body.'

Mustafa looked at the gold. 'I will do it,' he said. 'But I will need more gold if you want me to keep it a secret.'

'You can have more gold,' replied Marjanesh. 'But you must not tell anyone. I can't tell you who the man was, or where he lived. When I take you to his house, you must wear a blindfold over your eyes.'

'Very well,' said Mustafa. 'I will do as you say.'

'Pick up your needles and your thread!' Marjanesh said to him. 'And come with me.'

She took off her shawl and tied it firmly round the tailor's head.

Mustafa sewed for a long time. Marjanesh waited impatiently. When the tailor had finished making a beautiful silk suit for Kasim, he packed up his needles and his thread, then Marjanesh put his blindfold on again. She led him back to his tailor's stall. 'Remember – do not tell anyone!' she said. And she put three more gold coins into his hand.

'You can trust me,' said the old man. 'I can keep a secret as well as any man.'

When they arrived at the tailor's stall, Marjanesh took back her shawl and put it round her shoulders.

'Now continue with your sewing, Mustafa,' she said. 'Forget everything that has happened today.'

For a little while, Marjanesh stood behind an oil seller's stall and watched the tailor. She wanted to make sure that he did not try to follow her home. But he stayed at his stall and began to make a pair of grey trousers.

Then Marjanesh went back to Kasim's house, where Ali Baba and the two wives were waiting for her.

'We can bury him now,' Marjanesh said, as she took off her shawl.

Ali Baba and the two wives dressed the body and took it to the cemetery. An imam said prayers for Kasim and the three women began to cry. Ali Baba looked down at the ground and wept for his dead brother.

After the burial, Ali Baba's wife said, 'We are living in Kasim's house, but what shall we do about his shop? Who will look after it?'

Ali Baba thought for a moment. 'I will give the shop to our son, Khalid,' he said.

Active vocabulary

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

Passive vocabulary

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

Before reading

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

- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 25. Ask *Who is on the donkey's back? What is on Kasim's back? What do you think Ali Baba is saying to the servant girl? How does she feel? What do you think she is saying to Ali Baba?*
- Tell the children to look at the picture on page 27. Ask *Where is the servant girl? What is she doing? What is the man holding in his hand? How do the other two people feel?*
- Tell the children to look at the picture on page 29. Ask *What is the old man doing? What is the servant girl doing? Where do you think they are?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

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

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

- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter, omitting the verbs. Ask the class to supply the missing verbs. Remind the class that every sentence must have at least one verb in it.
- Write the phrases below on the board and leave gaps for the prepositions. Ask the children to find the prepositions on page 22 that follow these verbs: *waited* __ (by) *the window*, *knocked* __ (on) *the door*, *come* __ (back) *from the cave*, *happened* __ (to) *him*, *wait* __ (for) *me*, *bring my brother* __ (with) *me*, *looked* __ (for) *his brother*. Ask the children to find other verbs followed by prepositions in the chapter.
- Ask the children to find and read aloud any words containing: *oo*, *ea*, *'ee'*, *'oa'* or *'au'*.

- Ask the children to find in the chapter and read aloud sentences with the words *darkness* and *illness*. Explain that the suffix 'ness' changes some adjectives to nouns. Write the following adjectives on the board and ask the children to add the suffix 'ness': *sad*, *happy*, *dreadful*, *greedy*, *heavy*, *sick*, *loud*. Point out that they must change the 'i' to a 'y' before adding the suffix. Help the children to use these words correctly in a sentence.
- Write the word *patient* on the board. Ask the children to talk about times when they must be patient. Add the prefix 'im' to *patient* and explain that the prefix changes it to the opposite meaning. Ask the children to talk about when they feel *impatient*. Add the suffix 'ly' to *impatient* and elicit that the adjective has become an adverb. Ask the children to find the word on page 30. Discuss why Marjaneh waited impatiently.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Why do you think that Kasim's wife sat all day by the window waiting for her husband?
- 2 Do you think that Ali Baba thought Kasim was dead before he entered the cave?
- 3 Do you think that Kasim deserved to be killed because he was 'a greedy man'?

- 4 Was it right for Ali Baba to take the gold for a second time? Why (not)?
- 5 What do you think Kasim's wife did when she found out her husband was dead?
- 6 Why did Ali Baba think it was a good idea to hide the body and not let people in the town know Kasim was dead right away?
- 7 Do you think it was a good idea for all the family to live together in Kasim's house?
- 8 Why was it important that the people in the town heard Marjaneh say that Kasim was ill and needed medicine from the chemist?
- 9 Why did Marjaneh want more medicine the next day for Kasim, who was already dead?
- 10 Why do you think Kasim's wife screamed and cried? Was she really sad or did she only want the people passing by to think she was?
- 11 Why didn't Marjaneh want Mustafa to know who the dead man was or where he lived?
- 12 Why was Mustafa blindfolded?
- 13 Do you think Mustafa knew Kasim when he was alive? Why (not)?
- 14 How do you think Mustafa felt when Marjaneh asked him to make the suit that night?
- 15 Why did Marjaneh give three more gold coins to the old tailor?
- 16 What do you think Ali Baba, his wife and Kasim's wife talked about as they waited for Marjaneh to come back home?
- 17 Why did an imam say prayers for Kasim?
- 18 Why did the family cry at the cemetery?
- 19 Why did Ali Baba, and not Kasim's wife, decide what to do with Kasim's shop?
- 20 What do you think Khaled will say when his father gives him his dead uncle's shop?

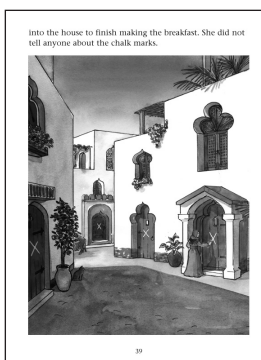
Stage 2 comprehension extra

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

- Re-read page 28, when Marjaneh goes to the tailor. Focus on the use of dialogue. Discuss how the author's use of language paints a vivid picture in words and requires readers to use their imagination.
- Discuss the lies people have told so far in the story. Ask *Was it right for: Ali Baba's wife to lie to Kasim's wife about the meat? Ali Baba to tell Marjaneh to tell people Kasim was very sick? Marjaneh to lie to the chemist?* Discuss what happens when people tell lies. Talk about the lack of trust that develops from telling lies.
- Discuss what the chemist, tailor and imam did in this chapter. Ask *Where did the chemist work? What did he sell? What did the tailor make for Kasim? What did he use to make it? What did the imam do and why? Which one knows what really happened to Kasim? Do you trust the tailor? Why (not)?*
- Discuss burial rituals and why Kasim was buried in a beautiful, silk suit. Ask the children to describe the clothes the tailor is sewing on page 29. Ask *What did the tailor make for Kasim? What did Marjaneh mean when she said they wanted to bury Kasim properly?* Ask the children to find and read aloud three words in the chapter for clothes (*suit, shawl, trousers*).
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4 More gold for Mustafa

Pages 31 to 39



CHAPTER 4
More gold for Mustafa

Back in the forest, the forty thieves were galloping towards the cave with more gold. They were all in a good mood. They were going to add the gold to their treasure.

'Let's check that all our treasure is still there,' shouted their leader. 'No one will dare to steal anything from the cave. They will see the body hanging from the roof and they will be very frightened! That horrible sight will make them think again!'

Then the thieves all laughed and galloped on towards the cave.

When they reached the big grey rock, they jumped off their horses and ran to the secret door. 'Open, Sesame!' shouted the leader.

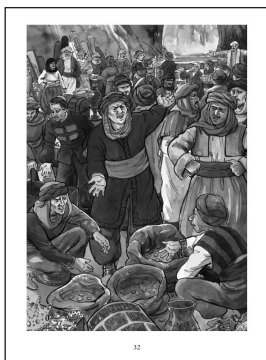
The door opened and the leader stepped through it and looked around the cave.

'It's gone! The body has gone!' he cried. Then he stamped his foot on the ground angrily and stared at his men.

'I told you there was another thief!' he shouted. 'We killed one of them. But the other thief came back and took his body!'

When the leader looked around the cave, he saw something that made him even more angry. More gold was missing!

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'We must find out who this man is and where he lives,' he shouted as the thieves entered the cave. 'Then we will kill him, too.'

'But how can we find out who this man is?' one of the thieves asked.

'Because he took the body,' replied the leader. 'One of us must go into the town and listen to what people are saying. Someone will know that a man has been killed – or disappeared. When we find out who he was and where he lived, it will be easy to find the other man!'

'I will go!' said one of the thieves. 'I will find out who he was and where he lived.'

'You are a brave man and you are clever,' replied the leader. 'This is a very important job!'

'I am sure that I can find the man,' said the thief.

'Go, then,' said the leader. 'But you must wear a disguise. Put on a long cloak and pretend that you are a traveller. Tell the people that you are new to the town. Take some gold – you may need it to pay for information. Talk to people – and listen carefully to what they say.'

Then they left the cave and the leader said the password – 'Clove, Sesame!' – and the door closed with a bang.

The next day, the thief put on a long cloak with a hood. He walked into the town's market and talked to the traders about the things they sold. He soon knew a lot about rope, and meat, and cloth, and chickens. He went into the coffee houses and talked about the weather, and the price of bread. He went into the gardens and into the bath houses. He talked to rich men, he talked to poor men – he talked to hundreds of people.

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But he found out nothing. No one spoke of a killing. No one spoke of a cave full of treasure.

'I've talked to hundreds of people but no one has told me what I want to know,' the thief said to himself. 'No one has told me anything about the dead man. I will have to go back to my leader and tell him that I have failed. He will be very angry.'

The thief had walked all day and now he felt tired. He sat down next to a tailor's stall and looked at his shoes. He saw that they had big holes in them.

There was an old man sitting at the tailor's stall. He was making a pair of silk trousers.

'Look at the holes in my shoes,' said the thief. Then he took off his shoes and held them up for the old man to see.

'Can you see the holes?' said the thief. 'It will soon be dark. You are not a young man, are you? Perhaps your eyes are not very good!'

'Oh, yes, I can see the holes!' said Mustafa. 'And my eyes are fine, thank you!' he said proudly. 'I am still the best tailor in town. I can still see well enough to thread a needle.'

'No one in this town can sew as well as I can,' he went on. 'In fact, a few days ago, I had a very difficult job. I sewed a suit for the body of a dead man in a dark cellar! A servant girl came and asked me to sew it for him. She took me to his house.'

'A dead man?' the thief exclaimed. He moved closer to the tailor, trying to hide his excitement. 'Please, tell me more! How did he die?'

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'I can't tell you anything about him,' replied the tailor. 'It is a secret – I gave the servant girl my word!'

The thief took a gold coin from the pocket of his cloak. He held it out to the old man.

'What is your name, old man?' he asked.

'Mustafa,' the tailor replied.

'Well, Mustafa, I don't want to know the dead man's name,' the thief said with a smile. 'I don't want to know anything about him. Just take me to his house and I will pay you well.'

Mustafa thought for a moment. Then he took the gold coin. 'I will try,' he said. 'But the servant girl made me wear a blindfold. I may not be able to see the house.'

'Let us go there now,' said the thief. 'You can wear a blindfold as you did before. You must also wear the blindfold when you return home so that you cannot find the house again. You may not be able to see but you can listen to sounds and smell the scents of flowers and the food on the way. Try to find the house – just do your best. I will pay you well.'

And he put another gold coin into the tailor's hand.

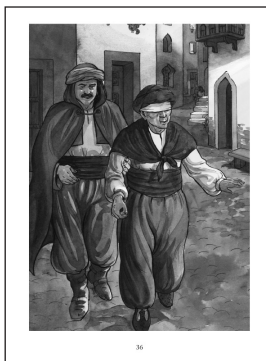
'I will try,' said Mustafa with a smile. Then he finished sewing the thief's shoes and shut up his stall.

The thief took out a large yellow handkerchief and tied it over Mustafa's eyes.

'Here?' he said. 'Now, pretend I am the servant girl. Try to find the sounds that you heard and the scents that you smelled the first time you went to the house.'

The two men set off. The thief held the old tailor's arm to help him along.

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After a short time, Mustafa stopped and sniffed the air. 'Mouthballs!' he said. 'Someone is having mouthballs for supper. They smell very good! I am sure that this is the right way.'

A few minutes later, the old man said, 'I can hear the sound of donkeys somewhere to my left. That is the way we must go.'

After a few more minutes, he stopped and said, 'I can hear a baby crying. That poor little thing must cry every evening – perhaps he doesn't want to go to bed! Anyway, we are going in the right direction. We are nearly there.'

They walked a little further. The tailor sniffed the air, and said, 'I can smell roses! I remember that scent – roses are my favourite flowers! This is the right house, my friend. This is the house where I sewed the suit!'

The scent of roses came from Kasim's beautiful window boxes. The tailor had led the thief to the house where he had made the suit.

'Are you sure this is the right house?' asked the thief.

'I am quite sure,' replied the tailor. 'This is the house. But I do not know this part of the town – I can't tell you whose house it is!'

'That doesn't matter. You have told me a lot. You have been very helpful. Now take this gold coin and I will lead you back to your stall!'

The thief took a piece of white chalk from his pocket and made a chalk mark on the door of the house.

'There!' he said to himself. 'All these grand houses look the same. When I bring my leader here, the chalk mark will tell us which one it is. Then we can go in with

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our swords and find the other thief who is stealing our treasure.'

The thief took Mustafa back to his stall and then he set off to the forest to join the other men. 'My leader will be so pleased with me!' he laughed. As he rode, he tried to imagine the men's faces when they heard the news.

The next morning, Marjanesh the servant girl was preparing breakfast for Ali Baba and the rest of the family. She made a pot of coffee and picked some oranges. She set out plates and cups. But then she found that she had no bread in the kitchen.

'I'll go to the market and buy some,' she decided. She picked up her shopping basket and walked into town.

When Marjanesh came back with the bread, she saw a white chalk mark on the door of Kasim's house. She looked at it more closely.

'This wasn't here yesterday!' she said to herself. 'Who has made this mark on the door and what does it mean? Marjanesh thought for a moment. Then she rubbed her chin and frowned.

'I don't know who put the chalk mark there,' she said. 'I don't know why they did it – but it must be something bad. I know what I must do.'

She went into the house and found a piece of white chalk. Then she walked along the street and put white chalk marks on all the doors.

'That will fool the person who put the mark on our door!' she said to herself with a smile. Then she went back

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Active vocabulary

<i>air</i>	rhymes with <i>fair</i>
<i>check</i>	rhymes with <i>neck</i>
<i>exclaim</i>	find <i>claim</i> 'hiding' inside
<i>fail</i>	opposite is <i>succeed</i>
<i>imagine</i>	take away the 'in' to make a new word
<i>prepare</i>	a two-syllable word: <i>pre</i> + <i>pare</i>
<i>price</i>	take away the 'p' to make the word <i>rice</i>
<i>sniff</i>	change the 'i' to 'u' to make the word for the tobacco some men put into their noses
<i>trader</i>	take away the 'r' to write the word for what a trader does
<i>traveller</i>	take away the final 'ler' to write the word for what a traveller does

Passive vocabulary

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

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 32. Ask the children to describe the colours (orange and blue) of the leader's clothes. (It is important that they recognise him as the leader throughout the story.) Ask them to describe the colours of the clothes (green, brown and yellow) of the man standing next to the leader. Ask *Where are the thieves? What are they doing? What do you think the leader is saying to the men?*
- Tell the children to look at the picture on page 36. Ask *Who is in the picture? What are the men doing? Why do you think the thief has blindfolded the tailor?*
- Tell the children to look at the picture on page 39. Ask *What is the woman doing? Who do you think the woman is? How many 'X's do you see? Where are they?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *How did the thieves feel when they were galloping towards the cave?*
- 2 *Why did the leader think no one would dare to steal from the cave?*
- 3 *What made the leader of the thieves stamp his foot angrily?*
- 4 *What made the leader even angrier when he looked around the cave?*
- 5 *What did the leader tell the thieves that one of them must do?*
- 6 *What did the leader tell the brave thief to do when he went to town?*
- 7 *Who did the brave thief talk to in the town's market and what did they talk about?*
- 8 *Where else did the brave thief go and who did he talk to?*
- 9 *Why did the brave thief fail?*
- 10 *Whose stall did the thief go and sit down next to?*
- 11 *What did the thief want the old tailor to look at?*
- 12 *Why did the tailor tell the brave thief about the suit he sewed for a dead man?*
- 13 *Why did the thief give the tailor a gold coin?*
- 14 *What did the thief say would help Mustafa to find the house of the dead man?*
- 15 *What did the thief want Mustafa to pretend? Why?*
- 16 *What was the first smell that helped Mustafa find the way?*
- 17 *What two noises did Mustafa hear that he had heard before?*
- 18 *Where were the roses that Mustafa smelled again?*
- 19 *What did the thief do to the door of the house? Why?*
- 20 *What did the thief think about after he took Mustafa back to his stall?*

- 21 What did Marjaneh see when she came back to Kasim's house with her shopping basket?
- 22 Why did Marjaneh put chalk marks on all the doors along the street?
- 23 Did Marjaneh tell anyone about the chalk marks?

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

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

After reading

Stage 2 comprehension (extension)

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

- 1 Why do you think that the title of the chapter is 'More gold for Mustafa'?
- 2 Why did the leader of the thieves want to find and kill the thief who took the body?
- 3 Do you think that the leader's plan was a good one? Why (not)?
- 4 Why did the leader say, 'This is a very important job!'?
- 5 Why do you think that the leader wanted the thief to wear a disguise?
- 6 Why didn't the thief find out anything in town after talking to hundreds of people?
- 7 Do you think the thief enjoyed talking to people about rope, meat, cloth and chickens? Why (not)?
- 8 Why did the thief's shoes have holes in them?
- 9 Why was the tailor proud?
- 10 What did Mustafa mean when he said, 'I gave the servant girl my word.'?
- 11 How do you think the thief felt when he heard about the tailor's secret?
- 12 What kind of man is the tailor?
- 13 How difficult do you think it was for Mustafa to find his way blindfolded?

- 14 *How do you think Mustafa felt when he smelled the meatballs?*
- 15 *Why did Mustafa say, 'That poor little thing must cry every evening'?*
- 16 *Why did the thief lead Mustafa back to his stall with the blindfold still over his eyes?*
- 17 *Was it a good idea to put a white chalk mark on Kasim's door? Why (not)?*
- 18 *How do you think Marjaneh knew that something was wrong when she saw the chalk mark on the door?*
- 19 *Why do you think Marjaneh did not tell anyone about the chalk mark?*
- 20 *What do you think Marjaneh thought might happen next?*

Stage 2 comprehension extra

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

- Write these pairs of homophones on the board: *check/cheque; no/know; wear/where; new/knew; meet/meat; weather/whether; poor/pour; hole/whole*. Ask the children to read them and explain the difference between them. Ask the children to make up sentences, using each word correctly.
 - Write *roses* on the board. Remind the children that roses were Mustafa's favourite flowers. Ask the children to think of the names of other flowers. See how many they can think of. Discuss their favourite flowers and why they like them.
 - Mustafa told the thief that he had given the servant girl his word. Discuss what this means. Talk about the importance of giving your word to someone and keeping secrets.
 - If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*
- Write some words from the chapter on the board, with lines replacing the vowels, for example *h__rr__bl_ (horrible)*. Ask the children to supply the missing vowels.

Chapter 5 Mustafa tries again

Pages 40 to 48

CHAPTER 5
Mustafa tries again

The thief galloped back to the forest. He kicked his horse to make it go faster. As he finally galloped up to the rest of the thieves, he shouted, 'I've found the house! I've found the house!'

The leader of the thieves turned and watched the man galloping towards him on his big black horse. The man was smiling.

'Well done!' the leader cried. 'Now we can go and find the man who stole our gold!'

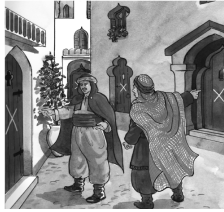
The thief jumped off his horse. 'It took a long time,' he said. 'I spoke to hundreds of people in the town. I went to the market and the coffee houses. I went to the gardens and the bath houses, but no one knew anything. No one knew of a dead man. Then I came to a tailor's stall.'

'That was when my luck changed!' he went on. 'The tailor - his name is Mustafa - told me he had sewn a suit for a dead man in a house in the town. I asked him to take me to the house, but he said he had worn a blindfold when he went there. So I blindfolded him again, and he did lead me to the house. He found it by listening to sounds and smelling scents. I put a white chalk mark on the door so we will be able to find the house again.'

At this the thieves cheered and stamped their feet. 'Now we can catch the other man!' their leader said.

'Let's go into the town in twos and threes so no one will suspect us.' He looked at the thief who had found the house. 'I will go to the house with you,' he said. 'Then I will decide what to do next. We will all meet in the town square.'

So the men set off in twos and threes. The leader and the thief soon found the street in which the house stood. The thief pointed his finger and spoke excitedly. 'There it is!' he cried. 'This is the house! Can you see the chalk mark on the door?'



The leader of the thieves went up to the door and looked at the chalk mark. 'Yes, I can see the mark,' he said. 'But look - there is a mark on the door of the house next door - and on the next, and the next!'

As he walked, the leader became more and more angry with the thief. 'You are a fool!' he cried. 'How did this happen? Why are there chalk marks on all the doors? Who put them there?'

'I don't know,' said the unhappy thief. 'I marked only one door.'

'You stupid man. You have failed!' shouted the leader. 'I cannot tell which is the right house! We will go to the town square and meet the others now!'

The next morning, the thieves had a meeting in the forest. 'One man failed to find the house,' their leader told them. 'But we must find it! Who else will try?'

For a moment there was silence. Then another thief stepped forward.

'I will go,' he said. 'I am sure that I can find the house. I will go and talk to the tailor, Mustafa.'

The thief soon found Mustafa's stall and shook the old man's hand. He showed him a gold coin. 'I know that you sewed a suit for a dead man in a house in this town,' the thief said. 'Yesterday, you took my friend to that house. He put a white chalk mark on the door. But then someone made chalk marks on all the other doors in

the street. Now we don't know which is the right house. I want you to take me to the house where you sewed the suit. I will mark the window frame with red chalk - but it will just be a very small mark which no one will notice.'

Mustafa looked at the gold coin. 'If you pay me well, I will do it,' he said.

'I will pay you well,' said the thief. 'But you must wear a blindfold, as you did before.'

The thief took out a large red handkerchief and tied it over the tailor's eyes. Then the two men set off.

After a short time, Mustafa stopped and sniffed the air. 'Fish!' he said. 'I love to smell fish cooking! My wife used to cook fish for me every Saturday. We must turn left here.'

A few minutes later, he said, 'That dog is barking again. I think he wants his supper. We'll follow the sound and turn right.'

And then he said, 'I remember that music. Someone is playing the flute, just as before. We're nearly there.'

And finally he cried, 'Rose! My favourite flowers! This is the house. I am quite sure.'

The scent of the roses came from Kasim's beautiful window boxes. This was the house where Ali Baba lived with his wife and son, and Kasim's wife and Marjanah the servant girl.

'Thank you,' the thief said to Mustafa. He gave him more gold coins. 'You have done well, old man.'

The thief smiled to himself as he walked up to the house and made a tiny red chalk mark on the window frame.

'No one will notice such a small mark,' he thought. 'My leader will be so pleased with me!'

Then he took the blindfolded Mustafa back to his stall and set off to the forest.

That evening, Marjanah the servant girl was making supper for Ali Baba and the rest of the family. She cooked a chicken and made a salad of tomatoes and onions. She set out plates and glasses and poured rose water into a jug. But then she found that she had no rice.



'I'll go to the market and buy some,' she decided. She picked up her shopping basket and walked into the town. When she came back with the rice, she saw a small red chalk mark on the window frame. Her eyesight was very good, and she missed nothing.

'That wasn't here before,' Marjanah said to herself. 'I put a white chalk mark and now a red one! Well, I will do as I did before.'

She went into the house and found a piece of red chalk. Then she went back outside and walked along the street, putting small red chalk marks on all the window frames.

'That will fool the person who left that mark!' she said to herself with a smile. Then she went back into the house to finish making the supper. She told no one about the red chalk marks.

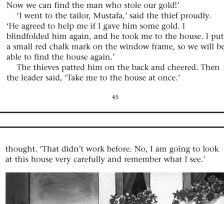
The thief galloped back to the forest. When he reached the group of thieves, he stopped his horse and shouted, 'I've found the house! I've found the house where the suit was made!'

The leader of the thieves smiled at the man. 'You have done well,' he said. 'You have done a very important job. Now we can find the man who stole our gold!'

'I went to the tailor, Mustafa,' said the thief proudly. 'He agreed to help me if I gave him some gold. I blindfolded him again, and he took me to the house. I put a small red chalk mark on the window frame, so we will be able to find the house again.'

The thieves patted him on the back and cheered. Then the leader said, 'Take me to the house at once!'

thought. 'That didn't work before. No, I am going to look at this house very carefully and remember what I see.'



So the two men set off. They soon found the street and the thief pointed to a house with a small red chalk mark on the window frame.

'There it is!' shouted the thief. 'This is the house! Can you see the red chalk mark on the window frame?'

The leader of the thieves went up to the window and looked at the mark.

'Yes, I can see it,' he shouted. 'And I can see another red chalk mark on the window frame of the house next door and on the next, and the next! Why are there red chalk marks on all the window frames? Who put them there?'

'I don't know,' said the unhappy thief. 'I marked only one window.'

'You are the second fool!' cried the leader. 'Come on. We must go back to the forest immediately!'

The next morning, the leader called all the thieves together at their meeting place in the forest.

'Two of my men failed to find the house,' he told them. 'Now I will go and find the house myself. Wait for me here.'

So the leader of the thieves went into the town. He found Mustafa at his stall in the market and offered him gold. The old man led the leader through the streets of the town. Once again, he wore a blindfold and found the way by listening to the sounds and smelling the scents.

When they came to the house, Mustafa could smell the roses. He said, 'I am sure that this is the house. The scent of the roses tells me that.'

'I'm not going to make any chalk marks,' the leader

thought. 'That didn't work before. No, I am going to look at this house very carefully and remember what I see.'



So the leader looked at the beautiful window boxes and the front door which was painted blue, and the red curtains at the windows. He looked at the tall plants in their big white pots and the orange cat with yellow eyes that looked out of the window at him.

Then he took the blindfolded Mustafa back to his stall and he set off to the forest to meet his men.

'I know the house,' he told them when he arrived. 'We can't trust chalk marks so I will trust my memory. I looked very closely at the house. It has window boxes and a blue front door and red curtains. Outside there are tall plants in big white pots - and an orange cat lives there. It will be very easy to find the house again.'

'Now we can find the man who stole our gold,' the leader went on. 'And we must punish him! But first we must get into the house. I have a plan. We will go into the town tonight. Come here, men, and listen very carefully.'

Active vocabulary

cheer change 'ee' to 'ai' to make a new word

curtain 'tain' sounds like *tin*

decide 'c' sounds like 's'

luck add 'y' at the end to make this noun an adjective

memory three syllables: *mem + or + y*

notice 'c' sounds like 's'

plant remember the phrase: there's an *ant* on the *plant*

punish two syllables: *pun + ish*

silence 'ence' is a common ending for nouns made from adjectives ending in 't', as in *difference, obedience* and *impatience*

stupid opposite of *clever*

Passive vocabulary

flute fool (window) frames suspect trust

Before reading

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

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think the chapter is going to be about? Do you think the thieves will find Ali Baba's house?*
- Tell the children to look at the picture on page 41. Tell the children to look at the men's clothes. Ask *Who are these two men? What are they pointing at? What do you think the leader of the thieves is saying to the brave thief? How do they feel?*
- Tell the children to look at the picture on page 44. Ask *What is Marjaneh doing? What kind of meat is there? What is on the other plate? What do you think is in the jug?*
- Tell the children to look at the picture on page 47. Ask *Who is with Mustafa? What can Mustafa smell? What is next to the door? What is in front of the window? What do you see in the window boxes? Whose house is this?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

1 *How did the brave thief feel when he was galloping back to the forest to tell the news?*

- 2 *What did the brave thief say to the other thieves?*
- 3 *What did the brave thief say happened when he came to the tailor's stall?*
- 4 *What did the thieves do when the thief said, 'we will be able to find the house again'?*
- 5 *Why did the thieves set off into town in twos and threes?*
- 6 *Who did the leader go with? Why?*
- 7 *How did the leader feel when he found marks on all the doors?*
- 8 *What did the leader call the thief?*
- 9 *What did the second thief show Mustafa after he shook his hand?*
- 10 *What did the second thief tell Mustafa he would do?*
- 11 *What did the second thief tie over Mustafa's eyes? Why?*
- 12 *What direction did Mustafa say they should take when he smelled fish?*
- 13 *What direction did Mustafa say they should take when he heard the dog barking?*
- 14 *How did Mustafa know that they were nearly there?*
- 15 *Why was the smell of roses important?*
- 16 *Where did the thief put a red chalk mark?*
- 17 *What did the thief think about the red mark?*
- 18 *What did Marjaneh cook for supper?*
- 19 *Why did Marjaneh walk into town?*
- 20 *What did Marjaneh see when she returned from the market?*
- 21 *What did Marjaneh do with her piece of red chalk?*
- 22 *What did the thieves say and do when the second thief said he had found the house?*
- 23 *What did the leader say when he saw red chalk marks on all the window frames?*

24 *How did the leader plan to remember which house was the right one?*

25 *What did the leader say he can and can't trust?*

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.
- Talk about Marjaneh's eyesight and discuss why the servant girl misses nothing. Ask *Do you think Marjaneh knows the house well? How do you think she feels about the house of her dead master?* Ask the children if they feel proud of things that belong to them and if they would notice if someone put a mark on them.
- Write on the board: *window boxes, white, chicken, plants, pots, red, salad, orange, roses, tomatoes, black, onions, rose water, blue, rice.* Ask *Which words are for food? Which words are for flowers? Which words are for colours.* Ask the children to find these words in the chapter.
- Remind the children that the leader wants to punish the man who stole their gold. Discuss who should be punished, and for what, in the story.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think the hundreds of people the thief talked to thought of him?*
- 2 *Why did nobody in town know the dead man?*
- 3 *What did the thief mean when he said, 'That was when my luck changed!'*
- 4 *If the thieves went to town in one large group, what would the townspeople think?*
- 5 *How did the thief feel when he showed the leader his chalk mark on the door? Why?*
- 6 *What did the leader want to know when he saw chalk marks on all the doors? Why?*
- 7 *What do you think the leader thought about as he rode to the town square to meet the other thieves?*
- 8 *Why was there a moment of silence when the leader asked for another man to find the house?*
- 9 *Why do you think Mustafa said, 'If you pay me well, I will do it'?*
- 10 *Why did the second thief want Mustafa to wear a blindfold?*
- 11 *Why was it important that Mustafa loved the smell of fish cooking?*
- 12 *What was important about the sound of the dog's bark and the flute?*
- 13 *Why did the smell of roses help Mustafa find the house?*
- 14 *How did the thief feel when he put a red chalk mark on the window frame?*

- 15 Why was it good luck that Marjaneh had no rice and had to go to the market?
- 16 Do you think Marjaneh was clever? Why (not)?
- 17 What do you think the leader thought of his men when he decided to go himself?
- 18 Was the leader cleverer than the other two thieves? Why (not)?
- 19 Do you think the thieves will get into Ali Baba's house? How, or why not?

Stage 2 comprehension extra

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


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

Chapter 6 Thirty-nine thieves

Pages 49 to 55


CHAPTER 6
Thirty-nine thieves

Twenty? You need twenty donkeys?" asked the man, surprised.
"Yes, that's what I said. Twenty," replied the thief.
"Well, I don't have twenty donkeys," said the man, "but I can sell you two. They are in my field, at the back of the house. Come with me and I will show them to you."
The thieves were following their leader's plan. First they went all round the town to look for donkeys. When the donkeys' owners saw the gold coins in the men's hands, most of them were happy to sell their animals.



When the forty jars were ready, the leader of the thieves went to an oil seller's stall in the market. He filled one of the jars with oil. Then he sent for one of his men and told him to bring the twenty donkeys.
The leader loaded up the donkeys with two jars each. Then he led them quickly into the forest to meet the rest of the thieves.
"Now for the next part of my plan," he said. "Each of you must climb into one of these jars."
"Climb into the jars? But why?" asked one man. "And how will we breathe?"
"The lids are very loose," replied the leader. "Don't worry – you will be able to breathe. Take your swords and your daggers with you – you are going to need them. We will arrive at the house with thirty-nine men in thirty-nine jars."
"What about the fortieth jar? Will you climb into that one?" asked one man.
"No," replied the leader. "I will put on a disguise and lead the donkeys. The fortieth jar is full of oil – it's part of my plan. I am going to pretend to be an oil seller. I will lead the donkeys to the house that Mustafá showed me. I will ask the man who lives in the house if I can stay the night because I am in the middle of a long journey. Then, if he lets me take the donkeys into the courtyard, he will find that he has let in forty thieves with swords and daggers. This unhappy man will be sorry that he stole treasure from me!"
So each thief picked up his sword and dagger and climbed into a jar.

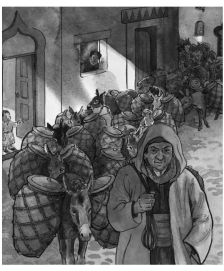
Soon they found the house with the roses and an orange cat. There was a man sitting outside on a stool by the blue door. He was watching the people go by and listening to the birds as they settled down for the night.
When the leader of the thieves saw the man, he pulled the first donkey's rope. When it stopped, the other donkeys stopped, too.
"Good evening," he said to Ali Baba.
"Good evening," replied Ali Baba, looking surprised. He stood up and patted the nose of the first donkey. "My name is Ali Baba. What can I do for you, my friend?"
"I am an oil seller, from a faraway land," said the leader of the thieves. "My donkeys are tired and so am I. May we stay here tonight? We will be no trouble and in the morning we will be on our way."
"Do you see an oil seller, where is your oil?" asked Ali Baba. He wanted to be sure that this stranger was an honest man.
So the leader of the thieves pointed to the one jar which had oil in it.
"It's in these jars, of course. It's the best oil in the land. Would you like to see it?"
He raised the lid of the jar and Ali Baba looked inside. Then he looked up at the leader and smiled.
"You are welcome to stay," he said. "Bring your donkeys into the courtyard."
"Thank you very much. You're very kind," said the leader of the thieves.
Then he led the line of forty donkeys through the door.



morning, I will go to the bath house very early. I will need soap and towels."
So Marjanéh went to collect the soap and towels and Ali Baba went to bed. The leader of the thieves told Marjanéh that he wanted some fresh air before he went to bed.

By the end of the week, the thieves had bought all twenty donkeys. Big donkeys, small donkeys, old donkeys, young donkeys. Brown donkeys, grey donkeys, black donkeys, white donkeys.
"Why does our leader want twenty donkeys?" one thief asked another. "Has he gone mad?"
"I don't know," the other replied. "But we have to do as he says."
While the thieves were buying the donkeys, their leader was visiting a pottery outside the town. The potter was painting a coloured pattern on a clay cooking dish.
"Are you looking for pots, my friend?" asked the potter.
"Yes, I am," replied the leader. "But these are pots you must make for me. I need forty large oil jars. They must all have lids but the lids must not be too tight. And the jars must be ready by the end of the week. It is very important."
The potter stared at him. "A week is not long enough to make forty jars," he replied. "I am not sure if I can do it."
"If you can, I will pay you with a bag of gold," said the leader of the thieves. He held up a bag of gold. "Then he held up his sword. "But if you don't do it, you know what will happen..."
The potter nodded his head and hurried off to begin making the clay jars.
"I'll ask my brother to help me," the potter said to himself. "And my sister's husband. If we all work hard, we will do it."

The leader put on a robe with a big loose hood so his face was hard to see. Then he set off with the twenty donkeys and the forty jars. By the time they reached the town, it was nearly dark.



"I can see that the poor animals need food and rest," Ali Baba said. "Take the jars off their backs and lead them into the stable. Give them some hay to eat and some water."
So the leader of the thieves unloaded the donkeys and led them into the stable. He left the forty jars in a long row in the courtyard.
"You can leave your jars of oil there for the night," said Ali Baba. "They will be quite safe. Now come into the house, and I will find you something to eat."
He led the leader of the thieves into the house and called for Marjanéh the servant girl.
"Where is my wife?" he asked her.
"She is in bed, master. Both the ladies and your son have gone to bed early this evening."
"Very well, Marjanéh. Make this man something to eat, please. He is a guest, and we must treat him well."
Marjanéh sighed. She was tired and was looking forward to a rest.
"Yes, master," she replied and went into the kitchen. Soon, Ali Baba and his guest heard the clattering of pots and pans.
The leader of the thieves dined well that evening. Marjanéh gave him meat and rice, peaches and cheese, and he enjoyed it all. "My plan is going very well," he thought. "Soon, Ali Baba will be my prisoner!"
Ali Baba entered the kitchen as Marjanéh piled up the empty supper plates.
"I am going to bed now," he told her. "Marjanéh, please see that our guest has everything he needs. In the

Active vocabulary

<i>breathe</i>	drop the final 'e' to change the verb to a noun
<i>field</i>	the 'ie' is pronounced 'ee'
<i>guest</i>	change the 't' to 's' to make a new word
<i>honest</i>	find the words <i>on</i> , <i>nest</i> and <i>one</i> inside
<i>journey</i>	a two syllable word: <i>jour</i> + <i>ney</i>
<i>lid</i>	add 'e' after 'i' to make a new word
<i>loose</i>	drop one 'o' to make a new word
<i>safe</i>	change the 'f' to 'v' to change the adjective to a verb
<i>tight</i>	rhymes with <i>right</i> , <i>fight</i> , <i>might</i>
<i>trouble</i>	'ou' sounds like 'u' in <i>tub</i>

Passive vocabulary

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

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 49. Ask *How many donkeys do you see? Who do you think the men are? Do you see the leader of the thieves?*

- Tell the children to look at the picture on page 52. Ask *Who do you think the man is? Where do you think he is going? How many jars are there on each donkey? Are the lids on the jars tight or loose? What do you think is in the jars? How do you think the woman and the child feel?*
- Tell the children to look at the picture on page 55. Ask *Who are the two men? Where do you think they are? What are they doing?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *How many donkeys did the thief need?*
- 2 *Why were the thieves going round the town looking for donkeys?*
- 3 *What did the thieves give the owners for their donkeys?*
- 4 *How long did it take for the thieves to buy twenty donkeys?*
- 5 *Did the thieves want only big, young donkeys?*
- 6 *Why did the leader go to a pottery?*
- 7 *What kind of jars, and how many, did the leader ask the potter for?*

- 8 *Did the leader want loose lids or tight lids on the jars?*
- 9 *Why did the potter say, 'I am not sure if I can do it.'?*
- 10 *Who did the potter say he would ask to help him make the jars?*
- 11 *How many jars did the leader fill with oil?*
- 12 *How many jars did the leader load up onto each donkey?*
- 13 *Where did the leader tell his men they must climb?*
- 14 *Why were the lids loose?*
- 15 *What did the leader tell the thieves to take into the jars with them?*
- 16 *What was in the fortieth jar?*
- 17 *Why was the leader going to pretend to be an oil seller?*
- 18 *What did the leader wear for his disguise?*
- 19 *Who was the man sitting outside on a stool? What was he doing?*
- 20 *Why did Ali Baba ask the leader where his oil was?*
- 21 *Where did Ali Baba tell the leader to bring his donkeys?*
- 22 *What did Ali Baba tell the leader to do for the donkeys?*
- 23 *Where was Kasim's wife, Ali Baba's wife and their son?*
- 24 *Why did Marjaneh sigh when Ali Baba asked her to make some food for the oil seller?*
- 25 *What did Marjaneh give the leader to eat?*
- 26 *Why did Ali Baba ask Marjaneh to collect soap and towels for him?*
- 27 *What did the leader of the thieves tell Marjaneh he wanted?*

- Write these numbers on the board: 39, 20, 40, 1, 40th, 1st. Ask the class to read out the numbers. As they do, write the numbers in words. Ask the class to find and read any sentences in the chapter that contain these numbers. Discuss the leader's plan, making sure that everyone understands. You may need to help the children with the maths ($20 \times 2 = 40$ minus $1 = 39$).
- Write the words *mad* and *plan* on the board and ask the children to read them. Now add 'e' to the end of each and ask the children to read both words again (*made* and *plane*). Ask them to say what they notice about the sound of the middle vowel in each and say what each new word means. Write these words on the board and read them: *cap*, *not*, *pip*, *cut*. Add 'e' to the end of each and repeat the process. Point out what happens when we add 'e' to *breath*.
- Ask the children to find and read aloud sentences with the words *pot*, *pottery*, *potter*. Ask *Who makes pots? Where does he make them?* Write these words on the board: *write*, *farm*, *teach*, *sing*, *work*, *paint*, *sell*. Ask *What do we call a person who writes?* Add 'r' or 'er' to each of the verbs and ask the children to say the word. Point out that a person who cooks is not called a cooker (a cooker is what you put the pots and pans on when you cook).
- Ask the children to find and read aloud words with 'ie', 'oo' and 'ea'.
- Write *courtyard* on the board. Ask the children if they can recognise the two words that make up this compound word (court + yard). Ask the class to find two more compound words on page 53 (*faraway*, *inside*).
- Write *load* and *unload* on the board. Ask the children to find and read aloud sentences with these words in the chapter. Discuss the meaning.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

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

Stage 2 comprehension extra

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

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

Chapter 7 Marjaneh and the oil

Pages 56 to 63

CHAPTER 7
Marjaneh and the oil

The leader of the thieves left the house and crept into the courtyard. He stood by the door for a moment and breathed deeply. Then he slowly looked around. He wanted to make sure no one was watching him.

In front of him stood the long row of clay jars. All their lids were on. The thieves were still inside the jars and silent. Their leader went up to the nearest jar. He bent down next to it. He tapped on the side and lifted off the lid.

'Listen carefully,' he whispered to the man inside the jar. 'This is the next part of my plan. When it is time to attack, I will throw down some pebbles from the window of my bedroom. They will fall into the courtyard. When you hear them, jump out of your jar with your sword and your dagger and be ready to fight. I will come and join you - and then, at last, we will kill the man who robbed me!'

The leader went from jar to jar and tapped on the side of each one. He repeated his plan to each man. Then he smiled to himself and rubbed his hands. The plan was working well.

He picked up some pebbles and put them in his pocket. Then he went back inside the house and called to Marjaneh.

'I am going to bed now,' he told her. 'I am very tired. I will show you the way to your room, sir,' Marjaneh replied.

Marjaneh put away the last of the dishes and wiped her hands on her apron. Then she lit a candle and led the leader of the thieves upstairs to his room. She opened the door and showed him inside.

'I hope you will be comfortable, sir,' she said. 'Is there anything you need?'

'No, Marjaneh. I am pleased to have a soft bed for the night.'

'Sleep well, sir,' said the servant girl. Then she went back to the kitchen.

She decided to peel some onions and carrots to put in the pot for the next day's lunch. But as she picked up her knife, the kitchen suddenly went dark.

'The lamp needs more oil,' she said to herself. So she picked up a candle and went to look in the store cupboard. There was plenty of flour, rice and sugar. But the oil jug was empty.

Marjaneh sighed. 'What shall I do?' she thought. 'It's much too late to go to the market.'

Then she had an idea. 'There are forty jars of oil in the courtyard!' she said to herself. 'I am sure our guest will let me take a little of his oil for my lamp.'

So she picked up her candle and the oil jug and went out into the courtyard. Then she went up to the nearest jar and started to lift the lid. Suddenly she heard a voice from inside the jar.

'Is it time to fight?' asked the voice. Marjaneh was very surprised to hear this. She stood very still and said nothing for a moment.

'What shall I do?' she thought. 'There is a man in the oil jar! I think he came with the oil seller. And he is ready to fight! I must do something to help my poor master!'

'No yet - but soon,' she replied to the thief's question. She spoke in a deep voice so she sounded like the oil seller. She went to the next jar and the same thing happened. Then she went from jar to jar and answered each man's question with the same answer.

'No yet - but soon!'

When she came to the fortieth jar, there was silence. No voice called, 'Is it time to fight?' Marjaneh lifted the lid and looked inside. Oh!

As she filled her oil jug quickly, she thought to herself, 'There are thirty-nine men in these jars, ready to attack my master! That stranger, sleeping in the house, must be their leader!'

Then Marjaneh thought of a plan to help her master. When she got back to the kitchen, she lit the lamp and then found her biggest cooking pot. She put it on the fire and emptied the oil jug into it.

Then she went back to the fortieth jar and filled her jug for a second time. She did this again and again until her cooking pot was full of oil. When the oil started to boil, Marjaneh took the pot off the fire and carried it into the courtyard.

She lifted the lid of the first jar and poured in some of the boiling oil.

Then she went to the next jar, lifted the lid, and poured some boiling oil into it. Then she went down the row of jars and poured hot oil into each one.

Marjaneh went back into the kitchen and finished making lunch. Then she put out the fire and the lamp. 'I won't go to bed,' she said to herself. 'I will stay here and see what happens next.'

So she sat on a stool next to the window and looked out into the courtyard.

The leader of the thieves lay in bed and waited. He waited for a long time. After a while, he said to himself, 'Everyone in the house must be asleep by now.'

Then he got out of bed and quietly opened the window. He looked out into the courtyard and listened.

'I can't see any lights,' he said. 'And I can't hear any sounds. I'm sure they are all asleep. Now it's time for the next part of my plan. I will throw some pebbles into the courtyard. When my men hear the sound of the pebbles, they will jump out of their jars. I will join them and we will all go and catch Ali Baba!'

He threw a handful of pebbles out of the window and heard them fall down onto the tiles of the courtyard. He waited. But nothing happened! Not one of his men answered. Not one of them jumped out of his pot, waving his sword.

The leader of the thieves threw another handful of pebbles into the courtyard. Again, there was silence. He tried again with another handful of pebbles.

Silence. The leader was beginning to feel worried now. He knew that something was wrong.

The leader of the thieves went along the row of jars and looked angrily into each one. All his men were dead! 'I don't know what's happened!' he thought. 'But all my men are dead! That means that someone found out about my plan to attack Ali Baba. Someone killed them! Who was it? Was it Ali Baba? Was it his wife?'

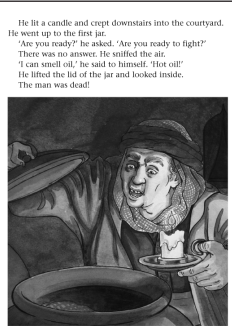
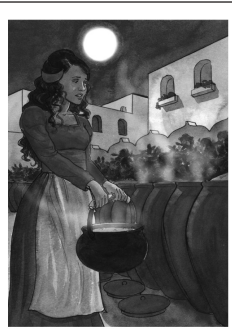
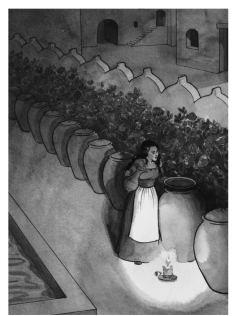
'I am not safe in this house,' he decided. 'I am the only one left! I must run for my life!'

The leader left the twenty donkeys, the forty jars and the thirty-nine dead thieves, and jumped over the wall of the courtyard. Then he ran away as fast as he could. But he didn't forget about Ali Baba. He was still angry and he still wanted to kill him.

The next morning, Ali Baba got up early. He picked up his soap and his towels. Then he went downstairs into the courtyard and saw the row of jars.

'I am surprised that the oil seller and his donkeys are still here,' he said to himself. 'But it's very early. Maybe he is still in bed!'

Then Ali Baba left for the bath house. He had no idea of the night's events.



Active vocabulary

boil Marjaneh *boiled* the *oil* to kill 39 thieves

candle rhymes with *handle*; you must *handle* a candle with care

comfortable find *fort*, *or*, *for*, *table* and *able* inside

crept past tense of *creep*

lamp 'amp' is a common ending: *damp*, *lamp* and *cramp*

pocket rhymes with *rocket*

pour change the 'u' to an 'o' to make a new word

repeat 'ea' sounds like 'ee'

stranger drop the 'r' to change the word from a noun to an adjective

voice a one syllable word; 'c' sounds like 's'

Passive vocabulary

attack pebbles peel tapped

Before reading

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

- Tell the children to look at the picture on page 60. Ask *What has Marjaneh got in her hands? What do you think she is doing? Why are the lids on the ground?*
- Tell the children to look at the picture on page 62. Ask *Where do you think the leader of the thieves is? What is he doing? How does he feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why did the leader of the thieves slowly look around the courtyard?*
- 2 *What was in front of the leader?*
- 3 *What did the leader tell the thieves he would do when it was time for them to attack?*
- 4 *What did Marjaneh do before she took the leader to his room?*
- 5 *Why did the kitchen suddenly go dark?*
- 6 *What did the voice inside the jar say to Marjaneh?*
- 7 *How did Marjaneh feel when she heard the voice inside the jar?*
- 8 *What did the voice ask?*

- 9 *How did Marjaneh make her voice sound like the oil seller's?*
- 10 *What did Marjaneh do with the boiling hot oil?*
- 11 *Where did Marjaneh stay to see what would happen next?*
- 12 *What was the next part of the leader's plan?*
- 13 *What happened when the leader threw the pebbles?*
- 14 *Why was the leader worried?*
- 15 *What did the leader smell?*
- 16 *What did the leader see when he lifted the lid of the jar?*
- 17 *How many thieves did Marjaneh kill? Why?*
- 18 *Why did the leader decide to run away?*
- 19 *How did the leader leave the courtyard?*
- 20 *Why was Ali Baba surprised when he saw the donkeys the next morning?*
- 21 *What didn't Ali Baba know when he left for the bath house?*

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

- Write *creep* on the board. Ask the children to find *creep* on page 56, and read aloud, the past tense of this verb (crept). Demonstrate the action. Ask some of the children to demonstrate the action. Ask *What did I do? What did they do?* Elicit words that rhyme with crept (slept, wept, kept). Ask the children of which verbs they are the past tense (sleep, weep, keep). Look together at the spelling of these words and discuss the spelling rule.
- Have a class competition! Write *oil* on the board. Ask the children to make new words by adding a consonant or a consonant cluster to the beginning of the word. The person with the most correct words is the winner.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think the thieves felt when they were waiting inside the jars?*
- 2 *How did the leader feel about his plan? Why?*
- 3 *Was Marjaneh polite to the stranger? How do you know?*
- 4 *How do you think Marjaneh felt when the kitchen went dark?*

- 5 *Do you think Marjaneh was right that the oil seller would let her take a little oil?*
- 6 *Why did Marjaneh pretend to be the oil seller?*
- 7 *Do you think Marjaneh did the right thing when she poured boiling oil onto the men?*
- 8 *How do you think Marjaneh was feeling when she was making lunch?*
- 9 *What do you think the leader thought about while he waited in bed?*
- 10 *What did the leader think had happened when there was silence and no men with swords?*
- 11 *What do you think Marjaneh was thinking about that night?*
- 12 *Do you think the leader will think of a new plan for killing Ali Baba?*
- 13 *What do you think Marjaneh will do in the morning when everyone wakes up?*
- 14 *How do you think Ali Baba will feel when he finds out what happened?*

Stage 2 comprehension extra

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

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

- Write 'ed' on the board. Remind the children that 'ed' sometimes sounds like 'd', sometimes like 't', and other times like 'id'. Write 't', 'd', and 'id' on the board. Ask the children to find and read aloud regular verbs ending in 'ed' in the chapter. Correct pronunciation as necessary. Write the verbs under the correct pronunciation sound.
- Write the word *anything* on the board. Remind the children that this is a compound word, made by combining *any* + *thing*. Ask the children to find and read aloud sentences that contain compound words ending in 'thing'. Discuss the meaning.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 8

Look out, Ali Baba!

Pages 64 to 72

CHAPTER 8
Look out, Ali Baba!

When Ali Baba came back from the bath house, the forty jars were still in the courtyard. 'Marjaneh?' he called. 'Why is the oil seller still here?' Marjaneh came out of the kitchen. 'I will tell you everything, sir,' she said. 'But first, you must look in the jars.' Ali Baba was confused. He lifted the lid of the first jar and looked inside. 'There's a man in here!' he cried. 'A dead man!' He walked along the row of jars and looked in each one. 'Thirty-nine dead men! And a jar with some oil in it! What happened, Marjaneh?' 'Someone is trying to kill you, sir,' she replied. 'A few days ago, I found a white chalk mark on our front door. Someone put it there secretly. I know that something was wrong so I made white chalk marks on all the other houses in the street, too. 'Next, I found a red chalk mark on one of our window frames. So I did the same thing again - I made red chalk marks on the window frames of all the other houses. 'Then yesterday, Marjaneh went on, the oil seller arrived with his twenty donkeys and his forty jars of oil. Last night, when you and your wife were in bed, I stayed up to prepare today's lunch. I needed more oil for my

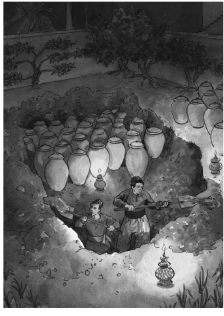
lamp so I went into the courtyard to fill my oil jug from one of the jars. 'I went up to the first jar to get some oil. I started to lift the lid and a man's voice came from inside it! He said, 'Is it time to fight?' 'Marjaneh stopped for a moment and looked at Ali Baba. Then she said, 'As first I didn't know what to do. But then I said, 'Not yet - but soon,' and I tried to sound like the oil seller. 'I lifted the lids of all the other jars and the same thing happened - except for the last jar. That one had oil in it. I knew you were in danger so I boiled up lots of oil and poured it into the jars. You know the rest.' Ali Baba was very shocked. He stood very still and thought quickly. 'I don't have any enemies in this town,' he said to himself. 'But I did steal treasure from a cave in the forest and the thieves killed my brother Kasim. Now I think they are trying to kill me. But they won't succeed.' Then he said, 'You have done well, Marjaneh. You have saved my life. I believe this man is the leader of the thieves who killed Kasim. They want to punish me too because I took their gold. But where is the man now?' 'I don't know, sir,' Marjaneh replied. 'He is not in his bed. I think he ran away in the night.' 'When it was dark and his wife was in bed, Ali Baba called to his son Khaled. They took two spades and dug a very big hole at the bottom of the garden. In this hole, they buried the thirty-nine thieves and the forty jars. But they hid the dead men's swords and daggers in the house

'You are very kind, Khaled,' said Khoja Hoseyn. 'But your father may be busy this evening.' 'He will not be too busy to welcome my best friend,' replied Khaled. Then he opened the door and led the silk merchant into the house.

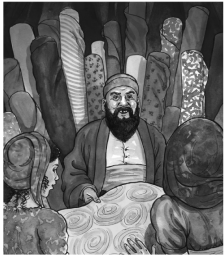
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Active vocabulary

<i>alone</i>	remember the phrase: <i>when I am the only <u>one</u>, I am <u>alone</u></i>
<i>beard</i>	rhymes with <i>feared</i>
<i>busy</i>	the 'bus' sounds like bzzz, so remember: <i>busy</i> as a bee
<i>danger</i>	the 'g' sounds like 'j'
<i>enemy</i>	a three syllable word: <i>en + e + my</i>
<i>escape</i>	find <u>cape</u> 'hiding' in <u>escape</u> - a clever form of disguise to escape from your enemy!
<i>expect</i>	remember: teachers <u>expect</u> you to <u>respect</u> them
<i>problem</i>	find <u>rob</u> 'hiding' inside <u>problem</u> ; if someone robs you, you have a <u>problem</u> !
<i>shocked</i>	rhymes with <i>locked</i> and <i>blocked</i>
<i>succeed</i>	the first 'c' sounds like 'k', the second like 's'



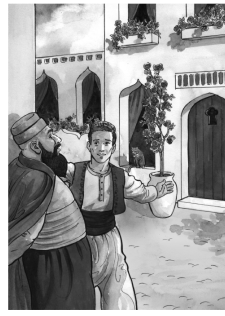
because they thought that they might need them one day. In the morning, Ali Baba led the twenty donkeys to the market and sold every donkey. 'I have buried the dead men and the jars, and I have hidden their weapons,' Ali Baba said to Marjaneh. 'I have also sold the donkeys. But there is still one problem. The leader of the thieves is still free! He may try to kill me again.' Meanwhile, the leader of the thieves was sitting in the cave. He was holding his head in his hands. After he had escaped from Ali Baba's house, he had run straight to the forest. He was angry and ashamed because his plan had failed. There was still plenty of treasure in the cave. But this did not please him. He was all alone now. Someone in Ali Baba's house had killed his men. There was no one to talk to - no one to expect him or say nice things to him. He thought of only one thing. He had to kill Ali Baba. So the leader of the thieves stayed in the forest for several weeks and made his plan. 'I need to be very clever,' he said to himself. 'Someone in that house is very clever, too. That is why I am here alone. So I must make friends with Ali Baba. That way, I will be able to get inside his house. I will kill him when he is not expecting it. Perhaps I will kill him when we are eating supper together.' The leader of the thieves decided to wear a disguise so that no one in Ali Baba's house would recognize him. He wore a false beard and he shaved off his hair.



As Khoja Hoseyn was selling silk to his customers, he listened to them talking about other people in the town. He also made friends with the other merchants. He wanted to find out as much as possible about Ali Baba and the people who lived in his house. One day, he went to visit a young carpet merchant called Khaled. Khaled's carpet shop was in the same street as his own shop. 'Good morning,' Khoja said to the young man. Khaled was unrolling a long red carpet for a customer to look at. 'My name is Khoja Hoseyn and I am new to this town. I see that you have some beautiful carpets!' 'Thank you,' replied the young man. 'My uncle Kasim started this business, but he was killed in the most horrible way.' 'And how was that?' asked Khoja. 'He was killed by thieves in the forest!' Khaled explained. Khoja Hoseyn moved forward and frowned. 'How terrible!' he cried. 'You say he was your uncle - was your father his brother?' 'Yes, he was.' 'And is your father alive today?' asked Khoja. 'Oh, yes,' said Khaled. 'I live with him and my mother, and my poor aunt.' 'And what is your father's name?' asked Khoja Hoseyn. 'His name is Ali Baba!' replied Khaled.

The next day, Khoja Hoseyn went back to the carpet shop.

'I enjoyed talking to you yesterday,' he told the carpet merchant. 'I think we can be good friends. Will you have supper with me this evening?' So the two men had supper together and after that, they saw each other every day. Sometimes Khaled went to Khoja Hoseyn's shop, and sometimes Khoja Hoseyn went to Khaled's shop. They talked about silk and carpets, and about their customers. One day, when Khoja Hoseyn was visiting his new friend, there was another man with him in the carpet shop. He was talking to Khaled about a new carpet for their house. Khoja Hoseyn looked at the man carefully. He was sure that this was his enemy, Ali Baba. Then Khoja Hoseyn left the shop quickly - he did not want Ali Baba to see him. The next day, Khaled visited Khoja Hoseyn at his shop. 'A man came to see you yesterday,' said Khoja Hoseyn. 'He looked very much like a friend of mine. Who was he, Khaled?' 'He was my father, Ali Baba,' said Khaled. After this, Khaled and Khoja Hoseyn often ate supper together at a kebab stall or went for a walk. One evening, as they walked through the streets of the town, Khaled stopped outside a large house with a blue door. 'This is my father's house,' he told his friend. 'This is where we live. I have told my father all about you - your shop, your wonderful silks and satins and your kindness to me. He wants to meet you.'



Passive vocabulary

confused failed kebab weapons

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 16 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.
- Read the title and discuss the meaning of *Look out!* Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 66. Ask *Who do you think the two men are? Is it night or day? What are they doing? Why?*
- Tell the children to look at the picture on page 68. Ask *How many people do you see in the picture? What is the man's job? What are the women doing?*
- Tell the children to look at the picture on page 71. Ask *Who do you think the young man is? Who is the older man? Where are they?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Why did Ali Baba think the oil seller was still in his house?*
- 2 *What did Marjaneh tell Ali Baba someone was trying to do?*
- 3 *How did Ali Baba feel when Marjaneh told him about the thirty-nine men and the oil?*

- 4 *Who did Ali Baba say he thought must be trying to kill him?*
- 5 *What did Ali Baba do that night with his son Khaled?*
- 6 *Where did Ali Baba and Khaled hide the dead men's swords and daggers? Why?*
- 7 *What did Ali Baba do with the twenty donkeys?*
- 8 *What did Ali Baba tell Marjaneh was still a problem after he buried the men and the jars?*
- 9 *Where was the leader of the thieves and how did he feel?*
- 10 *What did the leader plan to do?*
- 11 *What did the leader do so that nobody would recognise him?*
- 12 *What was the leader of the thieves' new job?*
- 13 *What was the leader's new name?*
- 14 *What did Khaled tell the silk merchant about his carpet shop?*
- 15 *How did the leader of the thieves, now called Khoja Hoseyn, find out Ali Baba's name?*
- 16 *What did Khoja Hoseyn invite Khaled to do with him the next evening? Why?*
- 17 *Where did Khoja Hoseyn first see Ali Baba?*
- 18 *Where would Khaled and Khoja Hoseyn eat supper together?*
- 19 *Why did Khaled invite Khoja Hoseyn into his family's house?*
- 20 *What did Khaled now call Khoja Hoseyn?*

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

- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *satin*).
- Ask the children to find two words on page 69 that means the same as *awful* (horrible, terrible). Discuss how they are used.
- Ask the children to find and read aloud sentences with dashes in them. Discuss how the part of the sentence after the dash adds more information to the first part of the sentence.
- Ask the children to find words in the text that rhyme with *walk* (chalk), *cars* (jars), *did* (hid), *waved* (shaved), *milk* (silk), *send* (friend).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Do you think Marjaneh worried about telling Ali Baba about the oil seller and his men?
- 2 How do you think Ali Baba felt when he saw each of the thirty-nine dead men in the jars?
- 3 How do you think Marjaneh felt as she told Ali Baba about the chalk marks?
- 4 What do you think Ali Baba thought when Marjaneh told him about each man asking, 'Is it time to fight?'?

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

Stage 2 comprehension extra

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

- Write the word *thief* on the board and underline the 'ie'. Explain that we put 'i' before 'e' except after 'c' in many words. Write these words on the board: *bel__ve*, *fr__nd*, *f__ld*, *p__ce*. Ask the children to complete them with 'ie'.
- Write the word *kindness* on the board. Explain that the suffix 'ness' changes an adjective to a noun. Write the following words on the board: *dark*, *clever*, *new*, *good*, *friendly*. Ask the children to add the suffix 'ness' to these words. Discuss ways of using these new words in sentences about the story so far.
- Ask the children to find and read aloud words with a double consonant. Point out how a word with a double consonant in the middle is split up to make another syllable. Write the words *seller*, *happened*, *bottom*, *daggers*, *hidden*, *sitting*, *rolling*, *horrible*, *terrible* on the board. Ask the class to split them into syllables.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 9 Marjaneh's dance

Pages 73 to 82

CHAPTER 9
Marjaneh's dance

Ali Baba smiled at Khoja Hoseyn and shook his hand. 'You are very welcome in my house,' he said warmly. 'My son has told me all about you,' he went on. 'I know that you are an important silk merchant with a large shop in the town, and you are a good friend to my son. He is still a young man and he has a lot to learn about the world. Older men like us need to guide the young ones.' Khoja Hoseyn bowed his head. 'Your son is a fine boy, sir. I always enjoy our meals and our walks together. But I'm sure you are a busy man, Ali Baba. I will go now and leave you and your family in peace.'

Ali Baba put his hand on the man's arm. 'Please don't go yet,' he said. 'Stay for supper and we will get to know each other better. My servant Marjaneh is cooking a fat chicken. There will be enough for everyone – you, Khaled, Kasim's wife, my wife and myself!'

'It is kind of you to invite me,' replied Khoja Hoseyn. 'I have a big problem. I cannot eat any food with salt in it.'

When Ali Baba heard this, he frowned. 'What a strange thing to say!'

All Baba thought for a moment, then replied, 'Well, that's all right. I will tell our servant girl not to use any salt in our supper.'

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Then Ali Baba went into the kitchen and found Marjaneh.

'We have a guest for supper this evening,' he told her. 'His name is Khoja Hoseyn and he is an important silk merchant. He is Khaled's friend, too. He cannot eat salt, so you must not put any salt in the food. Please cook some extra vegetables, too – but remember not to put any salt on them.'

'Yes, master,' replied Marjaneh. Then she stopped. 'Who is this Khoja Hoseyn?' she thought. 'Why doesn't he eat salt?' Then she remembered an old saying. *If you are going to kill a man, you must eat no salt at his table.* Suddenly she felt very worried. 'What is Khoja Hoseyn planning to do?' she asked herself. 'Is my master Ali Baba in danger?'

When Marjaneh finished cooking, she carried the plate of chicken to the table. As she put it down, she looked carefully at Khoja Hoseyn's face. He was explaining something to Ali Baba and his wife.

'He may have a long black beard and a bald head,' Marjaneh thought. 'But I recognize that man – he is the leader of the thieves – the oil seller – and now a seller of silk! My master is in danger again – this man is planning to kill him tonight! I must think of a clever plan.'

Marjaneh went back to the kitchen and brought out a basket of bread and a dish of rice and vegetables. As she set them on the table, she looked at the guest again. Now he was talking to Khaled and Kasim's wife.

Suddenly Marjaneh saw a dagger. It was hidden in the visitor's cloak! He has tried to hide his dagger,' thought Marjaneh. 'But I can see it!'

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As she served the rest of the meal, she thought more about her plan.

When they finished eating the chicken, Ali Baba said, 'Have some fruit. These peaches are very good.'

'Thank you,' replied Khoja Hoseyn.

The guest took a peach from the dish and sat back in his chair. He stretched out his long legs in front of him and smiled.

'That was a delicious supper,' he said to Marjaneh. 'You are a very good cook. Tell me what else can you do?'

Now Marjaneh had her chance to carry out her plan. 'I can dance, sir. Would you like me to dance while you relax after your supper?'

'What do you say?' said Khoja Hoseyn, turning to Ali Baba. 'Can Marjaneh dance for us?'

All Baba smiled and nodded. He was pleased that his guest was enjoying the evening.

'Certainly,' he cried. 'And we shall have some music, too. Marjaneh can play the tambourine. Go and get ready, Marjaneh.'

'Yes, sir.'

Marjaneh went to her room. She dressed herself in a long silver skirt with a sparkling top. She put on a headdress with a veil across her face. Last of all, she put a silver belt round her waist. From her belt she hung a sheath and in the sheath Marjaneh placed a dagger.

Then she picked up her tambourine, and quickly left the room.

Here she is!' cried Ali Baba happily. 'Now we shall have some fun!'

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Marjaneh stopped in the doorway and bowed to everyone in the room.

'Come in! Dance and play, Marjaneh!' Ali Baba shouted. 'Dance and play! Let us see what our guest thinks of your dancing!'

Marjaneh beat a rhythm on the tambourine and began to dance. She stepped lightly round the room and smiled at the audience.

All Baba and his guest clapped their hands and Ali Baba's wife and Kasim's wife started to sing. Khaled stood by the window. He was smiling at Marjaneh.

Then Marjaneh danced faster and faster. She seemed to fly. Her silver skirt and her veil twirled around her. She held the tambourine high above her head and shook it to make the bells ring. Then, with her other hand, she took the dagger out of the sheath. She shined it through the air, the shiny silver blade flashing in the lamplight.

She danced up to Ali Baba and pointed the dagger at her own chest and then at her master's chest. She danced up to his wife and then Kasim's wife, and then Khaled. She twirled and turned her dagger in the air as she danced.

Next she danced up to Khoja Hoseyn and she pointed the dagger at him.

Then she lowered the tambourine and held it out like a plate.

All Baba laughed and threw a couple of gold coins into the tambourine.

'You deserve it, Marjaneh!' he cried. 'You have entertained us so well this evening.'

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Marjaneh danced up to the two women again and they put some coins in the tambourine, too.

Then it was Khaled's turn. The young man smiled as Marjaneh looked at him. He threw three gold coins into the tambourine.

Finally Marjaneh held out the tambourine to Khoja Hoseyn.

The leader of the thieves smiled and put his hand inside his cloak to reach for his purse. At that moment, Marjaneh raised her dagger high in the air and, with all her strength, pushed it deep into his chest.

Khoja Hoseyn fell back onto the sofa. Ali Baba and Khaled rushed to help him.

All Baba put his hand up to the man's mouth to see if he was breathing. Then he held Khoja Hoseyn's wrist to see if his heart was still beating.

'He's not breathing,' Marjaneh cried. 'He's dead! And his heart has stopped! He's dead! You wicked, wicked girl! Why did you kill him?'

Then Marjaneh reached into the dead man's cloak and pulled out his dagger. She held it out to Ali Baba.

'He didn't come here to visit you,' she told him. 'He came here to kill you. I saved your life again, sir.'

'He came to kill me?' Ali Baba asked in amazement. 'Why? Why did my son's friend Khoja Hoseyn want to kill me?'

'His name is not Khoja Hoseyn at all!' Marjaneh explained. 'He is the leader of the thirty-nine thieves. He has wanted to kill you for a long time. He is the oil seller who came here before – and he is a killer!'

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'The leader of the thieves? The thieves who killed my brother? But how did you know, Marjaneh?' asked Ali Baba. 'How did you recognize him?'

'When you told me he ate no salt, I became suspicious of him,' Marjaneh explained. 'I remembered the old saying: *If you are going to kill a man, you must eat no salt at his table.* So when I brought the chicken from the kitchen, I took a good look at him. I recognized his face, although he had shaved his head and his beard was false. And then I saw a dagger in his cloak. So you see, I was sure it was him.'

Then Ali Baba smiled at the servant girl.

'Marjaneh, you have saved my life again,' he said. 'You are a loyal, clever girl, and I will reward you. You will no longer be a servant girl. I would like you to marry my son and be my daughter-in-law!'

He turned to Khaled.

'That wicked man tricked us both, my son. First, he marked our door and our window frame with chalk, so he could come back and kill me. Next, he pretended to be an oil seller, but there were murderers with swords inside his oil jars! Then, he told you he was a silk merchant. He made friends with you so that he could get closer to me. This wonderful girl, Marjaneh, has saved our family three times. Will you marry her?'

'I will marry Marjaneh, Father, if she wishes to marry me,' he answered. 'She is loyal and clever, as you say. She is beautiful, too. See how her eyes flash and her black hair shines in the light of the lamp.'

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So Khaled knelt down in front of Marjaneh and held her hand.

'Will you marry me?' he asked her.

'I will!' she replied.

Then Marjaneh looked up and smiled at her new family.

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Active vocabulary

entertain	enter is 'hiding' inside this word
explain	a two syllable word: ex + plain
guide	rhymes with hide
invite	the first 'i' is short and the second is long
purse	'ur' sounds like 'er'
recognise	's' sounds like 'z'
serve	a servant will serve her master
waist	waist and waste are homophones
wicked	point out that there are two syllables; the 'ed' sounds like 'id' as in did
wrist	the 'w' is silent and is not pronounced; other 'wr' words are write and wrong

Passive vocabulary

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

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 18 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 75. Ask *Where are the people? What are they doing? Who is serving the food? Who is sitting opposite Ali Baba? What has Khoja Hoseyn got under his cloak?*
- Tell the children to look at the picture on page 78. Ask *Who do you think is dancing? What has she got in her belt? What are Ali Baba and the silk merchant doing? How do they feel?*
- Tell the children to look at the picture on page 80. Ask *Does Khaled look happy now? How does Ali Baba feel? What is Marjaneh doing? Where is Khoja Hoseyn looking? What do you think is going to happen?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *What did Ali Baba say to Khoja Hoseyn about older men like them?*
- 2 *What did Khoja Hoseyn say to Ali Baba when he met him?*

- 3 *What did Ali Baba tell Khoja Hoseyn Marjaneh was cooking?*
- 4 *What did Khoja Hoseyn say he could not eat?*
- 5 *What was the old saying that Marjaneh remembered?*
- 6 *What did Marjaneh think when she saw the silk merchant's face?*
- 7 *What did Marjaneh see hidden inside Khoja's cloak?*
- 8 *What did Marjaneh tell the silk merchant she could do while they relaxed after supper?*
- 9 *How did Ali Baba feel when his guest asked if Marjaneh could dance for them?*
- 10 *What instrument can Marjaneh play?*
- 11 *What did Marjaneh put on in her room?*
- 12 *What did Marjaneh do when Ali Baba shouted, 'Let us see what our guest thinks of your dancing!'*
- 13 *Who clapped their hands and who started to sing?*
- 14 *What did Marjaneh do with her dagger when she danced up to Ali Baba?*
- 15 *What did Ali Baba do when Marjaneh held out the tambourine like a plate?*
- 16 *How many gold coins did Khaled throw into the tambourine?*
- 17 *When did Marjaneh put her dagger into Khoja Hoseyn?*
- 18 *What did Ali Baba do to see if their guest was alive or dead?*
- 19 *Why did Ali Baba call Marjaneh a wicked girl?*
- 20 *What did Marjaneh tell Ali Baba about their guest?*
- 21 *When did Marjaneh say she became suspicious of him?*

- 22 How did Ali Baba reward Marjaneh for saving his life?
- 23 What did Ali Baba tell Khaled about his friend, the silk merchant?
- 24 What did Khaled say about marrying Marjaneh?
- 25 How did Marjaneh feel about marrying Khaled?

- Write the word *tambourine* on the board. Ask the class to use the letters in this word to make new words (*am, our, in, urine, about, brain, more, etc.*).
- Write the word *chest* on the board. Elicit words that rhyme with *chest* (*best, dressed, guest, messed, nest, pest, etc.*).
- Ask the children to find and read aloud words with 'ea', 'oa', 'ei'.
- Write the word *suspicious* on the board. Tap out the three syllables: *sus + pi + cious*. Explain that 'cious' is a common ending for adjectives. Ask the children to find and read aloud other three-syllable words in the chapter.
- Write the word *daughter-in-law* on the board. Ask the children what they think it means. Discuss what *in-law* means in words like *mother-in-law*. Choose four children to be Ali Baba, Khaled, Marjaneh and Khaled's mother. Ask them to stand up in front of the class. Ask *Who is getting married?* (Khaled and Marjaneh) *What will Marjaneh be to Khaled?* (Khaled's wife) *What will Marjaneh be to Ali Baba?* (daughter-in-law) *What will Marjaneh be to Khaled's mother?* (daughter-in-law) *What will Ali Baba be to Marjaneh?* (father-in-law) *What will Khaled's mother be to Marjaneh?* (mother-in-law). You may have to help the children, and even give them the answers. Write these new hyphenated words on the board. Point out the use of the hyphen.

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

After reading

Stage 2 comprehension (extension)

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

- 1 What did Ali Baba mean when he said, 'Older men like us need to guide the young ones.'?
- 2 Why did Khoja Hoseyn say he wanted to leave Ali Baba and his family in peace?
- 3 Why did Khoja Hoseyn say, 'I have a big problem.'?

- 4 *What do you think the old saying about not eating salt means?*
- 5 *How did Marjaneh feel when she recognised the leader of the thieves?*
- 6 *Why didn't Khoja Hoseyn worry that someone might see his dagger?*
- 7 *Why do you think Marjaneh had a dagger and a tambourine in her room?*
- 8 *Why do you think Marjaneh pointed the dagger at everyone before she stabbed it into Khoja's chest?*
- 9 *Why did Marjaneh hold out the tambourine to everyone else before Khoja Hoseyn?*
- 10 *How do you think Ali Baba's wife and Kasim's wife felt when they saw the dagger go into their guest's chest?*
- 11 *How do you think Khaled and Ali Baba felt when Marjaneh told them that their guest was the leader of the thieves?*
- 12 *Do you think it was a great reward for a servant girl to marry her master's son? Why (not)?*
- 13 *Do you think Khaled really wanted to marry Marjaneh? Why (not)?*
- 14 *How do you think Khaled's mother felt about her servant marrying her son?*
- 15 *What do you think Ali Baba will do with the body of the dead man?*

- Discuss the way Khoja Hoseyn became friends with Khaled and finally got invited to his house. Ask *Do you think some people pretend to be friends with other people? Why?*
- Ask *What food did Khoja Hoseyn eat with Ali Baba's family? Did he enjoy the food? Why didn't he want to eat salt? (it would bring him bad luck)*
- Ask the children to think about the old saying in the story. Ask *Do you know any old sayings? Do you think old sayings are sometimes very clever? You might want to teach them the saying: Never judge a book by its cover (meaning: you must look at what is inside someone, not just at their appearance).*
- Talk about Marjaneh's clothes and her dance: *long silver skirt, sparkling top, headdress, veil, silver belt, sheath and dagger.* Ask *Why do you think Marjaneh put these clothes on? How did her clothes make her audience feel? Do you think Marjaneh had danced for other guests before in Ali Baba's (Kasim's) house? Do you think her audience were very surprised to see her clothes and dagger? Have you ever seen someone dance with a tambourine? Have you ever seen someone dance with a dagger?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Stage 2 comprehension extra

Author's use of language The author uses some good descriptive words and phrases in the chapter. For example, read the description of Marjaneh's dance on page 77. Words such as *faster and faster, fly, twirled, sliced* make the reader able to imagine the dancer's movements.

Chapter 10

Ali Baba is rich

Pages 83 to 89


CHAPTER 10
Ali Baba is rich

So Khaled and Marjaneh got married. Many people came to the wedding. Most of them were friends and neighbours of Ali Baba.

At the wedding feast, one of the guests said to Ali Baba, 'Marjaneh is a beautiful girl, but isn't it a little strange for a rich man like your son to marry a servant girl?'

Before Ali Baba replied, another guest said, 'Marjaneh may be a servant girl, but she is also clever, loyal and kind. A young man could not wish for a better wife. Khaled is lucky to have her.'

Ali Baba smiled to himself and took another sweet pastry. At last, he was a happy man.



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The family lived happily for many months. Khaled worked in his carpet shop and the three women looked after the house. Ali Baba no longer worked as a woodcutter because there was still some gold left. But he often thought about the forty thieves and the treasure in the cave. Was the treasure still there?

A year after the wedding, Ali Baba was sitting on a stool outside his house. It was a cool evening and he was watching the people go by.

Look at all the men and women who live in this town,' he said to himself. 'There could be other thieves among them. I know that forty thieves are dead, but could there be more of them? They might still be stealing gold and jewels and hiding them in the cave.'

'I have not got much gold left and I would like some more,' he thought. 'I think I will go to the cave and have a look around.'

Later, as they ate their supper, Ali Baba told his wife about his plan.

'I will go tomorrow, at sunrise,' he said. 'I will take my donkeys with me.'

'But you may be in danger!' said his wife. 'Perhaps there are more than forty thieves. They will have swords and daggers. They will kill you if they see you!'

'I will be all right, my dear,' Ali Baba said. 'Don't worry about me.'

'Let Khaled go with you,' pleaded his wife.

'Khaled is busy working in his carpet shop,' replied Ali Baba. 'I will go to the cave alone, just as I did the first time.'

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The next morning, Ali Baba rose early and went to put the baskets on his three donkeys. Then he said goodbye to his family and set off to the forest.

When he arrived at the big grey rock, he stopped and looked around him. He saw the tall tree where he had hidden on the day that he first found the cave. He listened carefully - there were no horses' hooves or wild cries. He saw nothing to worry him.

So he breathed deeply and walked up to the big grey rock.

Then he said the password, 'Open, Sesame!'

The door in the rock slowly opened and Ali Baba went inside.

He saw the place where he had found Kasim's body. Ali Baba shivered and looked away. He walked further into the cave.

The cave was still full of treasure. Gold and silver bars, coins, rings and bracelets, crowns, necklaces, silver goblets - the only thing missing were the rolls of coloured silk.

Ali Baba thought for a moment.

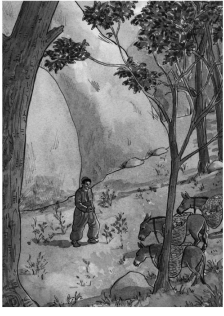
'Khalifa Houshy!' he said to himself. 'The leader of the thieves pretended to be a silk merchant and a friend of my son! He filled his shop with rolls of brightly coloured silk - they came from this cave!'

Ali Baba looked around at all the treasure.

'No one has been here for a long time,' he thought. 'I think all the thieves are dead now. This treasure is all mine!'

So he picked up some of the bags of gold coins and a few gold bars. Then he added some jewellery and some silver goblets.

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'These goblets will look very smart on our table,' he thought. 'My wife will like them.'

Ali Baba took the treasure out of the cave and loaded it into the six baskets on the backs of the donkeys.

'That's enough - for now,' he said to himself. 'I don't want to be greedy.'

Then he went back to the cave and said the password, 'Close, Sesame!'

The heavy door closed and the rock looked just like any other.

As the sun went down and the sky behind the tall tree turned deep purple, Ali Baba and his donkeys set off for home.

The treasure lasted for another year. By this time, Marjaneh and Khaled had a baby boy and Ali Baba decided to share the secret of the cave with his son.

'You are a father now, Khaled,' he said. 'There is something I want to show you - something important. You know that I have some gold and that I got it from a group of thieves. They were the men who wanted to kill me.'

'Yes, Father,' replied Khaled. 'My clever Marjaneh killed them! And I know that the gold made you rich.'

'Yes, it has,' said Ali Baba. 'But now I have spent most of it and I want to get some more. I want to take you to the cave full of gold, Khaled. One day, you or your son may need to know where it is.'

'Thank you, Father,' replied Khaled. 'I am glad you told me. I wondered where the gold came from.'

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The next day, the two men made the journey to the forest and went to the cave with Ali Baba's three donkeys.

Then Ali Baba said the password, 'Open, Sesame!'

The stone door opened slowly. Then Ali Baba and his son went in.

The cave was still full of treasure. All the gold and silver and the beautiful jewels glittered and shone in the light from the hole in the roof. Khaled stared at it.

'I can't believe it!' he cried. 'There is so much treasure!'


'No one has been here for a whole year,' said Ali Baba, as he looked around the cave. 'We will be quite safe.'

The two men picked up just enough treasure to fill the six baskets and set off for home.

'Thank you for telling me your secret, Father,' said Khaled, when they were back with their family. 'When my son is old enough, I will tell him about the treasure and take him to the cave.'

Ali Baba laughed. 'Yes,' he replied. 'And he will tell his son. The family of Ali Baba will never be poor again!'

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Active vocabulary

<i>feast</i>	take away the 'f' and you get a direction on a compass
<i>glitter</i>	rhymes with <i>litter</i> and <i>bitter</i>
<i>jewellery</i>	you can find a <i>jewel</i> in a piece of <i>jewellery</i>
<i>neighbour</i>	sounds like 'nay / bor'
<i>shiver</i>	you will <i>shiver</i> in a cold river!
<i>strange</i>	add 'r' to the end to make a new word
<i>supper</i>	note the 'pp' in the middle
<i>wedding</i>	note the 'dd' in the middle
<i>wish</i>	rhymes with <i>dish</i> , <i>fish</i> ; you might wish for a fish on a dish!

Passive vocabulary

goblets *pleaded* *smart*

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 50). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *Why do you think Ali Baba is rich?*
- Tell the children to look at the picture on page 83. Ask *What are Khaled and Marjaneh doing? Who is watching them?*
- Tell the children to look at the picture on page 86. Ask *Who do you see in the picture? What do you think he is doing? What are the donkeys carrying?*

- Tell the children to look at the picture on page 89. Ask *Who do you see in the picture? What are they doing? Where do you think they are?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

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

- 1 *Who came to Khaled and Marjaneh's wedding?*
- 2 *What did one of the guests say to Ali Baba about Marjaneh?*
- 3 *What did Khaled and Marjaneh do after they got married?*
- 4 *What did Ali Baba think when he looked at the men and women in the town?*
- 5 *What did Ali Baba want?*
- 6 *What did Ali Baba's wife say he when he said he was going to the cave?*
- 7 *Did Ali Baba go to the cave with Khaled, or did he go alone?*
- 8 *What did Ali Baba do when he saw the place where he found his brother's body?*
- 9 *What was the only thing missing in the cave? Why?*

- 10 *What did Ali Baba take?*
- 11 *What did he say would look smart on their table?*
- 12 *Why didn't Ali Baba take more than he did?*
- 13 *What time of day was it when he left the cave? How do you know?*
- 14 *Did Khaled and Marjaneh have a boy or a girl?*
- 15 *What did Ali Baba decide to share with Khaled?*
- 16 *Why did Ali Baba want to show Khaled the cave?*
- 17 *How many donkeys did the two men take with them to the cave?*
- 18 *How long had it been since Ali Baba had gone to the cave?*
- 19 *Why did Ali Baba know that they would be safe?*
- 20 *How much treasure did the two men take?*
- 21 *What did Ali Baba say about his family?*

- Write on the board: *poor, stupid, disloyal, unkind, unlucky, sour, sunset, late, quickly, closed, unloaded*. Ask the children to find and read aloud words in the chapter that mean the opposite of these words (*rich, clever, loyal, kind, lucky, sweet, sunrise, early, slowly, opened, loaded*).
- Ask the children to find and read words on pages 87 and 88 that rhyme with these words: *toy* (boy), *care* (share), *never* (clever), *sad* (glad), *fools* (jewels), *measure* (treasure). Suggest other rhyming words for the class to find in the rest of the text.

- Have a competition. Remind the children that the cave was full of treasure. Divide the class into teams and, in a given time, ask each team to write down as many different types of treasure as they can remember. The team with the most correct words from the story is the winner.
- Ask the children to find and read aloud words with 'dd', 'tt', 'pp', 'gg', 'll'.
- Ask the class to find on page 88: '*I can't believe it!*' Discuss the meaning. Give the children practise saying it with expression of surprise. They can tell each other crazy things, such as 'There's an elephant in the playground' and the other children say, 'I can't believe it!'
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *What do you think the guests thought of Khaled marrying a servant girl? Why?*
- 2 *What did Marjaneh do that made Khaled lucky to have her for his wife?*
- 3 *Why do you think Ali Baba still thought about the forty thieves?*
- 4 *Why did Ali Baba's wife plead with him to take Khaled with him?*
- 5 *Why do you think Ali Baba wanted to go alone to the cave?*

- 6 *Why did Ali Baba shiver and look away?*
- 7 *How did Ali Baba feel about Khoja Hoseyn?*
- 8 *Why did Ali Baba think nobody had been in the cave in a long time?*
- 9 *Do you think that Ali Baba was a greedy man? Why (not)?*
- 10 *What do you think Ali Baba said to his wife about the silver goblets he brought back?*
- 11 *Why do you think Ali Baba decided to share his secret of the cave with Khaled?*
- 12 *How do you think Khaled felt when he heard the story, and then saw the cave?*
- 13 *Do you think the family of Ali Baba will ever use all of the treasure? Why (not)?*

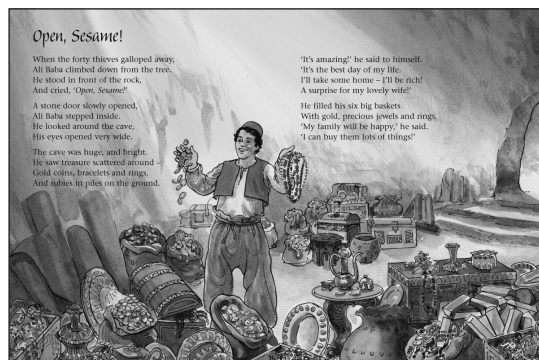
Stage 2 comprehension extra

Setting The story ends where it began – at the cave. Much has happened to Ali Baba since he first set eyes on the wonderful treasures, the gold, the jewellery, and the rolls of coloured silk. Now he is back there. The cave, although still full of treasure, is missing the rolls of silk which were used by Khoja Hoseyn to set up his market stall in order to meet Khaled. Again, Ali Baba takes just six baskets of treasure back to his family. And finally, he shows the cave to his son so that he will be able to go there after Ali Baba is dead. And Khaled's son will be able to do the same so that the family of Ali Baba will never be poor again. Discuss with the children the importance of the description of the treasure inside the cave again in this last chapter.

- Write the words *my* and *any* on the board and say them. Point out that they both end with a consonant + 'y'. Say them again and ask the children what sound the 'y' makes in *my* (long 'i' sound) and what sound it makes in *any* (long 'e' sound). Now write these words on the board: *marry, reply, lucky, baby, pastry, happy, by, forty, my, early, carefully, jewellery, sky*. Ask the children to read each word and decide whether the 'y' sounds like long 'i' or long 'e'.
- Have some fun playing with words. Write the word *got* on the board. Tell the children to change one letter at a time to make another word, for example *got – hot – hat – cat – cut – but – bit – fit*, etc. See how long the class can keep the word 'chain' going.
- Write the following words on the board and ask the children to find smaller words 'hiding' inside them: *friends, feast, lucky, forty, tomorrow, danger, swords, plead, carpet, goodbye, hidden, bracelet, crown, necklace, bright*.
- Point out that Khaled wondered where the gold came from (page 87). Ask *Why do you think Khaled never asked his father where the gold came from?* Ask the children if they ever wonder about things but do not ask their parents or teachers.
- Talk about weddings. Ask *How did Ali Baba feel on the wedding day? How do you think Khaled and Marjaneh felt? What made Ali Baba happier, the wedding or the gold? What do you think Ali Baba's wife thinks of Marjaneh?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Open, Sesame!

Pages 90 and 91



After reading

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

Before reading

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

During reading

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

Vocabulary notes

<i>rubies</i>	very expensive red jewels
<i>scattered</i>	thrown round

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


Making clay pots

Pages 92–95

Making clay pots
The first clay pots were made thousands of years ago.




People use some clay pots for storing things, like the jugs and jars in the story of Ali Baba.

Other clay pots are used for decoration. Here are some pots of different shapes and sizes.









People who make pots are called potters. When a potter wants to make a round pot, he (or she) makes it on a potter's wheel. This is called 'throwing a pot'.

- 1 The potter always wets her hands with water before she begins. The potter puts a lump of clay on the wheel. As the wheel spins, she makes sure that the clay is exactly in the centre.
- 2 She uses both hands and she makes the clay into a cone shape. She makes sure that there are no small air bubbles in the clay.
- 3 Next, she pushes down the base of the pot and makes it flat.

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- 4 Then she pulls up the sides of the pot. The wheel spins round all the time.
- 5 She shapes the sides of the pot.
- 6 Then she shapes the rim (the top) of the pot.
- 7 When the pot is dry, she cuts it from the wheel.
- 8 She puts the pot in a very hot oven called a kiln, and bakes it. The clay goes very hard.
- 9 Last of all, she decorates the pot with special paints.

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After reading

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

Before reading

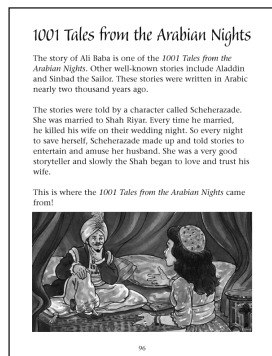
- Brainstorm what the children already know about making clay pots. Ask if anyone has ever made one and encourage them to tell the rest of the class about it.

During reading

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

1001 Tales from the Arabian Nights

Page 96



Before reading

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

During reading

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

After reading

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

After reading the book

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

Response to the story

- Ask *Did you like the story? Why (not)? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?*
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters. *Did you like Ali Baba? Did you like Marjaneh? Which character did you not like? Ask how the characters behaved: What did you think of Ali Baba in Chapter 2? Did you think Marjaneh was brave? What did you think of the tailor, Mustafa? (See the activity on page 24 of the Workbook.)*

Plot

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

Settings

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

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - *Greed*: Discuss which characters in the story were greedy, and how they showed it.
 - *Loyalty*: Discuss the loyalty the thieves showed to their leader, and the loyalty Marjaneh showed to Ali Baba.
 - *Stealing*: The thieves stole from people and hid the treasure in a cave. Ali Baba and his brother stole from the thieves. After the thieves were dead, Ali Baba showed his son where he could find the treasure. Discuss the wrongfulness of stealing.
 - *Bravery*: Marjaneh, a servant girl, was very brave to kill the thirty-nine thieves and later, to kill the leader of the thieves. Her bravery came from her love for the family she worked for, who rewarded her. Discuss acts of bravery the children have experienced or heard of.
 - *Honesty*: Khaled was young and inexperienced, so he trusted the silk merchant, a man who was totally dishonest. Discuss how young people learn who to trust and who not to trust.
 - *Hospitality*: When Khaled brings the silk merchant, Khoja Hoseyn, to his family's house, Ali Baba insists that his son's friend stay and eat supper with the family. Discuss why it is important to be hospitable.

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

Vocabulary

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

Follow-up ideas

Drama The story lends itself well to dramatisation. Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio download. You can help the class make and paint simple props, and sound effects could be suggested and included. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art Put the children into groups and give them some coloured card to make a market scene. Ask each group to draw and paint characters from the story. Ask them to make sure their clothes look like the clothes they wore in the story. As well as Ali Baba and his family, the forty thieves, Mustafa, Marjaneh, also ask the children to make some merchants and townspeople. Perhaps some donkeys, too! Make a display of the characters and the market stalls.

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

Luck Ali Baba was lucky to find the thieves' treasure, but his brother was unlucky. Poll the class to find out which children think they are lucky and which think they are unlucky. Encourage them to explain why. Hide something, such as a bag of sweets, in the classroom before the children come to

class. Tell them that there is 'hidden treasure' in the classroom and they have five minutes, and no more, to find it. If they are having difficulty, say to those who are near the treasure, 'You're getting warmer.' To those who are getting far away from it, say 'You're getting colder'. When the lucky individual finds the treasure, have a class discussion about whether it should be shared with everyone in the class.

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

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

Narrow escapes Ali Baba had several narrow escapes from danger. Ask the class to recount any narrow escapes they have had.

Glossary of vocabulary

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

- accident** an unexpected event that causes injury or damage
- air** the mixture of gases surrounding the Earth that we breathe
- alone** without anyone with you
- amazed** very surprised
- attack** to use violence against someone
- audience** a group of people who have come to a place to see a performance
- axe** a tool used for cutting down trees and cutting up large pieces of wood, consisting of a long wooden handle and a heavy metal blade
- bald** with little or no hair on your head
- barley** a plant that produces grain used for making food and drinks
- barn** a large building on a farm where animals, crops or machines are kept
- bath houses** public places where people could go to have a bath in the past
- beard** hair that grows on a man's chin and cheeks
- believe** to think something is true
- belong** to be owned by someone
- blade** the thin sharp part of a knife
- blindfold** something that is tied over someone's eyes so that they cannot see
- blood** the red liquid that flows around inside your body
- body** the whole physical structure of a person
- boil** if a liquid boils it becomes so hot that there are bubbles in it
- breathe** to take air into your lungs through your nose or mouth and let it out again
- burial** the process of putting a dead body into a grave in the ground at a funeral
- bury** to put a dead body into a grave in the ground at a funeral
- busy** having a lot of things to do
- candle** a stick of wax with a string in it called a wick that you burn to give light
- cave** a large hole in the side of a hill or under the ground
- cellar** a room under a building, below the ground
- cemetery** an area of ground where dead people are buried
- chalk** a type of soft white stone
- check** to examine something in order to find out whether it is how it should be
- cheer** to give a loud shout of happiness or approval
- chest** a large strong heavy box used for moving or storing things
- clattering** if a hard object clatters, or if you clatter it, it makes several loud short noises as it hits against another hard object or surface
- clay** a type of heavy wet soil that becomes hard when it is baked in a kiln (oven), used for making cups, plates and other objects
- clever** good at learning or understanding things
- cloak** a long coat without sleeves which fastens round the neck
- coffee houses** places where you can buy cups of coffee
- comfortable** feeling relaxed and pleasant
- confused** unable to understand something
- courtyard** a square area that is surrounded by buildings or walls
- crept** moved quietly and slowly so no one could hear or see you
- curtain** a long piece of cloth, usually one of a pair, that hangs down and covers a window
- danger** a situation in which harm, death, damage or destruction is possible
- disguise** to make changes in the way that someone looks so that other people will not recognize them
- donkeys** an animal similar to a horse, but smaller and with long ears, used for riding and for pulling or carrying heavy loads
- dragged** pulled something or someone along with difficulty because they are heavy
- dreadful** very unpleasant
- enemy** someone who is opposed to someone else and tries to do them harm
- entertain** to give a performance that people enjoy
- escape** getting away or someone or something
- excited** very happy and enthusiastic because something good is going to happen, especially when this makes you unable to relax
- exclaim** to say something suddenly and loudly, because you are surprised, angry, etc
- expect** to think that something will happen
- explain** to tell someone something in a way that helps them understand it better
- fail** to be unsuccessful when you try to do something
- fair** reasonable and morally right
- feast** a large meal
- field** an area of land used for keeping animals or growing food
- flute** a musical instrument that you hold sideways to your mouth and play by blowing over a hole at one end as you press its keys
- fool** someone who does not behave in an intelligent or sensible way

- forget** to be unable to remember a fact or piece of information
- frames** borders around a door or window
- frowned** moved your eyebrows down and closer together because you were annoyed, worried or thinking hard
- gallop** if a horse gallops, it runs at its fastest speed
- gasped** breathed in suddenly, for example because you were surprised, shocked or in pain
- glitter** to shine with a lot of small quick flashes of light
- goblets** metal or glass cups used in the past for drinking wine
- greedy** wanting more money than you need
- guest** someone who pays to stay at a hotel
- guide** someone who gives you information and shows you things
- handkerchief** a piece of material on which we blow our noses
- hang** to kill someone by putting a rope around their neck and making them fall
- headdress** a decorated piece of clothing that someone wears on their head
- holes** spaces in the leather of a shoe that goes partly or completely through it
- honest** someone who is honest does not tell lies or cheat
- hood** the part of a coat or jacket that covers your head
- imagine** to form a picture of someone or something in your mind
- imam** a Muslim priest or leader
- invite** to ask someone to come and see you
- jars** clay containers used for storing drink or food
- jealous** upset because someone else has something you want
- jewellery** objects that you wear as decoration
- journey** when you travel from one place to another
- kebab** small pieces of meat and vegetables cooked on a stick
- lamp** an oil or gas light, especially a small one, that you can carry
- lid** a cover for a container
- load up** to put a load onto or into something such as a vehicle or container
- log** a thick piece of wood
- loose** not tight
- loyal** willing to support, work for or be a friend to someone, even in difficult times
- luck** success that you have by chance and not because of anything that you do
- master** a male teacher in a school in the past
- medicine** something you eat or drink to make you better if you are ill
- memory** something that you remember
- merchant** someone who buys and sells things in a market
- mood** the way someone is feeling
- needles** small thin metal tools that are used for sewing
- neighbour** someone who lives near you
- news** information about something that has happened recently
- notice** to become conscious of something
- password** a secret word or phrase that you need in order to get into a room or area
- patted** if you pat an animal such as a donkey, you touch it gently several times with a flat hand in a friendly way
- pattern** a set of lines, shapes, or colours that are repeated regularly
- peace** friendship not enmity
- pebbles** small stones
- peel** to remove the skin from a fruit or vegetable
- pile** a number of things put on top of each other
- pills** small pieces of solid medicine that you swallow with water
- place** to put something somewhere, especially in a careful or deliberate way
- plant** a living thing that grows in soil, has leaves and roots, and needs water and light from the sun to live
- pleaded** asked for something in an urgent or emotional way
- pocket** a small bag inside a piece of clothing that is used for holding small objects
- pottery** a building where pottery is made
- pour** to make a liquid flow out of a container that you are holding
- prepare** to make food ready to be cooked or eaten, for example by cleaning or cutting it
- pretend** to behave in a way that makes someone believe that something is true when it is not
- price** the amount of money that you have to pay in order to buy something
- prisoner** someone who is in prison or who is being kept against their will
- problem** something that causes trouble or difficulty
- promise** to tell someone you will definitely do something
- punish** to do something unpleasant to someone because they have done something bad
- purse** a small bag for carrying money
- recognise** to know someone or something because you have seen them before
- repeat** to say something again
- rhythm** a regular pattern of sounds in music that you can show by moving, hitting your hands together, or hitting a drum or other surface
- rob** to take money or property illegally from a person or place, often using threats
- saddlebags** a bag fixed to the seat on a horse, used for carrying things
- safe** not likely to be harmed
- saying** a well-known statement about what often happens in life
- scales** a piece of equipment used for weighing people or things
- scent** the smell that an animal or person has that some animals can follow

- secret** something that is known only to a small number of people
- servant** someone whose job it is to cook and clean someone else's house
- serve** to provide food and drink for someone to eat at a meal
- shared** gave a part of something to someone else
- shawl** a large piece of material that is worn by a woman around her shoulders or on her head
- sheath** a cover used for carrying a knife or a sword
- shiver** to shake because you are cold or frightened
- shocked** being very surprised, usually by something unexpected or bad
- silence** quietness, no sound
- sliced** moved through something easily and quickly
- smart** connected with rich fashionable people; to look very attractive
- sniff** to breathe in through your nose in order to smell something
- spade** a tool used for digging that consists of a handle and a flat metal part that you push into the earth with your foot
- sparkling** shining with small points of reflected light
- stall** a large table or a small building that is open at the front, used for selling things
- stamp** to put your foot down hard and noisily on someone or something
- stared** to look at someone or something very directly for a long time
- stool** a seat that has legs but no support for your back or arms
- strange** unusual or unexpected, especially in a way that surprises or worries you; used about someone whose behaviour or looks are unusual
- stranger** someone you do not know
- stupid** not intelligent, or not able to consider or judge things carefully
- succeed** to achieve something that you planned to do or attempted to do
- successful** used about someone who does well in their career or business
- supper** the last main meal of the day, usually an informal meal that you eat at home
- surprise** news or information that seems unusual or unexpected
- suspect** to believe that something is true, especially something bad
- suspicious** feeling that someone or something cannot be trusted
- sweat** liquid that forms on your skin when you are hot
- tambourine** a musical instrument that you shake or hit with your hand, consisting of a round frame with a skin stretched over it and small pieces of metal around the edge
- tapped** made a soft knocking sound
- terrifying** very frightening
- thieves** people who steal something
- thread** a long thin fibre used for sewing or making cloth
- tight** firmly fastened in a particular position
- trader** someone who buys and sells things
- trapped** unable to leave a place
- traveller** someone who is travelling or who often travels
- treasure** a collection of valuable things
- trouble** problems, worries or difficulties
- trust** to believe someone is good, honest or reliable
- truth** the actual facts or information about something, rather than what people think, expect, or make up
- twirled** to move in circles, or to make something move in circles
- twisted** changed the position of part of the body so that you face a different direction
- veil** a thin piece of cloth worn over a woman's head and often partly over her face
- voice** the sounds that someone makes when they speak
- weapons** objects that can be used for hurting people, eg a sword or gun
- wedding** a ceremony in which two people get married
- wept** cried because you feel unhappy or have some other strong emotion
- wheat** a tall plant that produces grain for making bread and other foods
- wicked** very bad
- wish** to want something, although getting it may be impossible
- worry** to feel nervous and upset because you keep thinking about a problem that you have or could have in the future
- wrist** the part of your body between your hand and your arm
- wrap** to cover something by putting something such as paper or cloth round it
- wrong** not right or correct



a



The Wonderful World of Words



Name _____ Date _____

Book Title _____ Chapter _____



Word	Meaning



a



c



c



a

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