The story

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

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

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

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

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

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

The cover

Hold up the cover. Read the book’s title to and with the class.

Talk about the picture. Ask What is coming out of the gold oil lamp? How does Aladdin feel when he first sees the genie? What is the genie thinking? What is behind them?

The title page

Look together at the title page. Point out that this is a classic tale (one that has been popular for a long time) that has been re-told and simplified. Ask Where does this tale (story) come from?

Ask Why do you think there is no author’s name? (There is some information on the origin of the story on pages 76 to 79.) Ask Who adapted the story?

Talk about the picture. Explain that this is an oil lamp, which was used many years ago for lighting. Ask What do you think this oil lamp is made of? How did people keep them looking clean and bright?

The contents page

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

Ask How many chapters are there? Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.

Point out that at the end of the book there is a poem (on pages 74–75) and some information about where this story comes from (beginning on page 76).

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

– Chapter 1: Who do you think Aladdin meets in this chapter?

– Chapter 3: Where do you think the genie lives?

– Chapter 6: What does Aladdin do in this chapter?

– In which chapter do we read about a young woman?

– In which chapter does someone try to kill someone?

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

You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/younglearners
### Chapter 1

**The wizard**

Pages 3 to 9

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**Active vocabulary**

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

**Passive vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>adventures</td>
</tr>
<tr>
<td>brass</td>
</tr>
<tr>
<td>flames</td>
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<tr>
<td>fond</td>
</tr>
<tr>
<td>frowned</td>
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<td>handle</td>
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<td>heat</td>
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<td>powder</td>
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<tr>
<td>safe</td>
</tr>
<tr>
<td>sprinkle</td>
</tr>
<tr>
<td>smoked</td>
</tr>
<tr>
<td>tailor</td>
</tr>
</tbody>
</table>

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**Before reading**

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 48). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Elicit what the children know about wizards. Ask Have you read other stories that have wizards? What can wizards do?
- Tell the children to look at the picture on page 4. Ask Do you think Aladdin is rich or poor? How old do you think he is? What is he carrying? How old is the man? Does he look like a nice, kind man? Where are they?
• Ask the children to look at the picture on page 7. Ask Who do you think the woman is? What is she doing? Do you think she is rich or poor? Where do you think Aladdin is going? What do you see outside the town?

• Ask the children to look at the picture on page 9. Ask Where are they? What is the old man doing? How does Aladdin feel?

• Ask the children if anyone has ever seen a film of Aladdin. If so, did they like it? Why (not)?

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

During reading

• Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.

• Choose whichever of the following options is most appropriate for your class:
  – Read the chapter again and encourage the class to read it with you.
  – Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
  – Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.

• Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).

• Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

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

1. What happened to Aladdin’s father when Aladdin was twelve?

2. Who did Aladdin live with?

3. Why did Aladdin not eat any dinner sometimes?

4. Who caught the ball that Aladdin kicked to his friend?

5. What did the old man ask Aladdin?

6. Who did the old man say Aladdin looked like?

7. Did the old man tell Aladdin that he was his father?

8. What did the old man give Aladdin?

9. Who did the old man want to visit?

10. How did Aladdin feel when he met his uncle?

11. Was the old man really Aladdin’s uncle? Who was he?

12. What did Aladdin’s mother say when Aladdin showed her the two gold coins?

13. Why did the old man begin to cry?

14. Why did Aladdin’s mother frown?

15. What lie did the old man tell Aladdin’s mother?

16. Where did Aladdin’s mother go? Why?

17. What did the old man tell Aladdin he would do for him?

18. What did Aladdin’s mother make in the kitchen when she came back?

19. Did the old man eat a small piece of cake?

20. How was it possible for Aladdin’s poor mother to buy lots of wonderful food?

21. When it was time for the old man to leave, what did he say?
22 Where did the old man say he had had adventures?
23 How did Aladdin feel about his uncle?
24 Where did the old man want to take Aladdin?
25 Did Aladdin’s mother think it was safe for Aladdin to go away for a few days with his uncle?
26 Where did the old man take Aladdin?
27 What did the old man ask Aladdin to do?
28 What did the old man sprinkle on the wood?
29 How did Aladdin feel when he saw the huge fire?
30 What appeared when the fire went out?

Ask the children to find examples of questions and exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.

Ask the children to find and read aloud examples of words containing ‘ea’, ‘ie’, ‘ai’, ‘oo’ or ‘ee’. Ask the children to find and read aloud any words containing a double consonant (for example, collect). Explain that names like Aladdin and Hassan are Arabic names.

Ask the children to find and read aloud sentences on pages 3 to 5 with the following words: mother, father, son, uncle, brother. Ask questions to make sure the children understand the characters’ relationships. Ask Who did the old man say he was? Who was Hassan’s son?

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

After reading

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

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

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

Stage 2 comprehension (extra)

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

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

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

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

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

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

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

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

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

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

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