The story

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

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

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

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

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

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

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

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

The cover

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

Talk about the picture. Ask Is this a real boy? What is different about him?

Ask What do you think the story is going to be about?

The title page

Ask the children to turn to the title page. Ask Who is the author?

Hold up your own book and point to the picture. Ask Does Pinocchio have a short or long nose? How does he feel, surprised or afraid?

Explain that the story has been adapted (made simpler) by another writer.

The contents page

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

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

Point out that at the end of the book there is a poem (on pages 58–59) and some information about puppets (beginning on page 60).

Draw attention to the border pictures. Ask What is falling from the bags? Who is sitting? Is he a puppet or a real boy?

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

– Chapter 1: Who has a puppet?
– Chapter 4: What is in the field?
– Chapter 8: What animal are you going to meet in this chapter?

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

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

**Geppetto’s puppet**

**Pages 3 to 8**

**Active vocabulary**

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

**Passive vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>carver</td>
<td>cricket</td>
</tr>
<tr>
<td>on fire</td>
<td>owner</td>
</tr>
<tr>
<td>police</td>
<td>station</td>
</tr>
<tr>
<td>shout</td>
<td>stage</td>
</tr>
</tbody>
</table>

**Before reading**

- Pre-teach the active vocabulary (see Teacher’s Notes Introduction page 13 and the Glossary on page 39). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1 again. Ask *Who do you think Geppetto is?*
- Tell the children to look at the picture on page 3. Ask *What do you think the man is doing? Has he got a nice house? Is he rich or poor?*
Tell the children to look at the picture on page 4. Ask What is Pinocchio made of? What is he doing? Who is talking to him?

Tell the children to look at the picture on pages 6 and 7. Ask What does Pinocchio see? How does he feel? Are the children enjoying the show? Who are the children laughing at?

Tell the children to look at the picture on page 8. Ask How does the Pinocchio feel? What is the man doing? Is he a kind man?

Ask the children if they have ever seen a film of Pinocchio.

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

During reading

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

Choose whichever of the following options is most appropriate for your class:
- Read the chapter again and encourage the class to read it with you.
- Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
- Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).

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

Stage 1 comprehension (literal)

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

1 Was Geppetto a wood carver with a lot of money?
2 What did Geppetto carve from a piece of wood?
3 Why did Geppetto want Pinocchio to live with him and be like a son?
4 What did Pinocchio’s eyes do?
5 What did Pinocchio’s mouth do?
6 What did the naughty puppet do?
7 What did Geppetto do?
8 Who said, ‘Stop shouting at that poor puppet’?
9 Where did the policeman take Geppetto?
10 Where did Pinocchio go?
11 Who spoke to Pinocchio in his father’s house?
12 What did Pinocchio want the cricket to do?
13 What did the cricket say to Pinocchio?
14 What did Pinocchio tell Jiminy Cricket he wants to be?
15 What did Pinocchio say he wanted to do and did not want to do?
16 What did the cricket tell Pinocchio he must do?
17 What happened later that night?
18 What did Pinocchio see when he woke up?
19 How did Geppetto feel when he saw Pinocchio’s feet?
20 What did Geppetto tell Pinocchio he must not do?
21 What did Pinocchio tell Geppetto he will do?
22 What did Geppetto carve for Pinocchio?
23 How did Geppetto make the clothes for Pinocchio?
24 Why does Pinocchio want an ABC?
25 How did Geppetto pay for Pinocchio’s ABC?
26 What did Pinocchio do with his ABC?
27 What happened at the puppet show?
28 Why did the owner of the puppet theatre want to burn Pinocchio?
29 Why did the owner of the puppet theatre give Pinocchio five pieces of gold?

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

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

1 How do you think Geppetto felt when he saw his puppet run away?
2 Why do you think the policeman took Geppetto to the police station?
3 How did Pinocchio feel when the cricket laughed at him?
4 Why do you think Pinocchio does not want to be a puppet?
5 How did Pinocchio know that real boys play in the woods and climb trees?
6 Why was it a good thing that Geppetto came home from the police station that night?
7 Why did Geppetto carve new feet for Pinocchio?
8 Why do you think Geppetto used his last piece of gold for an ABC?
9 How do you think Geppetto felt when Pinocchio set off for school?
10 Why do you think Pinocchio wanted to go to the puppet theatre?
11 Why do you think the puppets on stage were happy to see Pinocchio?
12 Why did the children stop enjoying the show?
13 Do you think the owner of the puppet theatre was a kind man? Why (not)?
14 How do you think Harlequin felt when Pinocchio said, ‘Burn me, not Harlequin!’?
15 How do you think Pinocchio felt when he set off for home?
Pinocchio's father carved wood. He was a wood carver. Ask the children to make these verbs into nouns describing people's jobs by adding the suffix 'er': build, teach, sing, paint, farm, own.

Discuss how the puppet came to life. Ask How did the piece of wood slowly change into a puppet? What did it do when it got legs? What did the puppet need to learn? What did Geppetto need to learn about having a son? What did the cricket tell Pinocchio he must do to be a real boy?

Discuss Pinocchio's behaviour and whether he is a naughty puppet or a good puppet. Ask Why did Pinocchio want Geppetto to buy him an ABC? Why did Pinocchio give his ABC to the boy for a ticket to the puppet theatre? Was Pinocchio a silly puppet? What did the owner of the puppet theatre think of Pinocchio when he gave him five gold pieces for his father, Geppetto?

Ask the children what they thought of the owner of the puppet theatre. Ask Do you think he gets angry easily? Do you think he really wanted to burn Pinocchio and Harlequin? Or do you think he only want to frighten them? Do you think he liked Pinocchio?

Ask the children if they have ever seen a puppet show. Talk about how the puppets move on strings. Ask What were the puppets doing on stage in chapter one before they saw Pinocchio? Did the children enjoy the show? What did the puppets do after Pinocchio jumped up on the stage? Did the children enjoy watching them? Discuss what they like to see in a puppet show.

Write some of the words from the chapter on the board and 'forget' to put in the vowels. Leave spaces for them, for example p____c____ (piece). Ask the children to supply the missing vowels. (You might want to let the class cheer when someone supplies the correct answer to each spelling.)

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

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