

Snow White



The story

This is an adaptation of the famous classic German tale (story) by the Brothers Grimm. It was written a long time ago and was made into a much loved animated film by Disney in 1937.

A beautiful queen was sewing by the window in her castle on a cold, snowy day when she pricked her finger on the needle. She did not realise it until she looked out the window and saw three drops of blood on the white snow. When she saw it, she made a wish that she could have a baby girl with snow white skin, blood red lips and dark black hair. Soon after that, she had a baby girl with skin as white as snow, lips as red as blood, and hair as black as the night. She and the king named their baby Snow White. Sadly, the queen died soon after the baby was born.

The king married another beautiful woman and she became the new queen, but she was vain and the only thing she cared about was that she was the prettiest woman in the land. The new queen had a magic mirror that answered any questions she asked it. Every day she asked the mirror who was the prettiest of all. The mirror answered that she was the prettiest of them all, until one day when Snow White was about seven years old. When the queen asked the mirror her question that day, the mirror answered that Snow White was the prettiest of all. The wicked queen was jealous and angry.

She ordered a huntsman to take Snow White to the forest and to kill her with his knife. She told the huntsman to bring back Snow White's heart as proof that she was dead. The huntsman obeyed and took Snow White to the forest. But when Snow White began to cry and asked him not to kill her and begged him to leave her in the forest, he put down his knife. He left Snow White in the forest, killed a deer instead, and took the deer's heart to the wicked queen.

In the forest, Snow White discovered a little cottage, the home of the seven dwarfs, where she stopped to rest. The dwarfs came home and found her asleep on a bed. In the morning when she woke up, she apologised to the dwarfs for eating some of their food and drinking some of their milk and for falling asleep on one of the seven beds. When she told them about the wicked queen and the huntsman, the dwarfs invited her to live with them. They told her that they needed someone to look after them, cook for them, make their beds, and wash their clothes. So Snow White agreed to live with them.

Meanwhile when the wicked queen asked her mirror who was the prettiest of them all, the mirror replied that Snow White, in the dwarfs' house, was prettier than the queen. The angry queen decided to disguise herself as a ribbon seller in order to trick Snow White into opening the door and letting the wicked queen in. She put on an old black dress and took a basket of pretty ribbons to the dwarfs' house. When she called out that she had ribbons to sell, Snow White opened the door. The wicked queen ran into the house and tied a long red ribbon tightly round Snow White. When the wicked queen thought Snow White was dead, she ran back to the castle crying 'Now I'm the prettiest of them all!'

When the dwarfs came home and found Snow White, they quickly untied the ribbon and were relieved to find that Snow White was still alive. They told her that the wicked queen did this and that Snow White must not open the door to anyone again.

But that night when the queen asked her mirror the question, again it told her that Snow White was prettier than her. The angry queen disguised herself as a seller of shiny combs and put poison on the end of one of the combs. The next morning when the 'comb seller' cried out that she had combs to sell, Snow White hesitated.

But she loved shiny combs and the 'old woman' looked kind, so Snow White opened the door. Again the wicked queen rushed in. She put the comb in Snow White's hair, and the poor girl fell to the floor.

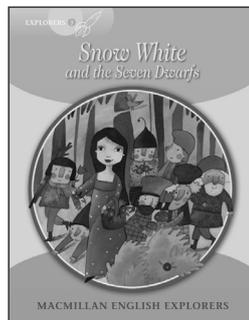
The seven dwarfs returned home that evening and found Snow White on the floor. She was dead, they thought, but when they pulled the comb out of her hair, she woke up. They told her that the wicked queen did this and that Snow White must not open the door to anyone again. That night the wicked queen asked her mirror the same question again it told her that Snow White was prettier than her. The angry queen disguised herself as an apple seller and put poison in one of the apples.

The next morning when the 'apple seller' cried out that she had apples to sell, Snow White hesitated. But she loved apples and the 'old woman' looked kind, so Snow White opened the door. Again the wicked queen rushed in. She made Snow White take a bite of an apple, and the poor girl fell to the floor. The seven dwarfs return home that evening and found Snow White on the floor. She was dead, they thought, and they cried. They made a glass case to put her body in. That night the wicked queen asked her mirror the same question and the mirror told her that nobody was prettier than her. The queen smiled and was glad that Snow White was finally dead.

Time passed, and one day a handsome prince knocked on the dwarfs' front door asking for a place to sleep. He was tired from hunting. When the prince went inside and saw Snow White in the glass case, he immediately fell in love with her. He asked the dwarfs if he could take her home to his castle. Although they loved her, they let him take her away. On the way to his castle, the prince dropped the glass case and it broke. The apple fell out of Snow White's mouth and she woke up. When the prince asked her to marry him, she smiled and said yes. The king and the seven dwarfs went to the wedding and everyone lived happily ever after.

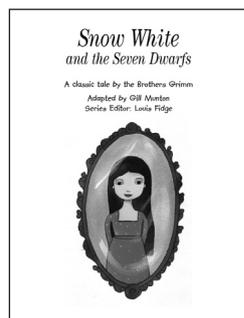
Introducing the book

The cover



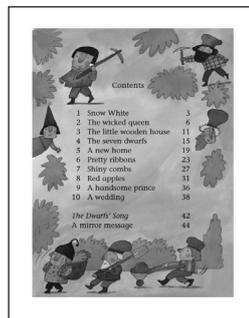
- Hold up the cover. Read the book's title to and with the class.
- Point to the girl. Ask *Who do you think she is?*
- Point to each of the seven dwarfs. Ask *Who do you think they are? What do you know about dwarfs?*
- Point to the trees in the background. Ask *Where do you think they are?*

The title page



- Ask the children to turn to the title page. Hold up your own book and point to the mirror. Ask *What is this? What is Snow White doing?*
- Ask *What do you think the story is going to be about now?*
- Explain that the story is a classic (famous) tale (story) by the Brothers Grimm. Point to their name. Explain that the story has been adapted (made simpler) by another writer. Point to her name.

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. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on pages 42–43) and some activities using a mirror (beginning on page 44).
- Read the chapter titles again and ask questions about them to stimulate the children's interest, for example:
 - Chapter 4: Show the cover again. Ask *How many dwarfs are there?*
 - Chapter 5: Ask *Who do you think gets a new home?*
 - Chapter 9: Ask *What do you think the handsome prince will do?*
- Tell the children to do the related activity on page 1 of their Workbook.

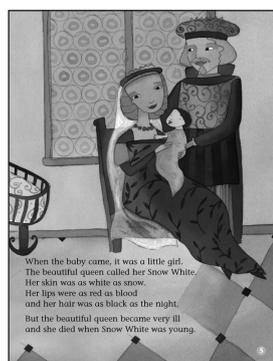
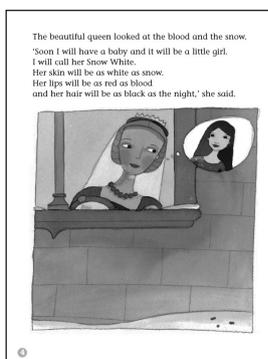
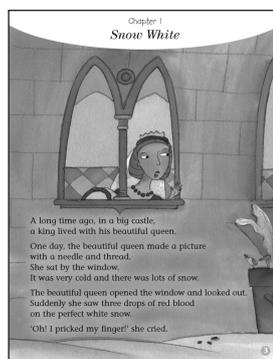


You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/younglearners

Chapter 1

Snow White

Pages 3 to 5



Active vocabulary

<i>beautiful</i>	unusual because it contains so many vowels; means 'full of beauty'
<i>castle</i>	the 't' is silent
<i>die</i>	rhymes with <i>buy, sky, fly, why</i>
<i>finger</i>	the 'g' here is a hard 'g'
<i>ill</i>	put 'b', 'f', 'h', 'p', 'w' in front of <i>ill</i> to make rhyming words
<i>lip</i>	put 'c', 'f', 's' in front of <i>lip</i> to make rhyming words
<i>lots of</i>	<i>lots of</i> and <i>a lot of</i> have the same meaning
<i>skin</i>	find the word <i>in</i> 'hiding' inside
<i>snow</i>	the 'ow' sounds like the name of the letter 'o'; and rhymes with <i>slow</i>
<i>young</i>	the 'ou' sounds like 'u' in <i>sun</i>

Passive vocabulary

cry queen needle thread

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 2 of their Workbook to practise the new vocabulary.
- Tell the children to look at the picture on page 3. Read the Chapter 1 title again. Ask *Who do you think the woman is? What is she doing? Where do you think she lives?*
- Tell the children to look at the picture on page 4. Ask *What is the woman thinking about? Is she happy or sad?* Ask the children to describe the woman and the girl.
- Tell the children to look at the picture on page 5. Ask *Who is the woman holding? Who is the man? What colour is the baby's hair? What colour are the baby's lips?*
- Ask the children to describe the family. Ask *Are they happy/sad? Will the baby have an easy/happy life?*
- Ask the children if they have seen the film of *Snow White and Seven Dwarfs*. If anyone has seen it, ask if they enjoyed it and 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:
 - 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.
- Ask the children to find an example of exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.
- Point out that the name Snow White begins with capital letters.
- Ask the children to find and read aloud examples of words containing: 'ee'; 'ea'; 'oo'; 'ow'.
- 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 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 *Where did the king live?*
- 2 *Who did the king live with?*
- 3 *Was this a short time ago?*
- 4 *What did the beautiful queen make?*
- 5 *What did she use to make the picture?*
- 6 *Where did she sit?*
- 7 *Was it hot or cold?*
- 8 *There was lots of _____.*
- 9 *What did the queen open?*
- 10 *Why did she open the window?*
- 11 *What did she see on the snow?*
- 12 *Why was there blood on the snow?*
- 13 *What will the queen have soon?*
- 14 *What name will the queen give her baby girl?*
- 15 *What will be as white as snow?*
- 16 *What colour will the baby's lips be?*
- 17 *Her hair will be as black as _____.*
- 18 *What happened to the beautiful queen?*
- 19 *When did the queen die?*

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 know that the woman in the window is from a long time ago?*
- 2 *Why do you think she wanted to make a picture with a needle and thread?*
- 3 *Did she know that she had pricked her finger when she was making the picture?*
- 4 *What do you think the queen thought about when she was making the picture?*
- 5 *Why did the queen choose the name Snow White for her baby?*
- 6 *Why did the queen want her baby's skin to be as white as snow?*
- 7 *Did the queen like lips as red as blood? Why?*
- 8 *Why do you think the queen wanted her baby's hair to be black?*

9 *Did the queen get the baby she wanted? How do you know?*

10 *Do you think the king and queen were happy with their baby for many years?*

- 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, *needle*).
- Ask the children to find examples of the queen speaking in the text. Draw their attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Ask the children what they know about using a needle and thread. Discuss what it means 'to prick your finger' and how much blood there is after pricking your finger. Explain that pricking your finger is less serious than cutting your finger.
- Ask the children if the queen thought the blood on the snow was telling her something about the future. Ask *Did the queen think that the white snow was beautiful? Did the red blood on the snow make the queen feel afraid or not?*
- Discuss the comparative form 'as + adjective + as = noun'. Ask the children to make up their own (for example: *as white as milk, as red as cherries, as black as coal*).
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

The wicked queen

Pages 6 to 10

Chapter 2
The wicked queen



One day, the wicked queen looked into her mirror and she said: 'Mirror, mirror, on the wall, who is the prettiest of them all?' But this time, the mirror answered: 'You, my queen, are pretty, it's true. But Snow White is prettier than you!'

The king married a new queen. She was beautiful but she was very wicked. Every day, the wicked queen looked into her mirror. Every day, she said: 'Mirror, mirror, on the wall, who is the prettiest of them all?' Every day, the mirror answered: 'You are the prettiest, it's true. Nobody is prettier than you.'

The wicked queen was very angry. She wanted to be the prettiest of them all. She didn't want poor Snow White to live. So the wicked queen asked a huntsman to come to her castle. 'Take Snow White into the forest,' she said to him. 'Kill her with your hunting knife and bring me her heart! Then I will know that she is dead!'



So the huntsman took Snow White into the forest. When he picked up his hunting knife, Snow White began to cry. 'Please don't kill me!' she said. 'Leave me here. I will stay in the forest and the wicked queen will think I am dead.' The huntsman put down his hunting knife. He didn't want to kill this pretty girl but he was afraid of the wicked queen.

The huntsman killed a deer and he left Snow White all alone in the forest. The huntsman took the deer's heart to the wicked queen. 'Very good!' said the wicked queen. 'Snow White is dead. Now I am the prettiest of them all!'



Active vocabulary

<i>afraid</i>	<i>afraid</i> , <i>frightened</i> and <i>scared</i> are synonyms – they all have similar meanings
<i>alone</i>	point out the word <i>one</i> 'hiding' inside – when there is only one person, they are alone
<i>angry</i>	another word with 'ngry' is <i>hungry</i>
<i>dead</i>	rhymes with <i>bed</i>
<i>marry</i>	point out the double 'r' – there are two people in a marriage
<i>mirror</i>	point out the double 'r'
<i>new</i>	<i>new</i> and <i>old</i> can be taught as opposites
<i>pretty</i>	the 'e' is pronounced like a short 'i' as in <i>sit</i>
<i>true</i>	rhymes with <i>blue</i> ; the opposite is <i>false</i>
<i>wicked</i>	point out that there are two syllables; the 'ed' sounds like 'id' as in <i>did</i>

Passive vocabulary

deer forest king stay

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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? What do you think the wicked queen will do?*

- Tell the children to look at the picture on page 6. Ask *What is the wicked queen doing? Does she look like a nice person? Is she pretty?*
- Tell the children to look at the picture on page 7. Ask *Who is sitting on the floor? How old is she, do you think? What is the wicked queen doing? Is she happy? Sad? Angry?*
- Tell the children to look at the picture on pages 8 and 9. You may want to pre-teach the word *hunter*. Ask *Where is Snow White? Is she happy/sad? What does the hunter have in his hand? What do you think is happening? How many animals do you see in the forest?*
- Tell the children to look at the picture on page 10. Ask *Where is the hunter now? What do you think he is giving to the wicked queen? Are they happy? Sad? Worried?*

During reading

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

- 1 *After Snow White's mother died, what did the king do?*
- 2 *Was the new queen a good woman?*
- 3 *What did the new queen do every day?*
- 4 *What did she say to her mirror?*
- 5 *When she asked, 'who is the prettiest of them all?', what did she mean?*
- 6 *What did her mirror tell her every day?*
- 7 *Who was prettier than the wicked queen?*
- 8 *Why was the wicked queen angry?*
- 9 *Why did the wicked queen not want Snow White to live?*
- 10 *Why did the wicked queen ask the hunter to come to her castle?*
- 11 *Why did the wicked queen want Snow White's heart?*
- 12 *Where did the hunter take Snow White?*
- 13 *What did Snow White ask the hunter to do?*
- 14 *Did the hunter want to kill Snow White?*
- 15 *How did he feel about the wicked queen?*
- 16 *What did the hunter kill?*
- 17 *What did he take to the wicked queen?*
- 18 *What did the wicked queen think when the hunter gave her the deer's heart?*

- Ask the children to find examples of exclamations in the chapter. Draw attention to the punctuation. Read each example and point out how your tone of voice changes.
- Point out the use of the colon (:) before quoted speech of more than one sentence.
- Ask the children to find and read aloud sentences with the words *pretty*, *prettier*, *prettiest*. Discuss the use of the comparative (*prettier*) and superlative (*prettiest*). Point out that the 'y' changes to 'i' before adding 'er' and 'est'.
- Ask the children to find and read aloud words that have 'rr', 'tt', 'll', 'ee', 'oo'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the king married the wicked queen?*
- 2 *What was the most important thing in life for the wicked queen?*
- 3 *Why did the wicked queen ask the mirror the same question every day?*
- 4 *Did the wicked queen love Snow White, do you think? Why (not)?*
- 5 *Why did the queen want the huntsman to take Snow White to the forest to kill her?*
- 6 *Was the huntsman a wicked man, do you think?*

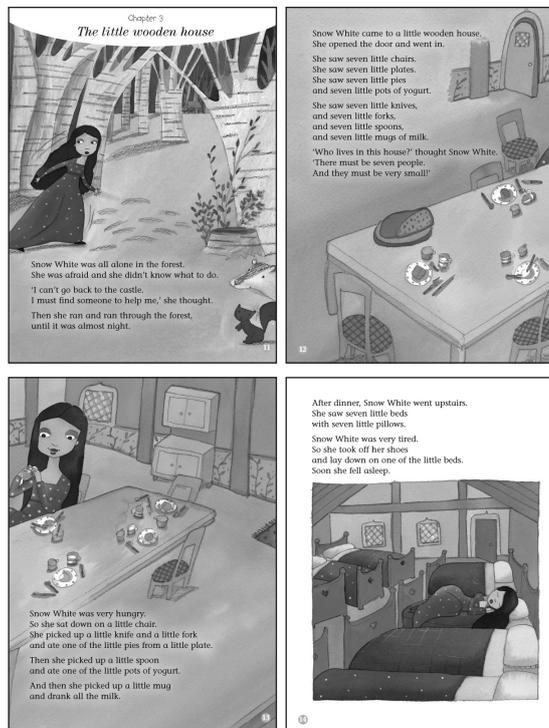
- 7 *Why did Snow White want to stay in the forest?*
- 8 *Did the huntsman do the best thing, do you think?*
- 9 *How do you think the huntsman felt when he gave the wicked queen the deer's heart?*
- 10 *How did the queen feel when she got the heart? What do you think she did with it?*

- Discuss the idea of jealousy. Relate this to the story. Ask *Why did the wicked queen feel jealous of Snow White?*
- Write the word *wall* on the board and ask the children to brainstorm words that rhyme with it. Ask the children to find other words in the chapter that rhyme.
- Explain that the wicked queen's mirror was a magic mirror that could answer any questions she asked it. Ask the children to suggest other questions the queen could have asked the mirror. Discuss the importance of asking questions to get information and why the wicked queen asked the same question every day.
- Discuss why the queen was jealous of Snow White. Elicit examples of how jealousy leads people to do bad things. Ask the children if they think adults can really ever be jealous of children.
- Write *naughty*, *bad* and *wicked* on the board. Explain the difference in their meanings. Explain that *wicked* means extremely bad and is usually used to talk about adults; *naughty* is only a little bad and is usually used to talk about children. Ask the children if they think the huntsman is wicked. Make sure they understand that he could not disobey the queen, and live.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story? Will the wicked queen find out that Snow White is alive?*

Chapter 3

The little wooden house

Pages 11 to 14



upstairs a compound word made from the two words *up* and *stairs*; the opposite is *downstairs*

wooden the adjective form of the noun *wood*; meaning made of wood

Passive reading

must be pick up pie yogurt

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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? What do you think Snow White is going to find in the little wooden house?*
- Tell the children to look at the picture on page 11. Ask *Where is Snow White? How does she feel? What do you see in the picture?*
- Tell the children to look at the picture on pages 12 and 13. Ask *Where is Snow White now? What is she doing? How many plates are on the table? How many chairs are there? Whose house do you think this is?*
- Tell the children to look at the picture on page 14. Ask *What is Snow White doing? How many beds are there?*

Active vocabulary

<i>almost</i>	contains the 'hidden' word <i>most</i>
<i>hungry</i>	ends in 'ngry' like the word <i>angry</i>
<i>knife</i>	the 'k' is a silent letter and is not pronounced; other similar words include: <i>know, knee, knock, knot</i>
<i>people</i>	the 'eo' is pronounced like 'ee'
<i>pillow</i>	after you take a <i>pill</i> , you lie down with your head on a <i>pillow</i>
<i>someone</i>	a compound word made from the two words <i>some</i> and <i>one</i>
<i>thought</i>	can be a noun, as well as the past tense of the verb <i>think</i>
<i>until</i>	two syllables with stress on the second syllable

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 7 of their Workbook.

- 1 *Why was Snow White all alone?*
- 2 *How did she feel after the huntsman left?*
- 3 *What can't she do?*
- 4 *What must she do?*
- 5 *How long did she run through the forest?*
- 6 *What did she do when she came to the little wooden house?*
- 7 *What did she see when she walked into the house?*
- 8 *Everything in the house was _____.*
- 9 *How many people did Snow White think lived in the house? Why?*
- 10 *Was Snow White angry or hungry?*
- 11 *What did she eat from a little plate?*
- 12 *What did she eat from a little pot?*

- 13 *What did she drink?*
- 14 *What did she do after she had her dinner?*
- 15 *What did she see upstairs?*
- 16 *How did Snow White feel?*
- 17 *What did she do?*

- Ask the children to find some full stops in the text. Discuss their purpose. Remind children that they are like red traffic lights – they tell you to stop! Read a few sentences again to demonstrate. Discuss what other punctuation marks may be used to end a sentence (question or exclamation marks).
- Check that the children understand the meaning of *sit down* and *pick up*.
- Ask the children what words they see inside the word *plate* (ate, at, late).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why did Snow White want to find someone?*
- 2 *How do you think she felt when she went into the little wooden house?*
- 3 *How do you think she felt when she saw the little chairs, plates and food?*
- 4 *Do you think she thought that small people must be very good people?*

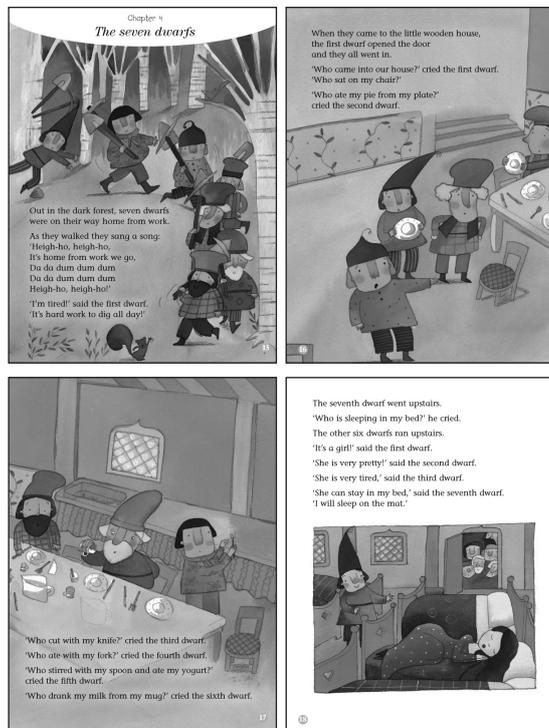
- 5 *Why do you think there was food and milk on the table?*
- 6 *Why was there seven of everything?*
- 7 *Why was everything little?*
- 8 *Why was Snow White very tired?*
- 9 *What do you think will happen next?*

- Ask the class to find the sentences 'I can't go back to the castle. I must find someone to help me'. Ask *What did Snow White mean? Why can't she go back to the castle? How did Snow White feel when she thought this? Was it dangerous for her to run through the forest until it was almost night? Why (not)?*
- Explain that this is a very old story from long ago and was written at a time when it was common for young children to be read scary stories. These stories were often supposed to teach children a lesson. Ask *What do you think Snow White thought when she saw the little wooden house? Was it a good idea to go inside alone? Was it a good idea to stay there? Would most people want to help a little girl whose step-mother wants to kill her?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story? Will the wicked queen find out that Snow White is alive?*

Chapter 4

The seven dwarfs

Pages 15 to 18



Passive vocabulary

da dum dark heigh-ho mat stirred

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity 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 know about the seven dwarfs?*
- Tell the children to look at the picture on page 15. Ask *Where do you think the dwarfs are going? What are they carrying? Do they look scary or nice? What is the seventh dwarf doing?*
- Tell the children to look at the picture on pages 16 and 17. Ask *Where are the dwarfs? What do you think they are saying? How do they feel?*
- Tell the children to look at the picture on page 18. Ask *Where are the dwarfs now? How many dwarfs are looking through the open bedroom door? What has one dwarf found in his bed?*

Active vocabulary

<i>dig</i>	ask the class to change the 'd' to 'b', 'f', 'p' and 'w' to make new words
<i>dwarf</i>	'dw' is not a common combination in English; dwarfs are common characters in old fairy tales
<i>fifth</i>	the ordinal number referring to 5. Ordinal numbers are used for sequencing
<i>first</i>	the ordinal number referring to 1
<i>fourth</i>	the ordinal number referring to 4
<i>hard</i>	means needing a lot of effort
<i>second</i>	the ordinal number referring to 2
<i>seventh</i>	the ordinal number referring to 7
<i>sixth</i>	the ordinal number referring to 6
<i>third</i>	the ordinal number referring to 3

During reading

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

- 1 *Where did the dwarfs work?*
- 2 *Did they come home in the afternoon or night?*
- 3 *What did the dwarfs do as they walked home?*
- 4 *What did the first dwarf say?*
- 5 *Who opened the door when they came to their little house?*
- 6 *What did the first dwarf ask when he walked into the house?*
- 7 *What did the second dwarf ask when he saw his plate?*
- 8 *Who said, 'Who cut with my knife?'*
- 9 *What did the fourth dwarf want to know?*
- 10 *Which dwarf had no yogurt?*

- 11 *What did the sixth dwarf ask?*
- 12 *Where did the seventh dwarf go?*
- 13 *What did the seventh dwarf ask?*
- 14 *What did the first dwarf say when he saw Snow White?*
- 15 *Who said, 'She is very pretty!'*
- 16 *What did the third dwarf say?*
- 17 *Did the seventh dwarf want Snow White to get out of his bed?*

- Hold up your book so the children can see it and point to the first dwarf. Ask *Which dwarf is this one?* Do the same for each dwarf in sequence.
- Ask seven children to stand in a row. Ask *Who is first? Second? Third? Fourth? Fifth? Sixth? Seventh?* (They should tell you the children's names.) Ask the seven children to walk around the classroom with their books open in their hands singing the song on page 15. The rest of the children can sing with them. (You may want to play the song on the CD at the same time.) When they stop, ask the first child to read the first dwarf's line from page 15. They should then each in turn read the lines spoken by the dwarfs on pages 16–17. If there is time, ask another group of seven children to repeat the task.
- Ask the class to find and read aloud the questions in the chapter. Practise the correct intonation for surprise and disappointment. Discuss the meaning of *cried* in these questions (to say loudly and with some fear).
- Ask the class to find and read aloud the words that end in 'th'. Practise pronunciation.

- Point out that the words *fourth*, *fifth*, *sixth* and *seventh* end in 'th' but that *first*, *second*, *third* do not. You may want to write the words and the numbers on the board (*first* = 1st, *second* = 2nd, *third* = 3rd, *fourth* = 4th, *fifth* = 5th, *sixth* = 6th, *seventh* = 7th). You can also ask questions, such as *What is the first letter of your first name?* to help the children learn and use ordinal numbers.
- Ask the class to find words in the chapter that have no meaning but are just funny sounds (heigh-ho, da, dum). Ask them to tap out the syllables to the song with the flat of their hands on their desks. Explain that 'da' and 'dum' are commonly used when people do not know the words to a song in English. Demonstrate, by singing only 'da' and 'dum' for the words to a song the children know, and then get individuals to volunteer to do the same. The rest of the class can guess what song they are 'singing'.

After reading

Stage 2 comprehension (extension)

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

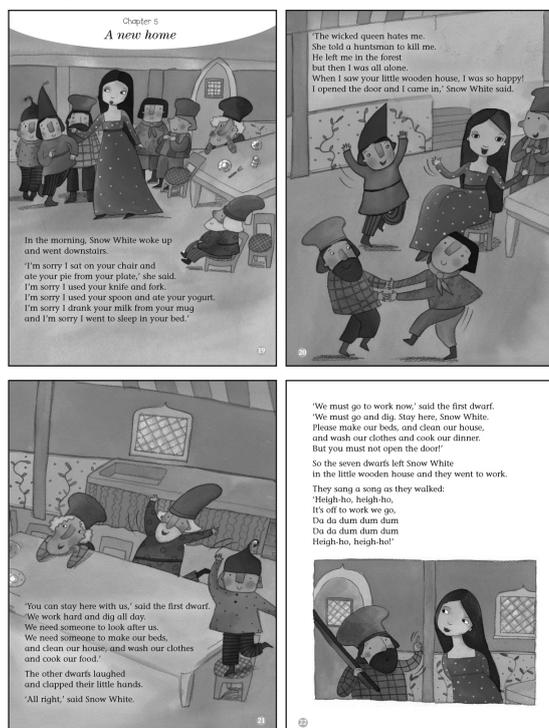
- 1 *Why do you think the dwarfs sang on their way home from work?*
- 2 *Do you think they liked their work? Why (not)?*
- 3 *How did the first dwarf know that someone sat on his chair?*
- 4 *How did the second, third, fourth and fifth dwarfs know that someone ate their food or used their things?*
- 5 *How do you think the dwarfs felt when they saw that someone had been in their house?*
- 6 *Do you think this had happened before to them?*
- 7 *Why do you think the seventh dwarf went upstairs?*
- 8 *How do you think the seventh dwarf felt when he saw Snow White?*
- 9 *What did they know about this girl? What didn't they know?*
- 10 *Do you think the dwarfs were angry with Snow White? Why (not)?*

- Ask the children to find things made of wood in the picture on pages 16 and 17. Elicit sentences, such as *There's a wooden table. There are seven wooden chairs.*
- Ask the children to find words in the chapter that have these letter combinations: 'dw', 'kn', 'ch', 'pl', 'dr', 'sl' and 'st'. Elicit other words that use these letter combinations (except 'dw').
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Chapter 5

A new home

Pages 19 to 22



<i>look after</i>	a phrasal verb meaning to take care of
<i>need</i>	rhymes with <i>feed, seed, weed</i>
<i>wash</i>	the 'a' sounds like the 'a' in <i>water</i> ; you wash with water

Passive vocabulary
all right I'm sorry kill make the bed

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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? What do you think the dwarfs are going to do?*
- Tell the children to look at the picture on page 19. Hold up your book so that the children can see it. Point to Snow White. Ask *What do you think she is saying? Point to each dwarf. Ask How does this dwarf feel? Are they upstairs or downstairs? Is it the same night or the next morning?*
- Tell the children to look at the picture on pages 20 and 21. Ask *Are the dwarfs happy or sad? What are they doing? What is Snow White doing? How does she feel? Do you think the dwarfs like Snow White? Does she like them?*
- Tell the children to look at the picture on page 22. Ask *What do you think the dwarf is saying to Snow White?*

Active vocabulary	
<i>clap</i>	point out that the 'c' in words beginning with 'cl' has a hard 'c' sound, such as <i>class, clean, climb, clock</i>
<i>clean</i>	the 'ea' sounds like 'ee'
<i>clothes</i>	a plural noun that cannot be used in the singular; it is a one-syllable word
<i>cook</i>	change the 'c' to 'b', 'l', 't' to make new words
<i>food</i>	the 'oo' is pronounced like 'u' in <i>rude</i>
<i>hate</i>	find three words 'hiding' inside: <i>ate, at, hat</i>
<i>laugh</i>	the 'augh' is pronounced like 'arf'

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did Snow White do when she woke up in the morning?*
- 2 *She told the dwarfs that she was _____.*
- 3 *What was she sorry she sat on?*
- 4 *What was she sorry she ate?*
- 5 *What was she sorry she used?*
- 6 *What was she sorry she drank?*
- 7 *What was she sorry she went to sleep in?*
- 8 *Did she tell the dwarfs that the wicked queen loves her?*
- 9 *Who left Snow White in the forest?*
- 10 *What did Snow White tell the dwarfs she felt when she saw their little wooden house?*
- 11 *Where did the first dwarf tell Snow White she can stay?*
- 12 *What did the first dwarf tell Snow White they need?*
- 13 *What did the other dwarfs do?*
- 14 *Did Snow White tell them that she will stay with them?*
- 15 *Where did the first dwarf say that they must go?*
- 16 *What did the first dwarf tell Snow White she must not do?*
- 17 *What did the dwarfs do as they walked to work?*

- Find the word *downstairs* in the text. Ask the class how many small words they can find within it (down, stair, stairs, air, own).
- Discuss why Snow White said, 'I'm sorry...' (apologised) to the dwarfs. Ask *Did she know that she was wrong to use their house without asking? How did she feel, do you think, when she woke up?*
- Ask the children to find and read aloud sentences with the past tense of the verbs *tell, leave, see, come*.
- Ask the children to find and read sentences with the word *need* in them. Discuss the meaning of each sentence.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why did Snow White feel sorry the next morning?*
- 2 *How do you think the dwarfs felt about Snow White after she said she was sorry?*
- 3 *Why were the dwarfs not angry with Snow White?*
- 4 *When Snow White told the dwarfs about the wicked queen and the huntsman, what did they think?*
- 5 *Did Snow White need a new home? Why (not)?*

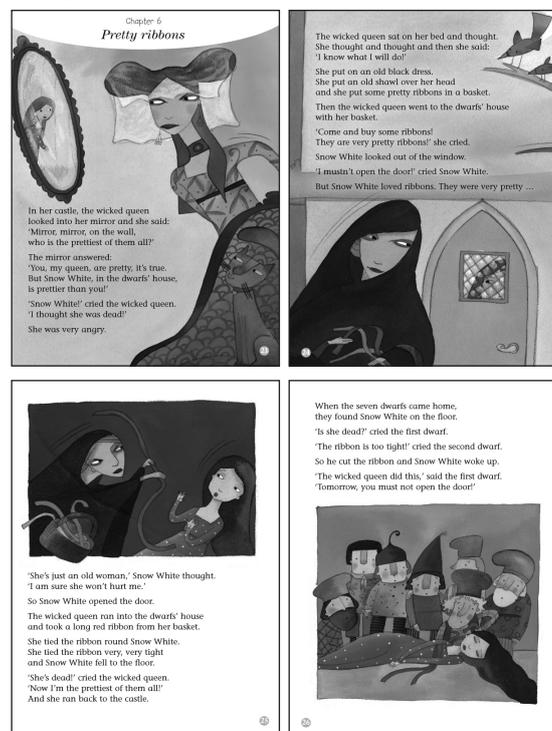
- 6 *Did the dwarfs need a girl in their house? Why (not)?*
- 7 *Do you think Snow White wanted to look after the dwarfs?*
- 8 *Why did the first dwarf tell Snow White that she must not open the door?*
- 9 *What were the dwarfs' lives like before Snow White came?*
- 10 *Do you think they will be happy with Snow White in their house?*
- 11 *Do you think the wicked queen will find out that Snow White is still alive?*

- Write the verbs *open, laugh, use, clap* on the board and read them aloud. Add -ed to the end of each to change them to past tense. Explain that verbs ending in 'e' (*use*) add only 'd' (do not double the 'e'). Explain that for one-syllable verbs that end in one vowel and one consonant (*clap*), you double the consonant. Ask the children to write some sentences that use the verbs correctly.
- Play a word changing game, starting with *mug*. Tell the children to change a letter to make a new word, as many times as possible, for example, *bug, big, bit, sit*.
- Write *hate* on the board. Ask the children to think of other words that end in 'ate' (*date, gate, late, mate, plate*).
- 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

Pretty ribbons

Pages 23 to 26



tie you can 'tie your shoe', 'tie your tie', 'tie a rope/ribbon round something or someone'

tight rhymes with *right, fight, might*

Passive vocabulary

ribbons shawl

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity 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 23. Ask *Who is looking in the mirror? Who does she see in the mirror?*
- Tell the children to look at the picture on pages 24. Ask the children to describe the woman. Ask *Who do you think the woman in the black dress is? What has she got in her hands? What do you think she is going to do?*
- Tell the children to look at the picture on page 25. Ask *What do you think the woman is doing? How does Snow White feel?*
- Tell the children to look at the picture on page 26. Ask *What do you think has happened to Snow White? What time of day do you think it is? Why? How do the dwarfs feel?*

Active vocabulary

basket point out the word *ask* 'hiding' inside *basket*

buy *buy* and *by* are homophones – they sound the same but are spelled differently

cut *cut* is an irregular verb; its spelling does not change for past tense or the past participle (*cut – cut – cut*)

dress the plural is *dresses*

floor the 'oor' sounds like 'or'

hurt *hurt* is an irregular verb; its spelling does not change for past tense or the participle (*hurt – hurt – hurt*)

old the opposite can be *young* or *new*

sure the 's' sounds like 'sh'

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did the wicked queen ask her mirror?*
- 2 *What did the mirror answer?*
- 3 *Why was the wicked queen surprised?*
- 4 *How did the wicked queen feel?*
- 5 *What did the wicked queen do while she sat on her bed?*
- 6 *What clothes did she put on?*
- 7 *Where did she put an old shawl?*
- 8 *What did she put in a basket?*
- 9 *Where did the wicked queen go?*
- 10 *What did she cry when she got there?*
- 11 *Who heard the wicked queen?*
- 12 *What did Snow White cry when she saw the woman with the ribbons?*
- 13 *Why did Snow White open the door?*
- 14 *What did the wicked queen do when Snow White opened the door?*
- 15 *What did she tie round Snow White?*
- 16 *Why did Snow White fall to the floor?*
- 17 *What did the wicked queen say when Snow White was on the floor?*
- 18 *What did the seven dwarfs find when they came home from work?*
- 19 *What did the first dwarf ask?*

20 *What did the second dwarf do?*

21 *What did the first dwarf say to Snow White when she woke up?*

- Ask the class to find and read any words in the chapter that have an apostrophe (*it's*, *dwarfs'*, *mustn't*, *she's*, *won't*). Explain that *dwarfs'* is the possessive of the plural noun: *the dwarfs' house*. The possessive of one dwarf is *dwarf's*: *the first dwarf's spoon*. Point out that the apostrophes in the other words are used in contractions: *it's* = *it is*, *mustn't* = *must not*, *she's* = *she is*, *won't* = *will not*.
- Find and read some examples of compound sentences in the chapter and discuss how each sentence is really made from two sentences joined together with the conjunction *and*. For example: *She put an old shawl over her head and she put some pretty ribbons in a basket*.
- Point out the difference in meaning between *tight* and *too tight*. Explain that *too* + *adjective* is used to suggest something bad. Compare: *the dwarfs' work is hard and the dwarfs' work is too hard*. Elicit other examples.
- Ask the children to find and read aloud words with 'oo' in them (looked, door, took, floor, too). Make sure they know how to pronounce these words correctly. Ask *Which words rhyme?* Point out that *too*, *to* and *two* are homophones.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the mirror told the wicked queen that Snow White was in the dwarfs' house?*
- 2 *How did the wicked queen know where the dwarfs lived?*
- 3 *Was the wicked queen angry with the huntsman or Snow White, or both?*
- 4 *What do you think the wicked queen thought about before she said, 'I know what I will do!'?*
- 5 *Do you think the wicked queen spoke in her normal voice when she called out 'Come and buy some ribbons!'?*
- 6 *Why do you think Snow White wanted some ribbons?*
- 7 *What do you think the wicked queen thought when she saw Snow White opening the door?*
- 8 *Why do you think Snow White fell to the floor after the wicked queen tied the ribbon?*
- 9 *Why didn't the seven dwarfs tell the king what the wicked queen did?*

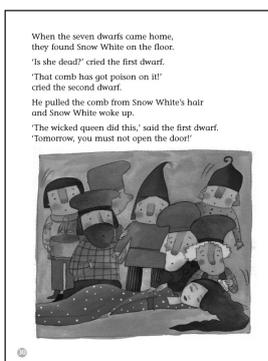
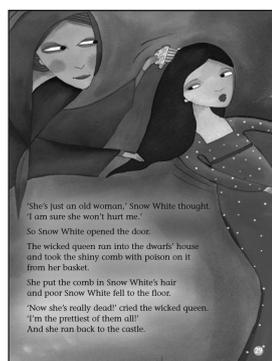
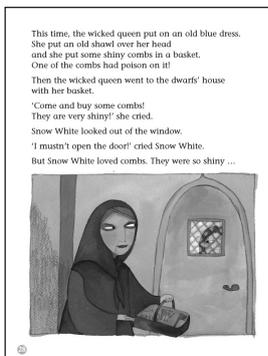
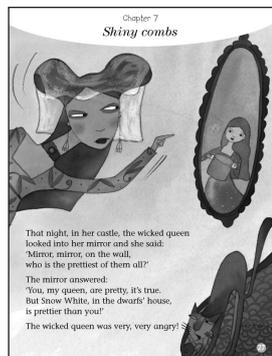
- Write the word *cry* on the board. Now write the past tense *cried*. Ask the children how the spelling has changed. (The 'y' changes to 'i' and we add 'ed'.) Write the following words and ask the class to spell the past tense of each: *try, fry, reply*. Point out that *fly* is an exception – its past tense is *flew*.
- Have a competition to see who can think of the most words rhyming with *tie*. (*by, buy, cry, die, fry, hi, lie, my, pie, sigh, why*).

- Play a word-changing game to look at words with similar letter patterns. In each case, write the start word on the board, then rub out and replace the beginning letters:
 - change the 'sn' in *snow* to 'l', 'm', 'r', 'sh', 'sl', 'gr'
 - change the initial 'd' in *dead* to 'h', 'l', 'r', 'tr'
 - change the 'b' in *bed* to 'f', 'l', 'r', 'w'
 - change the 'd' in *day* to 'cl', 'h', 'l', 'm', 'p', 'pr', 'pl', 'tr', 'w'
 - change the 'r' in *right* to 'br', 'f', 'l', 'm', 'n', 's', 't'
- 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

Shiny combs

Pages 27 to 30



shiny an adjective made from the verb to *shine*; 'i' is a long 'i' sound in both the verb and the adjective

Passive vocabulary
poor

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity 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 27. Ask *Does the wicked queen look happy? Who does she see in the mirror? What do you think Snow White is doing? How does the cat feel?*
- Tell the children to look at the pictures on pages 28 and 29. Ask the children to describe the wicked queen. Ask *What is she wearing? What is she carrying? What is she going to do to Snow White?*
- Tell the children to look at the picture on page 30. Ask *What do you think happened to Snow White? How do the dwarfs feel?*

Active vocabulary

<i>comb</i>	the 'b' is silent and is not pronounced; <i>comb</i> rhymes with <i>home</i>
<i>door</i>	other words with 'oor' in the story are <i>poor</i> and <i>floor</i>
<i>hair</i>	an uncountable noun
<i>head</i>	'ea' sounds like short 'e' as in <i>bed</i>
<i>poison</i>	<i>poison</i> has an unusual pronunciation because 'poi' rhymes with 'boy'; the 's' sounds like 'z'; and 'son' sounds like 'zin'
<i>pull</i>	rhymes with <i>full</i>
<i>put</i>	<i>put</i> is an irregular verb; its spelling does not change for past tense or the past participle (<i>put – put – put</i>)
<i>really</i>	'ea' sounds like long 'e' as in <i>be</i>

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What happened for a second time when the queen looked into her mirror?*
- 2 *How did the wicked queen feel?*
- 3 *Did the wicked queen put on a new or old blue dress?*
- 4 *Did she put a basket over her head?*
- 5 *Did she put some shiny ribbons in her basket?*
- 6 *Where did the wicked queen put the poison?*
- 7 *What did the wicked queen want Snow White to think?*
- 8 *What did Snow White think when she looked out the window?*
- 9 *Did Snow White hate shiny combs?*
- 10 *Did Snow White think that the old woman would hurt her?*
- 11 *What did Snow White do?*
- 12 *What did the wicked queen do after she ran into the dwarfs' house?*
- 13 *Why did the wicked queen put the shiny comb in Snow White's hair?*
- 14 *What happened to Snow White?*
- 15 *What did the wicked queen cry?*
- 16 *What happened when the dwarfs came home?*
- 17 *What did the first dwarf tell Snow White?*

- Ask the class to find and read aloud sentences with the word *put* in the chapter. Discuss the meaning of *put on something*, *put something over*, *put something in*. Explain that *put on* is a separable phrasal verb to talk about clothes and so you can *put on something* or *put something on*. Ask *What did the wicked queen put on? What did she put over her head? What did she put in her basket? What did she put in Snow White's hair?*
- Ask the children to find and read aloud the sentences in the chapter that have the word *shiny*. Ask the children to think of other things that are shiny.
- 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 *Did the wicked queen like what the mirror told her? Why (not)?*
- 2 *Why did the wicked queen put on old clothes?*
- 3 *Did the wicked queen know that Snow White liked shiny combs, do you think?*
- 4 *Did Snow White remember that the first dwarf told her not to open the door?*
- 5 *Was it a good idea to open the door?*
- 6 *What do you think happened when the wicked witch put the comb in Snow White's hair?*

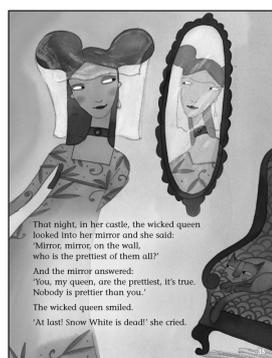
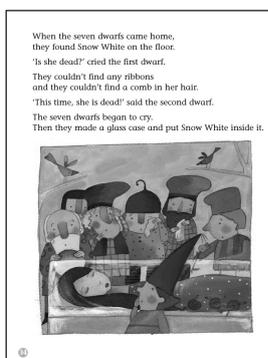
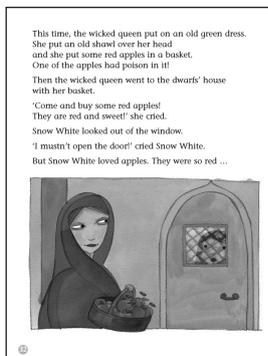
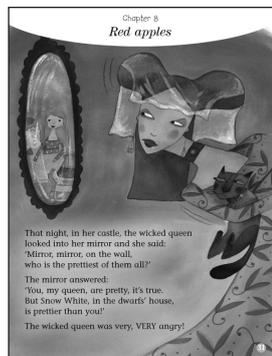
- 7 *Do you think Snow White knew why the wicked queen wanted to kill her?*
- 8 *How do you think the dwarfs felt when they found Snow White on the floor for a second time? Were they angry with her?*
- 9 *Do you think Snow White has learned a lesson? Or will she open the door to the wicked queen again?*

- Write *hair* and *comb* on the board. Explain that these are words that go together. Write the following words in random order on the board and ask the children to match the word pairs: *first, put on, shiny, dwarfs', really, second, dress, combs, house, dead*.
- Write on the board: *on, into, over, in, to*. Ask the children to find and read aloud sentences with these prepositions. Explain the difference between *in* and *into* if appropriate.
- Remind the children that *wicked* means *really very bad*. Ask *Which is worse: a bad man, a very bad man or a wicked man?* Point out that *wicked* looks like the past tense of a verb but it is not a verb; it is an adjective with two 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 8

Red apples

Pages 31 to 35



Active vocabulary

<i>apple</i>	the 'a' is pronounced like the 'a' in <i>and</i>
<i>case</i>	the 'c' is a hard 'c' sound
<i>cry</i>	'cr' is a common letter combination; the 'y' sounds like long 'i'
<i>find</i>	change the 'f' to 'k', 'm', 'w' to make new words
<i>glass</i>	'gl' is a common letter combination
<i>inside</i>	a compound word (in + side)
<i>open</i>	have fun thinking of things you can open (door, window, mouth, eyes, etc.)
<i>smile</i>	point out the word <i>mile</i> 'hiding' inside this word
<i>sweet</i>	'sw' is a common letter combination

Passive vocabulary

At last

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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 of Chapter 8. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 31. Ask *What is the wicked queen doing? What does she see? Does she like what she sees? How does her cat feel?*
- Tell the children to look at the picture on page 32. Ask *What do you see in the picture? Do you think Snow White likes apples?*

- Tell the children to look at the picture on page 33. Ask *Why is the woman with the basket of apples inside the dwarfs' house? What do you think Snow White is thinking?*
- Tell the children to look at the picture on page 34. Ask *Why do you think the dwarfs are crying? What do you think has happened to Snow White?*

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Did the wicked queen ask the mirror a new question?*
- 2 *Did the mirror give her the answer she wanted to hear?*
- 3 *How angry was the wicked queen?*
- 4 *What colour was the dress that the wicked queen put on?*
- 5 *Did she put a basket of apples over her head?*
- 6 *What was in one of the apples?*
- 7 *Did the wicked queen want to give the apples to the dwarfs?*
- 8 *What colour were the apples and how did they taste?*
- 9 *Why did Snow White open the door this time?*
- 10 *Which apple did Snow White eat?*
- 11 *Was the wicked queen sure that Snow White was dead when she fell to the floor?*

- 12 *What couldn't the dwarfs find?*
- 13 *Why did the seven dwarfs begin to cry?*
- 14 *Where did they put Snow White?*
- 15 *What did the mirror tell the wicked queen now?*
- 16 *Did the wicked queen laugh or smile?*
- 17 *Did the wicked queen kill Snow White at last?*

- Read the title and discuss what the wicked queen did with the red apples. Explain that long ago, people often used poison to kill other people. It was commonly used when someone wanted to kill a king or queen.
- Write *VERY* on the board. Ask the children to find and read the sentence with the word *VERY* in it. Explain that capital letters in text is like shouting. Practise the stress pattern in this sentence (saying *VERY* much louder).
- Discuss what *so* means in these sentences: *They were so pretty... They were so shiny... They were so red...* Point out that there are three dots because the sentence is not finished. Explain that Snow White is thinking that the ribbons were so pretty that she must have some; the combs were so shiny that she must have some; the apples were so red that she must have some.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the wicked queen could see Snow White in her mirror?*
- 2 *What do you think the wicked queen said to her cat when the mirror told her that Snow White was prettier?*
- 3 *Why did the wicked queen put on a different colour dress?*
- 4 *Why did she put a shawl over her head?*
- 5 *Was the wicked queen sure that Snow White would open the door again a third time? Why?*
- 6 *Do you think that Snow White is a silly girl?*
- 7 *Does Snow White think that old people want to hurt children?*
- 8 *Was the poison apple a better way to try to kill Snow White, do you think?*
- 9 *Why do the dwarfs think that this time Snow White must be dead? What is different about the poison apple?*
- 10 *Why do you think the dwarfs put Snow White inside a glass case?*
- 11 *When the mirror says 'Nobody is prettier than you', how does the wicked queen feel?*
- 12 *Is there anything the seven dwarfs can do for Snow White now?*

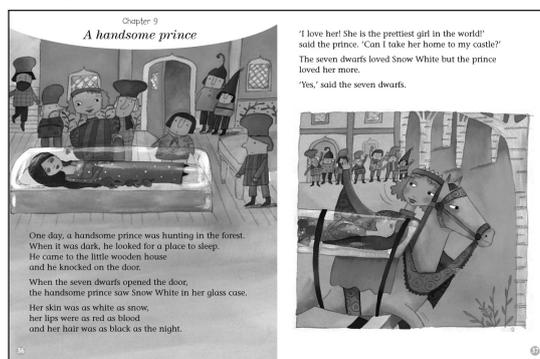
- Discuss the three ways the wicked queen tried to kill Snow White. Ask *Why did the wicked queen choose ribbons, combs and apples?*
- Ask *Why did the dwarfs make a glass case and not a wooden case for Snow White?*

- Write on the board: *looked, answered, loved, opened, cried, smiled*. Ask *Which past tense verb has an -ed ending that is pronounced differently from the others?*
- Write *true* and *you* on the board. Ask the children to think of other words that rhyme with these two words.
- 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

A handsome prince

Pages 36 to 37



Active vocabulary

<i>handsome</i>	an adjective usually used to describe men
<i>home</i>	discuss the difference between a <i>home</i> and a <i>house</i>
<i>hunt</i>	<i>hunting</i> means chasing animals in order to kill them for food
<i>knock</i>	the initial 'k' is silent so we do not pronounce it; other words beginning with 'kn' are <i>knee</i> , <i>know</i> , <i>knife</i> and <i>kneel</i>
<i>love</i>	the 'o' sounds like the short 'u' in 'but'
<i>more</i>	rhymes with 'for'
<i>place</i>	the 'c' sounds like 's'
<i>prince</i>	the 'c' sounds like 's'
<i>world</i>	the 'or' sounds like 'er'; take out the 'l' and you have the word <i>word</i>

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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 36. Ask *Who do you think is the young man in the picture? What is he doing? What are the seven dwarfs thinking?*
- Tell the children to look at the picture on page 37. Ask *Where is Snow White? What are the seven dwarfs saying? What is the young man doing?*

During reading

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

Stage 1 comprehension (literal)

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

- 1 *Why was the handsome prince in the forest?*
- 2 *Did the handsome prince go to the dwarfs' house in the afternoon or at night?*
- 3 *What did the handsome prince do when he came to the dwarfs' house?*
- 4 *What did the handsome prince see when the seven dwarfs opened the door?*

- 5 *Was Snow White's skin still as white as snow?*
- 6 *Was Snow White's hair as red as blood?*
- 7 *What did the prince say when he saw Snow White?*
- 8 *Who loved Snow White more, the seven dwarfs or the prince?*
- 9 *Did the dwarfs say that the prince could take Snow White home to his castle?*

- Write the word *handsome* on the board. Ask the class to use the letters in this word to make new words (*hand, some, and, an, me, has*).
- Write *case* on the board. Elicit words that rhyme with *case* (*place, face, lace, race*).
- Ask the class to find all the two-syllable words in this chapter (*handsome, hunting, forest, wooden, seven, opened, castle*). Ask the class to find one three-syllable word (*prettiest*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.

After reading

Stage 2 comprehension (extension)

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

- 1 *Why do you think the seven dwarfs had Snow White in their house?*
- 2 *How do you think the prince felt at first when he saw a dead girl in a glass case inside the dwarfs' house?*

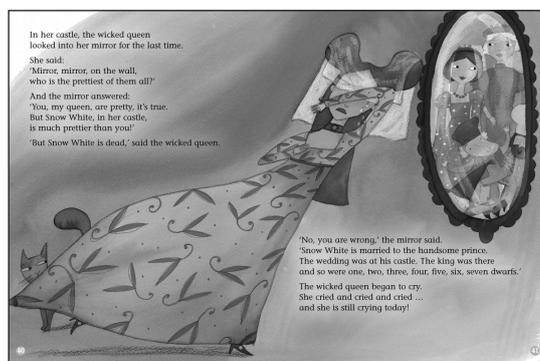
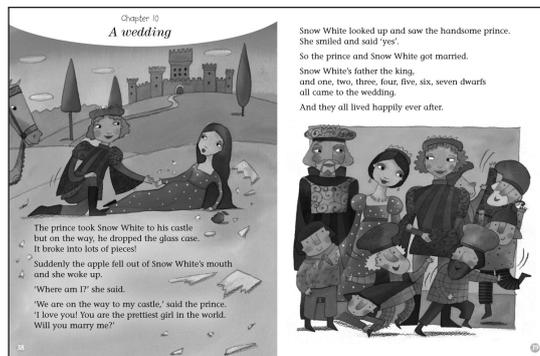
- 3 *Do you think that the seven dwarfs like the prince? Why (not)?*
- 4 *How do you think the seven dwarfs felt when the prince took Snow White away?*
- 5 *Do you think the wicked queen will find Snow White in the prince's castle?*
- 6 *Do you think the story will have a happy or sad ending?*

- Discuss how Snow White's life has changed. Ask *Who were the important people in Snow White's life? Was her life a happy life?*
- Ask the children to change these verbs to past tense: *look, knock, love, open*. Practise the pronunciation of 'ed'. Point out that after the hard 'k' sound, 'ed' sounds like 't'.
- Tell the class to find all the words in the chapter with 'oo', 'ss' and 'tt'. (*looked, wooden, door, blood, glass, prettiest*). Point out the different ways to pronounce 'oo'.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 10

A wedding

Pages 38 to 41



Active vocabulary

<i>drop</i>	double the 'p' before adding 'ed' for past tense
<i>ever after</i>	means 'forever after that' and is often the ending of fairy tales in the phrase 'they all lived happily ever after'.
<i>last</i>	opposite of <i>first</i>
<i>live</i>	rhymes with <i>give</i>
<i>mouth</i>	the 'ou' sounds like 'ow' as in <i>how</i>
<i>much</i>	<i>much</i> is used with comparative adjectives (<i>much prettier</i>) to mean a lot more
<i>piece</i>	the 'ie' sounds like long 'e' as in <i>we</i> ; <i>piece</i> and <i>peace</i> are homophones

<i>wedding</i>	a marriage ceremony between two people – point out the two 'd's
<i>wrong</i>	the 'w' is silent and is not pronounced; other 'wr' words are <i>write</i> and <i>wrist</i>

Passive vocabulary

mine

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 38). 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 *Who do you think is having a wedding?*
- Tell the children to look at the picture on page 38. Ask *What happened to the glass case? What do you see next to Snow White? Why did Snow White wake up?*
- Tell the children to look at the picture on page 39. Ask *Who do you see in the picture? What did Snow White and the handsome prince do?*
- Tell the children to look at the picture on pages 40 and 41. Ask *Who do you see? Why do you think the wicked queen has her hand over her eyes? What do you think her mirror told her?*

- In order to understand the last two lines of the story the children need some information which has not been given to them. Ask *Why did the dwarfs go to the forest every day?* (to work). *What did they do there?* (dig). *Why do you think they were digging?* You need to explain that they worked in the mines, which is why it was very hard work. Tell the children that the dwarfs had to dig very deep underground, where it was very dark. Discuss the work of miners.

During reading

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

Stage 1 comprehension (literal)

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

- 1 *What did the prince drop?*
- 2 *What happened to the glass case?*
- 3 *What fell out of Snow White's mouth?*
- 4 *When did Snow White wake up?*
- 5 *What was Snow White's first question?*
- 6 *What did the prince tell Snow White?*
- 7 *When the prince asked Snow White to marry him, what did she say?*
- 8 *Who came to the wedding?*
- 9 *Did the seven dwarfs have a sad life after Snow White married the prince?*
- 10 *Was the king happy after Snow White married the prince?*
- 11 *Did Snow White and the prince live happily after their wedding?*

- 12 *Who did the mirror say was prettier than the wicked queen?*
- 13 *Did the mirror tell the wicked queen that she was right or wrong?*
- 14 *What did the wicked queen do when the mirror told her about Snow White's wedding?*
- 15 *Did the wicked queen cry for a long time? How do you know?*
- 16 *Who says the last two sentences in the story?*
- 17 *Have the lives of the seven dwarfs changed very much?*

- Read the title. Ask *Do you think Snow White will be sad to leave the seven dwarfs and live with the prince? How will her life be different?*
- Ask the children to find and read words with 'dd', 'pp', 'rr' in them. Remind the children that the past tense form of *marry* is *married* because the 'y' changes to an 'i' before adding 'ed'. Remind the children that one-syllable verbs ending in one consonant preceded by one vowel double the consonant before adding 'ed', as in *dropped*.
- Ask the class to find the sentence *And they all lived happily ever after*. Ask *Who lived happily? How long did they live happily?* Point out that *happy* is an adjective and so it is used to describe nouns (people) and *happily* is an adverb used to describe verbs. Ask *How did they live?*
- Ask the class to look at page 39. Point to the king and ask *Who is he?* Point to the prince and ask *Who is he?* Discuss why the king was not in the story after the beautiful queen died. Ask *Do you think the king knew about the wicked queen's mirror? Do you think he knew that his wife wanted to kill Snow White? Do you think he looked for Snow White?*
- Ask the class to find the word *still* 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.)
- Write the word *pieces* on the board. Ask the children to find a word from the story 'hiding' inside it (*pie*). Point out that we cut a *pie* into *pieces*. Draw a pie on the board to illustrate.
- Write on the board *mine*. Explain that *mine* (That's mine.) and *mine* (a large hole underground where men dig for gold) are homonyms (they have the same spelling but different meanings). Ask *Can you think of other words that have the same spelling but different meanings?* (*can*: tin can/I can; *play*: theatre/to play a game; *boot*: on your foot/a part of a car).
- Ask *What word in the story rhymes with 'mine'?* *Can you think of other words that rhyme with mine?* (*dine*, *fine*, *line*, *nine*, *pine*, *wine*)
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

After reading

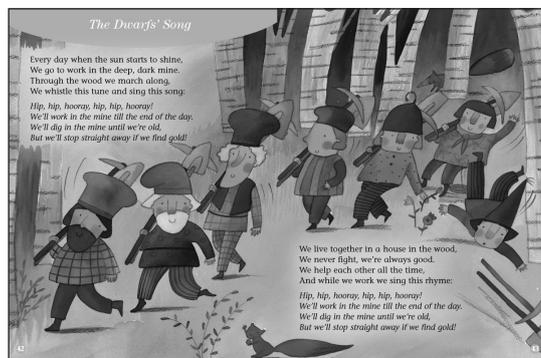
Stage 2 comprehension (extension)

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 prince felt when he dropped the glass case?*
- 2 *Do you think the prince knew about the poison apple?*
- 3 *Why do you think Snow White said yes to the prince when he asked her to marry him?*
- 4 *Do you think Snow White asked the wicked queen to her wedding?*
- 5 *How do you think the seven dwarfs felt about Snow White marrying the handsome prince?*
- 6 *Why did the story say that 'the wicked queen looked into her mirror for the last time.'?*
- 7 *How did the wicked queen feel when she heard that Snow White was in her castle?*
- 8 *Do you think Snow White will open the door to 'old women' with shawls over their head again?*
- 9 *Do you think the wicked queen will try again to kill Snow White?*
- 10 *Who did not live happily ever after?*

The Dwarfs' Song

Pages 42 and 43



Before reading

- Read the poem's title. Ask *What do you think their song is going to be about?*
- Tell the children to look at the picture on pages 42 and 43. Give them a couple of minutes to look carefully at the picture. Hold up your book so that the children can see it. Point to each dwarf, starting with the first, and ask *Which dwarf is this one? Ask Where are they going? What are they going to do there?*
- Ask the children to compare the picture on page 15 with the picture on pages 42–43. Ask *What is the same? What is different?*

During reading

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

Vocabulary notes

<i>wood</i>	a small forest
<i>march</i>	walk in a line, like soldiers
<i>hip, hip, hooray</i>	a nonsense phrase that means we are very happy
<i>till</i>	until
<i>straight away</i>	immediately
<i>gold</i>	a precious metal worth a lot of money

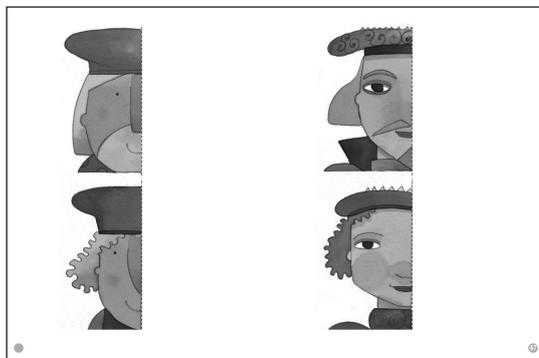
- Ask the class to read the poem/song together and to sing the song. (You may want to play the audio download.)

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 words that rhyme, the verse structure, (pairs of rhyming words and rhyming lines).

A mirror message

Pages 44–47



Before reading

- Remind the children that the wicked queen used her mirror to not only look at herself but to also discover where Snow White was living. Tell the children that mirrors do not talk but they can do surprising things!
- Discuss what mirrors can be used for.
- You will need to bring some mirrors to class. It is best if each child can have one, but you could put the children in pairs and they can share one mirror between them.

During reading

- Read the title. Read the text at the top of each of the pages before setting the task. Explain any unfamiliar vocabulary as you do so.

- Draw attention to the accompanying picture to clarify the meaning of the text and what the children need to do in order to read the message or see the completed picture.
- Ask individuals or pairs to read one line of the text on page 44. Make sure the children understand how to hold the mirror. It is best if they cover the other lines of the text with their other hand as they read each line.
- Make sure the children understand that for pages 45 to 47 they must hold the mirror perpendicular to the picture.

After reading

- Discuss which of the uses of mirrors the class already knew.
- Ask *Which use did you find most interesting? Why?*
- Discuss why some people like to see themselves in a mirror and why others do not.
- Ask the children if any of them have ever seen distorted mirrors, ones which make people look long and skinny and ones that make people look short and fat. You might like to ask the children to find out on the internet how mirrors are made.

After reading the book

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

Response to the story

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

Characters

- Ask the children about the main story characters. *Did you like Snow White? Did you like the seven dwarfs?* Ask how the characters behaved: *What did you think of the wicked queen in Chapter 2?* (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 each of the story settings.

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - *Love*: Discuss which characters in the story loved Snow White and how they showed their love for her.
 - *Hate*: Discuss which character hated Snow White and why. Point out Snow White had done nothing to cause the wicked queen to hate her. Discuss how hate can make a person's life very unhappy.
 - *Kindness*: Discuss how the huntsman showed kindness towards Snow White.
 - *Jealousy*: The story illustrates that it is wrong to be jealous of other people and that it causes people to do wicked things.
 - *Apology*: Explain that when a person says, 'I'm sorry' they are apologising for something they did that they should not have done. Discuss why Snow White apologised to the seven dwarfs after she woke up. Discuss how an apology can make everything much better.
 - *Deceit*: Discuss how the wicked queen tried to trick Snow White by disguising herself as an old woman. Discuss how deceit is never successful or rewarded.

- *Sharing*: The seven dwarfs worked together, lived together and shared everything with each other and they were very happy. They shared their home with Snow White. Talk about the importance of sharing.
- *Hard work is rewarded*: The seven dwarfs worked hard and Snow White worked hard in their house. Discuss how working hard can give people pleasure and satisfaction.

Vocabulary

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

Follow-up ideas

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

Art Ask each child to draw seven dwarfs, colour them in and cut them out, leaving a flap of paper below the feet so that it can be folded so that each dwarf stands up. They should give their dwarfs names and can write the names on the reverse side. They should number their dwarfs 1–7. When they are ready, the children should introduce their seven dwarfs to the class. (Make sure they use the ordinal numbers when talking about their dwarfs.)

Magic The mirror in the story had magical qualities. In this story, the mirror could answer questions. Discuss children's understanding of magic. Ask *Do you think there is such a thing as magic? Would you like to have a mirror that answers your questions? Why (not)?* Ask the children to work in pairs and to write questions for a magic mirror, beginning with *Mirror, mirror on the wall...* Encourage them to use the superlative form of a verb (who's the funniest of us all?).

Music Play the song (page 15) on the audio download to the class and ask the children to sing along. Then ask them to march round the room and to sing the song again but to change the word *work to school*. Then play the second song (page 42). Ask the class which words they would like to change.

Give them time to decide. Then ask them to march round the room and sing their version of the song.

Topic work Discuss why the wicked queen is so unhappy at the end of the story. Follow this with a discussion about how jealousy and hate is never rewarded. Encourage the children to think of other stories which have jealous characters and discuss what happens to them.

Celebration Point out that there was a celebration at the end of the story. Have your own class party to celebrate finishing the book. (Everyone can invite their seven dwarfs from the Art activity above.) You might also ask two children to volunteer to act as Snow White and the prince! And you might want to show the class the film on DVD.

Vocabulary groups There are five distinct vocabulary groups in the story which you could remind the children of, or practise with them. They are:

adjectives for people: *young, beautiful, wicked, pretty, handsome, old*

ordinal numbers: *first, second, third, fourth, fifth, sixth, seventh*

parts of the body: *finger, skin, lips, hair, head, heart, mouth*

kitchen and food: *chair, plates, pie, yogurt, knife, fork, spoon, mug, milk*

colours: *red, white, black, blue, green*

Glossary of vocabulary

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

- afraid*** scared, frightened, worried that something bad might happen
- all right*** not hurt or ill
- almost*** nearly but not completely
- alone*** without anyone with you
- angry*** very annoyed
- apple*** a hard round fruit that is white inside and has a smooth green, yellow or red skin
- at last*** used for saying that something you have been waiting for finally happens
- basket*** a container for carrying things in
- beautiful*** very attractive
- buy*** to get something by paying money for it
- case*** a container for keeping or protecting something
- castle*** a large strong building with thick walls, built in the past to protect the people inside
- clap*** to hit your hands together many times
- clean*** to remove the dirt from something
- clothes*** the things that you wear such as shirts, dresses, trousers, etc
- comb*** a flat piece of wood or metal with teeth, used to tidy hair
- cook*** to prepare food and heat it so that it is ready to eat
- cry*** to have tears coming from your eyes, especially because you are sad
- cut*** to use a knife, or other sharp tool to divide something into two or more pieces
- da dum*** a sound people sing when they do not know the words to a song
- dark*** not light
- dead*** no longer alive
- deer*** a large brown animal with long thin legs
- die*** to stop being alive
- dig*** to make a hole in earth
- door*** a large piece of wood that you open when you want to enter or leave a building
- dress*** a piece of clothing that covers a woman's body and part of her legs
- drop*** a very small amount of liquid
- dwarf*** an imaginary person that looks like a very small old man
- ever after*** for ever or until the end of time
- fifth*** in the place counted as number five
- find*** to see where something is by looking for it
- finger*** the long thin parts on the end of your hands
- first*** in the place counted as number one
- floor*** the flat area that you walk on inside a building or room
- food*** the things that people or animals eat
- forest*** a large area of land covered by trees
- fourth*** in the place counted as number four
- glass*** a hard clear material used for making windows or bottles
- hair*** the thin fibres that grow on your head or on a man's face
- handsome*** a handsome man or boy has a very good-looking face
- hard*** involving a lot of effort
- hate*** to dislike someone or something very much
- head*** the top part of your body
- heigh-ho*** something people say when they are happy
- home*** the place where you live
- hungry*** need food
- hunt*** to kill animals for food
- hurt*** to cause someone pain
- I'm sorry*** unhappy about something you have done
- ill*** not healthy; unwell
- inside*** in the inner part of something; within a container or place
- kill*** to make a person or other living thing die
- king*** a man who rules a country
- knife*** a sharp tool for cutting food
- knock*** to hit a door with your hand so that someone inside knows you are there
- last*** opposite of first
- laugh*** to make the noise with your voice that shows you think something is funny
- lip*** one of the bottom or top parts of the mouth
- live*** to have your home in a particular place
- look after*** to take care of
- lots of*** a large number
- love*** to care very much about someone
- make the bed*** to put the covers on a bed so that they are tidy
- marry*** become the husband or wife of another person
- mat*** a small piece of thick cloth that is put on a floor to protect it
- mine*** belonging to me
- mirror*** a piece of glass in which you can see yourself
- more*** an amount or number that is larger than another
- mouth*** the part of your face below your nose that you use to eat and talk
- much*** a large amount of something
- must be*** used for saying that you think something is probably true
- need*** if you need something, you must have it because it is necessary
- needle*** a small thin metal tool used for sewing
- new*** not old; recently made
- old*** something or someone that has existed for a long time
- open*** the opposite of shut or closed

people more than one person
pick up lift with the hand
pie a dessert made with fruit cooked inside pastry
piece part of something
pillow a soft object you rest your head on in bed
place a particular town, country, building, shop, etc
poison something that can kill you or make you ill if you eat or drink it
poor not having money
pretty a girl or woman with a nice face
prince the son of a king or queen
pull to move something along behind you
put to move something to where you want it
queen a woman who is married to a king
really very
ribbons a long thin piece of cloth to tie in a girl's hair
second in the place counted as number two
seventh in the place counted as number seven
shawl a large piece of material worn by a woman around her shoulders
shiny a shiny thing has a bright surface that reflects light
sixth in the place counted as number six
skin the outer part of a person's body
smile your mouth does this when you are happy
snow small soft white pieces of ice that fall from the sky and cover the ground in winter
someone a person you do not know, for example
Someone knocked at my door
stay to not leave the place where you are
stirred moved food around in a dish or pan using a spoon
sure knowing you are right about something
sweet tasting like sugar
third in the place counted as number 3
thought past tense of *to think*
thread a long thin fibre used for sewing pieces of cloth together
tie close something with rope, string or ribbon
tight very strong
true not false; real
until up to the time when something happens
upstairs up some stairs to an upper level of a building
wash to clean something, usually with soap and water
wedding a ceremony when two people get married
wicked very bad and unkind
wooden made of wood
world the place where we all live
wrong the opposite of right or correct
yogurt a food made from milk that is thick and a little sour
young opposite of *old*

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

Student Book text © copyright Gill Munton 2010
Student Book design and illustration © copyright Macmillan Publishers Limited 2010

Teacher's Notes designed by Zed
Student Book designed by Anthony Godber
Student Book illustrated by Barbara Vagnozzi
Student Book cover design by Linda Reed and Associates
Student Book cover illustration by Barbara Vagnozzi

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.