

The Magic Flute



The story

The story is a Chinese legend. It is about a young Chinese boy called Chang.

Chang looked after the Emperor's sheep. He liked his job but he loved playing his wooden flute – and people loved to hear him play. The Emperor was jealous of Chang, so he made a plan to get rid of him. He hid one of his sheep, and then blamed Chang for losing it. The Emperor broke Chang's flute and sent him away.

On his way home, the Emperor saw a golden bird that sang beautifully. He told his three sons that whoever caught the bird for him could have his valuable silver sword. His eldest son, Jing, was the first to go and try to catch the bird.

Meanwhile, Chang was walking sadly through a village in the forest. An old man asked him what was wrong. The old man invited Chang to his house and made him a magic flute from bamboo. When Chang played it all the people and animals, including the golden bird, came to listen.

Jing met the old man, too, and asked him where he could find the golden bird. Jing promised to pay a bag of jewels for the old man's help. That night Jing, with the bag of jewels, went into the forest. He heard Chang playing his flute and saw all the people and animals, including the golden bird, listening. Chang gave Jing the bird in exchange for the bag of jewels. But as Jing walked back to the palace, the bird heard Chang playing the flute again, and flew away into the forest.

The Emperor's second son, Lin, took his turn to try and catch the bird. He took a bag of jewels and a basket and set off into the forest. Exactly the same thing happened to him. He heard Chang playing his flute and saw all the people and animals, including the golden bird, listening. Chang gave him the bird in exchange for the bag of jewels. But as Lin walked back to the palace with the bird in his basket, the bird heard Chang playing the flute and flew away into the forest.

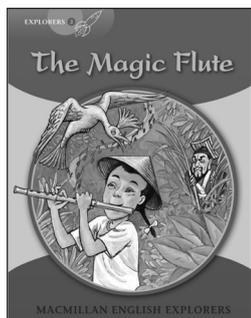
Next, the Emperor's third son Sang took his turn to try and catch the bird. He took a bag of jewels and a piece of string and set off into the forest. He heard Chang playing his flute and saw all the people and animals, including the golden bird, listening. Chang gave him the bird in exchange for the bag of jewels. But as Sang walked back to the palace, the bird heard Chang playing the flute, broke the string that Sang had tied to it, and flew away into the forest.

The Emperor was angry with his three sons for failing to catch the bird. He decided to catch it himself. He found Chang playing his flute in the forest, surrounded by all the animals and people. When the wolves that were listening to Chang saw the Emperor, they surrounded him and snarled at him. The Emperor was terrified. He appealed to Chang for help. Chang agreed to help the Emperor – but only if he promised to give half his money to the people. The Emperor agreed and did as he promised. Chang shared his jewels with the people, too.

The story ends with great celebration, and happiness all round.

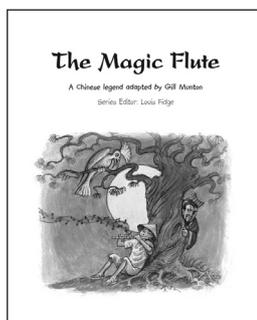
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Ask *Do you know what a flute is?* Point to the flute in the picture.
- Discuss the meaning of the word *magic*. Ask *What do you think is magic about the flute?*
- Point to the boy in the picture. Discuss how he is dressed.

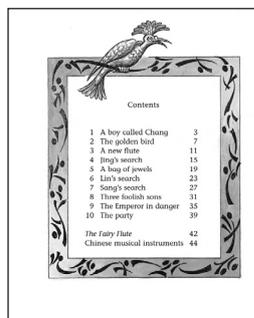
The title page



- Ask the children to turn to the title page.
- Explain that the story is a Chinese legend (an old, traditional story). Ask *What is the author's name?*
- Point to the picture. Ask *Who do you think the boy sitting under the tree is? Can you guess what his job might be? Do you think he can play the flute well? Who do you think the man behind the tree is? How does he look? What is he thinking?*

- Ask the class to describe the bird in the branches of the tree.

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. Explain that Jing, Lin and Sang are names. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 42) and some facts about Chinese musical instruments (beginning on page 44).
- Read the chapter titles again and ask questions about them to stimulate the children's interest, for example:
Chapter 1: Show the cover or title page again. Ask *Who do you think Chang is?*
Chapter 3: Ask *What do you think happens to Chang's old flute?*
Chapter 10: Ask *Do you think the story has a happy or sad ending?* etc.
- Tell the children to do the related activity on page 1 of their Workbook.



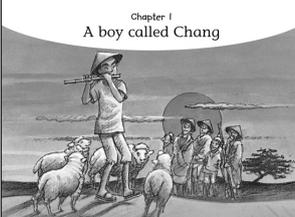
You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

A boy called Chang

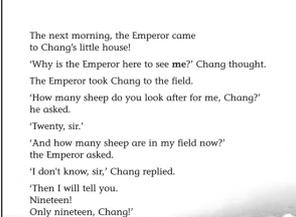
Pages 3 to 6

Chapter 1
A boy called Chang

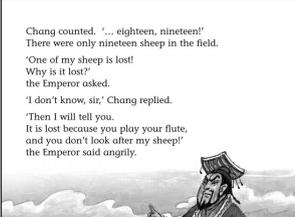


'Chang! Come and play your flute for us!' the people shouted.
Chang laughed, and picked up his flute. He liked to look after the sheep, but he loved to play his flute.
The people stopped and listened.
No one talked when Chang started to play. When Chang played, it made them think happy thoughts.
Soon it was time for bed. Chang put down his flute. Then he took the sheep to the field near his house for the night.

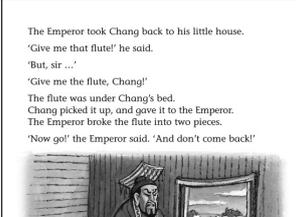
The next morning, the Emperor came to Chang's little house!
'Why is the Emperor here to see me?' Chang thought.
The Emperor took Chang to the field.
'How many sheep do you look after for me, Chang?' he asked.
'Twenty, sir.'
'And how many sheep are in my field now?' the Emperor asked.
'I don't know, sir,' Chang replied.
'Then I will tell you.
Nineteen!
Only nineteen, Chang!'



Chang counted. '... eighteen, nineteen!' There were only nineteen sheep in the field.
'One of my sheep is lost! Why is it lost?' the Emperor asked.
'I don't know, sir,' Chang replied.
'Then I will tell you. It is lost because you play your flute, and you don't look after my sheep!' the Emperor said angrily.



The Emperor took Chang back to his little house.
'Give me that flute!' he said.
'But, sir ...'
'Give me the flute, Chang!'
The flute was under Chang's bed. Chang picked it up, and gave it to the Emperor. The Emperor broke the flute into two pieces.
'Now go!' the Emperor said. 'And don't come back!'



<i>pieces</i>	the 'ie' sounds like 'ee' (as it also does in <i>field</i>)
<i>sheep</i>	the same word is used for both singular (<i>one sheep</i>) and plural (<i>two sheep</i>)
<i>talked</i>	
<i>thought</i>	can be a noun, as well as the past tense of the verb <i>to think</i>

Passive vocabulary

<i>field</i>	<i>look after</i>	<i>lost</i>
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Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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.
- Read the title of Chapter 1. Explain that *called* means the same as *named*. Tell the children to look at the picture on page 3. Ask *Which character do you think is Chang? What is he playing? Do the people who are standing and listening like his music? How can you tell? What do you think Chang's job is?* (draw attention to the sheep around him.) Discuss Chang's appearance and the way he is dressed. Point out that all the people are wearing the same sort of hats. Ask the children why they think this is. Point out that Chang's hair is tied in a pigtail at the back of his head. Ask *What time of day is it?*

Active vocabulary

<i>angrily</i>	the 'y' of <i>angry</i> is changed to 'i' when the suffix 'ly' is added.
<i>Emperor</i>	words that indicate a profession often end with 'or', for example <i>instructor, professor, doctor</i> etc.
<i>flute</i>	the magic 'e' at the end makes the 'u' say its name; point out the difference between <i>cut</i> and <i>cute</i>
<i>listened</i>	<i>listened</i> and <i>talked</i> (see below) both contain silent letters (underlined) that are not pronounced
<i>people</i>	the 'eo' is pronounced like 'ee'
<i>picked up</i>	the 'ed' ending sounds like 't'

- Tell the children to look at the picture on pages 4 and 5. Ask *Where are Chang and the man? What is the man doing? How does he look? Is he happy? How can we tell? Who do you think he is?* Discuss how he is dressed. Ask *What do you think he is saying to Chang? How does Chang look? Whose house do you think it is in the background?* Tell the class to count the sheep. Ask *How many sheep are there? What are some of them eating?*
- Tell the children to look at the picture on page 6. Ask *Where are Chang and the man now?* Point out how simple Chang's house is and how little furniture there is in it. Ask *What has the man done to Chang's flute? Why do you think he has done this? What do you think he is telling Chang to do? How does Chang look?*

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). 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 these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

- 1 *What did the people shout to Chang?*
- 2 *What musical instrument did Chang play?*
- 3 *Did Chang like or love a) looking after the sheep? b) playing the flute?*
- 4 *What happened when Chang played the flute?*
- 5 *Where did Chang take the sheep for the night?*
- 6 *Was Chang's house big or little?*
- 7 *Who came to Chang's house the next morning?*
- 8 *Where did the Emperor take Chang?*
- 9 *How many sheep a) did Chang look after? b) were there in the field when he counted them?*
- 10 *Why was the Emperor angry?*
- 11 *Where was Chang's flute?*
- 12 *What did the Emperor do to Chang's flute?*
- 13 *What did he say to Chang?*

- Ask the class to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each example and point out how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing: 'ee'; 'oo'; 'ou'; '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.)

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.

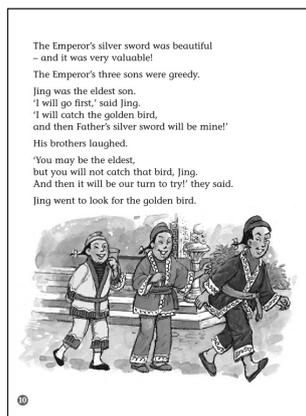
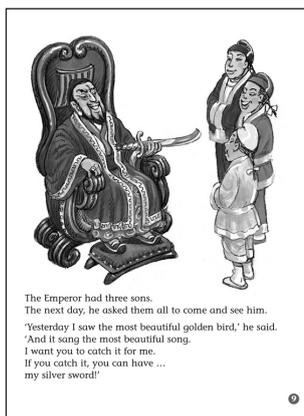
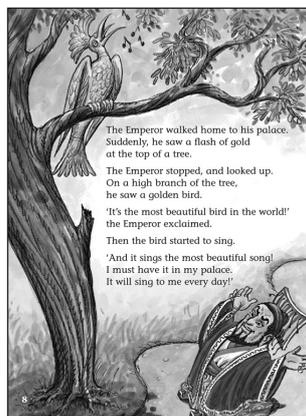
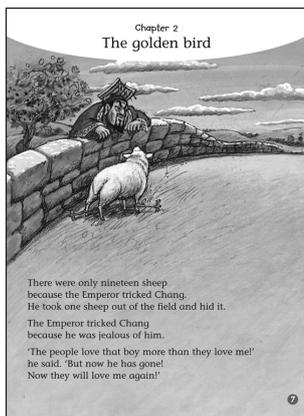
- 1 *Why do you think the people asked Chang to play his flute for them?*
- 2 *How did it make them feel?*
- 3 *Why do you think Chang liked to look after sheep?*
- 4 *Why do you think Chang loved playing the flute?*
- 5 *Why do you think Chang put the sheep in a field next to his house at night?*
- 6 *Do you think the Emperor is an important man? Why?*
- 7 *Why did Chang call the Emperor 'sir'?*
- 8 *How do you think Chang felt when the Emperor told him off?*
- 9 *How do you think Chang lost one of the sheep?*
- 10 *Do you think it was right for the Emperor a) to break Chang's flute? b) to send Chang away?*
- 11 *What do you think of the Emperor?*
- 12 *How do you think Chang felt when the Emperor broke his flute?*
- 13 *Where do you think Chang will go? What will he do?*

- Ask *Who do you think taught Chang to play the flute?*
 - Ask *Can you think of any other instruments you blow?*
 - Write the word *know* on the board and say it. Give an example sentence with it in to ensure the class understand its meaning. Point out that it begins with a silent 'k'. Now write the words *knee*, *knife* and *knock* on the board. Read them (they all begin with a silent 'k') and discuss their meanings. Ask the children to make up sentences containing the words.
 - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*
- Discuss the difference between *liked* and *loved* (Chang *liked* looking after the sheep but *loved* playing the flute).
 - Elicit from the class anything they know about sheep. Discuss the sort of life a shepherd leads.

Chapter 2

The golden bird

Pages 7 to 10



<i>palace</i>	the 'c' here is a soft 'c' – it sounds like 's'
<i>silver</i>	can be used as a noun ('some silver') or an adjective ('a silver sword')
<i>son</i>	the words <i>son</i> and <i>sun</i> are homophones (they are pronounced the same but have different meanings)
<i>sword</i>	the 'w' is silent
<i>turn</i>	used in this chapter as a noun, but can also be used as a verb, as in 'Turn on the TV, please.'

Passive vocabulary

<i>flash</i>	<i>greedy</i>	<i>hid</i>
<i>jealous</i>	<i>sang</i>	<i>tricked</i>
<i>valuable</i>	<i>world</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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 and discuss what the class think the chapter is about. Point out that when we describe something gold-coloured we say *golden*.
- Tell the children to look at the picture on page 7. Ask *How many sheep did the Emperor say Chang lost in Chapter 1? Explain that this is the 'lost' sheep. Ask Did Chang really lose it? Do you think Chang knows it is there? Who do you think tied up the sheep. What do you think the Emperor is thinking?*

Active vocabulary

<i>beautiful</i>	unusual because it contains so many vowels; literally means 'full of beauty'
<i>branch</i>	both words end in 'ch' but when the 'ch' follows a short vowel sound it is usually preceded by 't', as in <i>match</i> , <i>fetch</i> , <i>pitch</i> .
<i>catch</i>	
<i>eldest</i>	we use <i>eldest</i> and not <i>oldest</i> when comparing the ages of two or more people
<i>gold</i>	there are a lot of 'old' words; ask the class to change the 'g' to 'b', 'c', 'f', 'h', 's', or 't' to make some

- Tell the children to look at the picture on page 8. Ask *What is on the branch of the tree?* Ask the class to describe the bird. Ask *What is the bird doing? How can we tell it is high up in the tree? Does the Emperor like the bird? How can we tell?*
- Tell the children to look at the picture on page 9. Ask *Where do you think the Emperor is? What is he holding in his hand? Who do you think the three young men are?* Point out how they are all respectfully standing to attention and how they are holding their hands. Ask *What do you think the Emperor is saying to the men? Do the Emperor and the men look happy?*
- Tell the children to look at the picture on page 10. Point out that one of the men is running off. Ask *Where do you think he is going? Why aren't the other two following?*

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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these 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 *How did the Emperor trick Chang?*
- 2 *Why did the Emperor trick Chang?*
- 3 *Who did the people love more – Chang or the Emperor?*
- 4 *Where did the Emperor live?*
- 5 *What did he see at the top of a tree?*
- 6 *What colour was the bird?*
- 7 *Where was the bird sitting?*

- 8 *What did the Emperor say about the way a) the bird looked? b) the bird sang?*
- 9 *Why did the Emperor want the bird in his palace?*
- 10 *How many sons did the Emperor have?*
- 11 *What did the Emperor ask his sons to do?*
- 12 *Why did he promise them his silver sword?*
- 13 *Why did the three sons want the silver sword?*
- 14 *What was the name of the eldest son?*
- 15 *Where did he go?*

- Ask the children to find examples of people 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 to find: the word in the text that rhymes with Jing (sing); the word that rhymes with Chang (sang).
- Ask the children to find and read aloud examples of verbs that end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).
- 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 Emperor tricked Chang?*
- 2 *Do you think it was kind of the Emperor to trick Chang?*
- 3 *Why do you think the people loved Chang more than the Emperor?*
- 4 *Do you think the golden bird is the most beautiful bird in the world?*
- 5 *Do you think the Emperor is greedy?*
- 6 *Why do you think the Emperor sent his sons to catch the bird? Why didn't **he** catch it?*
- 7 *How do you know the sword is worth a lot of money?*
- 8 *Why did the eldest son want to go first? Do you think this was fair?*
- 9 *Did the two younger brothers think Jing would catch the bird? Why not?*

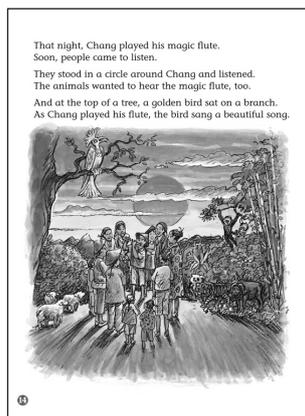
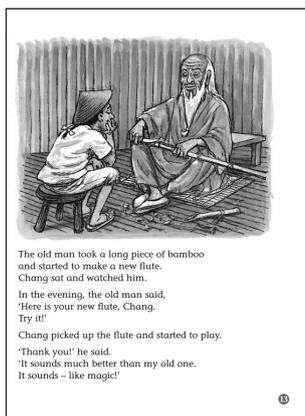
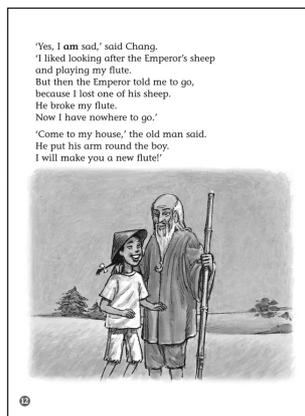
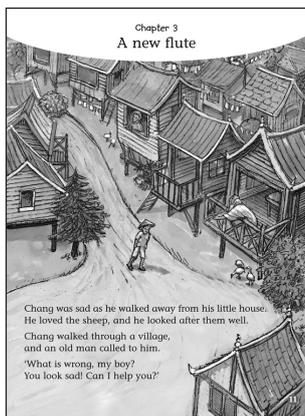
- Ask children if they have any brothers or sisters. Ask *Who is the eldest? Who is the youngest?*
- Ask *What is the most beautiful thing you have ever seen?*
- Ask *If you could have anything you wanted, what would it be?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Play a word-changing game with the class. Write *sing* on the board and read it out. Rub out the first letter and replace it with 'r'. Ask *What is the new word?* Repeat with other beginnings: 'w' and 'br'. Play the game again starting with the word *day*. Replace the 'd' with 'b', 'm', 'p', 's', 'w', 'st', 'aw', 'tod', and 'yesterd'. Play again with the word *try*. Replace the 't' with 'c', 'd' and 'f'.
- Write the words *stop* and *stopped* on the board and read them. Ask children what they notice about how the spelling changes when 'ed' is added. Write the verbs *hop*, *shop*, *mop* and *pop* on the board. Ask children to add 'ed' to the end of each and spell them correctly.
- Discuss the fact that the Emperor wants to catch the bird and keep it in the palace. Ask *Do you think it is right to keep birds in captivity? What about other animals?*
- Discuss the possible dangers of weapons like swords and sharp knives, if you wish.

Chapter 3

A new flute

Pages 11 to 14



sad

village the 'g' is pronounced like 'j'

walked both regular past tenses, made by adding the suffix 'ed'

watched point out the silent 'l' in *walked* (as in *talked* in Chapter 1); discuss how the 'a' sounds different in both words

Passive vocabulary

bamboo nowhere

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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 and discuss what the class think the chapter is about.
- Tell the children to look at the picture on page 11. Ask *Where is Chang walking? How does he look? Why is he sad? Who is talking to him? What do you think he is saying?* Discuss how the man looks: *Is he young, or old?* Ask *Where is the man?* Encourage children to talk about the features of the village, what the houses are like (point out that some parts are made of bamboo) and anything else they can see of interest in the picture.
- Tell the children to look at the picture on page 12. Ask *How does Chang look now? Why do you think he is now smiling? Is the old man friendly? How can we tell? What is he holding? (a stick of bamboo) What do you think this is for?*

Active vocabulary

arm the 'ar' letter pattern is very common, as in *car, far, jar, park, bark, star, garden, start*

circle the 'c' at the beginning is a soft 'c', pronounced like 's'

evening point out the 'hidden word' *even*

magic the 'g' here, and also in the word *village* (see below) is a soft 'g', pronounced like 'j'

new *new* and *old* can be taught as opposites (as can *sad* and *happy*)

old

- Tell the children to look at the picture on page 13. Ask *What is the old man doing? What is he making?* Point out how he is sitting cross-legged on a mat on the floor. Ask *What is Chang sitting on? What is Chang doing? How does he look?*
- Tell the children to look at the picture on page 14. Ask *Where is Chang now? What is he doing? Where did he get his new flute? Is anyone listening to Chang? Do they like his music? How can you tell?* Elicit from the children that the people are standing round Chang in a circle. Ask *Are any animals listening, too?* Ask the class to name all the animals they can see. Discuss the fact that many of these animals would not normally be friendly with each other, but that here they are all gathered happily together, watching Chang. Ask *Why do you think this is?* Point out the golden bird. Ask the class what they can remember about the bird from Chapter 2. Ask *What time of day is it? How can we tell?*

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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these 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 Chang sad?*
- 2 *What did Chang walk through?*
- 3 *Who called to Chang?*
- 4 *What did the old man say to Chang?*
- 5 *Where did Chang say he was going?*
- 6 *Where did the old man take Chang?*

- 7 *What did the old man make for Chang?*
- 8 *When did the old man finish making the new flute – in the afternoon? evening? night?*
- 9 *What was the new flute made of?*
- 10 *Chang said his new flute sounded like _____.*
- 11 *When did Chang play his new flute?*
- 12 *Who came to listen to Chang? They stood in a _____ round Chang.*
- 13 *Did any animals listen to Chang?*
- 14 *Where did the golden bird sit?*
- 15 *When Chang played his flute, what did the bird 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).
- Point out that the word *am* is in bold on page 12. Read the sentence containing it with expression. Ask the children what they notice.
- Find and read examples of compound sentences in the text, which use the conjunction *and*. Discuss how they work with the class. For example, in the sentence ‘Chang sat and watched him.’, two short sentences – ‘Chang sat.’ and ‘Chang watched him.’ – become one long one.
- Ask the children to find and read some examples of two-syllable words in the chapter, such as *village, looking, bamboo, started, better, magic*. Say them clearly and slowly to stress each syllable. Ask the children to tap or clap the syllables as they say the words.

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

After reading

Stage 2 comprehension (extension)

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

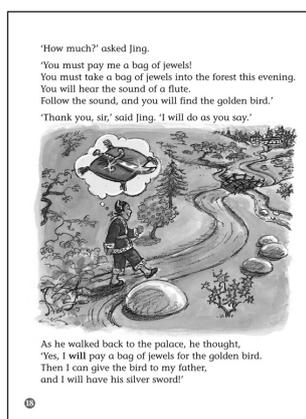
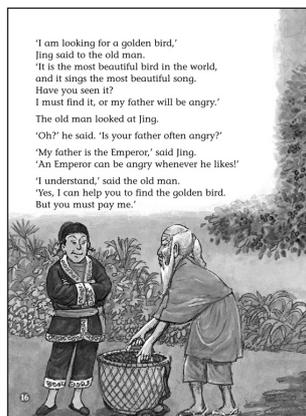
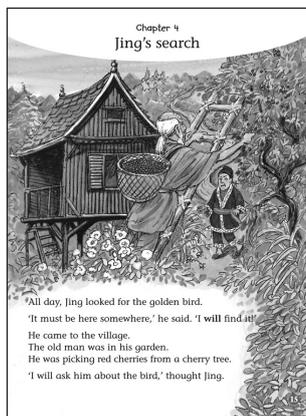
- 1 Why do you think Chang didn't take anything with him when he left his house?
- 2 What do you think Chang was thinking as he walked along?
- 3 Why do you think the old man spoke to Chang?
- 4 In what ways did the old man show kindness to Chang?
- 5 Why do you think he put his arm round Chang?
- 6 How can we tell the old man was clever with his hands?
- 7 How long do you think it took to make the new flute?
- 8 How can you tell Chang was interested in what the old man was doing?
- 9 What do you think Chang meant when he said his new flute sounded like magic?
- 10 How can you tell Chang liked his new flute?
- 11 Why do you think people and animals came to listen when Chang played the flute?
- 12 Why do you think the sound of the flute made the bird sing?

- Write the word *wrong* on the board. Discuss the fact that we don't pronounce the 'w' in the word. Write the words *write*, *wrist*, *answer*, and *sword* on the board and read them. What do the class notice about the 'w' in each word?
- Write the word *village* on the board and read it out. Rub out 'vill' and replace it, in turn, with 'c', 'p', and 'st'. Ask the children to read each new word you make.
- Write the word *took* on the board and read it out. Draw attention to the sound of the 'oo'. Change the 't' to 'b', 'c', and 'h', reading each of the new words.
- Write the word *arm* on the board and read it. Ask the class how you can change the word to mean somewhere animals like cows, sheep, horses and chickens are kept. (Add 'f' to make *farm*.)
- Find the words *round*, *away*, *through* and *on* in the text and read the sentences that contain them. Discuss their meanings. Ask the children to make up some sentences of their own that use the words correctly.
- Ask the class to suggest ways in which they can show kindness to people, such as their friends, their parents, teachers at school, or old people.
- The old man made a flute. Ask the children to talk about anything they have made and to explain how they did it.
- Ask *Have you ever seen, or heard, anything magic?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4

Jing's search

Pages 15 to 18



Active vocabulary

<i>cherries</i>	to make <i>cherry</i> plural, we change the 'y' to 'i' and add 'es'
<i>follow</i>	the 'ow' is a common letter pattern as in <i>show, grow, slow, shadow, yellow</i>
<i>forest</i>	point out where the syllable break comes in this two-syllable word: <i>fo / rest</i>
<i>garden</i>	the 'ar' is a common letter pattern (see <i>arm</i> in Chapter 3)
<i>jewels</i>	contains the same 'ew' sound as <i>new</i> in Chapter 3.
<i>pay</i>	change the 'p' to 'd', 'm', 's', or 'w' to make some more 'ay' words

<i>sound</i>	change the 's' to 'f', 'r', or 'gr' to make some rhyming words
<i>understand</i>	a compound word (it is made of two smaller words <i>under + stand</i>)

Passive vocabulary

somewhere

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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. Explain *search*.
- Tell the children to look at the picture on page 15. Ask *Where is the old man?* (Elicit that he is up a ladder in his garden. Point out that the ladder is made of bamboo.) *What is growing on the tree? How is he collecting the cherries? Who is walking towards the old man? What do you think Jing is saying to him?*
- Tell the children to look at the picture on pages 16 and 17. Ask *Where is the old man now? What is he doing with the basket of cherries? Is the basket full or empty? Is it heavy or light? What do you think Jing and the old man are talking about? Ask children to describe anything else they can see in the old man's garden.*

- Tell the children to look at the picture on page 18. Ask *Where is Jing walking to?* (Point out the building in the distance and elicit the word *palace* from the class.) Ask *Is it a long or short way away? Is the path straight or not?* Discuss Jing's route home and the things he has to pass (the stream and bridge he has to go over.) Ask *What is Jing thinking about? How do we know? Why do you think he is thinking about the silver sword?*

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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 How long did Jing look for the golden bird?
- 2 Where did Jing come to?
- 3 Where was the old man?
- 4 What was the old man doing?
- 5 What did Jing ask the old man?
- 6 What did Jing say a) about the golden bird?
b) about his father?
- 7 The old man said, 'I can _____ you to _____ the golden bird. But you must _____ me.'
- 8 How much did the old man ask for?
- 9 Where did he tell Jing to take the bag of jewels? When? What did he tell Jing to do then?
- 10 Why did Jing go back to the palace?

- Ask the children to find any examples of exclamation marks in the text. Read the sentences in which they appear and talk about when we use them.
- Find some examples of words that are in bold print and discuss what this tells the reader.
- Ask the class to find and read all the words in the chapter with double consonants in them, for example *village, cherries*.
- Find examples of the word *must* in the chapter. Read the sentences containing the word and discuss its meaning.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 Jing looked for the golden bird all day. What does this tell you about Jing?
- 2 There were cherries on the tree. Does this mean it was summer or winter?
- 3 Why do you think the old man was picking cherries?
- 4 Why do you think Jing asked the old man about the golden bird?
- 5 Do you think the old man knew Jing's father was the Emperor when he first talked to him?
- 6 What do you think Jing meant when he said, 'An Emperor can be angry whenever he likes.'?

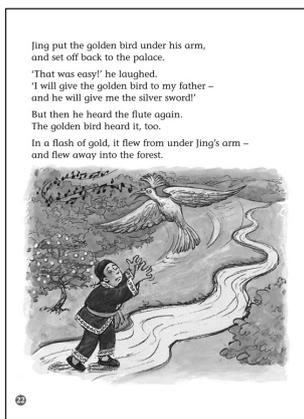
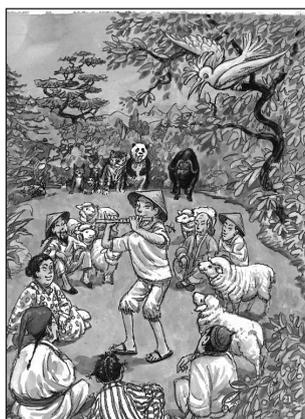
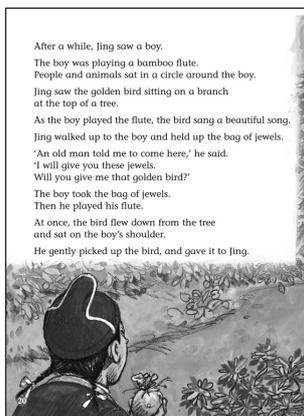
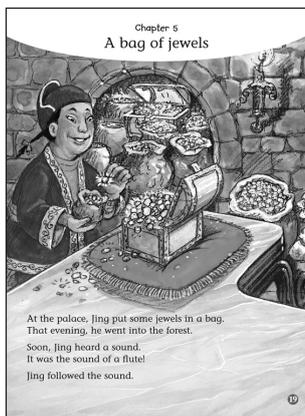
- 7 *How do you think the old man knows where the golden bird is?*
- 8 *Why do you think he asked Jing to pay him?*
- 9 *Why was Jing happy to pay the old man a bag of jewels?*
- 10 *What do you think was more valuable – a bag of jewels or the silver sword?*
- 11 *Do you think Jing was happy as he walked back to the palace?*

- Write the word *cherry* on the board. Now write the word *cherries*. Ask children to explain how to change the singular noun into the plural. Write the words *lorry*, *baby*, *lady*, and *story* on the board and ask the children to tell you how to spell their plurals.
- Write the word *bird* on the board. Say it, and underline the 'ir'. Write the following on the board: *g_ _l; f_ _st; sh_ _t; sk_ _t; s_ _; th_ _sty*. Ask the children to complete each word with 'ir' and read the words they make.
- Ask the class what other fruits, as well as cherries, grow on trees.
- Discuss what jewels are used for. Ask *Where can you buy them? Do your parents have any jewels?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

A bag of jewels

Pages 19 to 22



Active vocabulary

<i>easy</i>	the 'ea' is a common spelling pattern, as in <i>pea, sea, bean, mean, meat</i> , etc.
<i>flew</i>	one of several irregular past tenses in Chapter 5 (see <i>heard</i> and <i>held</i> below); discuss how many verbs take 'ed' in the past tense (for example <i>walked, climbed</i>) but how others do not
<i>gently</i>	begins with a soft 'g'; comes from the adjective <i>gentle</i> – point out how the spelling changes when the suffix 'ly' is added to make the adverb
<i>heard</i>	irregular past tense of <i>hear</i>

<i>held</i>	irregular past tense of <i>hold</i>	
<i>shoulder</i>	the 'ould' is pronounced as 'old'	

Passive vocabulary

<i>after a while</i>	<i>around</i>	<i>at once</i>
<i>set off</i>	<i>soon</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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 and ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 19. Ask *What is Jing putting in a bag? Where do you think Jing is? Are there only a few jewels? Do you think Jing is rich or poor? Point out the strong stone walls of the palace. Ask Why do you think the palace has stone walls? Compare this with the wooden houses in Chapter 3. Ask How is the palace lit? (by candle).*
- Tell the children to look at the picture on pages 20 and 21. Ask *Where is Jing now? Is he in the palace? the village? the forest? What is he holding in his hand? Why? How do you think Jing found Chang? What is Chang doing? How many people are listening to him? Are they sitting or standing? How are they seated? Do they look as if they are enjoying the music? How many different types of animals are there? Can you name them? Where is the golden bird?*

- Tell the children to look at the picture on page 22. Ask *Where is Jing now? What is happening? What is Jing doing? Is he trying to catch the bird or is he letting it fly away? What is the bird 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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these 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 Jing put in a bag?*
- 2 *When did Jing go into the forest?*
- 3 *What did Jing soon hear?*
- 4 *What did Jing do when he heard the sound of the flute?*
- 5 *Who did Jing see after a while?*
- 6 *What was the boy doing?*
- 7 *What were sitting in a circle around the boy?*
- 8 *What did the golden bird do as the boy played the flute?*
- 9 *What did Jing give to the boy?*
- 10 *The bird flew down and sat on the boy's _____.*
- 11 *How did Chang pick up the bird and give it to Jing?*
- 12 *Where did Jing put the golden bird?*
- 13 *Where did Jing set off to?*
- 14 *What happened when the bird heard the magic flute again?*

- Ask the children to find and read sentences that contain 'time markers': 'that night'; 'soon'; 'after a while'; 'then'; 'at once'. Discuss the meaning of each of these words and phrases, and talk about how they indicate the sequence of time.
- Find and read some of the sentences with prepositions in – *under, around, in, on, into*. Ask the children to make up some sentences of their own which use these words correctly.
- Find and point out examples of pronouns in the text. Ask the children who each one refers to.
- Point out examples of irregular past tenses in the chapter, such as *put, went, was, saw, sat, sang, told, took, gave*. Discuss how the spelling of these has changed in the past tense.
- 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 individuals to read the parts of the narrator and Jing.)

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 Jing felt when he went into the forest? What was he thinking about?*
- 2 *What did Jing think when he heard the sound of the flute? Why did he follow it?*
- 3 *What did Jing think when he saw Chang and all the people and animals sitting around him?*
- 4 *Do you think Jing liked the sound of the flute?*

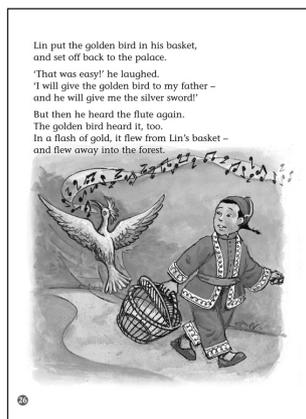
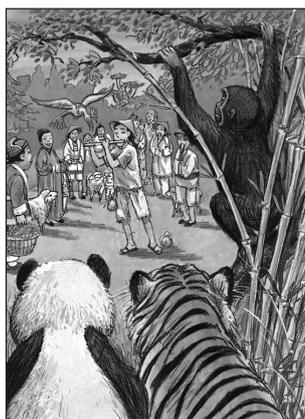
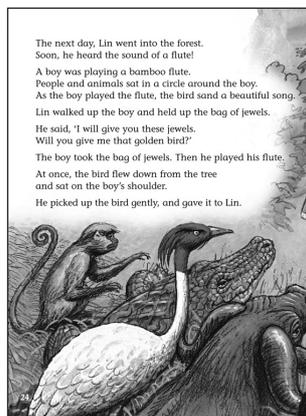
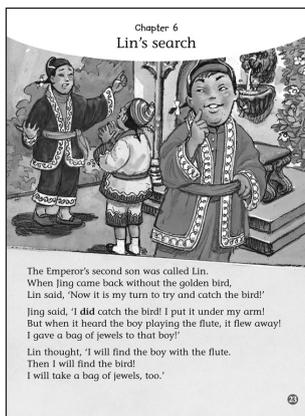
- 5 *Why was Jing pleased to see the golden bird?*
- 6 *Do you think the bird trusted Chang?*
- 7 *Why do you think Chang gave the bird to Jing for some jewels? Did he just want the jewels or did he know the bird would escape?*
- 8 *How did Jing feel when he set off back to the palace with the bird?*
- 9 *How did he feel when the bird flew away from him?*

- Play one of the following games:
 - *Do you know this sound? (A).* Record some everyday sounds – a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.
 - *Do you know this sound? (B).* Ask the children to shut their eyes. Make different sounds in the classroom – close a book, shut the door, write on the board, tap your desk etc. Ask the class to identify each sound.
 - *How many sounds can you hear?* Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - *What noise do they make?* Name different animals and ask children to say what sound each one makes.
- Jing was very disappointed when the golden bird escaped. Ask the children to talk about any disappointments they have had.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6

Lin's search

Pages 23 to 26



Active vocabulary

basket	the 'a' is pronounced like 'ar'
second	Jing was the eldest, or <i>first</i> son; Lin is son number two – the <i>second</i> son; (<i>first, second, etc.</i> are called ordinal numbers)
without	a compound word (<i>with + out</i>)

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words. (The activity on page 12 of the Workbook uses words from Chapter 6 to look at rhyme – rhyming words with similar letter patterns and words that rhyme but do **not** have similar letter patterns.)
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Remind the children of the meaning of *search* from Chapter 4.
- Tell the children to look at the picture on page 23. Point out that Jing looks very upset. Ask *What do you think he is telling his brother? What do you think his other brother (Lin) is thinking?*
- Tell the children to look at the picture on pages 24 and 25. Ask *Where is Lin now? What is he carrying? Why do you think he has got a basket with him? What is Chang doing? How many people are around Chang listening? Can you name all the animals who are listening?* Point out that Chang has one bag of jewels tied to his belt, and another bag of jewels by his foot. Ask *Where do you think this bag came from? Where is the golden bird? What is it doing?*
- Tell the children to look at the picture on page 25. Ask *Where is Lin now? Where is he going? What has happened? Why has the bird flown out of the basket? Where do you think it is going? Where is the music coming from?*

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 cassette/CD, if you wish.
- Note that the structure and vocabulary of this chapter are deliberately similar to that of Chapter 5 (the first son's search).

Stage 1 comprehension (literal)

Ask these 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 was the Emperor's second son called?*
- 2 *What did Lin say when Chang came back without the bird?*
- 3 *Where did Lin go the next day?*
- 4 *What did he hear?*
- 5 *Who was playing a flute?*
- 6 *Where was the golden bird?*
- 7 *What was the golden bird doing?*
- 8 *What did Lin give to Chang?*
- 9 *The bird flew down and sat on the boy's _____.*
- 10 *How did Chang pick up the bird and give it to Lin?*
- 11 *Where did Lin put the golden bird?*
- 12 *Where did Lin set off to?*
- 13 *What happened when the bird heard the magic flute again?*

- Find examples of dialogue in the text. Discuss the use of speech marks. Ask the children to state the exact words spoken in each case, and show that these are the words that go inside the speech marks.

- 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.

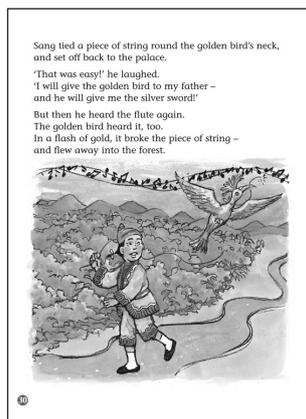
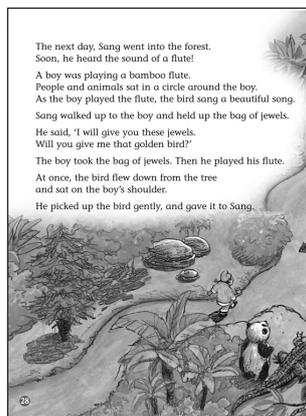
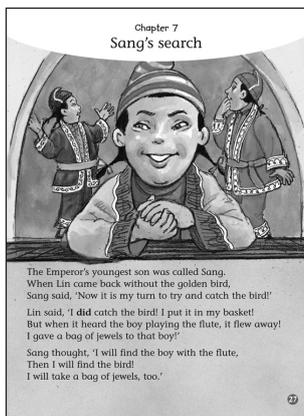
- 1 *Why do you think Lin was pleased that his brother came back without the bird?*
- 2 *Was Lin older or younger than Jing?*
- 3 *What was Lin's plan?*
- 4 *What do you think Lin felt like when he went into the forest? What was he thinking about?*
- 5 *What did Lin think when he heard the sound of the flute? Why did he follow it?*
- 6 *What did Lin think when he saw Chang and all the people and animals around him?*
- 7 *Do you think Lin liked the sound of the flute?*
- 8 *Why was Lin pleased to see the golden bird?*
- 9 *Do you think the bird trusted Chang?*
- 10 *Why do you think Chang gave the bird to Lin for some jewels? Did he just want the jewels or did he know the bird would escape?*
- 11 *How did Lin feel when he set off back to the palace with the bird?*
- 12 *How did he feel when the bird flew out of the basket and back into the forest?*

- Draw attention to the fact that the storyline of this chapter is similar to that of Chapter 5. Discuss what the similarities and differences are as a class.
- Write the following words on the board: *forest; golden; heard; basket; and father*. Ask the children to find any small words 'hiding' inside each longer word, for example *forest* – *for, or, and rest*.
- Play one of the listening games described on page 17.
- Chang was the eldest, or *first* son. Lin was the *second*. Introduce the class to more ordinal numbers, for example *third, fourth, fifth*, etc.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Point out that two of the Emperor's sons have now failed. Ask *What do you think will happen next in the story? Will the last brother catch the bird?*

Chapter 7

Sang's search

Pages 27 to 30



Active vocabulary

neck	a short single-syllable word always ends with 'ck', rather than just 'c' (as in <i>sack, neck, pick, lock, truck</i>)
string	ask what word you make if you change the 'i' to 'o'; say 'It is important to have <i>strong string</i> or it will break easily!'
tied	have fun with the different meanings of <i>tie</i> - say 'If you wear a <i>tie</i> , you must <i>tie</i> your <i>tie</i> in a knot!'
youngest	the 'ou' sounds like 'u'; an easy way of remembering the spelling is to ask the question 'Are <u>you</u> the <u>youngest</u> in your family?'

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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. Remind the children of the meaning of *search*.
- Tell the children to look at the picture on page 27. Ask *What do you think Lin is telling Jing? Why do you think Jing is laughing? What do you think the youngest brother (point to Sang) is thinking?*
- Tell the children to look at the picture on pages 28 and 29. Discuss the interesting perspective of this picture - it is drawn as though we are looking down from high up in the tree above. Ask *Where is Sang now? What is he carrying? Why do you think he has got a bag of jewels and a piece of string with him? What is Chang doing? How many people are around Chang listening? Can you name all the animals that are listening? Where is the golden bird? What is it doing? Why is it singing?*
- Tell the children to look at the picture on page 30. Ask *Where is Sang now? Where is he going? What has happened? Why has the bird flown away and broken the string? Where do you think it is going? Where is the music coming from?*

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 cassette/CD, if you wish.
- Note that the structure and vocabulary of this chapter are deliberately similar to those of Chapter 5 and Chapter 6 (the previous two sons' searches).

Stage 1 comprehension (literal)

Ask these 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 was the Emperor's youngest son called?*
- 2 *What did Sang say when Lin came back without the bird?*
- 3 *Where did Sang go the next day?*
- 4 *What did he hear?*
- 5 *Who was playing a flute?*
- 6 *What sat at the top of a tree?*
- 7 *What was the golden bird doing?*
- 8 *What did Sang give to Chang?*
- 9 *The bird flew down and sat on the boy's _____.*
- 10 *How did Chang pick up the bird and give it to Lin?*
- 11 *What did Sang do to the golden bird?*
- 12 *Where did Sang set off to?*
- 13 *What happened when the bird heard the magic flute again?*

- Ask the class to find examples of commas in the text. Read each of the sentences which contains them. Pause slightly after each comma. Discuss why you do this, to clarify the purpose of commas.
- Ask the class to find and read all the words in the chapter that end with 'ng' or 'ck'.
- Point out wherever the word *will* appears in the text. Read each sentence and explain how it shows the intention to do something in the future.
- Ask the class how many times each of the following words appear in the chapter: *bird* (12); *heard* (4); *flute* (7); *forest* (2); *boy* (8); *jewels* (5); *flew* (3).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

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

- 1 *How do you think Lin felt when he went back to the palace without the bird?*
- 2 *Why do you think Sang was pleased that his brother came back without the bird?*
- 3 *Was Sang older or younger than Lin?*
- 4 *What was Sang's plan?*
- 5 *What do you think Sang felt like when he went into the forest? What was he thinking about?*

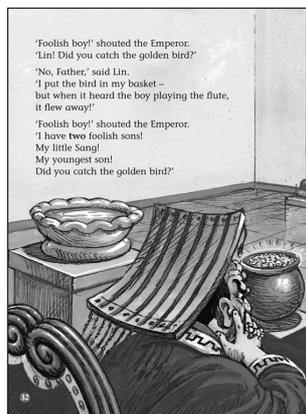
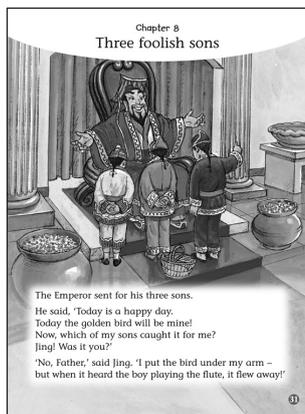
- 6 What did Sang think when he heard the sound of the flute? Why did he follow it?
- 7 What did Sang think when he saw Chang and all the people and animals around him?
- 8 Do you think Sang liked the sound of the flute?
- 9 Why was Sang pleased to see the golden bird?
- 10 Do you think the bird trusted Chang?
- 11 Why do you think Chang gave the bird to Sang for some jewels? Did he just want the jewels or did he know the bird would escape?
- 12 How did Sang feel when he set off back to the palace with the bird?
- 13 How did he feel when the bird broke the string and flew back into the forest?

- Draw attention to the fact that the storyline of this chapter is similar to that of Chapters 5 and 6. Discuss what the similarities and differences are as a class.
- Write the compound word *without* on the board and show how it is made of two separate words. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot (ball, step)*; *hair (brush)*; *sun (shine, light)*; *sea (side, shore, shell)*; *bath (room)*; *book (case, shop)*; *rain (fall, drop)*.
- Practise the use of comparative and superlative adjectives – *younger* and *youngest*; *taller* and *tallest*; *smaller* and *smallest* – by comparing various children in the class.
- Write the word *now* on the board and underline the 'ow'. Say the word, and stress the 'ow' sound. Rub out the 'n' and replace it first with 'c' and then 'h'. Read the new words you make with the class. Now write the word *sound* on the board and underline the 'ou' in it. Say the word and stress the 'ou' sound. Discuss how 'ow' and 'ou' sometimes make the same sound.
- If possible, show the class a piece of string. Explain how it is made of several thin strands wound together to give it more strength. Ask children to list as many uses for string as they can.
- Discuss with the class what sort of music they like best. If possible, play a wide variety of pieces of music – some loud music; some music with a strong rhythm; some Chinese music; some soft flute or piano music – and ask the children how each one makes them feel.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 8

Three foolish sons

Pages 31 to 34



Active vocabulary

happy	point out the double 'p'
eyes	the pronunciation here ('ighs') is quite surprising – the word does not sound anything like its spelling suggests!
foolish	the suffix 'ish' means 'like a': so <i>foolish</i> means 'like a fool'; <i>childish</i> means 'like a child' etc.

Passive vocabulary

caught	mine	myself
sent for		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words. (The activity on page 16 of the Workbook practises opposites. It uses some words from Chapter 8, but also revises words from other chapters. Ensure that children understand what *opposite* means, and explain any words they do not know, before they do the activity.)
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 31. Discuss where the Emperor is and how he is dressed. Ask *Does he look happy or sad?* Point out how he is holding his arms – in a gesture we sometimes make when we ask a question. Ask *What do you think he is asking his sons?* Ask the children to name the sons from left to right (on the left is youngest son Sang; in the middle is second son Lin; on the right is the tallest and eldest son Jing.) Discuss how they are standing in front of their father – with their heads bowed and two of them with their arms behind their backs. Ask *Why do you think this is? Which son is talking to the Emperor? How can we tell? What do you think he is saying?*

- Tell the children to look at the picture on pages 32 and 33. Discuss the interesting perspective of this picture – we are looking from behind the Emperor, over his shoulder. Ask *How can you tell the Emperor is not happy? How do his three sons look? Are they happy? Which son is talking? What do you think Lin is saying? Why is he showing his father his empty basket?* Discuss the enormous size of the palace room, and the things that can be seen in the rest of the picture – the carpet leading to the throne; the jewels in the huge containers on either side of the throne; the marble columns; the polished tile floor; the low table; the terrace outside; and the mountains in the background.
- Tell the children to look at the picture on page 34. Point out that the Emperor is even more angry now – he is standing up and wagging his finger at Sang, the youngest son. Ask *Why do you think he is doing this? What do you think he is saying? Why is Sang showing him a piece of string?*

During reading

- Read the chapter to and with the class. As you read the Emperor's speech, try to suggest his growing anger in your tone of voice, and remember to emphasise the words in bold print. 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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these 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 *Who did the Emperor send for?*
- 2 *Why did he say, 'Today is a happy day.'?*
- 3 *What did the Emperor ask Jing?*

- 4 *What happened when Jing caught the golden bird?*
- 5 *Why did the Emperor call Jing a foolish boy?*
- 6 *What did the Emperor ask Lin?*
- 7 *What happened when Lin caught the golden bird?*
- 8 *Why did the Emperor call Lin a foolish boy?*
- 9 *What did the Emperor ask Sang?*
- 10 *What did Sang do to the bird?*
- 11 *Why did the Emperor say he must do?*

- Point out the many question and exclamation marks in the chapter. Talk about their purpose and how they affect the reading of the sentences they end.
- Identify some of the pronouns in the passage and ask the class who or what each pronoun refers to.
- Point out the ellipsis (...) after 'but' on page 34 and explain that it shows that Sang did not finish what he was saying – because the Emperor finished the sentence for him!
- Write a random sample of words from the text on the board and ask the children if they can find any smaller words 'hiding' within them (for example *sons*, *today*, *catch*)
- 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.

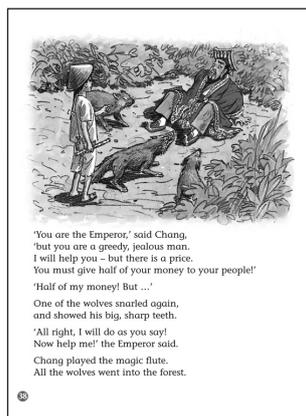
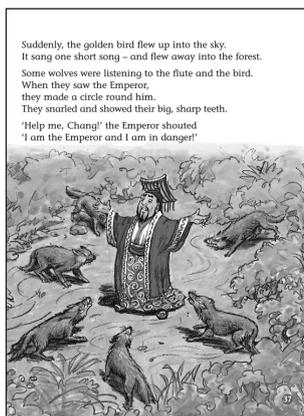
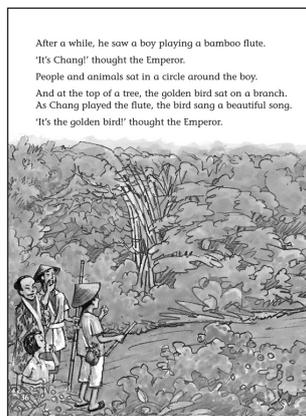
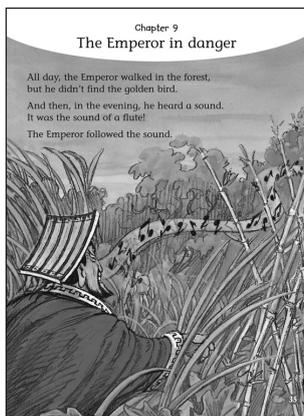
- 1 *Why was the Emperor happy at the beginning of the chapter?*
- 2 *Why did he send for his three sons?*
- 3 *Why do you think the Emperor spoke to Jing first?*
- 4 *How do you think Jing felt when a) he was explaining to his father about the bird? b) his father called him a foolish boy?*
- 5 *How do you think Lin felt when a) he was explaining to his father about the bird? b) his father called him a foolish boy?*
- 6 *Why do you think Sang looked into his father's eyes when he spoke to him?*
- 7 *Why didn't Sang have time to finish what he was saying?*
- 8 *Why do you think the Emperor interrupted Sang in the middle of a sentence?*
- 9 *Why do you think the Emperor decided to try and catch the bird himself? Why didn't he just forget the whole idea?*
- 10 *Do you think the Emperor was right to shout at his sons and call them foolish?*
- 11 *Do you think the three sons were foolish – or did they just have bad luck?*

- Write the word *caught* on the board and underline the 'au'. Say the word and draw attention to the sound the 'au' makes (like 'or'.) Write the following on the board: *d_ _ ghter; s_ _ cer; _ _ thor*. Ask the children to complete each word with 'au', and help them to read the words they make. Explain their meanings, if necessary, and ask the children to make up sentences that include them.
- Discuss what the children think about calling someone 'foolish' (or other unkind names). Ask *How do you feel when someone is rude to you?*
- Discuss what sort of things the children get told off for at home.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story? Do you think the Emperor will catch the bird?*

Chapter 9

The Emperor in danger

Pages 35 to 38



Active vocabulary

<i>half</i>	the 'l' is a silent letter and is not pronounced; the plural of <i>half</i> is <i>halves</i> (we change the 'f' to 'v' and add 'es')
<i>money</i>	the 'o' here is pronounced like a short 'u'
<i>price</i>	the 'c' here is a soft 'c' – it sounds like 's'
<i>sharp</i>	'ar' is a common letter pattern (see <i>arm</i> and <i>garden</i> in previous chapters)
<i>short</i>	if we change the 'sh' to 'sp' we can make <i>sport</i>

sky the 'y' at the end sounds like the name of the letter 'i'; replace 'sk' with 'b', 'm', 'dr', 'cr', 'fl', or 'wh' to make more 'y' words

suddenly a three-syllable word: say it slowly for children to tap out and count the syllables

teeth the final 'th' sound is made by putting the tongue between the *teeth!* (other words ending in 'th' include *bath, both, path, moth, and with*)

wolves the plural of *wolf* – see note on *half* above for the rule on changing the 'f' ending to 'ves'

Passive vocabulary

snarled *in danger*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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. Ask *What do you think this chapter is going to be about?*

- Tell the children to look at the picture on page 35. Ask *Why is the Emperor in the forest?* (Point out the bamboo in the foreground.) *What can he hear? How do you think the sound helps?* Tell the children to look at the picture on pages 36 and 37. Ask *Has the Emperor found Chang? What has happened? What are in a circle around the Emperor? Do the wolves look friendly or fierce? How can we tell?* (they are crouching, their ears are flat, their tails are down, and they are snarling) *Why do you think the wolves have surrounded the Emperor? How does he look? Is he scared? What do you think he is saying to Chang? Why do you think the wolves are not around Chang as well?*
- Tell the children to look at the picture on page 38. Ask *What has happened to the Emperor? How do you think he fell over? How many wolves can be seen now? Do they look friendly? How does the Emperor look? Does Chang look frightened of the wolves? What do you think Chang and the Emperor are talking about?*

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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

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

- 1 *How long did the Emperor walk in the forest?*
- 2 *When did he hear the sound of the flute?*
- 3 *What did he do when he heard the flute?*
- 4 *Who did he see after a while?*
- 5 *What were sitting around Chang?*

- 6 *Where was the golden bird? What was it doing?*
- 7 *Suddenly the bird flew up into the _____.*
- 8 *What did it do next?*
- 9 *What did some wolves do?*
- 10 *What were their teeth like?*
- 11 *What did the Emperor shout?*
- 12 *Chang said to the Emperor, 'You are a _____, _____ man. I will _____ you but there is a _____.'*
- 13 *How much money did Chang tell the Emperor to give to his people?*
- 14 *How did Chang make the wolves go away into the forest?*

- Ask the class to find and read words in the text containing 'ch', 'sh', 'th' and 'wh'.
- 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 Emperor look for the bird for a long time?*
- 2 *How do you think he felt when he heard the sound of the flute?*
- 3 *Why do you think he followed the sound of the flute?*

- 4 How do you think the Emperor felt when he saw a) Chang? b) the bird?
- 5 Why do you think the golden bird suddenly flew into the sky?
- 6 Why do you think it sang one short song?
- 7 Why do you think the wolves made a circle around the Emperor and snarled at him?
- 8 Why do you think they didn't like him?
- 9 Why do you think the wolves didn't do the same to Chang?
- 10 Why do you think the Emperor asked Chang for help?
- 11 How do you think the Emperor felt?
- 12 Do you think it was right for Chang to tell the Emperor he was a greedy, jealous man?
- 13 What do you think of Chang's idea for the Emperor to give half his money to his people?
- 14 Why do you think the Emperor agreed to the price?
- 15 Why do you think the wolves obeyed Chang?
- 16 How do you think the Emperor felt at the end of the chapter?

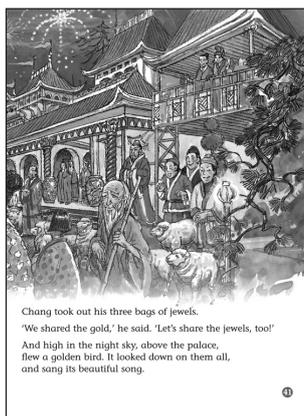
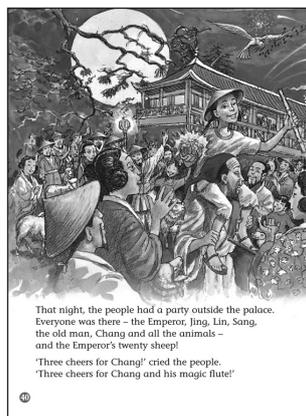
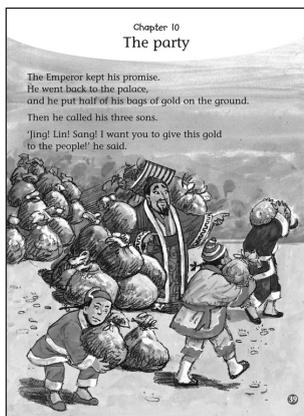
- Write the words 'one wolf' and 'one half' on the board and ask the children to read them. Now write 'two wolves' and 'two halves' on the board and ask the children to explain how the spelling of the plural nouns has changed (see the vocabulary notes on page 27). Now write 'one shelf', 'one loaf' and 'one leaf' on the board. Give their meanings, if necessary. Ask the children to follow the rule and change the singular nouns into plurals.

- Write this sentence on the board: 'The wolves snarled and showed their big, sharp teeth.' Show how the sentence is actually made up of two shorter sentences – 'The wolves snarled.' and 'The wolves showed their big, sharp teeth.' – joined with the conjunction *and*. Do the same with the sentence 'The Emperor walked in the forest but he didn't find the golden bird.' to demonstrate the conjunction *but*.
- Stage your own search. Send a child out of the classroom. Write the message 'Well done! You found me!' on a piece of paper and hide it in the classroom. Ask the child to come back in and try and find it.
- Ask *Have any of you ever been in danger?* Ask individuals to tell the rest of the class about their experience.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

The party

Pages 39 to 41



Active vocabulary

above	the 'o' is pronounced like a short 'u' (rhymes with <i>love</i>)
everyone	a compound word (<i>every</i> + <i>one</i>)
ground	rhymes with <i>sound</i> ; the 'ou' is a common letter pattern
high	the 'igh' is pronounced like the name of the letter 'i' (rhymes with <i>sky</i>)
outside	a compound word (<i>out</i> + <i>side</i>).
party	the 'ar' is a common letter pattern (as in <i>arm</i> , <i>garden</i> and <i>sharp</i> from earlier chapters)
promise	pronounced 'promiss'

shared the 'are' pattern and sound is also found in *care*, *beware* and *stare*

Passive vocabulary

three cheers

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). 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 *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 39. Ask *What is the Emperor doing? What is in the sacks? Do they look heavy? How can you tell? Why do you think the Emperor is pointing? Where are his sons taking the gold?*
- Tell the children to look at the picture on pages 40 and 41. Ask *Is it a happy picture? How can you tell?* (point out the happy faces, the people smiling and waving.) Try to elicit the word *party* from the children. Ask *Why do you think a man is lifting Chang up on his shoulders? What is Chang holding in each hand? Does he look happy? Why do you think this is? Can you see any sheep? Who do they belong to?* Ask the children to point to the Emperor and his three sons and to name each son. Ask *Where is the golden bird? What is it doing? Did the Emperor ever catch it?* Discuss the interesting buildings in the picture. Ask the class to talk about anything else they find interesting in the picture.

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 cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these 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 *Did the Emperor keep his promise?*
- 2 *Where did he go back to?*
- 3 *What did he put on the ground?*
- 4 *Who did he call?*
- 5 *When did the people have a party?*
- 6 *Where did they have the party?*
- 7 *Who was at the party?*
- 8 *What did the people cry?*
- 9 *What did Chang take out?*
- 10 *What did Chang say?*
- 11 *Where did the golden bird fly?*
- 12 *What did it do?*

- Ask the children to find and read a number of words. Ask them to tap out and count the syllables in each word as they read it. For example *Em/per/or* has three syllables, *pal/ace* has two syllables.
- Ask the children to find and read all the words containing: a) double consonants b) double vowels.
- Read a sentence from the text, but miss out the verb. Ask *Does it make sense? Can you say what the missing word is?* Repeat with other sentences. Explain that all sentences must contain a verb (a doing word).

- 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 you think the Emperor was going to keep his promise? Were you surprised when he did?*
- 2 *How do you think he felt when he gave away half his gold?*
- 3 *How do you think his three sons felt?*
- 4 *How do you think the people felt?*
- 5 *What do you think the people did at the party?*
- 6 *How can you tell the people liked Chang?*
- 7 *Why do you think Chang also shared his gold with the people?*
- 8 *Do you think the Emperor was sad that he did not catch the bird?*
- 9 *Do you think the bird was happy at the end of the story?*
- 10 *Do you think Chang got his job back looking after the sheep?*

- Write the word *sky* on the board. Point out what sound the 'y' makes in it (like 'igh'). Now write *party*. Ask *What sound does the 'y' make in this word?* (like 'ee') Write the following words and ask the children to read them: *my, lady, by, baby, try, cry, lorry, why, sunny*. Ask them to decide whether the 'y' in each sounds like 'igh' or 'ee'.
- 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 ending with 'all' or 'and'. (These include: *ball, call, fall, hall, mall, tall, wall; band, hand, land, sand, grand*.)
- Ask *Do you enjoy parties? What sort of things do you like to do at them? What games do you play? What do you eat and drink?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

The Fairy Flute

Pages 42 and 43

Before reading

- Tell the children to look at the picture on pages 42 and 43. Ask *What is the boy playing? Is it Chang? Is he Chinese? What is the girl doing? How are they dressed?* (Draw attention to the fact that the children's clothes look rather old-fashioned.)
- Compare the houses with those in the story. Point out that the houses are made of bricks, the roofs have tiles and chimneys etc. Explain that they are typical of houses in parts of Britain.
- Discuss other features in the picture that suggest the setting is British – the gentle, rolling hills in the background, the wooden fences etc.
- Read the poem's title. Explain *fairy*, if necessary (a magical person). Suggest that if the flute belonged to a fairy, it may be magical, like Chang's flute in the story.

During reading

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

Vocabulary notes

<i>ivory</i>	the substance that elephants' tusks are made of
<i>within</i>	inside
<i>hollow</i>	empty inside
<i>tune</i>	a song or simple piece of music
<i>meadows</i>	grassy fields
<i>a-nodding</i>	moving the head up and down, like saying 'yes'
<i>stalks</i>	the long, thin part of a plant with the flower on the end
<i>none but he</i>	no one else except the boy

- Ask the class to read the poem together.
- Ask individuals to read two lines each.

After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the name of the poet, the words that rhyme, the pattern of the rhyme (every two lines) and the verse structure (it is not divided into verses, but is one long poem).

Chinese musical instruments

Pages 44 to 47

Before reading

- Ask *What musical instrument was the story all about?*
- Ask *How was it made? What from? How do you play it?*

During reading

- Read the information text about each type of musical instrument. Explain any unfamiliar vocabulary as you do so. Don't worry too much about the pronunciation of the Chinese names.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read a paragraph each.

After reading

- Discuss the different materials from which the instruments are made.
- Ask *Which instruments do you like best? Why?*

After reading the book

These questions are intended for oral use in class. There are equivalent written 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? Did you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters: *Did you like the Emperor? What things did he do? What things did he say?* Ask how they feel about the way characters behaved: *What did you think of the Emperor's sons?* (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the story simply in their own words.
- Ask *Do you think the old man knew what would happen? Was Chang's flute really magic?*

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

Use any of these themes from the story as the basis for a class discussion:

- *Fairness:* Ask *Was it fair that the Emperor sent Chang away?*
- *Jealousy:* Discuss how jealousy caused unhappiness in the story.
- *Greed:* The Emperor had so much – but wanted more.
- *Kindness:* The old man saw Chang was unhappy, and tried to help him. Talk about the importance of helping others in difficulty.
- *Sharing:* Chang made sure the Emperor understood the importance of sharing.

Vocabulary

- Pick words from the active vocabulary lists for each chapter. Ask the children if they can remember their meanings.

Follow-up ideas

Drama Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their characters' actions as you read the story, or play the audio cassette/CD. You can help the class make simple props, if you like, as an associated activity.

Art Help the children make life-size pictures of each of the story's main characters. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion.

Magic The flute in the story had mysterious, magical qualities. Discuss children's understanding of magic. Ask *Do you think there is such a thing as magic? Have any of you seen a magician doing tricks on TV or stage? Can anyone do any magic tricks?*

Music If possible, play a cassette or CD of some flute music to the class. Ask *Do you like it?* Also play some Chinese music and discuss how it sounds. Ask *How is it different?* Discuss what sort of music the class like.

Musical instruments Ask how many different musical instruments the children can name, and list them. Discuss what each one is made of, and how it is played.

Craft Here are some ideas for simple musical instruments you could make in class:

- Use empty coffee jars with lids or empty tin cans or boxes as drums.
- To make a simple xylophone, fill a number of empty glass jars to slightly different levels with water. When tapped, they will make different notes.
- Stretch some elastic bands over empty boxes to make simple stringed instruments.
- To make a shaker, put small pebbles, rice or beads in an empty plastic container.

Animals There were lots of animals in the story (the golden bird, sheep and wolves all played important parts). Ask the class what they know already about each of the animals featured in the book. Encourage the children to find out more information about some of them.

Kindness The old man showed kindness to Chang. Chang showed kindness to all the people by sharing his jewels. Discuss why it is important to be kind. Ask *How does it feel if someone is kind to you? How do you feel when you do something kind for someone?* Discuss with the class ways in which they can show kindness at school or at home.

Promises Ask *Why do people make promises?* Discuss why it is important to keep any promises you make. Talk about the importance of trust.

Celebration Point out how there was a happy celebration at the end of the story. Have your own class party to celebrate finishing the book.

Glossary of vocabulary

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

- above** over something
after a while after a time
angrily in a cross manner
arm a long part of the body with a hand at the end
around surrounding someone or something
at once immediately, straight away
bamboo a type of tall grass, like wood
basket a container for carrying things in
beautiful very attractive
branch part of a tree
catch to get hold of an animal so it cannot escape
caught past tense of 'to catch'
circle a round shape
easy not difficult
eldest oldest
Emperor like a king, a man who rules an empire
evening the part of the day between afternoon and night
everyone all the people
eyes you see with your eyes
field an area of grassy land
flash a bright light that appears for a short time
flew past tense of 'to fly'
flute a musical instrument that you blow
foolish stupid, silly, not sensible
gently in a calm way
gold a valuable metal
greedy always wanting more of something
ground the surface of the Earth
half one of two equal parts
happy in a good mood (opposite of sad)
heard realised someone or something was making a sound
held past tense of verb 'to hold'
hid past tense of 'to hide'
high a long way up
in danger in a situation which might cause harm
jealous upset because someone can do something you can't, or has something you can't have
listened paid attention to a sound
look after to take care of
lost can't be found
magic having mysterious powers
mine belonging to me
money you use it to pay for things
myself shows that an action you do affects you (for example I hurt myself.)
neck this joins the head to the rest of the body
new not old; recently made
nowhere not in any place
old something or someone that has existed for a long time
outside the opposite of inside
palace a very large building where the Emperor lived
party a celebration, a time to have fun
people more than one person
picked up lifted with the hand
pieces parts of something
price how much something costs
promise to tell someone you will do something
sad the opposite of happy
sang past tense of 'to sing'
second in the position of number two
sent for asked for someone to come and see you
set off started walking
shared gave something to other people
sharp able to cut; pointed
sheep a farm animal with a coat of wool

short not long; small in height
shoulder the part of the body between the
neck and the top of the arm
silver a valuable metal
sky the space above the Earth
snarled made an angry sound and showed
its teeth
somewhere in some place
son a parent's male (boy) child
soon in a short time
string thin rope
suddenly quickly, without warning
sword a weapon with a long sharp blade
talked spoke
teeth what you use for biting and chewing
three cheers three cheers a way of saying
thank you;
tied fastened something with string
tricked made someone believe something
was true, when it wasn't
turn your time to do something
valuable worth a lot of money
village a very small town in the countryside
walked past tense of 'to walk'
watched looked at
without the opposite of 'with'
wolves wild animals that look like large dogs
world the place where we all live
youngest not as old as the others

