



### Summary of the story

Dorothy lives with her Aunt Em and Uncle Henry in a wooden house. One day, a storm blows the house with Dorothy and her dog Toto inside to a strange place, killing the Bad Witch of the East as it lands.

Dorothy wants to go home. The Good Witch of the North tells her to take the dead witch's shoes and to find the Wizard of Oz, who can grant her wish to go home. Dorothy follows the yellow brick road to find the Wizard. On the way, she meets the Scarecrow, who wants a brain, the Tin Man, who wants a heart, and the Lion, who wants courage. They travel with Dorothy to Oz.

When they arrive, the Wizard appears as a giant head, and tells her to kill the Bad Witch of the West so her wish can be granted. The Bad Witch of the West then captures Dorothy and her friends and makes Dorothy work for her.

The Bad Witch tries to steal Dorothy's shoes. Dorothy throws water at her, and the witch shrinks and dies. Dorothy and her friends return to Oz, but discover that the Wizard is just a small man who arrived in Oz by accident in a balloon. The Wizard grants the wishes of the Scarecrow, the Tin Man and the Lion, and is about to take Dorothy home in his balloon when Toto jumps out and Dorothy has to stay.

1 [www.pearsonenglishkidsreaders.com](http://www.pearsonenglishkidsreaders.com)

### Level 3

<b>Suitable for:</b>	young learners who have completed up to 150 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	600
<b>Key words:</b>	15 (see pages 2 and 6 of these Teacher's Notes)
<b>Key grammar:</b>	<i>Let's ...</i> , possessive pronouns, <i>Have to</i> for obligation, quantifiers ( <i>many</i> ), regular simple past, negative imperative

The Good Witch of the South tells Dorothy to click her shoes together three times and this takes her and Toto back home.

### Background information

*The Wizard of Oz* was written by L. Frank Baum (1856–1919) and was first published in 1900. The original idea for the book came from a story that Baum told to his own sons and the neighborhood kids. The book became so popular that Baum wrote thirteen more Oz books.

The most famous movie version of the story was released in 1939 and starred Judy Garland as Dorothy. Although the film did not become really popular until it was shown on TV in the 1950s, it won Academy Awards® for Best Original Score and Best Song (*for Over the Rainbow*) in 1940.

### Did you know ... ?

Baum wrote sixty books in his lifetime mostly for children, and often using pen-names so that he could get away from writing only about Oz!

The storm at the beginning of the story is a tornado. The wind inside some tornadoes can travel over 450 kilometers an hour.

THE WIZARD OF OZ LEVEL 3

## The characters

**Dorothy** is a young girl. She lives on a farm with her **Aunt Em** and **Uncle Henry**.

**Toto** is Dorothy's little dog. He is always with Dorothy.

**The Bad Witch of the East** is a bad witch. She has beautiful shoes on her feet.

**The Good Witch of the North** is a good witch. She shows Dorothy the way to Oz.

**The Scarecrow** wants to be smart. He would like a brain.

**The Tin Man** wants to have feelings. He would like a heart.

**The Lion** is a coward. He wants to be brave. He would like courage.

**The Wizard of Oz** can help Dorothy and her friends. He is a big strong wizard ... or is he?

**The Bad Witch of the West** is a bad witch. She is not nice to Dorothy and her friends.

**The Good Witch of the South** is a good witch. She helps Dorothy and Toto at the end of the story.

## Topics and themes

**Family / Belonging** Dorothy immediately feels unhappy in the strange world she lands in after the storm and wants to go home to the place where she belongs. Have the students ever experienced a time when they wanted to return home, or missed their families? Where do students feel they are from? Where do they feel most at home?

**Being lost** Dorothy feels lost in the land of Oz, but she is brave and does everything she can to find her way home. Have your students ever been lost? How did they feel? What did they do? What should you do if you get lost?

**Magic** The land of Oz is a magical place in contrast with Dorothy's home. It is a land of witches and wizards and many magical things can happen there. Ask the students to say which magical things happen in the story. Which people in the story have magical powers (or appear to have them)?

## Key words

(see page 6 of these Teacher's Notes for the Key words in context)

ago (adv)	dead (adj)
balloon (n)	heart (n)
brain (n)	kill (v)
brave (adj)	oil (n)
brick (n)	roar (v)
click (v)	witch (n)
courage (n)	wizard (n)
coward (n)	

**Geography** Explain to the students that Dorothy's home in the original story is on the Kansas prairie in the USA. What is a prairie like? Students could find out about the state of Kansas as a project. The story also provides other links with geography such as learning the points of the compass (the witches in the story come from the north, south, east, and west), and talking about climate / weather (see below).

**Weather** The storm at the beginning of the story is a tornado. Explain to the students that most tornadoes occur in the central USA. You could show the students some clips from the internet of a real tornado. Students could find out more about this weather phenomenon, and what to do to survive a tornado.

**Good versus bad** Ask the students which characters in the story are clearly good. How do they show this? Which characters are clearly bad? Which characters are neither good nor bad? What wins in the end – good or bad?

**Dreams** Some people think that Dorothy's journey to Oz was just a dream. What do the students think? Do the students ever remember their dreams? What kind of things can happen in dreams that don't happen in normal life?

**Appearance versus reality** At first the Wizard of Oz appears to Dorothy as a powerful wizard. In reality, he is just a normal man who came to Oz by accident. In the story he grants the Scarecrow, the Tin Man and the Lion their wishes, but really he just gives them things that represent their wishes. What do the students think? Does this work and help people to be what they want to be?

**Personal qualities** The Scarecrow, the Tin Man and the Lion all believe that they are lacking certain personal qualities. Ask the students to name these qualities. What qualities do the students think are the most important to have? (See also Activity 3 on page 4 of these Teacher's Notes.)

**Making new friends** Dorothy makes friends with the Scarecrow, the Tin Man and the Lion on her journey. How does she make friends with them? Discuss with the students the best way to make new friends.

**Life in the past** *The Wizard of Oz* was written over 100 years ago. What was life like 100 years ago? What did people wear? How did they travel? What were their homes like? What did they have 100 years ago that we don't have now? What do we have now that people didn't have in the past?

## Class Activities (After Reading)

Here are some activities to do with your class after reading *The Wizard of Oz*.

### 1. Make a Yellow Brick Road frieze

**Materials:** large sheets of blank paper; additional sheets of colored paper; sheets of blank paper; colored pens and pencils; scissors; glue

- Ask the students to tell you a summary of the story of *The Wizard of Oz*. Where does the story begin? Where does the storm take Dorothy and Toto? Who do they meet on their journey? What happens in the end?
- Explain that the students are going to make a frieze telling the story of *The Wizard of Oz* starting with Dorothy's home on the left and ending with the Bad Witch on the right.
- Students work in groups to create a frieze showing Dorothy's journey from her home in Kansas, along the yellow brick road, meeting various witches, and the Scarecrow, Tin Man, and Lion on the route to Oz.
- They can paint a yellow brick road and background countryside directly onto the background, but can draw other parts of the collage, such as the various castles and characters, on blank paper first. They then color and cut these out, and glue them to the background.
- When they have finished, they can take turns to retell the story, using their frieze as a prompt.

Display the finished friezes on the classroom wall.

### 2. Sing a song from the movie

**Materials:** *The Wizard of Oz* movie soundtrack and / or clips of songs from the movie

- Select one or two of the songs from the movie version of the story (e.g. *Follow the Yellow Brick Road*, *Ding-Dong the Witch is Dead*). Play the songs or clips for the students.
- Teach the chorus for each song. Write the words

on the board or project them. Also teach the students some actions to go with the song(s).

- Play the tracks or clips again for the students, who join in with the chorus, and dance / perform the actions.

### 3. Invent some new characters / role play

**Materials:** sheets of blank paper, colored pens / pencils

- Talk with the students about the Scarecrow, Tin Man and Lion in the story. Which one is their favorite? Why? What personal qualities was each character looking for?
- In pairs, students brainstorm two new characters for the story. They decide what qualities their characters are looking for. They then draw and color their characters on blank paper.
- The students then take turns to do a role play between Dorothy and each new character. They should base their role plays on the dialogue between Dorothy and the Scarecrow / Tin Man / Lion in the Reader.
- Ask for volunteer students to perform their role plays in front of the rest of the class.

### 4. Make a comic strip

**Materials:** sheets of blank paper; pencils; black markers with thin tips; colored markers (optional)

- Ask the students to tell you which part of the story they liked the best.
- Explain to the students that they are going to make a comic strip based on their favorite part of the story. (Ideally, create a model comic strip for students to look at before they create their own.)
- Give out the materials and ask the students to plan out their comic strips in pencil on one of the sheets of paper first, before drawing the final version.

- The students refer to the book to help them draw the characters and backgrounds.
- Go around the class helping the students to divide their scene into panels, and to decide what dialogue they need to include in speech bubbles.
- Students copy out their comic strip in pencil, then go over their lines, speech bubbles, and dialogue with black marker pens.
- Students can color their comic strips using colored markers, or leave them in black and white.

Variation: allocate a scene from the story to each student, then put all the comic strips together at the end to tell the whole story.

## 5. Create a magical world

**Materials:** sheets of blank paper; pencils; black markers with thin tips; colored markers (optional)

- Discuss with the students what the features of the land of Oz are. What makes it special and different from the “real” world?
- Divide the class into small groups. Explain that each group is going to create their own magical world to present to the rest of the class.
- In groups, students brainstorm their ideas for their magical world. They write down their ideas and decide how they are going to present them to the rest of the class.

**Key words**

- ago**..... “I arrived here many years ago in my balloon.” (p. 17)
- balloon**..... She gets into the balloon, but Toto jumps from her arms ... (p. 19)
- brain** ..... “Can the Wizard give me a brain?” (p. 8)
- brave** ..... “Thank you,” the Lion answers. “I want to be brave!” (p. 12)
- brick** ..... “Follow the yellow brick road!” (p. 7)
- click** ..... “Click your shoes three times,” the Good Witch of the South says. (p. 21)
- courage**..... “The Wizard of Oz can give you courage.” (p. 12)
- coward** ..... “I’m very sorry,” the Lion says. “I’m a big coward!” (p. 11)
- dead** ..... HOORAY! The witch is dead! (p. 16)
- heart** ..... “Can the Wizard give me a heart?” (p. 10)
- kill**..... The house falls on the Bad Witch of the East! It kills the witch. (p. 5)
- oil**..... Dorothy puts oil on the Tin Man’s arms and legs. (p. 9)
- roar** ..... Suddenly, the Lion jumps out of the forest and roars at Toto. (p. 11)
- witch**..... Dorothy sees the witch’s legs under the house. (p. 5)
- wizard** ..... “The Wizard lives in the City of Oz.” (p. 7)

## While-Reading activities

### Activity 1 (pages 3–8)

Write an adjective in each sentence.

bad beautiful dark scared smart strong yellow

- 1 A storm is coming and the sky goes very \_\_\_\_\_.
- 2 The house flies around and around in the \_\_\_\_\_ wind.
- 3 Dorothy is very \_\_\_\_\_ and hides under the bed with Toto.
- 4 The house falls and kills a \_\_\_\_\_ witch.
- 5 The Good Witch of the North is \_\_\_\_\_.
- 6 Dorothy takes Toto in her arms and walks down the \_\_\_\_\_ brick road.
- 7 “I want to be \_\_\_\_\_,” the Scarecrow says.

### Activity 2 (pages 9–14)

Who says it? Write the answer.

Dorothy the Lion the Tin Man the Wizard

- 1 “Are you okay?” \_\_\_\_\_
- 2 “I can’t move!” \_\_\_\_\_
- 3 “Can the Wizard give me a heart?” \_\_\_\_\_
- 4 “I’m a big coward!” \_\_\_\_\_
- 5 “I want to be brave!” \_\_\_\_\_
- 6 “I want to go home.” \_\_\_\_\_
- 7 “Kill the Bad Witch of the West.” \_\_\_\_\_

### Activity 3 (pages 15–18)

Order the sentences.



**a** The witch wants Dorothy's shoes.



**b** Dorothy and her friends go back to Oz.



**c** The witch dies.



**d** The Bad Witch of the West puts Dorothy's friends into a room and closes the door.



**e** The Wizard of Oz gives a brain to the Scarecrow, a heart to the Tin Man and courage to the Lion.



**f** Dorothy has to work for the witch in the castle.



**g** Dorothy throws water at the witch.

**Activity 4 (pages 19–22)**Write *T* (True) or *F* (False).

- 1 Dorothy goes home in the balloon with the Wizard.
- 2 Toto jumps out of the balloon.
- 3 The Good Witch of the South can help Dorothy.
- 4 Dorothy and her friends go to the good witch's castle.
- 5 Dorothy has to click her shoes five times.
- 6 Dorothy arrives back in Oz.
- 7 Dorothy arrives back at the farm with Aunt Em and Uncle Henry.



## After-Reading activities

### Activity 1

Find the words.

~~brain~~ brave farm forest heart storm windy witch  
wizard smart

h	a	r	h	e	a	r	t
f	a	r	m	f	o	s	f
b	r	a	i	n	e	m	o
s	b	r	a	v	e	a	r
t	w	i	t	c	h	r	e
w	i	z	a	r	d	t	s
g	s	t	o	r	m	i	t
a	w	i	n	d	y	l	y

### Activity 2

Answer the questions.

the Bad Witch of the West Dorothy the Lion the Scarecrow  
the Tin Man the Wizard of Oz

- 1 Who lives on a farm with her aunt and uncle? \_\_\_\_\_
- 2 Who wants to be smart? \_\_\_\_\_
- 3 Who wants to have feelings? \_\_\_\_\_
- 4 Who wants to be brave? \_\_\_\_\_
- 5 Who wants Dorothy's shoes? \_\_\_\_\_
- 6 Who goes home in a balloon? \_\_\_\_\_

**Activity 3****Complete the sentences.**

Bad big dark dead green happy long small smaller yellow

Dorothy and her friends walk down the <sup>1</sup>\_\_\_\_\_ brick road.  
They walk for a <sup>2</sup>\_\_\_\_\_ time. At last they see a big  
<sup>3</sup>\_\_\_\_\_ city. It's the city of Oz.

Dorothy goes into a <sup>4</sup>\_\_\_\_\_ room. She sees a <sup>5</sup>\_\_\_\_\_  
head. It's the Wizard of Oz. "Kill the <sup>6</sup>\_\_\_\_\_ Witch of the  
West," the Wizard tells her.

Dorothy throws water at the witch. The witch gets <sup>7</sup>\_\_\_\_\_  
and smaller. Hooray! The witch is <sup>8</sup>\_\_\_\_\_.

Dorothy and her friends are <sup>9</sup>\_\_\_\_\_. They go back to Oz and  
look for the Wizard. But who is this <sup>10</sup>\_\_\_\_\_ man?

### Activity 4

Write the answers. Find the secret word.

- 1 There are four in the story. They are women.
- 2 The name of Dorothy's dog.
- 3 "Click your shoes three times," the Good Witch of the \_\_\_\_\_ says.
- 4 "Follow the yellow \_\_\_\_\_ road!"
- 5 The scarecrow wants a \_\_\_\_\_.
- 6 "I want to \_\_\_\_\_ home," says Dorothy.
- 7 The name of Dorothy's aunt.

1							
		2					
	3						
		4					
	5						
			6				
			7				

The secret word is \_\_\_\_\_.

## Answer Key

### In the back of the Reader

#### Before You Read

- Possible answers:
  - pages 17, 19, 20
  - pages 13, 20
  - pages 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 19, 20, 21, 22
  - pages 9, 11
  - pages 3, 4, 5, 6, 22
  - pages 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21
  - pages 5, 6, 7, 15, 16, 20
- Students point and say the points of the compass.
- Students' own answers.

#### After You Read

- Students point to the pictures and say the names.
- 1 c 2 d 3 a 4 e 5 b
- 1 Yes 2 No 3 No 4 Yes 5 Yes 6 Yes 7 No

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

- dark 2 strong 3 scared 4 bad 5 beautiful
- yellow 7 smart

##### Activity 2

- Dorothy 2 the Tin Man 3 the Tin Man
- the Lion 5 the Lion 6 Dorothy 7 the Wizard

##### Activity 3

The correct order is: d, f, a, g, c, b, e

##### Activity 4

- False 2 True 3 True 4 True 5 False 6 False
- True

## After-Reading activities

### Activity 1

h	a	r	h	e	a	r	t
f	a	r	m	f	o	s	f
b	r	a	i	n	e	m	o
s	b	r	a	v	e	a	r
t	w	i	t	c	h	r	e
w	i	z	a	r	d	t	s
g	s	t	o	r	m	i	t
a	w	i	n	d	y	l	y

### Activity 2

- Dorothy 2 the Scarecrow 3 the Tin Man
- the Lion 5 the Bad Witch of the West
- the Wizard of Oz

### Activity 3

- yellow 2 long 3 green 4 dark 5 big 6 Bad
- smaller 8 dead 9 happy 10 small

### Activity 4

1	w	i	t	c	h	e	s
		2	t	o	t	o	
3	s	o	u	t	h		
		4	b	r	i	c	k
5	b	r	a	i	n		
			6	g	o		
				7	E	m	

The secret word is: **courage**.