

Teacher's Notes



the SMURFS[™] GARGAMEL'S MAGIC SPELL



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Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your The Smurfs: Gargamel's Magic Spell Popcorn ELT Reader.

Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

The Smurfs: Gargamel's Magic Spell has a total story wordcount of 557 words.

The Smurfs: Gargamel's Magic Spell – synopsis

Papa Smurf, the leader of the Smurfs, can make magic. When Clumsy Smurf sees Papa at work, he decides he wants to make magic too. But Papa Smurf thinks that Clumsy is too young. Clumsy decides to climb into Papa's house to find his book of magic. The book has lots of spells in it. But Papa finds him just in time so Clumsy can't take the book. Then Clumsy remembers that Gargamel, the bad wizard who lives in the forest, also has a book of magic. He goes into his house and takes a page out of his book. Clumsy doesn't know what the spell is for, but he makes and drinks it anyway. Unfortunately he turns green with a long tail! Papa doesn't know how to stop the spell so Clumsy goes back to Gargamel's house to find out. This time Gargamel catches Clumsy, but luckily for Clumsy, the Smurfs arrive to save him. They pour glue over Gargamel and Papa finds a spell to turn Clumsy blue again. 'No more magic!' Papa tells Clumsy, but will Clumsy listen?

The Smurfs Animated Series

TV series: 1981–1989

Genre: animation

Suitable for: all children

The Smurfs films: *The Smurfs* (2011), *The Smurfs 2* (2013)

This episode: *Gargamel's Magic Spell* is based on the episode *The Smurf's Apprentice*, from the TV series. Note that many parts of the episode are different from the book.

Why not try the other The Smurfs Popcorn ELT Readers?

- *Meet the Smurfs!* (Starter level)
- *Gargamel's Magic Spell* (level 1)
- *The Smurfs 2* (level 2)

For ideas on watching extracts from the DVD in class, see page 6 of these notes.



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Meet ... everyone from *The Smurfs*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know the Smurfs?* If anyone knows and likes the Smurfs, talk briefly in L1 about what they know about them.
- 2 Look together at the front cover of the book. Point to Clumsy Smurf. Say *This is a Smurf. His name is Clumsy.* Ask *What colour is he?* (Blue.) Point to Gargamel. Say *This is Gargamel.* Show the students the word *Gargamel* in the story title. In L1, elicit that Gargamel is a wizard. Introduce students to the words *wizard* and *make magic*.
- 3 Look at the 'Meet ...' page with your class. Point to characters and items in the pictures and ask simple questions: *Who is this? What is this? What colour is this?*
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Ask *Who makes magic?* (*Gargamel, Papa Smurf.*) Ask *Who wants to make magic?* (*Clumsy.*) Read the 'Before you read' question with your class. Ask students to predict who is *good* or *bad*. (Papa Smurf and Clumsy are good and Gargamel and Azrael are bad, but don't reveal the answers at this stage.)
- 6 Play a game of *Guess Who?* Pretend to be one of the characters on the page. Students ask simple questions to guess who you are, but you can only answer *yes* or *no*. For example, students ask *Are you a Smurf?* (*Yes.*) *Are you old?* (*Yes.*) *Are you Papa Smurf?* (*Yes!*). If students find the names difficult to pronounce, they can point to the picture instead and you say the name. Continue with the other characters. With stronger classes, ask students to take over your role.



New Words

This page is recorded on the CD.

The words on this page are available as flashcards, see pages 12–17 of these notes.

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

New Words			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>help</p> <p>The boy is helping his mother.</p>	<p>pot</p> <p>The pot is red.</p>	<p>tree</p> <p>It is a tall tree.</p>
<p>cake</p> <p>It is a very big cake!</p>	<p>magic spell</p> <p>He is making a magic spell!</p>	<p>pull</p> <p>Pull!</p>	<p>wizard</p> <p>The wizard is very old.</p>
<p>glue</p> <p>This is glue.</p>	<p>make magic</p> <p>She is making magic.</p>	<p>tail</p> <p>The cat has a long tail.</p>	<p>'Yum!' 'Yuck!'</p> <p>Yum!</p> <p>Yuck!</p>

- 1 Look at the page with your class. Say *All these words are in the story. Which words do you know?* They should remember *make magic* and *wizard* from the 'Meet ...' page.
- 2 Play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 The conversational language on this page is *Yum!* and *Yuck!* We say *Yum!* when we eat or drink something that we like. We say *Yuck!* if we don't like something. We can use *Yuck!* to talk about anything we find unpleasant. (On page 11, Gargamel uses *Yuck!* to describe the weather.)
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- Put the class into two teams. One student from each team stands in front of you. Take a flashcard and hide it behind a book. Show a part of the picture. Gradually reveal the picture until one of the students guesses what it is. The first student to say the word wins a point for their team. Continue with other flashcards until every student has had a turn.
- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. For a more energetic version, students run to the flashcard.



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are familiar with the story.

Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess in L1 what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.



After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he happy?*
- Give students one of the chapter quizzes on page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *Where does Clumsy go? (He goes to Gargamel's house.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.

After finishing the story you could:

- Do the activities at the back of the reader.
-  Divide the class into groups and give each group a magic phrase that is used regularly in the story: *book of magic, make magic, magic spell*. Ask the groups to create an action for each word. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and do the action.
- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to pairs of students, and ask them to put the pictures in the order they happen in the story.
- In small groups, students think of a new ending for the story. They either write, draw or roleplay the final scene.

- Ask students to write a short review of the reader. Write on the board:
*I think the story of Gargamel's Magic Spell is ...
My favourite character is ... because ...*
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.
-  The episode *The Smurf's Apprentice* from *The Smurfs* animated TV series is similar to the story in *Gargamel's Magic Spell*. Play the episode to your class. Students make a list of things (in L1 or English) which are the same or different in both stories.
-  Choose an episode from *The Smurfs* TV series and watch the introduction in class. Ask the students to list the different animals they see (bird, rabbit, butterfly, caterpillar).



Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



Chapter Quizzes (Answer key, page 10)

Chapter 1

Circle the words.

- 1 It is *day* / (*night*) in Smurf Village.
 - 2 *Gargamel* / *Papa Smurf* is making a magic spell.
 - 3 Clumsy Smurf is not *in bed* / *in Smurf Village*.
 - 4 Clumsy wants to *make magic* / *help Gargamel*.
 - 5 The book of magic is in *Clumsy's* / *Papa Smurf's* house.
-

Chapter 2

Match.

- | | |
|--------------|--------------------------------|
| 1 Clumsy | a) comes home. |
| 2 Gargamel | b) is green. |
| 3 Now Clumsy | c) help Clumsy. |
| 4 Papa Smurf | d) goes into Gargamel's house. |
| 5 The Smurfs | e) can't stop the magic. |
-

Chapter 3

Correct the mistakes.

- 1 Gargamel ^{is} ~~is not~~ at home.
- 2 The Smurfs see a big pot of water.
- 3 Gargamel starts to make a magic spell.
- 4 Clumsy pulls a hair from Azrael's tail.
- 5 Clumsy makes more magic.



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World

WIZARDS AND WITCHES

Papa Smurf makes magic spells and Gargamel is a wizard. There are wizards and witches in many stories.

Merlin

Merlin is a wizard in many old stories from the UK. He has long white hair and is very clever.



★

Are there stories of wizards and witches in your country?

★

Lord Voldemort

Lord Voldemort is from the Harry Potter books by J. K. Rowling. Voldemort is an evil wizard. He wants to live forever.



Circe

Circe is a witch from the stories of Ancient Greece. Circe makes a lot of magic spells. She turns men and women into animals.



Maleficent

Maleficent is an evil witch in the story *The Sleeping Beauty*. She puts a spell on the girl in the story. The girl sleeps for 100 years.



What do these words mean? Find out.

witch clever evil forever turn into

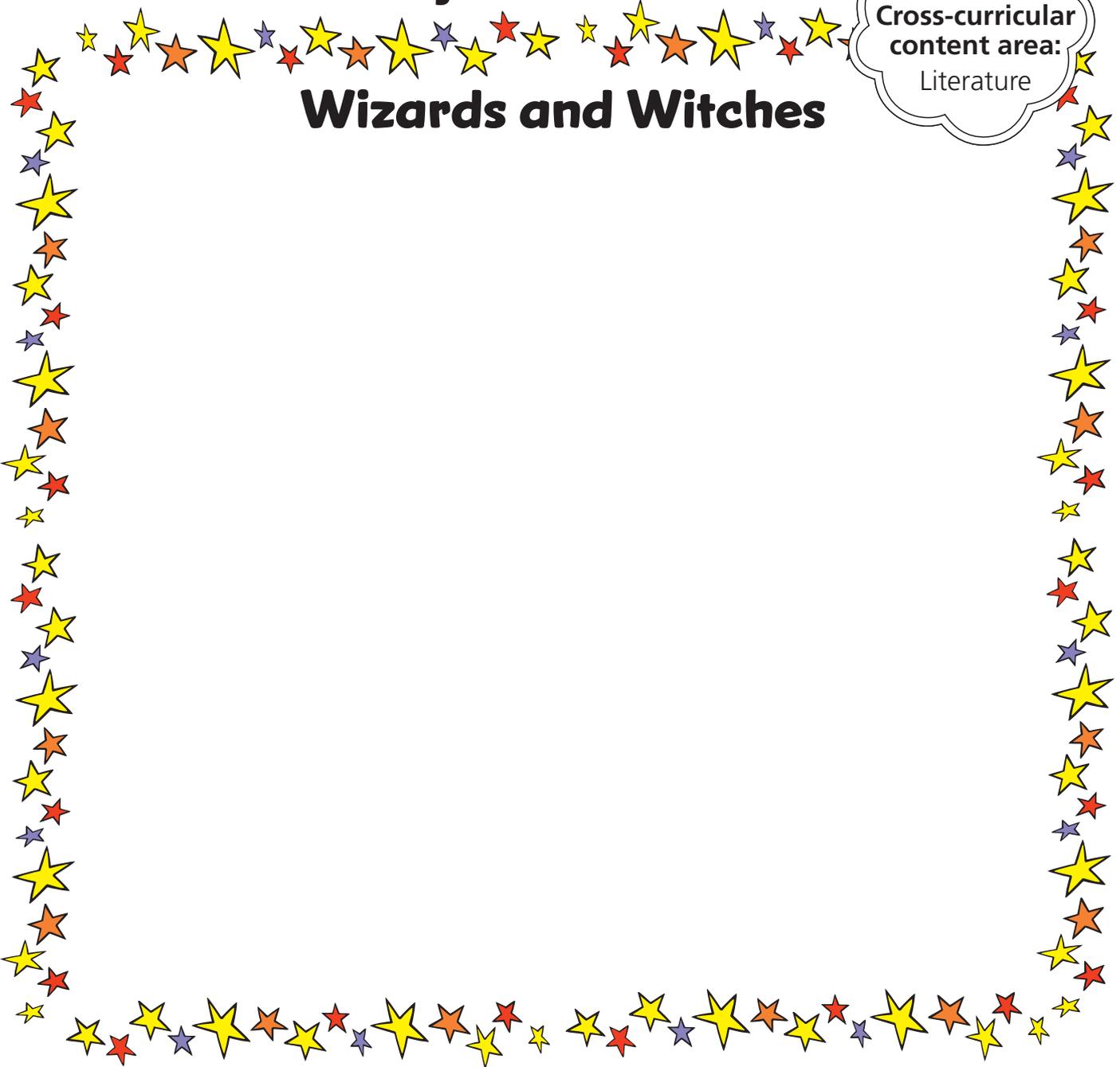
- 1 Write *wizard* on the board. Elicit or tell students the name of the female equivalent: *witch*. In L1 students brainstorm the names of any wizards and witches they know from stories or films. Write them on the board.
- 2 Ask students to open their books at pages 26–27. Are any of these wizards and witches the same as the ones on the board?
- 3 Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 4 Ask students to listen to the recording or read the text and find out which of the witches and wizards in the pictures are evil. Then students read each section, or read and listen to the CD. Ask students to point to the evil characters in the pictures (Lord Voldemort and Maleficent).
- 5 In their notebooks, students write a table with the name of a witch or wizard at the top of each column: *Circe*, *Maleficent*, *Lord Voldemort*, *Merlin*. Then in pairs students write two facts about each witch or wizard in the columns, e.g. *He is a wizard. He has long white hair. She is a witch. She turns men into animals.*
- 6 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Students invent a witch or wizard. They give him/her a name and draw a picture of him/her in the box. They then complete the sentences which describe the witch or wizard, what he/she can do and what he/she likes or doesn't like.
- 7 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Cross-curricular
content area:
Literature

Wizards and Witches



This is

..... is

..... has

..... can

..... likes

..... doesn't like



Answer Key

After you read (page 28)

- 1 a Clumsy is green. b Gargamel is bad. c Papa Smurf is old. d The glue is yellow.
e Clumsy's tail is long.
- 2 a 6 b 3 c 5 d 4 e 2 f 1



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 27)

Multiple intelligence activities (pages 29–32)

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Puzzle time! (pages 29–30)

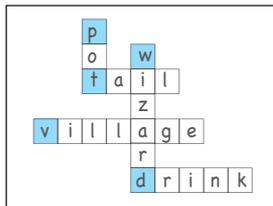
1a

Linguistic intelligence

- a village c drink e wizard
b pot d tail

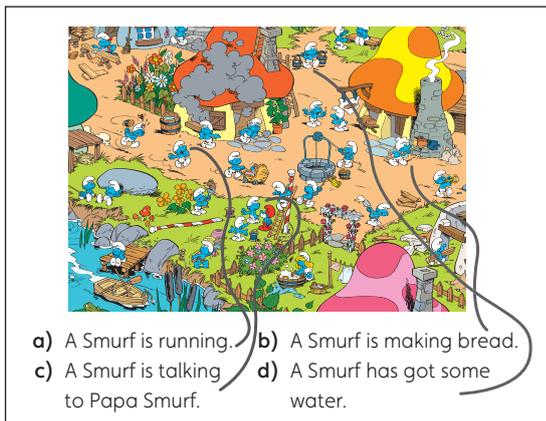
1b

Logical intelligence



2

Spatial intelligence



- a) A Smurf is running. b) A Smurf is making bread.
c) A Smurf is talking to Papa Smurf. d) A Smurf has got some water.

3a

Linguistic intelligence

- a Look at my long tail.
b The Smurfs see a big pot of yellow glue.
c Clumsy pulls three hairs from a cat's tail.

3b

Intra-personal intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, page 7)

Chapter 1

- 1 night 4 make magic
2 Papa Smurf 5 Papa Smurf's
3 in bed

Chapter 2

- 1 d 4 e
2 a 5 c
3 b

Chapter 4

- 1 ~~is not~~ is
2 ~~water~~ (yellow) glue
3 Gargamel Papa Smurf
4 ~~a hair~~ three hairs
5 ~~more magic~~ a cake



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students into groups of three. Students choose one of the characters on the page so every group has each of the three characters.
- 2 Clear a large space in the centre of the classroom and put pairs of groups together. One group are actors and act out the story; the other group are the audience and watch. Read the story slowly or play the CD, pausing to give the performers plenty of time to mime what their character is doing.
- 3 When the groups finish miming, encourage the audience to applaud and tell you what they liked about the acting.
- 4 Now groups swap roles.

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into three groups. Ask group A to say verse one, group B says verse two and group C says verse three. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.
 - 3  As a class, students invent some actions to go with the chant, e.g. opening a big book for 'A book of magic!' and waving a wand for 'Smurf magic!' Students now do the actions as they say the chant.

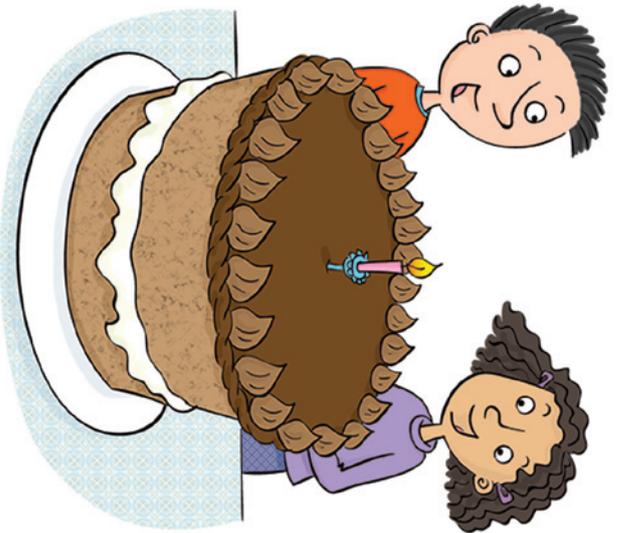
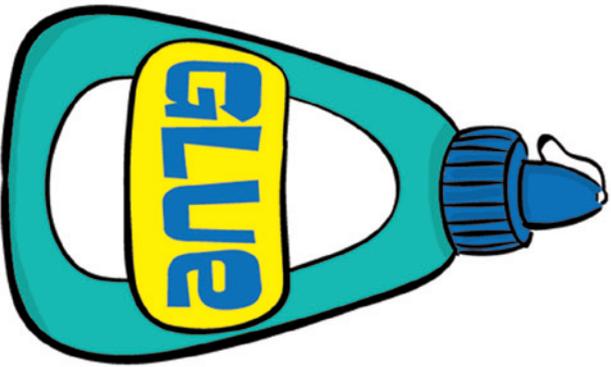


Flashcards



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fold

fold

cake

It is a very big **cake**.

glue

This is **glue**.



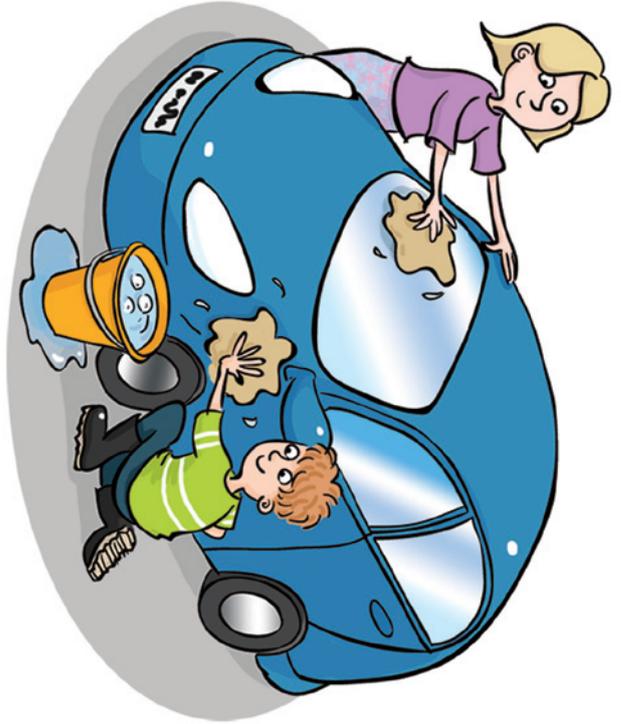
Flashcards



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fold

fold

help

The boy is **helping**
his mother.

magic spell

He is making a
magic spell!



Flashcards



make magic

She is making magic.



pot

The pot is red.



Flashcards



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fold

fold

tail
The cat has a long
tail.

pull
'Pull!'



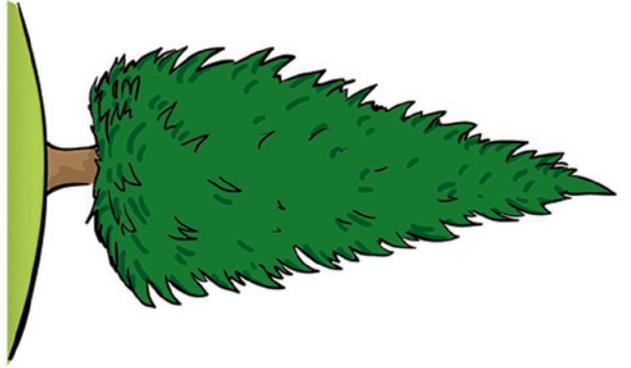
Flashcards



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fold

fold

tree

It is a tall **tree**.

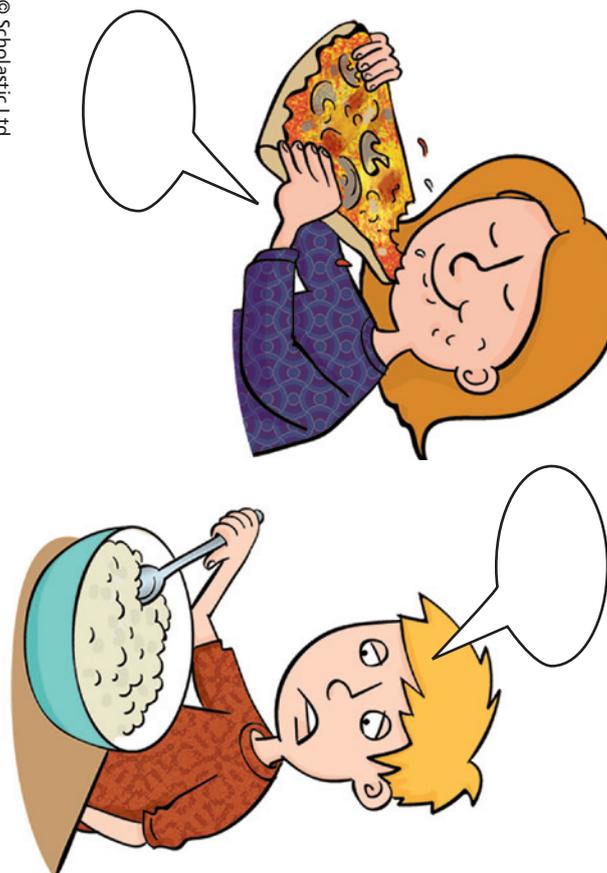
wizard

The **wizard** is very old.



Flashcards

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fold

'Yumi!' 'Yuck!'

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