

Level
1

The Sorcerer's Apprentice

Summary of the story

This is the story of a boy who learns magic. He goes to the castle and asks the sorcerer to help his village get food. The sorcerer teaches the boy magic (the boy becomes the sorcerer's *apprentice*). One day the apprentice tries to use magic to make the pail and brush fetch water. But the apprentice knows only part of the magic and does not know how to stop the brush. The castle becomes full of water. The sorcerer puts it right and teaches the apprentice more magic and then leaves the castle, as a toad. The boy is now the sorcerer and he can give lots of food to the villagers.



Background to the story

The story is best known in the form made by Walt Disney in his film *Fantasia*, 1940, in which Mickey Mouse is the apprentice. It was devised as a visual accompaniment to the music by Paul Dukas, (1865-1935), from a poem by Goethe that is itself based on a dialogue by Latin poet Lucian in the second century AD.

Topics and themes

Buildings. Collect pictures of a variety of castles and talk about the size and shape of them with the pupils. Pupils could then draw a picture of a castle they would like to live in.

Fairy tales. Talk about everyday things which are like magic, e.g. rainbows; a butterfly coming out of a chrysalis. Make a list of some of these things and collect pictures to help you talk about them and introduce them to the English names for such things.

Food. This is a great way to introduce some food which can be seen (locally or in pictures you have brought into class) growing in the

fields and on trees. Is there any food grown near the school? Let the children draw a picture of the village with lots of food growing there, in fields, on trees. How do the pupils get their food?

Music. The famous orchestral music, 'The Sorcerer's Apprentice' by Dukas, perfectly illustrates the drama of more and more pails bringing more and more water in to the castle. This is a way into the music itself, and can also help bring out the story line.

Making use of the Reader

Make up magic spells to help you do the things you don't want to do. Give the pupils some models of spells you can chant to help you do something you don't want to do e.g. get out of bed in the morning could be: "fiddle fiddle tup, time to get up!" Talk about this with the pupils and ask them to make their own spells.

Survey of favorite foods for breakfast. Each pupil should have one food item and then see how many other pupils in the class like it as their favourite. Which is most popular?

Shapes and sizes. How much water is in a pail? What is the size of the classroom, how many pails of water would fill it? Two pails are carried together. The activity could be done practically with small boxes, or jars, thimbles.

Numbers. Encourage the pupils to guess, then measure, by pacing out how far it is to places in the classroom and school. Make a guess in English and then pupils can, in pairs, pace it and count out the steps in English to this place. e.g. class door to the window is three paces. Finally guess how many paces it was to the castle from the village.



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Using the accompanying video or audio cassette

Watching or listening for specific information/post-reading/whole class.

Before watching or listening to the cassette if the children have already read the book you may need to give a summary of the entire story because the book story is so short.

To help them concentrate on listening, ask them to put a hand up every time they hear the word 'apprentice'. Or perhaps half the class listen for the word 'sorcerer', half to 'apprentice'.

During watching and listening/whole class prediction. Play the video or audio cassette story through in its entirety. The second time through, stop just before page 10 and ask the children to tell you what happens next, then view or listen to see if they were right.

Simultaneous reading and listening in groups will help the pupils with pronunciation and intonation. The pupils could imitate as exactly as they can, the phrase 'thank you' (page 11). When they have practiced it, they could try saying it differently from the voice on the cassette or video.

Record the pupils dramatizing the story on audio or video cassette. Let them try to make the story told by the boy. "One summer we had no food and I went to the castle for help..."

Notes on the activities in the factsheet

Activity 1. Food survey

Pupils should have a copy of this each and then in their groups of three they first draw their own faces and tick the box under their favorite foods. Then they draw their friends' two faces in the circles and then they ask them what foods they like and tick these boxes, Find out which is the most favorite food in each group by counting the food with the most ticks under it.

Activity 2. This is a color-by-numbers activity. Color the picture of the apprentice according to the numbers and colors under the picture.

Activity 3. Crossword. The pupils have to finish the sentences and then put the single word into the crossword. The first letter is written for them.

Activity 4. Get the pupils to think what the sorcerer's magic words or spell might be. Tell them that a spell is often a very simple rhyme such as: "Pail and brush, pail and brush, get the water in a rush".

Answers to the activities

In the back of the Reader

Before you read

Activity 1

Pictures in left to right order are: villagers, pail, apprentice, food, sorcerer.

In the factsheet

Activity 3 The final word is apprentice.

	m	a	g	i	c
u	n	h	a	p	p
				p	a
	b	r	u	s	h
s	o	r	c	e	r
		n	o		
w	a	t	e	r	
	v	i	l	l	a
		c	o	u	n
c	a	s	t	l	e



Level
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The Sorcerer's Apprentice

Name.....

Activity 1

Food we like.



bread



apple



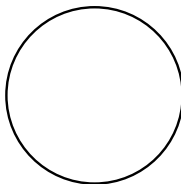
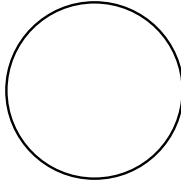
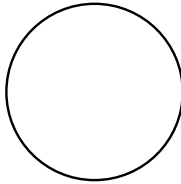
egg



orange



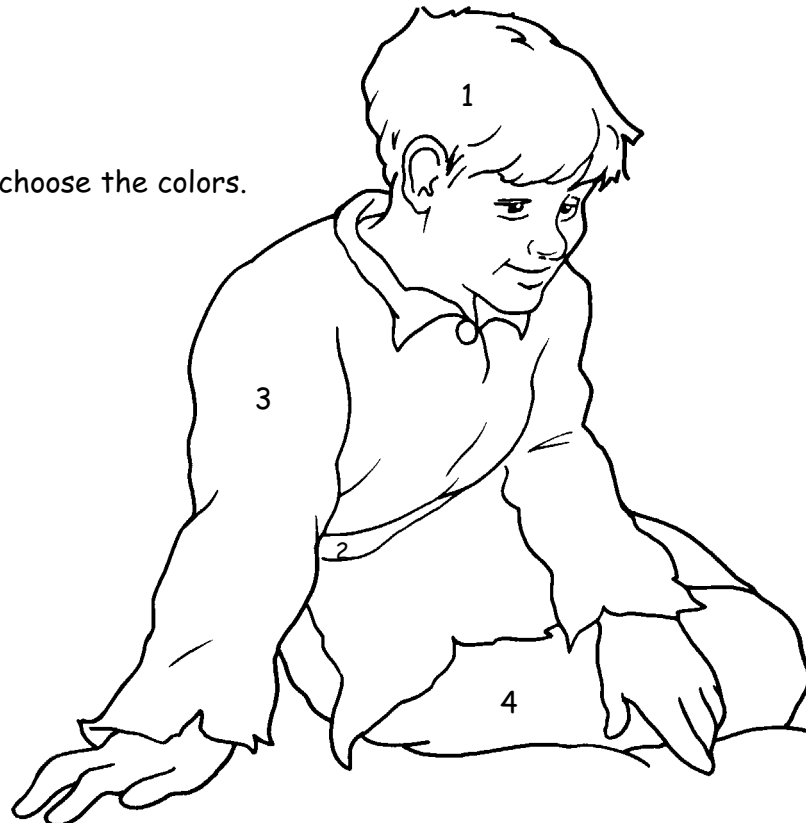
banana



Activity 2

Color the picture.
Use the numbers to choose the colors.

- 1 = black
- 2 = red
- 3 = brown
- 4 = green



The Sorcerer's Apprentice

Name.....

Activity 3

Finish the sentences. Put the letters in. Make a word from all the answers.

- | | | | |
|---|-------|-------|-------|
| a. The sorcerer used _____ | _____ | a | _____ |
| b. The villagers were _____ | _____ | | _____ |
| c. The apprentice asked the _____ | _____ | | _____ |
| and the _____ | _____ | | _____ |
| to get water. | | | |
| d. The apprentice helped the _____ | _____ | | _____ |
| e. One summer the villagers had _____ | _____ | | _____ |
| food and water. | | | |
| f. The brush and pail put lots | | | |
| and lots of _____ | _____ | _____ | |
| into the castle. | | | |
| g. The boy took food to the _____ | _____ | _____ | |
| h. The beautiful village was in the _____ | _____ | _____ | |
| i. The sorcerer lived in the _____ | _____ | _____ | |

Activity 4

Write your magic words here.

