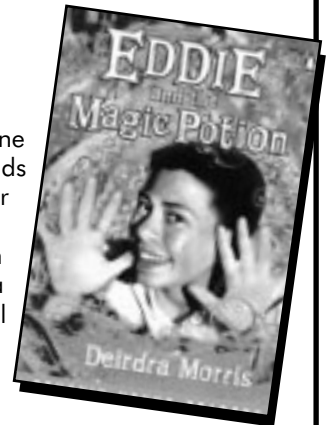


Level  
2

## Eddie and the Magic Potion

## Teacher's Notes

Eddie lives with his granny. She knows all about magic and Eddie learns from her. One day, he secretly drinks some magic lemonade potion. When Eddie is at school, he finds that he can't stop laughing. He laughs more and more. Then he also becomes bigger and bigger, like a balloon filling up with air. Magic things happen. He laughs hard, and it begins to hurt, but still he can't stop, and still funny things happen. People turn upside down, the noodles in a shop go round the customers, and a policeman and a lady crossing the road find themselves in each others' clothes. Finally Eddie's magical granny stops the magic and they have a party.



Deirdra Morris is a well known writer and an actress with the Royal Shakespeare Company, who has written an original story about magic. In the Penguin Young Readers series Deirdra has also written *The School Bus*.

In *Eddie and the Magic Potion*, the Head Teacher becomes a sheep, the cleaning lady flies up and down and Eddie grows bigger and bigger. You could use these changes in the Reader to talk about other, less magical, body changes. How do our bodies change when we are cold, for example, or hot?

At the end of the story, Eddie's granny has a party. When do we usually have parties? How many different reasons can the pupils think of to have a party? Perhaps they could discuss or write about the best party they can remember and share it with the class.

(warmer, 5 minutes). Pre-prepare a list of forfeits ('sing a song', 'hop around the room', 'tell a story', 'make a funny face' for example). Ask the pupils to think of funny stories or jokes, or ways of making people laugh. Then select one pupil to sit at the front. The aim is for the rest of the class to make him or her laugh. When s/he laughs, s/he must do a forfeit and another pupil can sit at the front. This is a lively and stimulating way to start a lesson.

(writing). Pre-prepare a selection of story-prompt cards, one for each pupil. On each card, write a magic scenario, based on that in *Eddie and the Magic Potion* ('When Jane walked into the room, she found a small box with a magic book (or pen, or dress, or radio, or doll, or cup...anything!) inside', for example). Write a small list of the vocabulary and structures they should use in the

Eddie lives alone with his granny and would like to know spells when he grows up. Ask the pupils what their families do and whether they would like to follow them in their jobs.

This is a great topic for stimulating the pupils' imaginations. Try giving the pupils three wishes and ask them to talk about what they would wish for, or invite them to talk or write about other magical stories they have read and why they enjoyed them.

Invite the pupils to think about similarities and differences between their own school and Eddie's school; for example, do they have to wear a uniform?

story (for example 'school', 'street', 'bigger and bigger', or 'faster and faster'). Hand out the cards and explain that the pupils will write a story based on them. Give the pupils 20-30 minutes to do this, answering questions if necessary. They can then read their magic stories out to the class, or illustrate them before decorating the classroom with them.

(15 minutes) When the pupils have completed photocopyable activity number 1, ask them to cut out their coloured-in pictures of Eddie and his friends. Then ask them to draw five bottles of lemonade somewhere in the picture, keeping their work hidden from the other pupils. The pupils then work in pairs to 'find' the hidden lemonade without seeing each other's pictures, asking questions such as 'is it in the window?', 'is it in Eddie's pocket?' etc. until all the lemonade has been found.



# Eddie and the Magic Potion

## Teacher's Notes

(About 30 minutes)

Begin by asking the pupils to look at the picture on pages 2–3 of the Magic OK supermarket. Put the pupils in pairs and ask them to describe the things on the shelves and to imagine what magic they might do. Then ask them to draw a picture of their own Magic OK supermarket, with different things on the shelves and to write a short explanation of what each of these things does, for example 'this is the magic cake. When you eat it you grow taller and taller', or 'this is the magic box. When you open it you can fly'.

(About 20 minutes)

Ask the pupils to imagine that they work for the local newspaper and are about to interview a bystander at Eddie's school. Divide the pupils into two groups. One group prepares a list of questions and the other prepares a summary of the events they saw that day and a description of their feelings as they watched. Then the pupils pair up, one partner from each group, and conduct the interview. This could also become a newspaper article.

The pupils can complete photocopiable activity number 3 while listening to the cassette. Play one section of the story and then stop the cassette and ask the pupils to say what happens next. They then listen to the next section of the story to check their answers.

Put the following sentences in the wrong order on the board. The pupils put the sentences into the same order as the story.

- \* Eddie went to the Magic OK supermarket.
- \* Eddie went to school.
- \* Eddie ran down the street.
- \* Eddie flew up into the sky.

help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm. You can then split the class into 2

or 3 groups and each group can say one verse of the chant in turn.

Eddie liked magic  
Granny knew magic  
Eddie learnt a lot!  
Eddie tried magic  
From the green bottle  
Eddie laughed a lot!  
Granny gave magic  
Eddie liked magic  
Eddie learnt a lot

Ha! Ha! Ha!  
Eddie is laughing  
Ha! Ha! Ha!  
He does not want to

Ha! Ha! Ha!  
Eddie laughs louder  
Ha! Ha! Ha!  
Eddie does not want to  
Ha! Ha! Ha!  
Eddie laughs more  
Ha! Ha! Ha!  
Eddie does not want to  
HA! HA! HA! HA! HA! HA!

Eddie's a balloon  
He's flying very high  
Granny's a witch  
She's in the clouds  
Pop! Ouch! Pop! Ouch ooh!  
Eddie falls down

The pupils write their own description of the picture after they have coloured it in. Check for accuracy. See also the 'Hide the Lemonade' game in the 'Making Use of...'

section for further ideas. The pupils draw a line to match the sentences to the pictures, or they can write 1, 2, 3 etc. under them.

The pupils can also write the sentence for writing practice.

Pupils may make up the picture or take a part of a picture from the book. They could work on a larger piece of paper depending on the time they have.

1. Laughed.
3. a) faster and faster. b) bigger and bigger. c) higher and higher.

**Activity 2** 1. c, 2. d, 3. a, 4. b.

**Activity 3** 6, b, 3, c, 1, d, 7, e, 10, f, 2, g, 5, h, 9, i, 4, j, 8.

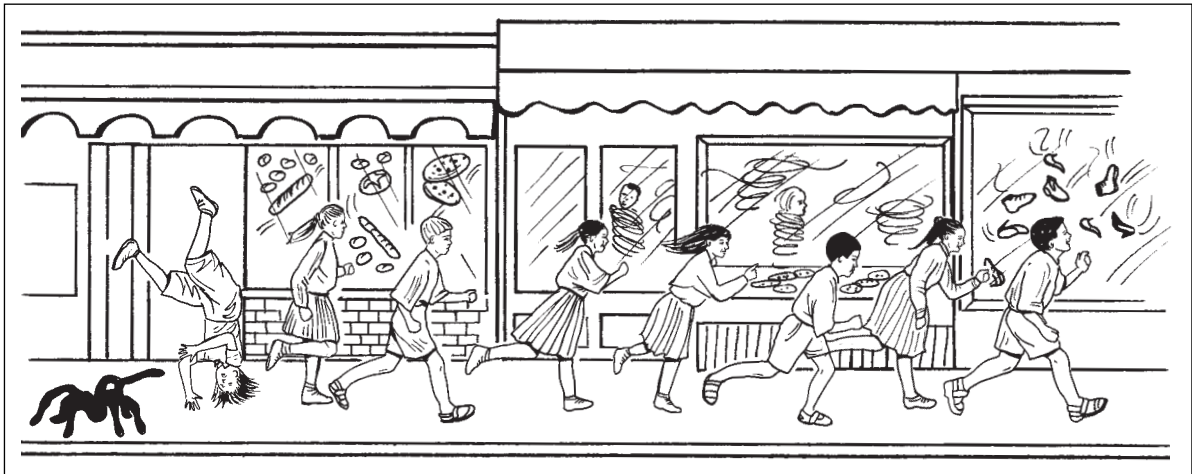
**Activity 4** Open answers.



# Eddie and the Magic Potion

Name.....

First colour the picture, then describe it on the lines below.



It is in a street.

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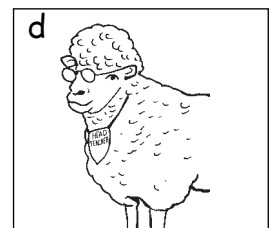
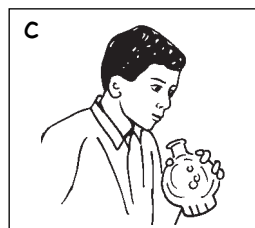
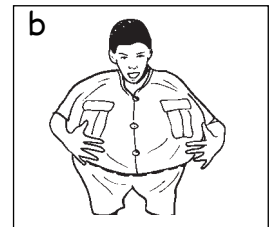
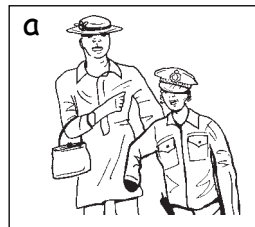
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Match the sentences to the pictures.

1. Eddie drank the magic lemonade potion. **C**
2. The Head Teacher became a sheep.
3. The old woman and the policeman changed clothes.
4. Eddie was a balloon.



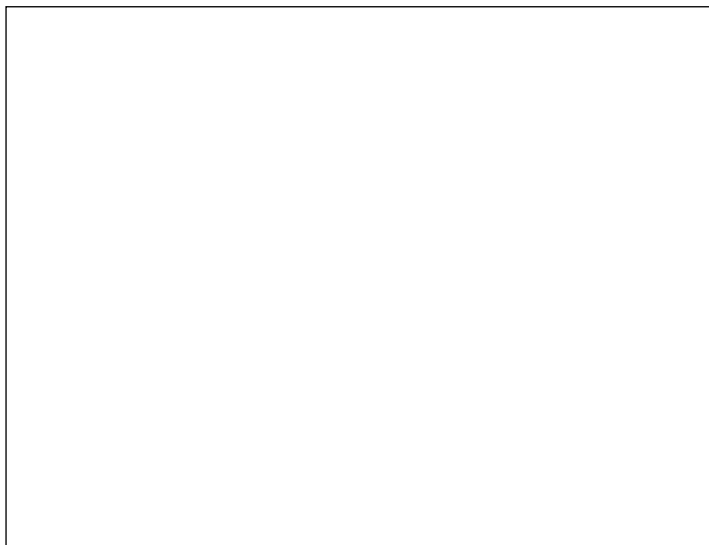
# Eddie and the Magic Potion

Name.....

Put these sentences in the same order as they happen in the story. Write numbers 1-10 in the boxes. You may use the book to help you.

- a. The Head Teacher became a sheep.
- b. The children changed colour.
- c. Eddie drank the magic lemonade potion.
- d. The shoes started dancing.
- e. An old woman and a policeman changed clothes.
- f. The teacher stood on her head.
- g. The cleaner flew up and down.
- h. The noodles tied up the shoppers.
- i. A spider grew very big.
- j. The bread and cakes jumped about.

Which part of the story 'Eddie and the Magic Potion' do you like the most?  
Draw a picture of it and describe it on the lines.



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