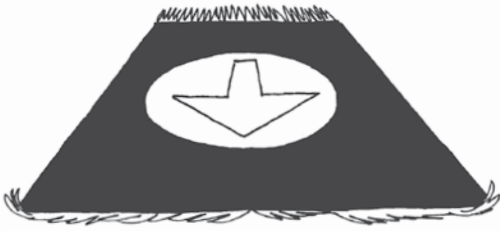
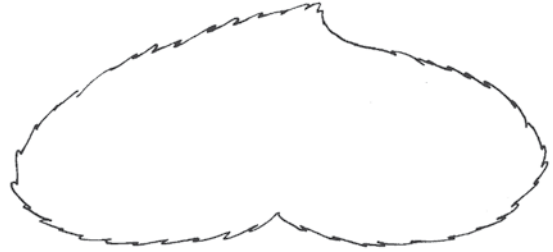


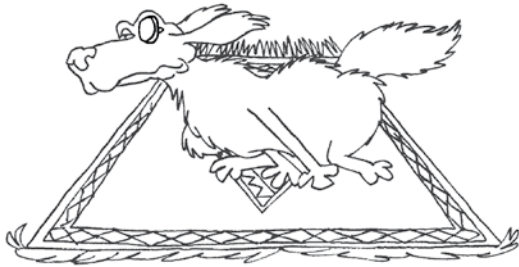
Name: \_\_\_\_\_ Class: \_\_\_\_\_



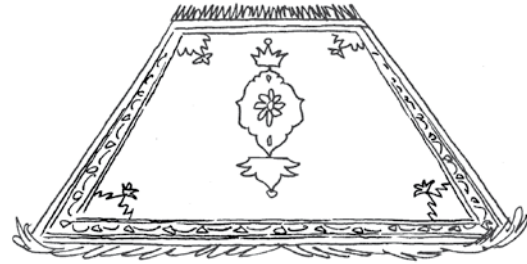
His name is David / Peter.



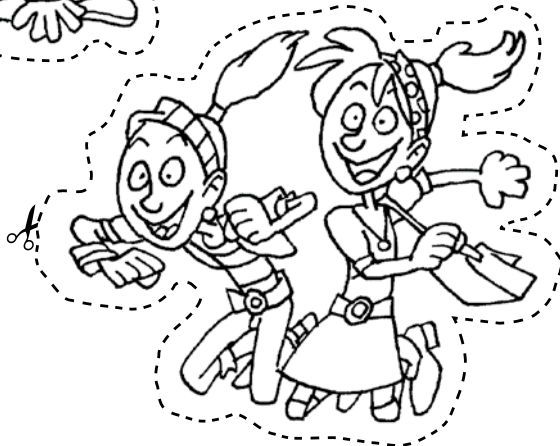
These girls like pink / yellow clothes.



This boy falls into the river / snow.



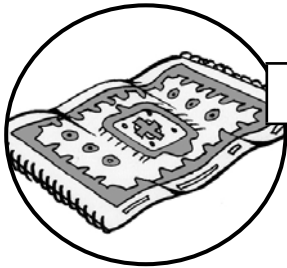
Mike and Spike are brothers / friends.



Cut out the children and stick them on their carpets. Read and circle.



Name: \_\_\_\_\_ Class: \_\_\_\_\_



c a s r p o e t

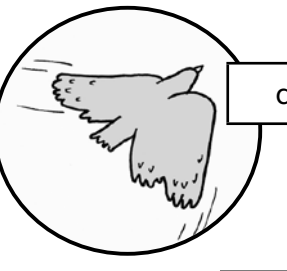


t z r e y a w d



c w l o a b p i

r k i w v a e r



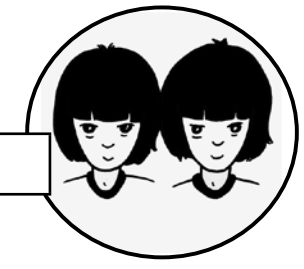
d p f a l u y p

m i r t r o r c



o s h w i o m r

t w e v i n p s



Colour the correct letters and write.



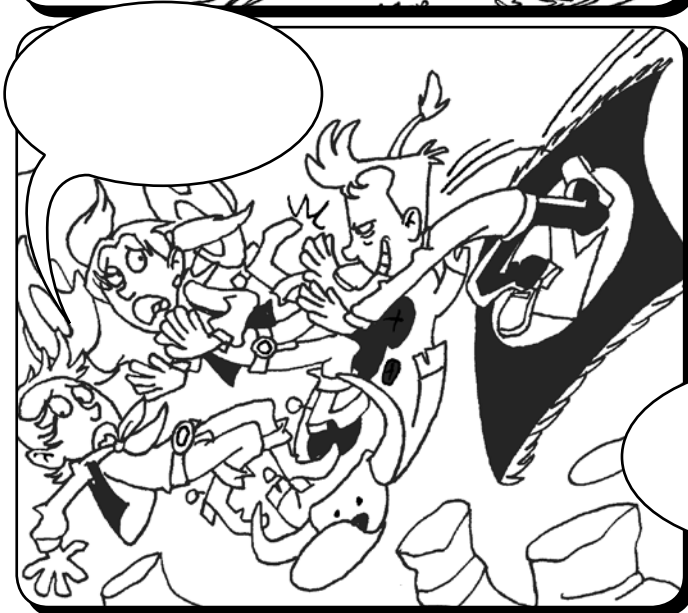
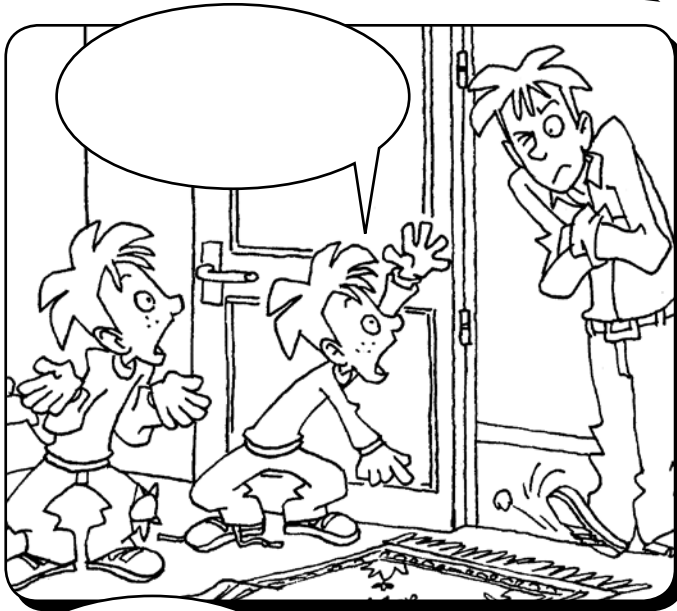
Name: \_\_\_\_\_ Class: \_\_\_\_\_

**We're the winners!**

**Peter, what are you doing?**

**Dad, the carpet can fly!**

**Help! I can't swim!**



Look and write the speech bubbles.

## Before you read

Play *Pictionary*: Introduce the word *twins* and show the children the first page of the book. Explain that the story is about a pair of twins moving into a new house with a new bedroom. Ask the children to think of different furniture and toys that children have in their bedrooms. Then divide the class into two teams. Start to slowly draw a toy or item of furniture on the board and ask the children to guess what it is. Award a point to the team of the first child to guess. Repeat with other words.

## While you read

Stop and check the children's comprehension at different points:

Page 9, ask: *What are the twins' names?* (Mike and Spike); *Have the twins got a cat or a dog?* (a dog); *Have the twins got a sister?* (yes); *Can the carpet fly?* (yes); *Can the carpet talk?* (no); *What's under the carpet?* (a note); *How many wishes do the twins have?* (three).

Page 19, ask: *What colour is Peter's carpet?* (black, white and orange); *What does Peter do?* (he pushes other children); *What happens to Peter?* (He falls into the snow); *Do the twins win the race?* (yes); *What's the prize?* (gold medals).

## After you read

Ask the children to think of places to visit on a magic carpet (a volcano, the moon, a zoo and so on). Give out white paper and tell each child to draw a picture of themselves and a friend on a magic carpet with a picture of a place they'd like to visit. Write this model caption on the board and ask the children to copy and complete it next to their picture:

I'm on a magic carpet with my friend \_\_\_\_\_. We're going to \_\_\_\_\_.

## Using the worksheets

### Worksheet 1

**Cut out the children and stick them on their carpets. Read and circle.**

Tell the class to look at the carpets and the characters and try to remember whose carpet is whose. Hold up the worksheet and point to the first carpet. Ask *Is this the girls' carpet?* (no). *Is this Peter's carpet?* (yes). Repeat with the other carpets. Then instruct the children to cut out the four pictures and stick each character on the correct carpet. Write sentence 1 on the board: *His name is David / Peter*. Invite a volunteer to come and circle the correct name and read out the sentence. Tell the class to circle the correct option in the remaining sentences.

### Worksheet 2

**Colour the correct letters and write.**

Draw a picture of a carpet on the board and copy the letter grid:

c	a	s	r	p	o	e	t
---	---	---	---	---	---	---	---

Point to the picture, and ask: *What's this?*, Elicit a carpet. Ask: *How do you spell carpet?* and lightly shade the letters as the children say them. Then write the word on the lines. Tell the children to colour the correct letters in each word and then write the word on the lines. Tell them to leave other letters blank.

### Worksheet 3

**Look and write the speech bubbles.**

Hold up the worksheet, point to each character in turn and invite the class to tell you something about each one. Encourage them to use English but allow them to use some L1 at this point. Write the first sentence on the board: *We're the winners!* Read out the sentence and raise your arms to celebrate. Ask the class to tell you who says the sentence (the twins) and which picture they say it in (number 4). Instruct the children to complete the characters' speech bubbles with the sentences at the top of the page.

## Extension

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Write *Three wishes* on the board and ask the children to remember the twins' three wishes (to play a trick on their sister, to go to a magic carpet race, to go home). Ask the class to suggest wishes they would like to make. Ask each child to think of a wish and draw a picture of it. Write this model sentence on the board and ask the class to copy and complete it with your help: *This is my wish. I want to \_\_\_\_\_.*

## Answers

### Worksheet 1

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**Cut out the children and stick them on their carpets. Read and circle.**

- 1 His name is Peter.
- 2 These girls like pink clothes.
- 3 This boy falls into the river.
- 4 Mike and Spike are brothers.

### Worksheet 2

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**Colour the correct letters and write.**

- 1 carpet
- 2 read
- 3 clap
- 4 river
- 5 fly
- 6 mirror
- 7 swim
- 8 twins

### Worksheet 3

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**Look and write the speech bubbles.**

- 1 Dad, the carpet can fly!
- 2 Help! I can't swim.
- 3 Peter, what are you doing?
- 4 We're the winners!