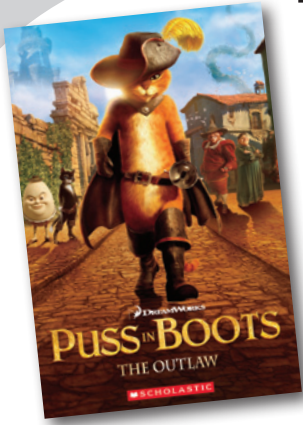


Teacher's Notes



PUSS IN BOOTS THE OUTLAW

Puss In Boots © & © 2011 DreamWorks Animation L.L.C. All Rights Reserved.

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 Puss In Boots: The Outlaw Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

Puss In Boots: The Outlaw has a total story wordcount of 876 words.

Puss In Boots: The Outlaw – synopsis

Puss In Boots and Humpty Dumpty were childhood friends at the San Ricardo orphanage. Humpty dreamed of finding some magic beans and he and Puss stole beans from shops and gardens. But they never found any. Stealing became a habit, and as they grew older, they got into trouble with the Comandante.

One day, Puss saved the Comandante's mother from a bull and became the town's hero. Puss gave up stealing but Humpty did not. One night, Humpty tricked Puss into stealing all the gold from the San Ricardo bank. When the Comandante and his men chased Humpty and Puss they crashed on the bridge and all the gold fell into the water. The Comandante caught Humpty but Puss got away. From that day, Puss was an outlaw.

Now Humpty is out of prison and has a plan to find the magic beans again. He wants to climb the magic beanstalk and find the Golden Goose that lays golden eggs. Humpty asks Puss to join him and new friend, Kitty Softpaws, in this plan. Puss agrees but only if the golden eggs are given to the people of San Ricardo. Puss's dream is to return to his home – a hero again.

Puss In Boots – the film

Released: 2011

Genre: animated comedy

Suitable for: all children

Actors: Antonio Banderas (voice of Puss), Salma Hayek (voice of Kitty), Zach Galifianakis (voice of Humpty Dumpty)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 of these notes.

Why not try this other Puss In Boots Popcorn ELT Reader?

- *Puss In Boots: The Gold of San Ricardo* (level 3)



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>Puss In Boots</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7
Real World (T)	page 8
Real World Project: Outlaw! (S)	page 9
Answer Key (T)	page 10
Imagine ... / Chant (T)	page 11
New Words Flashcards	pages 12–17

(T) Teacher's notes

(S) Student activities (photocopiable)





Meet ... everyone from *Puss In Boots*

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

This page is recorded on the CD.



- Before looking at the book, ask students *Do you know the film Puss In Boots?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
- Look together at the front cover of the book. Ask the students to point to: *cat, egg, hat and boots.* Ask *What do you think? Who is good? Who is bad?*

OR

In L1, tell students they're going to see part of a film about a cat called Puss In Boots. Play the beginning of scene 2 on the DVD when Puss walks into the bar. Ask the students to describe what Puss is wearing. *He's wearing a hat and boots.*
- Look at the 'Meet ...' page with your class and ask some questions about what the people in the pictures look like, e.g. *Who's wearing a hat? Who is wearing boots? Who is an egg? Who has got some eggs?*
- Pre-teach *dream, gold* and *outlaw.* (These words also appear on the 'New Words' page.)
- Read the page out loud to the class or play the CD.
- Students close their books. Play a game of Who Am I? For example, say *I'm a man. I have the magic beans.* Students say *You're Jack.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer.



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

What do these new words mean? Ask your teacher or use your dictionary.

<p>bull</p>  <p>The bull is angry.</p>	<p>gold</p>  <p>There is a lot of gold in the bag.</p>	<p>steal</p>  <p>She's stealing the man's bag.</p>									
<p>bank</p>  <p>She works in a bank.</p>	<p>dream</p>  <p>He has a dream.</p>	<p>outlaw</p>  <p>This man is bad. He is an outlaw.</p>	<p>trick</p>  <p>It was a trick.</p>								
<p>bridge</p>  <p>The bridge is very old.</p>	<p>fight</p>  <p>The boys are fighting.</p>	<p>prison</p>  <p>He's in prison.</p>	<p>'Watch out!'</p>  <p>Watch out!</p>								
<p>Verbs</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>steal</td> <td>stole</td> </tr> <tr> <td>think</td> <td>thought</td> </tr> </tbody> </table>				Present	Past	fall	fell	steal	stole	think	thought
Present	Past										
fall	fell										
steal	stole										
think	thought										

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 2 Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, 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 *Watch out!* We use this to tell someone to be careful. Ask students to repeat the phrase.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Tip Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- 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.
- Play bingo. Students write down five of the new words on a piece of paper. You then show the picture flashcards in random order and say the words. When students hear or see a word that they have written down, they cross it out. The first student to cross out all his/her words and shout *Bingo!* is the winner.



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 love 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 or in English 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.
-  Play students a short section of the film or CD, showing an event that they are going to read about or a character that they are going to meet. For example, play the beginning of the scene where we first meet Jack and Jill (scene 3 on the DVD). Then ask, e.g. *Are they nice? (No) Are people frightened of them? (Yes)*


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:

- 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 Imelda work? Who lives at the orphanage? Who has golden eggs?* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Show students the beginning of an exciting scene in the film, e.g. scene 3 when Puss is looking through Jack and Jill's window at the magic beans. Pause the film at key moments and ask *What does he/she say next? Or What happens now?* Listen to students' ideas, then continue with the scene to see if they were right.

After finishing the story you could:

- Do the activities at the back of the reader.
- In L1, discuss what happens next in the story. Do Puss, Kitty and Humpty get rich? Does Puss go back home to San Ricardo? Was Puss right to trust Humpty or is his plan another trick? In small groups, students write sentences in English describing one thing that happens to each of the main characters, Puss, Kitty and Humpty.
- Ask students to write captions for the pictures in the story.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want 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 sit down again, or do the action. For example, give groups the words *gold*, *San Ricardo* and *friend* for Chapter 3.

- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to small groups of students, and ask them to put the pictures in the order they happen in the story.

- Ask students to write a short review of the reader. Write on the board:

I think the story of Puss In Boots: The Outlaw 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.



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

What is Puss saying? Write the correct words.

beautiful cat hand Humpty magic beans ~~room~~

I went to Jack and Jill's **1****room**..... . Jack had the magic beans in his
2 I saw a black **3** She wanted the
4 too. Her name is Kitty Softpaws. She is **5**
but **6** is her friend.

Chapter 2

Write the correct places.

beanstalk ~~orphanage~~ San Ricardo road shops

- 1 Imelda worked at the**orphanage**..... .
 - 2 The orphanage was in
 - 3 The Golden Goose lives at the top of the
 - 4 We stole beans from and gardens.
 - 5 A bull ran down the
-

Chapter 3

Circle the correct name.

- 1 Everyone loved (Puss) / Humpty. 4 Puss / Humpty went to prison.
- 2 Puss / Humpty stopped stealing. 5 Puss / Humpty ran away.
- 3 Puss / Humpty stole the gold.



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

OUTLAW!

Puss In Boots was an outlaw. He didn't want the Comandante and his men to find him. Find out about two outlaws from Britain.



Robin Hood
Robin Hood lived about 800 years ago. Who was Robin Hood? No one knows, but there are many stories about him. In the stories, Robin Hood lived in Sherwood Forest with his friends, the Merry Men. Robin and his men stole gold from rich people. The gold was for poor people. People in Britain love these stories.

26

Calico Jack
Calico Jack was an outlaw in the 1700s and he was a pirate. There were many pirates in the Caribbean Sea at this time. They stole gold from other ships.




Calico Jack
Pirates had flags on their ships. They were black, white or red. Do you know Calico Jack's flag? You can see it in the *Pirates of the Caribbean* films.



This is Calico Jack's flag.

★
Do you know any stories about outlaws?
★

What do these words mean? Find out.

people poor pirate ship film

27

- 1 Draw or put up a picture of a skull and crossbones/crossed swords flag on the board. Ask questions to elicit or present *outlaw*, *flag*, *ship* and *pirate*, e.g. *What's this? Where do you see this? Who has a flag like this?*
- 2 Tell students to open their books at page 26. Ask them to point to the pictures of the flag and the pirate. On the board write: *Where did he live? What did he steal?* Read and listen to the CD. Students answer the questions for each outlaw.
- 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 Give students the following questions:
 - 1 *When did Robin Hood live?*
 - 2 *Who loves the Robin Hood stories?*
 - 3 *What colour were pirates' flags?*
 - 4 *Where can you see Calico Jack's flag?*
 - 5 *When did Calico Jack live?*
- 5 In pairs, students write the answers. Check them as a class. (1, 800 years ago. 2 people in Britain. 3 Black, white or red. 4 In *Pirates of the Caribbean* films. 5 In the 1700s.)
- 6 In pairs, students discuss the question in the red circle on page 27.
- 7 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). In small groups, students invent an outlaw and complete the Wanted poster. Remind students that outlaws can be men or women and, like Robin Hood, they were not always bad!
- 8 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

Outlaw!

Cross-curricular
content area:
History

WANTED

Draw or stick a photo here.

NAME:

This outlaw stole

.....

.....



Answer Key

After you read (page 28)

1 a ✓ b ✗ c ✗ d ✗ e ✓ f ✓ g ✗ h ✗

2 a 4 b 1 c 8 d 2 e 7 f 6 g 3 h 5



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 16)

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

Dear Puss

Our d r e a m is to find the gold.

First you s t e a l the magic

beans and then you c l i m b the

beanstalk.

Don't f i g h t, dance!

From Humpty and k i t t y

Dear Puss

Our d r e a m is to find the gold.

First you s t e a l the magi c

beans and then you go up the

beanstalk.

Don't f i g h t, dance!

From Humpty and k i t t y

1b

The message is:

Watch out, Puss! Is this letter a

t r i c k ?

2

Logical intelligence

a Jill has 49 beans.

b Jack has 37 beans.

c Jill has 11 golden eggs.

d Jack has 1 bag of gold.

3

Spatial intelligence

Students' own answers.

Chapter Quiz Answer Key

(Teacher's notes, page 7)

Chapter 1

1 room

3 cat

5 beautiful

2 hand

4 magic beans

6 Humpty

Chapter 2

1 orphanage

4 shops

2 San Ricardo

5 road

3 beanstalk

Chapter 3

1 Puss

4 Humpty

2 Puss

5 Puss

3 Humpty






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Explain that they are going to play a guessing game. Read the instructions and the examples. Make sure students understand that the Comandante can only answer *Yes* or *No ...* and that they cannot use the words *cat*, *egg* or *woman*. Elicit some more example questions.
- 2 Put students in pairs. Student A is the Comandante and student B chooses one of the characters in the pictures but doesn't say who it is.
- 3 Student A asks Student B some YES/NO questions to find out who he or she is.

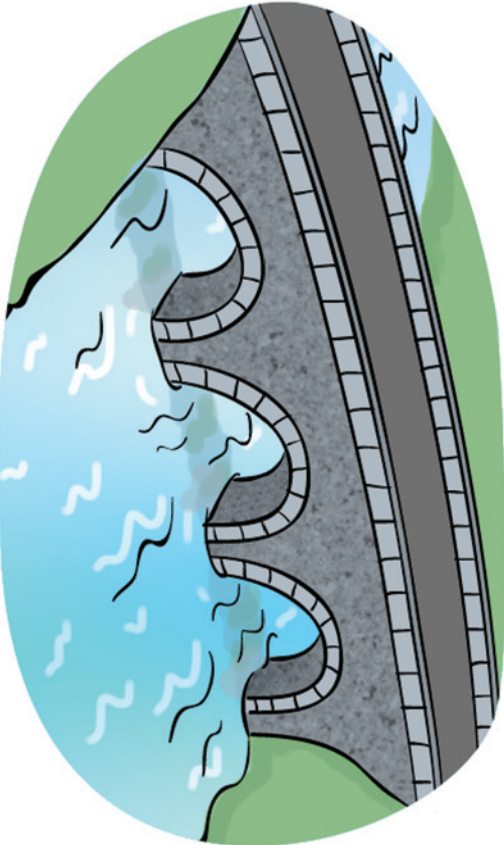
Chant

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  Play the CD or say the chant yourself. Students say it with you. Practise saying the chant several times.
 - 3 Divide the class into three groups. Say the chant again. This time Group 1 says the first two lines of verse 1, Group 2 says the first two lines of verse 2 and Group 3 says the first two lines of verse 3. Everybody says the last two lines of each verse together.



Flashcards



© Scholastic Ltd



© Scholastic Ltd

bank

She works in a **bank**.

bridge

The **bridge** is very old.

fold

fold



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

dream
He has a **dream**.

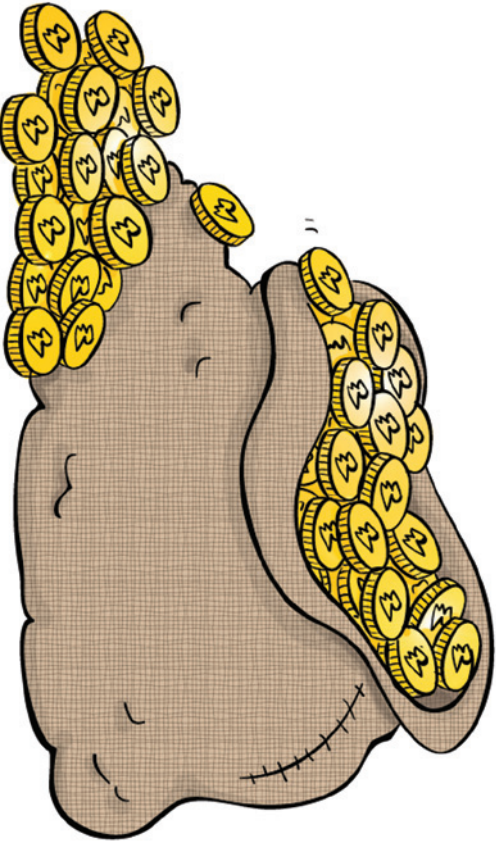
bull
The **bull** is angry.



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

fight

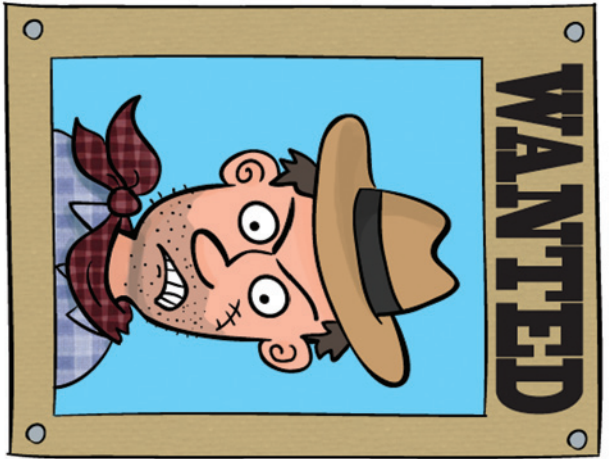
The boys are
fighting.

gold

There is a lot of **gold**
in the bag.



Flashcards



© Scholastic Ltd



© Scholastic Ltd

fold

outlaw

This man is bad.
He is an **outlaw**.

fold

prison

He's in **prison**.



Flashcards



steal
She's **stealing** the
man's bag.

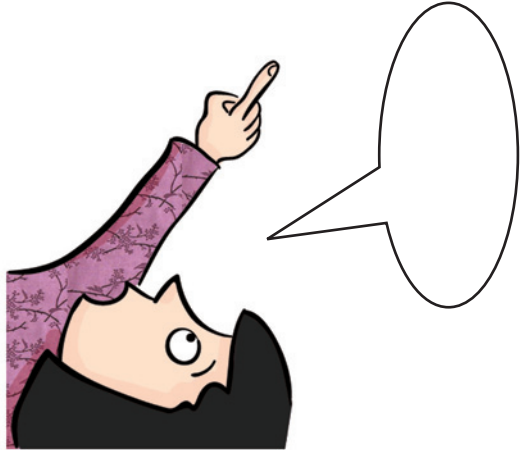
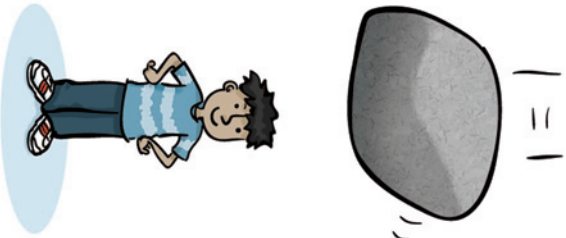


trick
It was a **trick**.



Flashcards

© Scholastic Ltd



fold

'Watch out!'

