



HOOT - EXTRA

Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazines.

SYNOPSIS

Roy Eberhardt and his parents have just moved to Coconut Cove in Florida. Roy doesn't like Florida at first. He thinks it's boring and he is bullied on the school bus. Then one morning, from the school bus, Roy sees a strange boy. He's running very fast and has no shoes on. Roy is immediately determined to find out more about him.

Roy finds out where the boy is hiding and soon meets his scary stepsister, Beatrice. When the boy, known as Mullet Fingers, has an accident, Beatrice asks Roy for help and Roy becomes part of their world.

Mother Paula's chain of All-American Pancake Houses are opening a new restaurant in Coconut Cove and the newspapers are full of stories of vandalism at the site. Roy discovers with a shock that his new friend is responsible. But all is not as it seems. The building site is home to a number of rare burrowing owls and the developers are ignoring environmental laws and destroying their habitat.

Roy and Beatrice help Mullet Fingers bring the plight of the burrowing owls to the attention of the community and the owls are saved. Roy has discovered a wild side to Florida, and in the process has made new friends and has discovered a new confident self.

THE BACK STORY

Carl Hiaasen, the author of *Hoot*, was born and grew up in South Florida. At the age of six he was given a typewriter and he has

been writing about Florida ever since. Hiaasen has written many novels for adults but *Hoot* is his first novel for teenagers.

Hiaasen is passionate about Florida, and all of his books, which are sometimes called 'environmental thrillers', are set there. In all of his writing, he is concerned about the problems that Florida is facing: the greedy – and often corrupt – property development, the destruction of the Everglades and the wildlife within it, the exploitation of Florida's native inhabitants, and the influx of people who just want a 'place in the sun' but don't care at all about Florida itself. Some of these themes are present in *Hoot*, in particular, the threat to the tiny burrowing owls caused by indiscriminate building. Massive construction projects have meant that there are probably only a few hundred pairs of these owls left in Florida, even though they are a protected species that by law cannot be hurt or killed. Special centres have been set up to care for owls that have lost their habitat.

MEDIA LINKS

DVD: The film of *Hoot* is available on DVD.

CD: A recording of *Hoot* is available to accompany the Scholastic Reader.

Internet: For information about Carl Hiaasen, go to: www.carl-hiaasen.com.

To know more about the Everglades and Burrowing Owls, try: www.everglades.com and www.hootmovie.com.

Book: This reader is adapted from Carl Hiaasen's novel *Hoot* which is published by Macmillan in the UK.

HOW TO USE YOUR SCHOLASTIC MEDIA READER

Choosing and motivating

Is this the right story for your class? Will they be interested in the themes of the story? Motivate them with background information (see The Back Story above).

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading.

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The film is approximately 90 minutes long. Show the film in chunks of, say, ten minutes, in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *Hoot*. (See Vocabulary Builder on page 3 of this resource sheet.) Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. The files present more information about Florida and the Everglades and the small burrowing owls that are currently in danger. The issue of bullying is also examined. Project ideas are on page 4 of this resource sheet.

What did they think?

Get everyone to do a written or spoken review of *Hoot*. Did you like it? Compare opinions. Will they watch the film version? Let us know at readers@scholasticeltreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



HOOT

- EXTRA

People and places

1 Answer the questions.

- a) Which three teenagers are students at Trace Middle School?
- b) Which three people work for Mother Paula's All-American Pancake House?
- c) Which three people are new to Florida?

2 Circle the best words in *italics* to complete these sentences.

- a) Coconut Cove is a small town / city in Florida.
- b) Florida is in *Europe* / the United States.
- c) In Florida, it's very hot *in summer* / all year.
- d) *There is already* / They are going to build a Mother Paula's All-American Pancake House in Coconut Cove.
- e) Trace Middle School is for *teenagers* / children.

Chapter 1: The running boy

1 Answer the questions.

- a) What do you learn about the running boy in this chapter?
- b) What differences does Roy find between Montana and Florida? Which place does he prefer?

2 Talk to a partner. Have you ever moved to a new house or school? What was good about moving? What didn't you like?

3 Who says these things?

- a) 'Had enough, cowgirl?' *Dana*
- b) 'What's going to happen to the owls?'
- c) 'What owls?'
- d) 'You must write to Mr Matherson and say you're sorry.'
- e) 'Did you see that boy, too?'
- f) 'You just mind your own business.'

Chapter 2: Alligators and snakes

1 Who ...

- a) ... finds the alligators? *Officer Delinko*
- b) ... has a broken nose?
- c) ... can't go on the school bus?
- d) ... writes a letter to say sorry?
- e) ... falls asleep in his car?
- f) ... finds the snakes?

Chapter 3: A ride with Beatrice

1 Talk to a partner. What were the three problems at the building site? Who do you think is doing those things and why?

2 Order the events.

- a) Officer Delinko takes Roy home.
- b) Beatrice takes Roy for a ride.
- c) Roy takes a shoe box from his bedroom.
- d) Roy gives the shoes to Beatrice.
- e) Beatrice makes a hole in Roy's bicycle wheel.
- f) Roy goes back to the golf course.

Chapter 4: Back on the bus

1 Work with a partner. Act out the telephone conversation between Curly and his boss, Chuck Muckle.

2 Are the sentences true (T) or false (F)?

- a) Chuck Muckle is pleased with Curly.
- b) Roy wants to go on the school bus again.
- c) Dana hits Roy.
- d) Dana is scared of Beatrice.
- e) The dog trainer brings some dogs to the school.
- f) There are snakes at the site.
- g) Curly loves snakes.

Chapter 5: The hospital

1 Match the beginnings and endings.

- a) The dogs i) waited in the waiting-room.
- b) Roy and Beatrice ii) hurt Mullet Fingers' arm.
- c) Mullet Fingers iii) rang Mr and Mrs Eberhardt.
- d) Roy iv) drove the Eberhardts to the hospital.
- e) The doctor vi) didn't want his mother to come to the hospital.
- f) Officer Delinko vii) took Mullet Fingers to hospital.

Chapter 6: Roy has a plan

1 Talk to a partner. How did Mullet Fingers get his name? Describe the special place where he took Roy. Do you have a favourite place?

2 Use these words to complete the text.

bike can cigarettes ~~idea~~ site trailer trousers

Roy has an (1) *idea* He rides his
 (2) to Dana's house. He throws an empty
 (3) at Dana's window. When Dana looks
 out, Roy pulls his (4) down. Dana runs after
 him and Roy lies about some (5) He says
 there are lots in a (6) on the building
 (7)

RESOURCE SHEET STUDENT ACTIVITIES

Chapter 7: The news lesson

1 Correct these sentences. Be careful! There is more than one mistake in some sentences.

- a) Someone has taken the ^{seats}wheels from the diggers.
- b) Curly finds an alligator in the toilet.
- c) Roy goes for a drive in the mountains with his friends on Sunday.
- d) Roy is starting to hate Florida.
- e) Officer Delinko is sure that Dana Matherson is the right person.
- f) Roy finds the papers for Mother Paula's at the City Building Office.
- g) Officer Delinko doesn't care about the owls.
- h) Roy asks his class to help save the pancakes.

Chapter 8: The big day

1 Who says or thinks these things?

- a) 'I'm worried about the owls.' *Officer Delinko*
- b) 'There's nothing we can do.'
- c) 'I'm not going to eat your pancakes if you hurt our owls.'
- d) 'I don't want to hurt any owls.'
- e) 'There aren't any owls here.'
- f) 'If you kill those owls, you have to kill me too.'
- g) 'Give her these papers, Roy.'
- h) 'My dad cares about the owls, too.'

Epilogue

1 Who ...

- a) stops working for Mother Paula's? *Kimberly Lou Dixon*
- b) takes classes?
- c) disappears?
- d) knows where Mullet Fingers is?
- e) finds a fish in his shoe?
- f) put the fish there?

FINAL TASKS

1 Speaking. Imagine the story of Hoot happening in your town. What kind of restaurant or building is being built? And where? What animals or birds are in danger? What kinds of problems happen? Act out the scene between Officer Delinko and Curly on page 7 with these differences.

2 Writing. Make a quiz. Work with a partner and write five questions on the book:

- 1. What colour ...? 2. What day ...? 3. How many ...?
- 4. Who ...? 5. What ...?

Then work with another pair and ask them your questions. Score a point for every correct answer.

VOCABULARY BUILDER

1 Look at the 'New Words' at the back of Hoot. Find a word in the list which means ...

- 1. a kind of night bird *owl*
- 2. an animal which lives in rivers and has big teeth
- 3. something you sit on in a car or cinema
- 4. the son of your dad's new wife
- 5. a place where they are building something
- 6. you have five of these on each hand
- 7. a kind of house on wheels
- 8. very special or very difficult to believe
- 9. we use this to colour walls in the house

2 Correct the wrong words in these sentences using words from the 'New Words' list.

- 1. That old man can't walk very well. He needs a ~~snake~~ ^{stick}.
- 2. She can't move. She's climbed to a tree.
- 3. The pizza car was at the entrance to the park.
- 4. If you know about first help, you can save someone's life.
- 5. Don't leave those empty bottles and cans on the beach. Take care of the department.

Casual language

- **'Mind your own business.'** (p.11). Beatrice Leep says this to Roy when he is asking her about the boy. She doesn't want to tell him anything and she doesn't want him to ask any more questions.
- **'I'm going to get you.'** (p.14). Dana Matherson says this to Roy when he is angry about his broken nose. He means that he is going to hit Roy and make him sorry.
- **'Get lost!'** (p.14 and p.43). Chuck Muckle shouts this at Mullet Fingers on the site opening day. He is very angry and he wants the boy to go away.
- **'kids'** is another word for young children and teenagers.

Reply using one of the casual language expressions.

- 1. 'Hi, beautiful. Do you want to give me a kiss?'
'.....'
- 2. 'I've just broken your new guitar.'
'.....'
- 3. 'Why did you finish with your girlfriend? I want to know everything!'
'.....'
- 4. 'Do you want to go out with my little brother?'
'No, he's just a

FLORIDA'S WILD SIDE (pages 48–9)

Quiz

After reading the Fact File about the Everglades, students prepare five questions on the information in the spread and then quiz each other.

Tourist office leaflets

Ask students to think of an area of natural beauty near where they live (or in their country) and to answer these questions about it: *What kind of area is it? Where is it exactly and how can you get there? What's special about it? What wildlife can you see there?*

If students are unsure about the answers to these questions, encourage them to research the information on the Internet or using library resources.

Once they have the information, students design a tourist office leaflet to encourage people to visit the area.

SAVE THE OWLS (pages 50–1)

Memory game

After reading the Fact File about the owls, the students copy the seven interview questions into their exercise books. Ask students to shut their reader and try to remember as many answers as they can. Teachers can turn this into a competitive team game by awarding points for every fact correctly remembered.

Wildlife presentation

Students copy the seven interview questions from the Fact File and apply them to a bird or animal in danger in their own region or country.

If students are unsure about the answers to these questions, encourage them to research the information on the Internet or using library resources.

Students use the information to give a presentation to their classmates.

STOP THE BULLIES (pages 52–3)

'Stop the Bullies' poster

Students design a poster to increase awareness of bullying and of what victims can do to stop it, drawing information from the Fact File.

Students vote on the posters which best raise awareness of the issue. Make copies of the best posters and display them on noticeboards around the school.

ANSWER KEY

Self-Study Activities (pages 54–6)

- 1 a) hoot b) finger c) cigarette d) site e) alligator f) truck
g) snake
- 2 a) paint b) amazing c) ground d) tied e) stepbrother
f) dig
- 4 a) Shoes, bag, books.
b) Dana – to say he was sorry for hitting him on the nose.
c) He pushed past her on the bus. She sat opposite him at lunch. She took his bicycle and took him to the pizza truck.
d) Someone pulled out the sticks. Someone put alligators in the toilets. Someone painted a police car black.
e) To be a detective.
f) Owls. They live in the ground. They're very small.
- 5 a) ii b) i c) i
- 6 The correct order is: a, d, c, g, h, f, b, e.
- 9 a) The owls.
b) Go to Mother Paula's opening day.
c) Roy, Beatrice, the strange boy, Officer Delinko, Chuck Muckle, Curly, Kimberly Lou Dixon, plus newspaper and television people.

- d) Be quiet – so the owls can come out.
 - e) He lies in one of the holes.
 - f) They join arms and start to sing.
 - g) An owl.
 - h) Napoleon Bridger.
 - i) To ask Roy some questions.
 - j) The papers from the City Building Office.
- 10 a) vii b) vi c) v d) ii e) iii f) i g) iv

Resource Sheet Activities

People and places

- 1 a) Roy Eberhardt, Beatrice Leep, Dana Matherson
b) Kimberly Lou Dixon, Chuck Muckle, Leroy Branitt
c) Roy, Mr and Mrs Eberhardt
- 2 a) small town
b) the United States
c) all year
d) They are going to build
e) teenagers

Chapter 1: The running boy

- 1 a) He runs fast, he's thin and brown from the sun, he has blonde hair, he wears shorts and an old basketball shirt, he has black feet and no shoes or school things.
b) Florida is hot and horrible. Montana has mountains and rivers and blue skies. He prefers Montana.
- 3 a) Dana b) Officer Delinko c) Curly d) Miss Hennepin
e) Roy f) Beatrice Leep

Chapter 2: Alligators and snakes

- 1 a) Officer Delinko b) Dana c) Roy d) Roy e) Officer Delinko
f) Roy

Chapter 3: A ride with Beatrice

- 1 Someone pulled out the sticks. Someone put alligators in the toilets. Someone painted Officer Delinko's car black.
- 2 The correct order is: c, f, b, d, e, a.

Chapter 4: Back on the bus

- 2 a) F b) F c) T d) T e) F f) T g) F

Chapter 5: The hospital

- 1 a) ii b) vii c) vi d) i e) iii f) iv

Chapter 6: Roy has a plan

- 3 (1) idea (2) bike (3) can (4) trousers (5) cigarettes
(6) trailer (7) site

Chapter 7: The news lesson

- 1 a) Someone has taken the seats from the diggers.
b) Curly finds his gun in the toilet.
c) Roy goes for a boat ride in the Everglades with his parents.
d) Roy is starting to like Florida.
e) Officer Delinko is not sure that Dana Matherson is the right person.
f) Roy doesn't find the papers for Mother Paula's at the City Building Office.
g) Officer Delinko cares about the owls.
h) Roy asks his class to help save the owls.

Chapter 8: The big day

- 1 a) Officer Delinko b) Curly c) Roy d) Kimberly Lou Dixon
e) Chuck Muckle f) Mullet Fingers g) Mr Eberhardt h) Roy.

Epilogue

- 1 a) Kimberly Lou Dixon b) Chuck Muckle
c) Mullet Fingers/Napoleon Bridger d) Beatrice e) Roy
f) Mullet Fingers/Napoleon Bridger

Vocabulary Builder

- 1 owl 2 alligator 3 seat 4 stepbrother 5 site 6 fingers
7 trailer 8 amazing 9 paint
- 1 snake = stick 2 climbed = tied 3 car = truck
4 help = aid 5 department = environment.

Casual language

1. Get lost! 2. I'm going to get you! 3. Mind your own business!
4. kid