

# Teacher's Notes



## PUSS IN BOOTS THE GOLD OF SAN RICARDO



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 Gold of San Ricardo Popcorn ELT Reader.*

### Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

*Puss In Boots: The Gold of San Ricardo* has a total story wordcount of 1106 words.

### ***Puss In Boots: The Gold of San Ricardo – synopsis***

When Puss In Boots tries to steal the magic beans from outlaws Jack and Jill, he meets an old friend, Humpty Dumpty. Humpty once tricked Puss into helping him rob the San Ricardo bank. Humpty went to prison and Puss became an outlaw.

Now Humpty is out of prison. He and his new friend, Kitty Softpaws, have a plan to get rich. Puss agrees to help but only if they give the gold to the people of San Ricardo. Together they steal the magic beans, climb the giant beanstalk and find the Golden Goose that lays golden eggs. Then they take her down the beanstalk.

Humpty and Kitty disappear and Puss finds them in San Ricardo. Humpty gives the golden eggs to the people of San Ricardo, but the Comandante takes Puss to prison.

Kitty helps Puss to escape. Humpty is leaving San Ricardo with the Golden Goose because he knows Mother Goose will soon arrive and destroy the town. Puss persuades Humpty to give the Golden Goose back. Humpty agrees, but when Mother Goose lands on the bridge, Humpty falls and breaks. Puss is sad to lose his friend, but he is a hero in the town.

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

### ***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).

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

- *Puss In Boots: The Outlaw* (level 2)



# Popcorn ELT Readers

# Teacher's Notes

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*Just choose the pages that you need and print!*

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# 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.



- 1 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.
- 2 Look together at the front cover of the book. Ask *What do you think? Is Puss In Boots good or bad?* Students discuss their ideas in English or in L1.

**OR**



In L1, tell students they're going to see part of a film about a cat called Puss In Boots. Explain that Puss is trying to get some magic beans. (If your students are familiar with the fairy tale *Jack and the Beanstalk*, you could explain that the magic beans in this story also grow into a beanstalk.) Ask *Does Puss have the beans? Why / Why not?* Show the scene where Puss is looking into Jack and Jill's hotel room and sees the beans until the scene when Puss chases Kitty across the rooftops. Discuss the answers with the class.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who's wearing a hat? Who's wearing boots? Who is an egg? Who has got some eggs?*
- 4 Pre-teach *gold* and *steal*. (These words also appear on the 'New Words' page.)
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of *Who Am I?* For example, say *I'm a cat. I'm good at stealing.* Students say *You're Kitty.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 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 13–18 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><b>cart</b></p>  <p>This is a <b>cart</b>.</p>	<p><b>grow</b></p>  <p>It <b>grows</b> very quickly.</p>	<p><b>prison</b></p>  <p>He's in <b>prison</b>.</p>	<p><b>steal</b></p>  <p>She's <b>stealing</b> the man's bag.</p>								
<p><b>bank</b></p>  <p>She works in a <b>bank</b>.</p>	<p><b>destroy</b></p>  <p>The wind <b>destroyed</b> the town.</p>	<p><b>lock</b></p>  <p>It's a strong <b>lock</b>.</p>	<p><b>'Hooray!'</b></p>  <p><b>Hooray!</b></p>								
<p><b>bridge</b></p>  <p>The <b>bridge</b> is very old.</p>	<p><b>gold</b></p>  <p>There is a lot of <b>gold</b> in the bag.</p>	<p><b>plan</b></p>  <p>Let's make a <b>plan</b>!</p>	<p><b>Verbs</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>break</td> <td>broke</td> </tr> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>grow</td> <td>grew</td> </tr> </tbody> </table>	Present	Past	break	broke	fall	fell	grow	grew
Present	Past										
break	broke										
fall	fell										
grow	grew										


- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *gold* and *steal* from the 'Meet ...' page.
- 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 *Hooray!* We shout this when we are very happy or glad about something. Say it several times and ask students to repeat and mime the word.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.
- 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 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.
-  Show a two to three minute extract of one of the characters without the sound and then ask the children to describe the character and tell you what they think he or she is like. For example, play the scene where we first meet Humpty (scene 5 on the DVD).


**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 pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. For Chapter 1, *Who does Puss see in the dark? What is Humpty's plan? Does Puss go with him?* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play the scene in which the Kitty and Puss steal the beans from Jack and Jill's cart (DVD scene 9). After watching, ask students to tell you how much they remember of what happened. Make a list on the board, giving new vocabulary as necessary, then show the extract again to see how well they did.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. adjectives to describe people, words beginning with *p* or *b*.
-  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 *beans*, *beanstalk*, *eggs* and *Golden Goose* for Chapter 2.

- Ask students if they liked the story ending. In small groups, students think of a new ending for the story. They either write, draw or roleplay the final scene.
- Ask students to create a map of where the characters go in the story. They could draw in details such as the Golden Goose at the top of the beanstalk or Jack and Jill's cart.
- Ask pupils to write a short review of the reader. Write on the board:

*I thought the story of Puss In Boots: The Gold of San Ricardo was ...*

*I liked/didn't like reading about ...*

*My favourite character was ... 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 11)

## Chapter 1

Who says this? Who do they say it to?

1 Go away!

.....**Jack and Jill**..... say this to .....**Kitty and Puss**.....

2 Those magic beans  
were mine.

..... says this to .....

3 Come with us!

..... says this to .....

4 Don't be angry with me.

..... says this to .....

## Chapter 2

Put the sentences in order.

- a Jill saw Puss and Kitty
- b Puss and Kitty waited next to the road.
- c A beanstalk started to grow.
- d They saw the Golden Goose.
- e Kitty opened the lock.
- f Humpty, Kitty and Puss went up.
- g Humpty came with his cart.



# Chapter Quizzes (Answer key, page 11)

## Chapter 3

What is Puss saying? Write the correct words.

laughed   ~~opened~~   saw   was   went   were

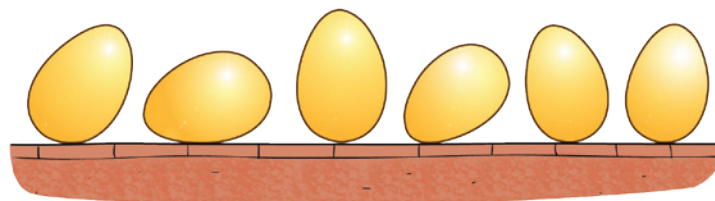
When I **1** .....~~opened~~..... my eyes, no one was there. Where **2** .....  
my friends? I **3** .....to San Ricardo to find them. San Ricardo  
**4** ..... very quiet. Then I **5** ..... Humpty. He was with  
Jack and Jill! They all **6** ..... at me.

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## Chapter 4

Write ✓ or X.

- 1** The terrible noise was far away.
  - 2** Mother Goose was very big.
  - 3** Humpty had the Golden Goose on his cart.
  - 4** Humpty broke the bridge.
  - 5** Puss helped Humpty.
  - 6** Mother Goose stayed in San Ricardo.
  - 7** The people were very happy.
- 







# 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**

## GOLD

Everyone is looking for gold in Puss In Boots. But how much do you know about gold?

**Where does gold come from?**

- Today gold comes from mines in many different countries. A lot of gold comes from China, Australia, the USA, Russia, South Africa and Peru. Many rivers have gold in them, for example, the Amazon River in South America or the Colorado River in the USA.

**When did people first find gold?**

- No one knows, but we know people had gold about 4,500 years ago.
- The famous Egyptian mask of Tutankhamun is gold and it is more than 3,000 years old.
- The first gold money is about 2,500 years old.

**What can we do with gold today?**

- Gold is an electrical conductor. Every mobile phone and TV has some gold in it.
- This space helmet has gold on it. The gold can protect a person's face from very strong sun.

**DID YOU KNOW?**  
Gold is very expensive so this Olympic gold medal is only 1.34 % gold!

**Do you have anything gold?**

**What do these words mean? Find out.**  
mine electrical conductor  
mobile phone protect expensive

- Students have their books closed. Write *GOLD* on the board. Elicit in English or in L1 what students know about gold. Write these facts on the board.
- Tell students to open their books at page 26. Students look at the pictures. In L1, ask which things they expected to see, and which were a surprise.
- Students read each section, or read and listen to the CD. After reading, students look at the information on the board. In English or in L1 discuss which of these facts are mentioned in the text and which are not.
- 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.
- Write *the Amazon, Egypt, London, South Africa* on the board. In pairs, students find out why these places are mentioned in the text. Discuss the answers as a group. (*There is gold in the Amazon river. There is a famous gold mask in Egypt and it is more than 3000 years old. The gold medal from London 2012 is only 1.34% gold. A lot of gold comes from South Africa.*)
- In pairs, students discuss the question in the red circle on page 27.
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Students find out some facts about a different material e.g. silver or a diamond. They find out three interesting facts and complete the worksheet.
- Display the projects around the classroom for other students to read. After this, students can keep their completed project worksheets in a 'Real World' section of their readers folder.



# Real World: Project

## Materials

**Cross-curricular content area:**  
Science and Geography

This is a picture of .....

Stick a picture or photo here.

### Three interesting facts about it:

- ◆ .....  
.....
- ◆ .....  
.....
- ◆ .....  
.....



# Answer Key

## After you read (page 28)

1 a iii b v c iv d ii e i

2 a waited b grew c went d saw e opened f ran g broke



### Where's the popcorn?

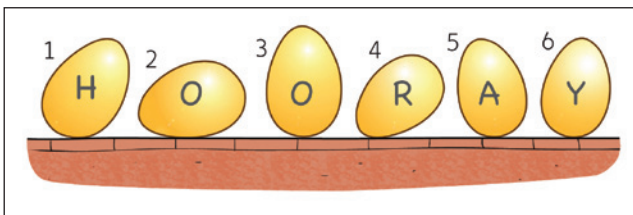
Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 13)

## 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)

#### 1 Linguistic intelligence



#### 2 Logical intelligence

a) If all the golden eggs are the same, how many kilograms is one egg? .....2.5 kg.....

b) If the green egg is 1000g, how many kilograms is one golden egg? .....4 kg.....

#### 3 Naturalistic intelligence

- a sun                      c A  
b water                    d sun, water

#### 4b Inter-personal intelligence

Students' own answers.

## Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

### Chapter 1

- 1 Jack and Jill, Kitty and Puss
- 2 Puss, Kitty
- 3 Kitty, Puss
- 4 Humpty, Puss

### Chapter 2

- |     |     |     |
|-----|-----|-----|
| a 3 | d 7 | f 6 |
| b 1 | e 2 | g 4 |
| c 5 |     |     |

### Chapter 3

- |          |           |
|----------|-----------|
| 1 opened | 4 was     |
| 2 were   | 5 saw     |
| 3 went   | 6 laughed |

### Chapter 4

- 1 X (It was near.)
- 2 ✓
- 3 ✓
- 4 X (Mother Goose broke the bridge.)
- 5 X (Puss helped the Golden Goose.)
- 6 X (Mother Goose went back home.)
- 7 ✓






## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in small groups.
- 2 The students take it in turns to choose one of the characters. Each student mimes something that their character does in the story. The other students guess what they are doing and which character they are.

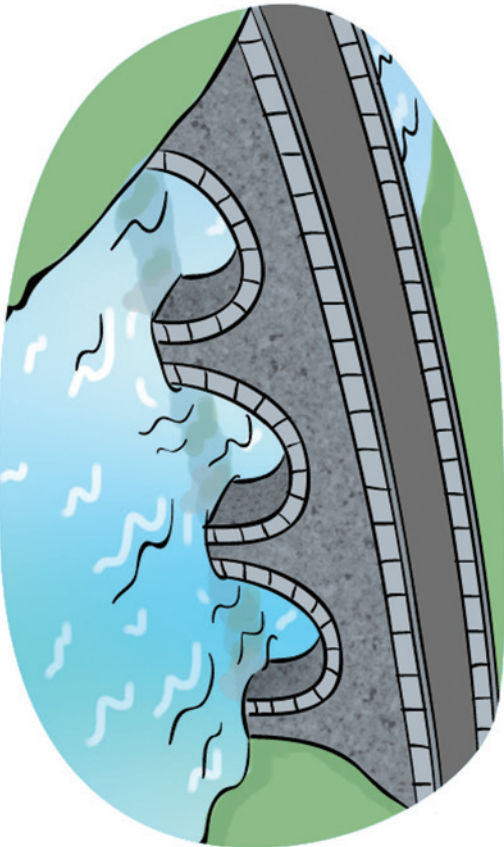
## Chant

### 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  Divide the class into three groups and give a verse to each group. Explain in L1 that the last line of each verse (*The gold of San Ricardo!*) is said by everyone in the class. Play the CD or say the chant yourself. Each group says the lines of its verse at the same time. Practise several times.
  - 3 Ask students to invent some actions to go with the chant, e.g. seeing the Golden Goose, jumping in the water. Students now do the actions as they say the chant.



# Flashcards



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**bank**

She works in a **bank**.

**bridge**

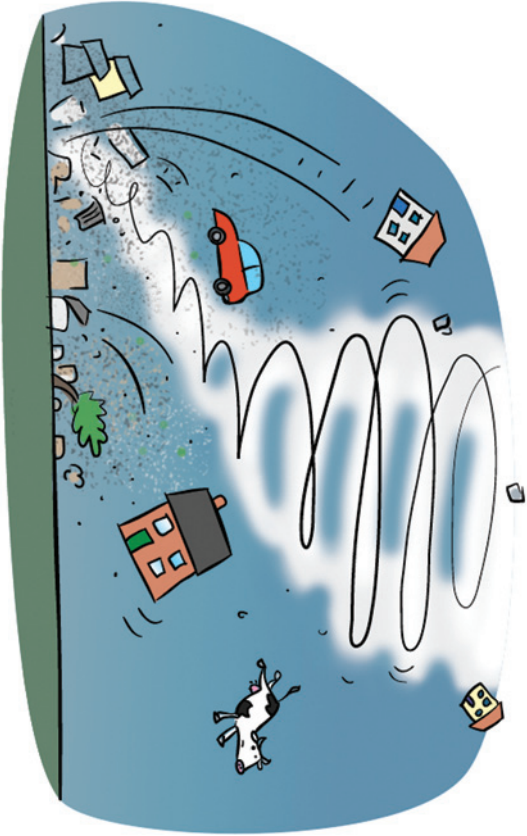
The **bridge** is very old.

fold

fold

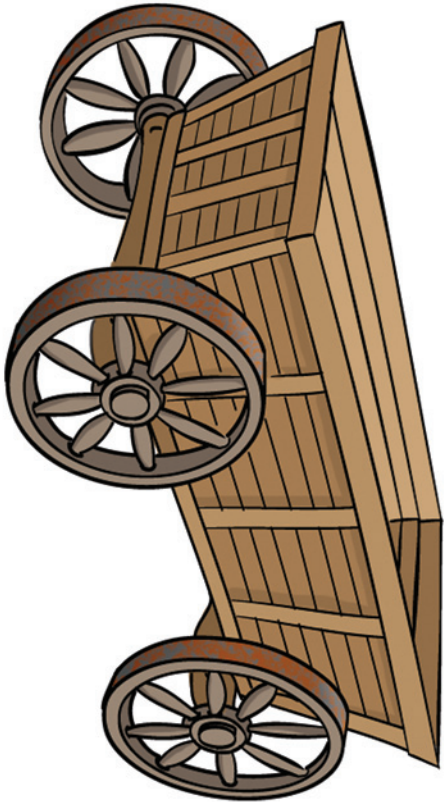


# Flashcards



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fold

**cart**

This is a **cart**.

**destroy**

The wind **destroyed**  
the town.

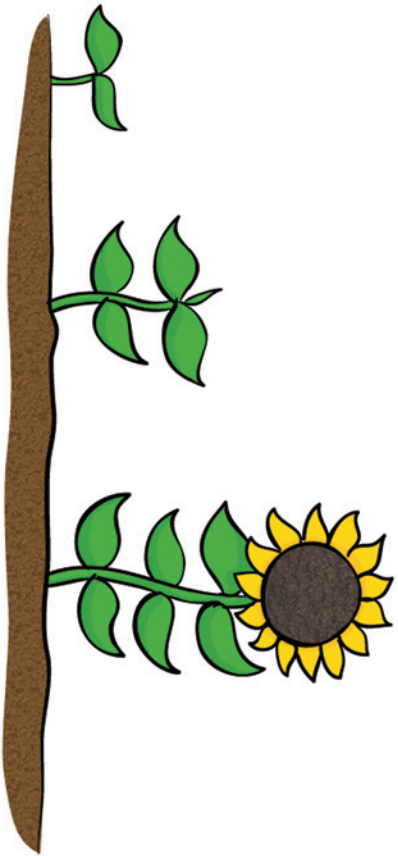
fold



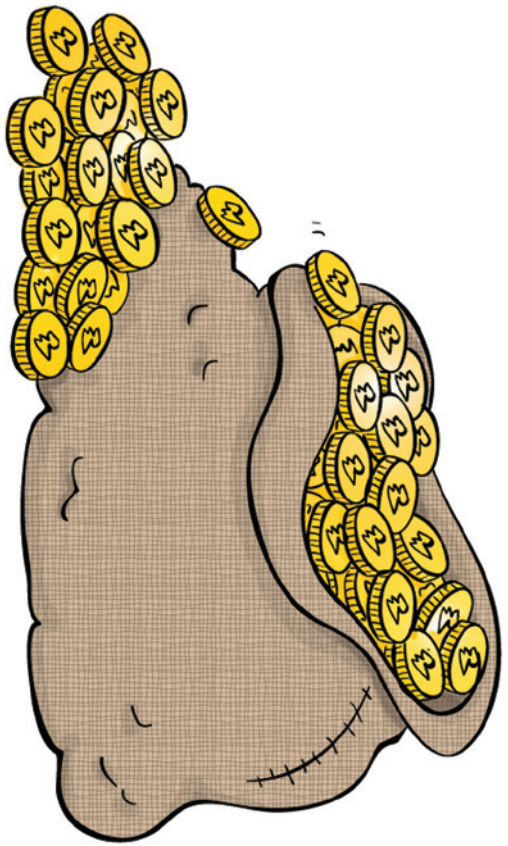
# Flashcards



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fold

fold

**gold**

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

**grows**

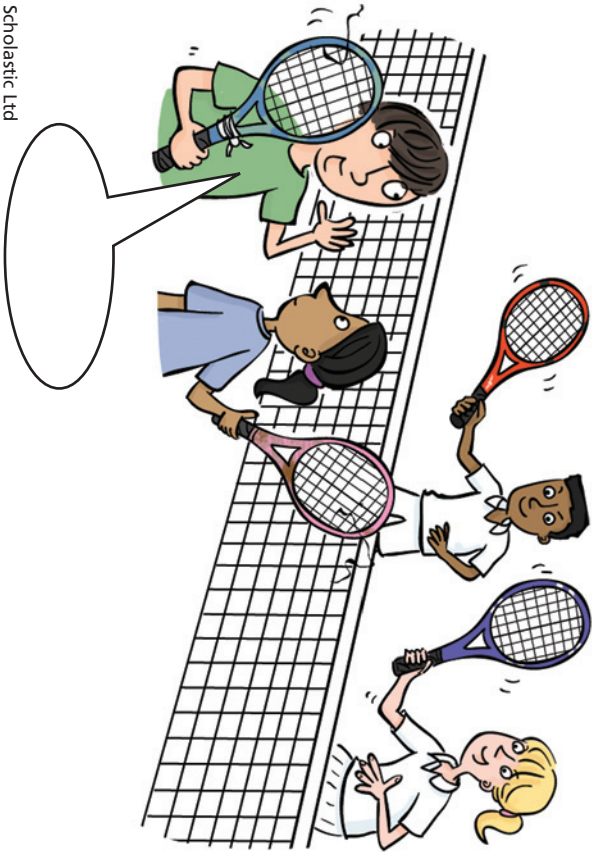
It **grows** very quickly.



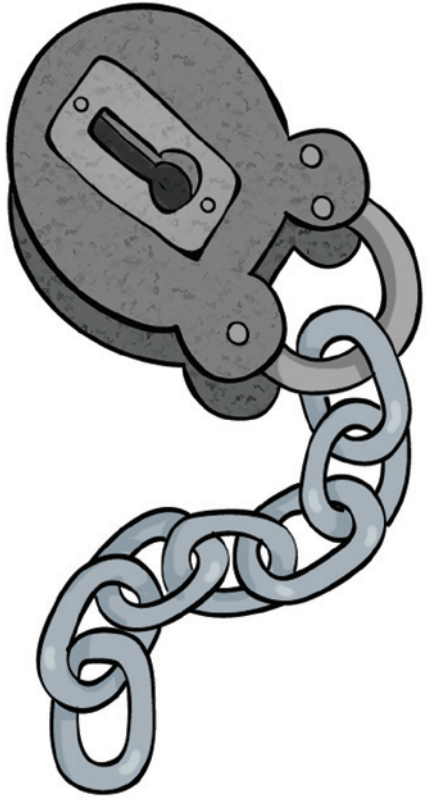
# Flashcards



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fold

fold

**plan**  
Let's make a **plan**!

**lock**  
It's a strong **lock**.





# Flashcards



**prison**

He's in **prison**.



**steal**

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



# Flashcards

