

Teacher's Notes



SHREK 2™

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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 Shrek 2 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. *Shrek 2* has a total story wordcount of 889 words.

Shrek 2 – synopsis

In the first *Shrek* film, Princess Fiona is a beautiful young woman in the day and an ogre at night. When she falls in love with Shrek – also an ogre – she gives up her beauty and becomes an ogre forever.

In *Shrek 2*, Fiona and Shrek visit Fiona's parents, the King and Queen of Far Far Away. Shrek's friend, Donkey, goes with them. Fiona's parents are upset because Fiona, who they expect to be a beautiful princess, is an ogre. The Fairy Godmother is upset because Fiona hasn't married her son, Prince Charming.

The Fairy Godmother tells the King to hire Puss In Boots to kill Shrek. But instead, Shrek and Puss In Boots become friends. They steal a potion from the Fairy Godmother's castle. When Shrek drinks the potion, he, Fiona and Donkey become handsome ... but only until midnight.

Prince Charming takes advantage of the situation and pretends that *he* is the handsome new Shrek, but Fiona isn't sure. The Fairy Godmother wants the King to give Fiona another potion so that she falls in love with Prince Charming, but the King refuses. When the real Shrek arrives, Fiona recognises him. The Fairy Godmother is angry with the King and turns him into a frog. It's now midnight, Shrek and Fiona become ogres again and are happy once more.

Shrek 2 – the film

Released: 2004

Genre: animated comedy

Suitable for: all children

Actors: Mike Myers (voice of Shrek), Cameron Diaz (voice of Princess Fiona), Eddie Murphy (voice of Donkey), Antonio Banderas (Puss In Boots)

Other *Shrek* films: *Shrek* (2001), *Shrek the Third* (2007), *Shrek Forever After* (2010)

Why not try the other Shrek Popcorn ELT Readers?

- *Shrek* (level 1)
- *Shrek the Third* (level 3)
- *Shrek Forever After* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.



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 *Shrek 2*



This page is recorded on the CD.

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



- 1 Ask (in L1) if anyone has read the first *Shrek* Popcorn ELT Reader or seen the first film. If so, ask them to tell the class the story briefly.
- 2 Look together at the front cover of the book. Ask *Is this book about a school?* (No) *Is it about computers?* (No) Point to Shrek and say *This story is about an ogre. Is he small?* (No, he's big.) *What colour is he?* (Green).

OR



Tell students (in L1) they're going to see an extract from *Shrek 2*. They answer these questions as they watch: *How many ogres are there? Does everyone like them? Are the ogres nice?* Show the scene when Shrek and Fiona walk down the red carpet (DVD scene 4). Discuss the answers as a class.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is Prince Charming's mum? Can she fly?*

- 4 Pre-teach *magic* and *husband*. (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 am Prince Charming's mum*. Students say *You're the Fairy Godmother*. 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. Check comprehension of *fairy tale characters* and discuss which ones students know. They may recognise: Pinocchio, whose nose grows longer when he tells a lie; the Three Little Pigs, who made houses of straw, wood and bricks; the wolf in Grandma's clothes from *Little Red Riding Hood*; the Three Blind Mice from the nursery rhyme and the Gingerbread Man who ran away saying *You can't catch me, I'm the Gingerbread Man!*



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>frog</p>  <p>This frog is yellow.</p>	<p>kill</p>  <p>Cats kill small animals.</p>	<p>ogre</p>  <p>This is an ogre.</p>
<p>bottle</p>  <p>This is a bottle.</p>	<p>handsome</p>  <p>He is a handsome man.</p>	<p>kiss</p>  <p>A kiss for you!</p> <p>Don't kiss me!</p>
<p>castle</p>  <p>This is a castle.</p>	<p>husband</p>  <p>She loves her husband.</p>	<p>magic / magician</p>  <p>This is a magician. He does magic.</p>

'Once upon a time ...'



The book starts 'Once upon a time ...'

Verbs

Present	Past
drink	drank
find	found
think	thought

- 1 Look at the page with your class. Say *All these words are in the story. Which words do you know?* They should remember *ogre*, *magic* and *husband* from the 'Meet ...' page.
- 2  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 *Once upon a time*. This is a traditional way to start a story or fairy tale. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *drink*, *find* and *think* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *They found a frog in the garden.*
- 5 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. 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) 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, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene when Puss In Boots attacks Shrek (DVD scene 8), then ask, e.g. *Who is the cat? Is he big? What is he doing? What comes next in the story?*

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:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he good or bad? What does he do?*
- 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. *He's handsome but Fiona doesn't like him. Who is he? (Prince Charming) Princess Fiona's mum and dad live here. Where is it? (Far Far Away).* 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 they have just read. For example, play the scene in which Shrek, Donkey and Puss In Boots are looking at the magic bottles in the Fairy Godmother's castle (DVD scene 9). After watching, ask students to remember everything they can about the scene, including the colours of the drinks and bottles. Make a list on the board of the things they say. Show the extract again to see how much they remembered.

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. types of people, feelings adjectives or appearance adjectives.
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.

- Ask students to draw a picture of their favourite part of the story, and write a caption. You could then give 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 invent a magic drink. They draw it and give it a label, e.g. *Drink this and be tall* or *Drink this and have ten legs*. Students then give their bottle to a partner, who acts out drinking the contents and changing in the way described on the label.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Shrek 2 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 11)

Chapter 1

Answer the questions.

- 1 Did the King and Queen love Princess Fiona? **Yes, they did.**
- 2 What was Princess Fiona at night?
- 3 Who did the King ask for help?
- 4 Where did Princess Fiona go?
- 5 Did Prince Charming find Princess Fiona?

Chapter 2

Circle the correct words.

- 1 Princess Fiona's husband is *handsome* / **(an ogre)**.
- 2 Shrek and Fiona live in a *small house* / *big castle*.
- 3 Shrek *wants* / *doesn't want* to go to Far Far Away.
- 4 Fiona *wants* / *doesn't want* to see her mum and dad.
- 5 Donkey *goes* / *doesn't go* with Fiona and Shrek.
- 6 The King *is* / *isn't* happy when he sees Fiona and Shrek.

Chapter 3

Who says this?

1 You are going to be beautiful again.
The Fairy Godmother

2 I'm sorry!
.....

3 Kill Shrek! He's not a good husband for Fiona.
.....

4 Take a bottle and run!
.....



Chapter Quizzes (Answer key, page 11)

Chapter 4

Put these sentences in the correct order.

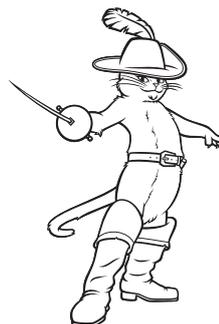
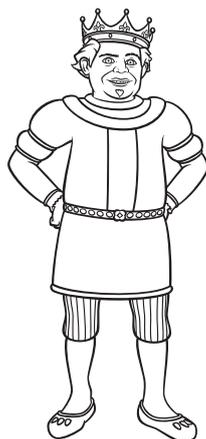
- a Donkey talks to Princess Fiona.
- b Shrek and Donkey are handsome now.
- c Shrek sees Princess Fiona with Prince Charming.
- d The Fairy Godmother gives a bottle to the King.
- e The King goes out of the castle and Shrek goes after him.
- f Prince Charming goes to Princess Fiona and says 'It's me, Shrek!'

Chapter 5

Correct the mistakes.

Shrek

- 1 ~~Prince Charming~~ jumps onto the big Gingerbread Man.
- 2 Fiona loves Prince Charming.
- 3 Fiona drank from the magic bottle.
- 4 Puss In Boots was now a frog.
- 5 At ten o'clock, Shrek and Fiona were ogres again.
- 6 At the end of the story, Princess Fiona was sad.





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

IT'S MAGIC!

The Fairy Godmother does a lot of magic in *Shrek 2*. You can learn magic. Some people work as magicians.

The Magic Circle
The Magic Circle is a magic club in London. Some very good magicians are in The Magic Circle. There is also a Young Magicians Club for magicians from ten to eighteen years old. Every year the club has a Young Magician of the Year.

Paul Kieve
Paul Kieve loved doing magic tricks when he was young. When he was seventeen, he was second in the Young Magician of the Year competition.

Now Paul is a magician. He knows a lot about magic. He was Daniel Radcliffe's magic teacher in *Harry Potter and the Prisoner of Azkaban*.

The 'How old are you?' number trick
Do this trick with a friend!
 ✨ Write your age, e.g. 09 or 10.
 ✨ Multiply the first number by 5.
 ✨ Add 3.
 ✨ Multiply this number by 2.
 ✨ Add the second number of your age to this number.
 ✨ Subtract 6 ... and that's your age!

What do these words mean?
people club trick competition age

Do you know any magic tricks? Show them to your friends.

add +
multiply X
subtract -

26 27

- 1 With books closed, ask *What can the Fairy Godmother do? Elicit She can do magic.* Discuss in L1 what magic she does. Ask what magic tricks students have seen and if they know any magic tricks themselves.
- 2 Tell students to open their books at page 26. Students read each section, or read and listen to the CD. They then try out the number trick with a friend.
- 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 Tell students that they are going to do a project about their favourite magician, either a real person or a fictional character. Students give you ideas of people to write about. Then brainstorm magical abilities and write a list on the board, e.g. *read people's minds, change someone into a frog, do card tricks.*
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to research information about their favourite magician, either at home or in the school library, using books or the Internet. This could be either a real magician or a fictional character. They then complete the text about their chosen magician and draw or stick a picture of him or her in the space provided.
- 6 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

Cross-curricular
content area:
Literature/
Arts

My Favourite Magician

My favourite magician's name is

He/She is a good magician because

He/She can

He/She is



Answer Key

After you read (page 28)

- 1 a iii b iv c ii d v e i f vi
2 a No b No c Yes d No e Yes f Yes



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 9)

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

Spatial intelligence

- a the King
- b Puss In Boots
- c Shrek
- d Gingerbread Man
- e Princess Fiona
- f Donkey

2

Intra-personal intelligence

Shrek: angry, big, cool, funny, nice, strong
Prince Charming: angry, bad, handsome, rich
the King: angry, bad/nice, old, rich

3

Linguistic intelligence

- 1 husband
- 2 frog
- 3 party
- 4 castle
- 5 kill
- 6 donkey

4

Spatial intelligence

Students' own answers.

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

Chapter 1

- 1 Yes, they did.
- 2 an ogre
- 3 the Fairy Godmother
- 4 She went to a dark castle.
- 5 No, he didn't. (He found a wolf.)

Chapter 2

- 1 an ogre
- 2 small house
- 3 doesn't want
- 4 wants
- 5 goes
- 6 isn't

Chapter 3

- 1 the Fairy Godmother
- 2 Puss In Boots
- 3 the King
- 4 Shrek

Chapter 4

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

Chapter 5

- 1 ~~Prince Charming~~ Shrek
- 2 ~~loves~~ doesn't love
- 3 ~~drank~~ didn't drink
- 4 ~~Puss In Boots~~ The King
- 5 ~~ten~~ twelve
- 6 ~~sad~~ happy



Imagine ...

Kinaesthetic intelligence

- 1  Say *Open your books at page 31*. Students think of a well-known fairy tale character. You might want them to look again at the 'Meet ...' page to remind them of the characters' names and help them make their choice. Alternatively, play some of the scene when the fairy tale characters help Shrek to escape from the dungeon (DVD scene 16) to show the different characters' movements and characteristics.
- 2 Students write three things about their chosen character.
- 3 Put students into small groups. Students take turns to mime their character and say their sentences. The rest of the group guesses the character's name.

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 two groups. Tell the students that they are going to say the chant. Explain (in L1) that one group is Fiona, and says the first half of each line. Then everyone joins in for the names at the end of the line. Play the CD or say the chant yourself. Students say it at the same time. Each group takes a turn at being Fiona.
 - 3 You might like to choose four students to be the King, Queen, Shrek and Fiona. They stand at the front of the class, if possible wearing appropriate clothes, props or masks. As the words of the chant are said, Fiona pretends to introduce each character to the class. He or she waves or bows to the class in the style of the character.

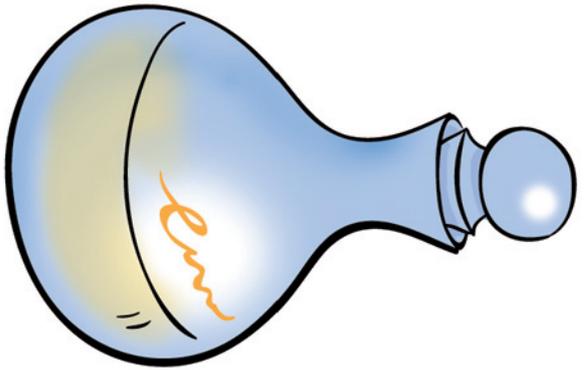
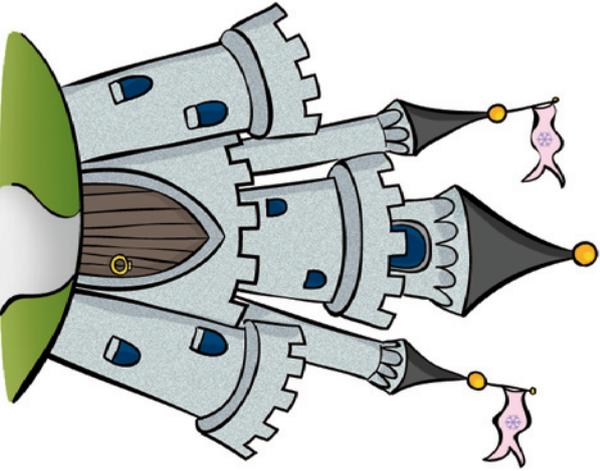


Flashcards



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fold

fold

castle
This is a **castle**.

bottle
This is a **bottle**.

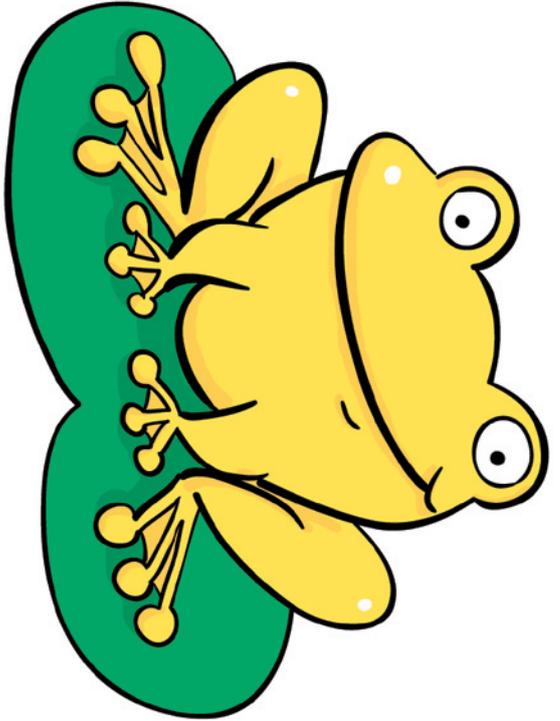


Flashcards



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fold

fold

handsome
He is a **handsome**
man.

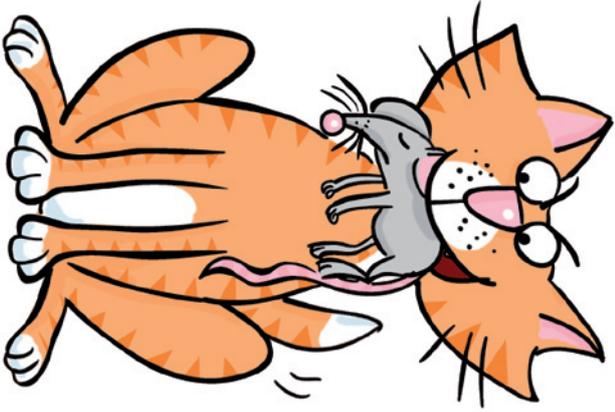
frog
The frog is **yellow**.



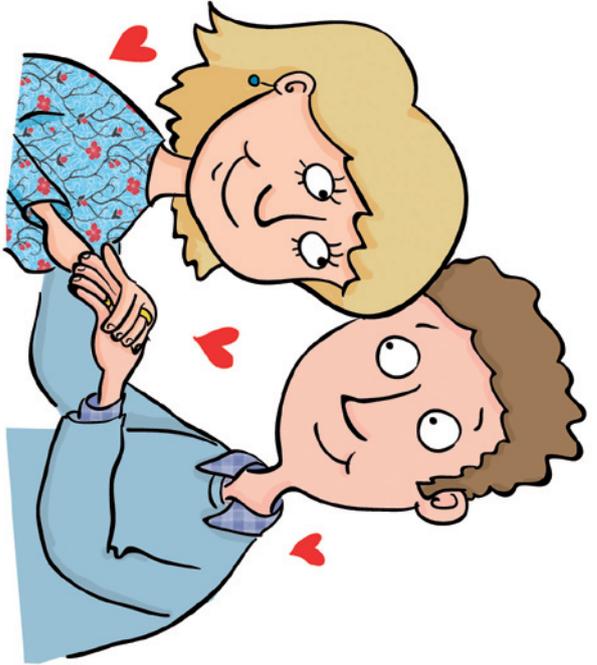
Flashcards



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fold

fold

husband

She loves her
husband.

kill

Cats **kill** small
animals.



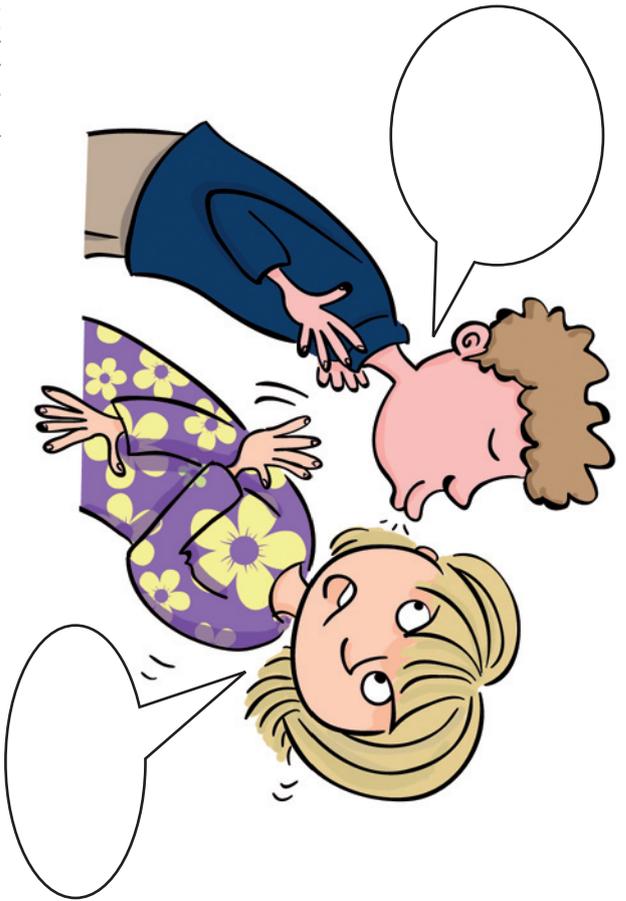
Flashcards



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fold

fold

kiss

'A **kiss** for you!'

'Don't **kiss** me!'

magic / magician

This is a **magician**.

He does **magic**.



Flashcards



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fold

fold

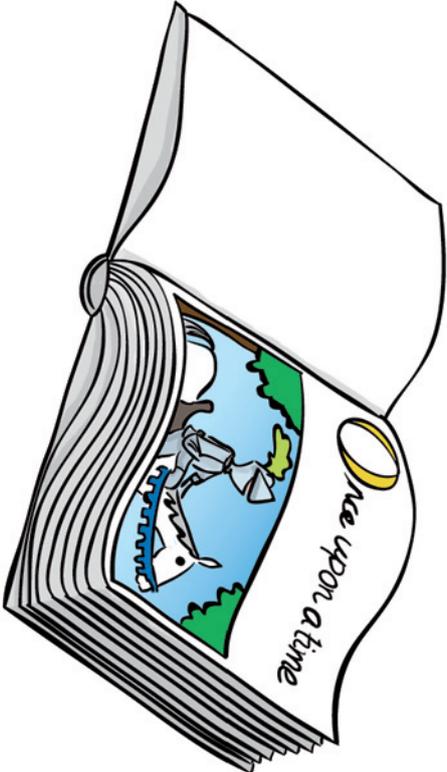
party
They are having a
party.

ogre
This is an **ogre.**



Flashcards

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fold

'Once upon a time ...'
The book starts
'Once upon a time ...'

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