

Popcorn ELT Readers

Teacher's Notes



HOW TO TRAIN YOUR DRAGON

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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 How to Train Your Dragon Popcorn ELT Reader.

Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

How to Train Your Dragon has a total story wordcount of 551 words.

How to Train Your Dragon – synopsis

Hiccup is a young Viking. He lives on the island of Berk. His father, Stoick, is leader of the Vikings. Dragons come to the island and take the Vikings' animals. The Vikings fight the dragons.

Hiccup is not a good fighter, but one night he manages to hit a dragon called a Night Fury. When Hiccup tells his father, Stoick doesn't believe him. The next day Hiccup finds the Night Fury. It is wounded. Hiccup feels sorry for it. He calls the dragon Toothless and he secretly trains it and learns to fly on it.

Hiccup believes dragons and Vikings can be friends. He tells his secret to another young Viking, Astrid, and together they discover that the dragons only take the Vikings' animals because the dragons have to feed the terrible Red Death dragon. The Red Death lives on Dragon Island.

Stoick decides to sail with all his men to Dragon Island, but they are attacked by the Red Death. Hiccup flies to the island on Toothless and together they kill the Red Death. Hiccup shows Stoick that dragons and Vikings can help each other and be friends.

How to Train Your Dragon – the film

Released: 2010

Genre: animated action-fantasy

Suitable for: all children

Actors: Jay Baruchel (Hiccup), America Ferrera (Astrid)

Awards: the Annie award for the best animated feature film of 2011

Other How to Train Your Dragon films: *How to Train Your Dragon 2* (2014)

Why not try the other How to Train Your Dragon Popcorn ELT Readers?

- *Hiccup and Friends* (Starter level)
- *How to Train Your Dragon 2* (level 2)

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



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Meet ... everyone from *How to Train Your Dragon*

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 How to Train Your Dragon?* If anyone knows and likes the film, ask them to talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Point to the picture of Toothless and elicit *dragon*. Say *This story is about a boy and a dragon*. Point to Toothless and ask *Is the dragon small?* (*No, he's big.*) *What colour is he?* (*Black.*) Point to Hiccup and say *This is Hiccup. He's a Viking. What do you think? How old is he?*

OR

In L1, tell students they're going to see the beginning of a film about dragons and Vikings. Tell them to think about the answers to these questions as they watch: *Where do the Vikings live? What do the dragons do? Are the Vikings friends with the dragons?* Show the scene near the start of the film, when we see the dragons come and take

- 3 Look at the 'Meet ...' page with your class. Say the names of the characters. Students point to the pictures.
- 4 Pre-teach *shoot*, *fire* and *island*. (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 a girl. I am Hiccup's friend*. Students say *You're Astrid*. Continue with information about the other characters.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer. Point to each dragon and students call out *good* or *bad*.



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		fly	hit	tail
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>		<p>They can fly.</p>	<p>The girl hits the ball. The ball hits the door.</p>	<p>This cat has a long tail.</p>
<p>fight / fighters</p> <p>The girls are fighting. They are good fighters.</p>	<p>frightened</p> <p>The boy is frightened.</p>	<p>island</p> <p>This is an island.</p>	<p>train</p> <p>They are training the dogs.</p>	
<p>fire</p> <p>The fire is hot.</p>	<p>help</p> <p>He is helping his mother.</p>	<p>shoot</p> <p>Don't shoot!</p>	<p>'It's not true!'</p> <p>I can fly. It's not true!</p>	

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 *shoot*, *fire* and *island* from the 'Meet ...' page.

2 Play the recording of the words and sentences on the CD. Students repeat the words. Point out and practise the silent 'gh' in *fight* and *frightened*. Elicit the meaning of each word in L1.

3 The conversational language on this page is *It's not true!* We use this when we don't believe what someone tells us. Say it several times and get students to practise it by saying something that's not true, e.g. *My t-shirt is blue.* Students answer *It's not true!*

4 Ask students to tell you in L1 what the title of the book/film means. Elicit examples of situations where people train animals, e.g. circus animals, police dogs, sheep dogs, guide dogs, horses.

5 Do some vocabulary activities to practise the new words (see suggestions below).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct 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.
- 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.



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 of your class, the 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 often like 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 where we first see Astrid (DVD scene 1). Then ask, e.g. *Who is she? Has she got long hair? Is she beautiful? Does Hiccup like her? 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 big and he has red hair. Who is he? (Stoick.) The Red Death lives here. Where is it? (Dragon Island.)* They ask and answer their questions in groups or as a whole class.
- Ask students to predict what comes next in the story.

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. places or adjectives to describe people.
-  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 *frightened*, *fight*, *fly* and *angry* for Chapter 1 of the story.

- Ask students to write captions for the pictures in the story.

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

I think the story of How to Train Your Dragon 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

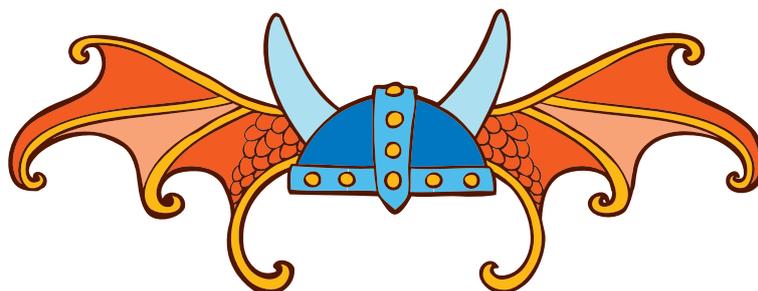
Write the names.

- 1 The **dragons** come at night.
 - 2 The fight the dragons.
 - 3 is angry.
 - 4 wants Hiccup to go home.
 - 5 shoots and hits a Night Fury.
 - 6 does not listen to Hiccup.
-

Chapter 2

Answer the questions. Write *yes* or *no*.

- 1 Can the Night Fury fly? **no**
 - 2 Is Hiccup sad?
 - 3 Is the Night Fury angry?
 - 4 Does Hiccup talk to Stoick about Toothless?
 - 5 Does Hiccup make a new tail for Toothless?
 - 6 Can Hiccup train Toothless?
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

Write ✓ or X.

- 1 Hiccup thinks all dragons are bad.
- 2 Astrid sees Hiccup with Toothless.
- 3 Toothless and Hiccup are friends.
- 4 Stoick and Hiccup fly to Dragon Island.
- 5 The Red Death is small.
- 6 The dragons are bad.

Chapter 4

Who says this? Who do they say it to?



..... says this to



..... Stoick says this to Hiccup



..... says this to



..... shouts this to the



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

DRAGON STORIES

There are a lot of stories about dragons. Some of the stories are very old.

In stories from China, dragons are good and help people. They can swim and they can make rain. People in China sometimes do a dragon dance.

In stories from the UK, dragons are sometimes bad. Dragons have wings and they can shoot fire. Sometimes they have two or three heads. In one old story, St George fights a dragon and helps a princess.

There is a dragon in the book *The Hobbit*. The dragon's name is Smaug. It sleeps next to all its treasure.

There are Viking stories about dragons too. Look at this Viking ship. Can you see the dragon?

What is your favourite dragon story?

What do these words mean? Find out.
story/stories people swim princess treasure

wing

ship

26

27

- 1 Show students a picture of a dragon and ask *What animal is this?* In L1, elicit other things which are associated with dragons, e.g. magic, knights, treasure. Ask if dragons are real and explain the phrase: *mythical animal*.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see in the pictures, and which were a surprise. Then students read each section, or read and listen to the CD.
- 3 In pairs, students discuss the question in the red circle on page 27. Then ask a few students to share their answers with the class.
- 4 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.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). In L1, elicit the names of some mythical animals. Students choose one of these animals to research further. Make sure students know the name of the animal in English, e.g. *unicorn, mermaid, sphynx, minotaur, kraken*. Encourage students to research information about their mythical animals, either at home or in the school library, using books or the Internet. Each student then completes the text about their animal and draws or sticks a picture of it 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:
Stories

My Mythical Animal

This is a

It is and

It has got wings.

It has got

It eats

It lives in



Answer Key

After you read (page 28)

1 a help b puts c trains d flying e shoots f fight

2 a Astrid b Stoick c Hiccup d Hiccup e Astrid



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 20)

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 dragon
- b dragon
- c Vikings
- d dragons
- e Vikings

2

Linguistic intelligence

- a Viking
- b tail
- c fire
- d night
- e friend

3

Logical intelligence

It has *two* wings and two *tails*.
It has *two* heads and four eyes.
It has *four* legs.

4

Spatial intelligence

Students' own answers.

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

Chapter 1

- 1 dragons
- 2 Vikings
- 3 Stoick
- 4 Stoick
- 5 Hiccup
- 6 Stoick

Chapter 2

- 1 no
- 2 yes
- 3 yes
- 4 no
- 5 yes
- 6 yes

Chapter 3

- 1 Astrid thinks all dragons are bad. Hiccup likes dragons.
- 2
- 3
- 4 Astrid and Hiccup fly to Dragon Island.
- 5 The Red Death is very big.
- 6 The Red Death is bad.

Chapter 4

- 1 Stoick, Hiccup
- 2 Hiccup, Stoick
- 3 Hiccup, Vikings
- 4 Stoick, Hiccup



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs. Ask each pair to pick one of the dialogues on the page. Make a note of each pair's choice.
- 2  If you have time before doing this activity, play the scenes from the film to show the different characters' movements: Astrid sees Hiccup with Toothless (DVD scene 10) and Stoick tells Hiccup to fight a dragon (DVD scene 12).
- 3 Ask students to practise their dialogues. When they are ready, clear a space in front of the class. Pairs act out their scenes in turn.
- 4 When each pair has had a fair turn at acting, they swap and practise and perform the other dialogue.
- 5 The class votes for the pair who did the best performance(s).

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  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping the rhythm. Ask students to clap with you.
 - 3  Tell the students that they are now going to say the chant. Play the CD or say the chant yourself. Students say it at the same time.



Flashcards



fight / fighter

The girls are **fighting**.
They are good
fighters.



fire

The **fire** is hot.



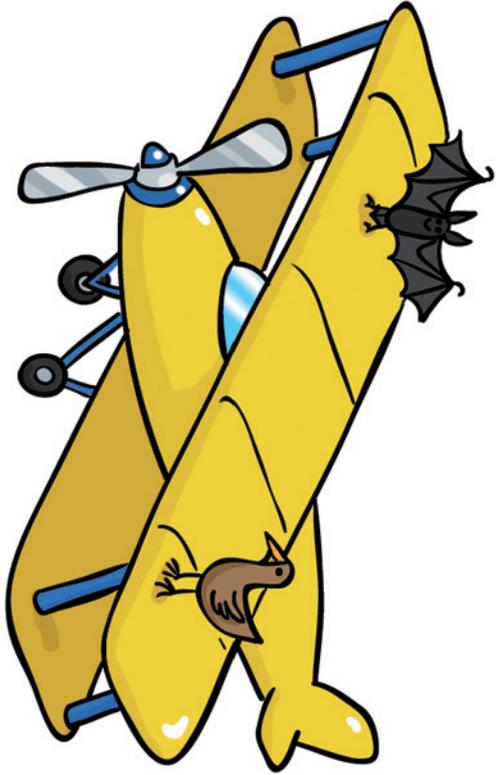
Flashcards



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fold

fold

frightened
The boy is **frightened**.

fly
They can **fly**.



Flashcards



© Scholastic Ltd



fold

help

He is **helping** his
mother.

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fold

hit

The girl **hits** the ball.
The ball **hits** the door.



Flashcards



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fold

island

This is an island.

fold

shoot

'Don't shoot!'



Flashcards



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fold

tail

This cat has a long
tail.

fold

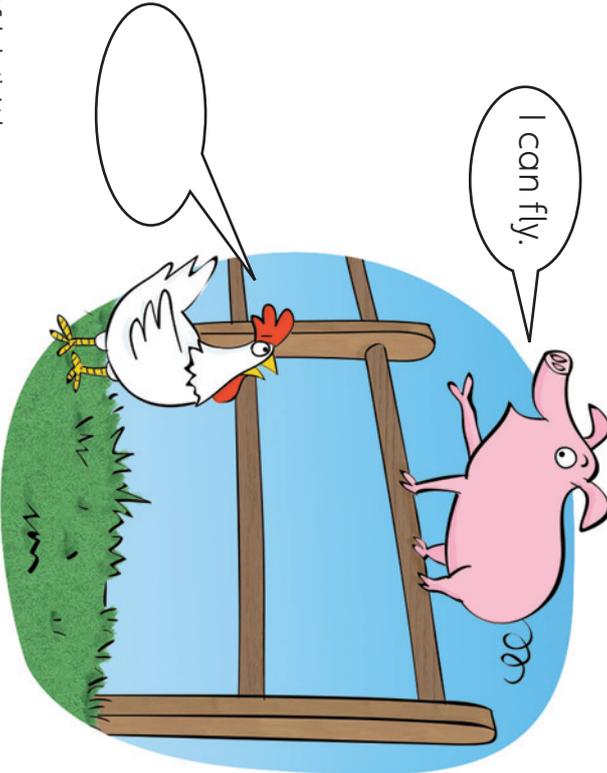
train

They are **training**
the dogs.



Flashcards

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I can fly.

fold

'It's not true!'

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