

Teacher's Notes



TALENT SHOW



© 2014 VIACOM INTERNATIONAL INC. All Rights Reserved.
Created by Stephen Hillenburg.

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 SpongeBob SquarePants: Talent Show 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.

SpongeBob SquarePants: Talent Show has a total story wordcount of 473 words.

SpongeBob SquarePants: Talent Show – synopsis

SpongeBob lives under the sea in Bikini Bottom. He works in Mr Krabs' restaurant 'The Krusty Krab.' His neighbour, Squidward, works there too. Mr Krabs is unhappy because the restaurant does not have many customers. Squidward says they should have a talent show and that Mr Krabs' daughter, Pearl, can be the star of the show. Mr Krabs likes the idea. Squidward secretly thinks that he will be the star. SpongeBob is very excited. He wants to be in the show but Squidward says he has no talent. He says that SpongeBob can clean up at the end of the show. A lot of people come to see the show but they don't like it. When they see Squidward dance they shout 'boo' and throw tomatoes. Mr Krabs sells the customers more tomatoes to throw at Squidward. Squidward is angry and says the show is finished. When SpongeBob begins to clean up the tomatoes the customers cheer. They like SpongeBob but they shout 'boo' every time they see Squidward. SpongeBob is the star of the show and Mr Krabs is happy because he has made a lot of money.

***Talent Show* is adapted from the episode 'Culture Shock' (SpongeBob SquarePants, series 1).**

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

SpongeBob SquarePants – the series

TV series: 1999 – present

Genre: animated comedy

Suitable for: all children

Awards: One Emmy award and six Annie awards.

Why not try the other SpongeBob SquarePants Popcorn ELT Readers?

- *Underwater Friends* (Starter level)
- *SpongeBob's New Toy* (Starter level)
- *Wormy* (level 2)
- *DoodleBob* (level 3)



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>SpongeBob SquarePants</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7–8
Real World (T)	page 9
Real World Project: <i>SpongeBob's</i> Brother/Sister (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words flashcards	pages 13–18

(T) Teacher's notes

(S) Student activities (photocopiable)





Meet ... everyone from *SpongeBob SquarePants*

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 TV series SpongeBob SquarePants?* If anyone knows and likes the TV series, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Ask *Is this book about cats? (No.) Is it about computers? (No.)* Point to SpongeBob and say *This story is about SpongeBob. This is SpongeBob.* Draw a circle and a square on the board and label them 'round' and 'square'. Ask *Is he round? (No, he's square.) What colour is he? (Yellow.)*
- 3 Pre-teach *restaurant*, (you could point to the Krusty Krab on the cover and say *This is a restaurant*). Then pre-teach *money* and *work*. (All these words also appear on the 'New Words' page.)
- 4 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is Squidward? What does Mr Krabs love?*
- 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 have a restaurant. I am red.* Students say *You're Mr Krabs.* Continue with information about the other characters e.g. *I work in a restaurant. I'm yellow.* 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 answers. Say each character's name. Ask *Are they in the talent show?* Students call out *yes* or *no*. If the answer is *yes* ask *Are they good or bad in the show?* Students can call out *boo!* or *hurray!*



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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>customer</p> <p>There are a lot of customers.</p>	<p>star</p> <p>She is a star.</p>	<p>tomato</p> <p>I like tomatoes.</p>
<p>buy</p> <p>She is buying a book.</p>	<p>money</p> <p>This is money.</p>	<p>talent show</p> <p>It is a talent show.</p>	<p>work</p> <p>He works in a kitchen.</p>
<p>clean up</p> <p>He is cleaning up.</p>	<p>restaurant</p> <p>He is eating in a restaurant.</p>	<p>throw</p> <p>He is throwing a ball.</p>	<p>'Hooray!' 'Boo!'</p> <p>She likes the singer.</p> <p>He doesn't like the singer.</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 *money, restaurant, and work* 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 *Boo!* and *Hooray!* We use this when we like or don't like a show. Say it several times and ask students to repeat.
- 4 What does the book's title (*Talent Show*) mean? If students do not know, explain what a talent show is. Also see suggestions opposite for vocabulary activities to practise the new words.

Vocabulary Activities

- 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.
- 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 episode, 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 Pearl dancing (approximately six minutes in on the DVD). Then ask, e.g. *Who is she? Has she got long hair? What is she doing? Is she good? 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? What does he/she do? Have they got talent?*
- 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 examples, e.g. *He's blue and he doesn't like SpongeBob. Who is he? (Squidward.) SpongeBob works here. Where is it? (The Krusty Krab restaurant.)* Students ask and answer their questions in small groups.
- 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 of the show in which Pearl dances up to the end of Plankton's show (approximately six minutes in). After watching, ask students to tell you how much they remember. Make a list on the board, and 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. action verbs such as *dance, throw, buy, clean up* etc. Students can take turns in miming and guessing the action.
- Ask students to draw a poster advertising the talent show. They could draw the characters performing and write what they do. For example, *She's Pearl. She dances.*

-  Write the following words up on the board (not in order) *tables, reading, talent show, dance* and *star*. Play the CD for the first scenes on pages 6 and 7. Pause the CD in the appropriate place just before the words are read. Students choose from the list what they think the next word will be.
- 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 SpongeBob SquarePants: Talent Show 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

Who says this? Write the names.

- 1 'Where is everyone?' Mr Krabs
 - 2 'Let's have a talent show.'
 - 3 'My little girl is a star!'
 - 4 'More customers – more money!'
 - 5 'Can I be in the show?'
 - 6 'No, that's no good.'
 - 7 'You can clean up after the show.'
-

Chapter 2

Write ✓ or X.

- 1 SpongeBob doesn't like talent shows.
 - 2 SpongeBob's mum and dad go to the show.
 - 3 Pearl is first in the show.
 - 4 Pearl reads a poem.
 - 5 Everyone loves Pearl's show.
 - 6 Gary is a cat.
 - 7 The customers listen to Gary but they don't understand.
 - 8 Plankton says 'Boo!'
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

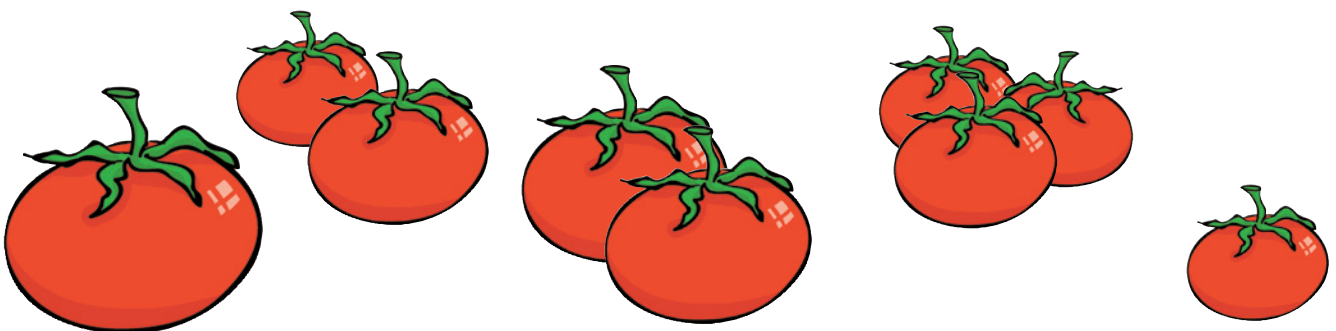
Correct the mistakes.

- 1 The customers ~~like~~ ^{don't like} the show.
 - 2 Squidward dances but the customers are happy.
 - 3 Squidward has got talent.
 - 4 The customers don't buy tomatoes.
 - 5 The customers throw tomatoes at SpongeBob.
-

Chapter 4

Circle the words.

- 1 SpongeBob cleans up the *customers* / tomatoes.
 - 2 The customers *love* / *laugh* SpongeBob.
 - 3 Squidward is *angry* / *hungry*.
 - 4 Mr Krabs has got a lot of *talent* / *money*.
 - 5 SpongeBob is a *customer* / *star*.
-





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

SEA SPONGES

A lot of people have sponges. But what is a sea sponge?

Living underwater
Sponges are not plants, they are animals! They live under the sea. They have no head, legs or arms. The sea water goes in and out of their bodies. Some sponges eat the small animals in the water.

How big?
Some sea sponges are very big – 2 metres tall or more!

Slow movers
A lot of sponges do not move but some young sponges can move very slowly (4mm in a day).

People and sponges
People take a lot of sponges from the sea. This is a problem because in some seas there are not many sponges now. Today many sponges in the home are not sea sponges. People make them.

Do you have a sponge? Is it a sea sponge?

Did you know ...?
Some sponges live for 200 years!

What do these words mean? Find out.
plants bodies move people take

26 27

- 1 With books closed draw a fish on the board ask *Is SpongeBob a fish? (No, he isn't.) What is he? (He's a sponge.)* Elicit in L1 where you might find a sponge and ask students if they think a sponge is an animal or a plant. Ask them how big they think a sponge can be.
- 2 Tell students to open their books at page 26. Ask the students what they can see in the pictures. Then students read each section, or read and listen to the CD. In L1, ask what information they expected to see, and what information was a surprise.
- 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 each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to use their imagination and create a brother or sister for SpongeBob. They then complete the text about their character, their name, colour, likes and activities. They can draw or stick a picture of it in the space provided.
- 5 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.
- 6 In pairs, students discuss the questions in the red circle on page 27. Then ask a few students to share their answers with the class.



Real World: Project

Cross-curricular content area:
Art & Creative writing

SpongeBob's Brother/Sister



This is SquarePants.

He/she is

He/she has got

He/she likes

He/she can.....



Answer Key

After you read (page 28)

1 a ✓ b ✓ c X d ✓ e ✓ f X

2 a Squidward b SpongeBob c Gary d Mr Krabs e a customer f SpongeBob's mum



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 27)

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

Visual/Linguistic intelligence



- a book d cat
b money e tomato
c table

2

Linguistic intelligence



- a tomato
b money
c talent

3

Linguistic intelligence



There is a talent show at the Krusty Krab.

4

Inter-personal intelligence



Students' own answers.

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

Chapter 1

- | | |
|-------------|-------------|
| 1 Mr Krabs | 5 SpongeBob |
| 2 Squidward | 6 Squidward |
| 3 Mr Krabs | 7 Squidward |
| 4 Mr Krabs | |

Chapter 2

- | | |
|-----|-----|
| 1 X | 5 X |
| 2 ✓ | 6 X |
| 3 ✓ | 7 ✓ |
| 4 X | 8 X |

Chapter 3

- 1 The customers ~~like~~ ^{don't like} the show.
- 2 Squidward dances but the customers ~~are~~ ^{are not} happy.
- 3 Squidward ~~has got~~ ^{has not got} talent.
- 4 The customers ~~don't buy~~ ^{buy} tomatoes.
- 5 The customers ~~throw~~ ^{don't throw} tomatoes at SpongeBob.
- Or
The customers throw tomatoes at ~~SpongeBob~~ ^{Squidward}.


Chapter 4

- | | |
|------------|---------|
| 1 tomatoes | 4 money |
| 2 love | 5 star |
| 3 angry | |







Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students into pairs. Ask one member of the pair to pick one of the characters from the story.
- 2  If you have time, play some of the talent show scene from the episode (approximately six minutes in on the DVD) to show the different characters' movements before doing this activity.
- 3 One student from each pair mimes a character's actions from the talent show and asks the questions 'Who am I?' and 'What am I doing?' The other student answers.
- 4 When the first students have had a fair turn of miming, they swap roles with their partner.
- 5 You could call up some of the stronger students to perform their mime and ask their questions to the class as a whole. The class votes for the student who did the best mimes.

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 on each syllable. Ask students to clap with you.
 - 3  Divide the class into three groups. Ask group A to say the first verse, group B to say the second verse and group C to say the third verse. All three groups say the final line of the chant together.



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

buy

She is **buying** a book.

clean up

He is **cleaning up**.



Flashcards



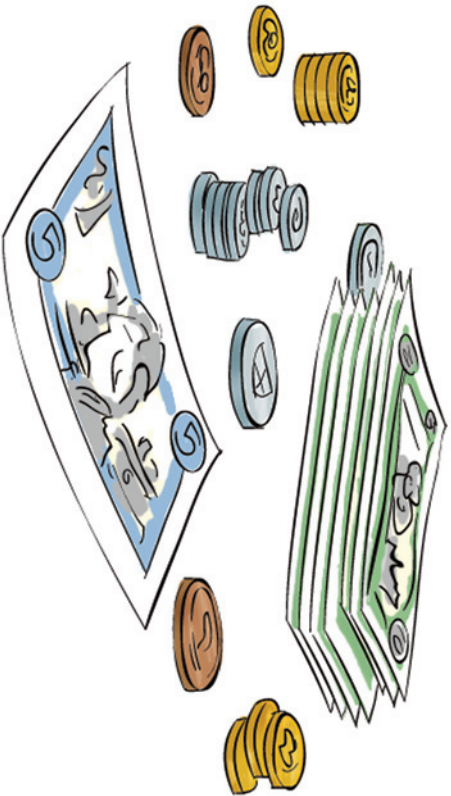
© Scholastic Ltd



fold

customer
There are a lot of
customers.

© Scholastic Ltd



fold

money
This is **money.**



Flashcards



restaurant
He is eating in a
restaurant.



star
She is a **star.**



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

talent show

It is a talent show.

throw

He is throwing a ball.



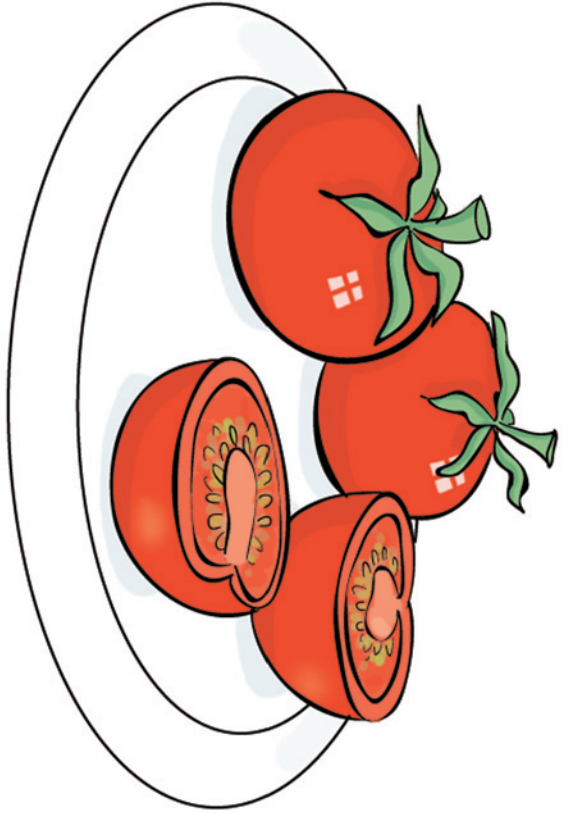
Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

work
He **works** in a
kitchen.

tomato
I like **tomatoes**.



Flashcards

© Scholastic Ltd

fold

'Hooray!' 'Boo!'

© Scholastic Ltd

18

Detailed description: This is a flashcard template for the words 'Hooray!' and 'Boo!'. The top half features a cartoon illustration of a man and a woman on the left, looking towards a man and a woman on the right. The man on the right is holding a flashlight that illuminates the woman on the right, who is holding a bouquet of flowers. There are speech bubbles above the man and woman on the left. The bottom half of the flashcard contains the text "'Hooray!' 'Boo!'" in a large, bold, black font. The entire flashcard is enclosed in a dashed border with scissors at the corners, and a vertical dashed line in the middle is labeled 'fold'.