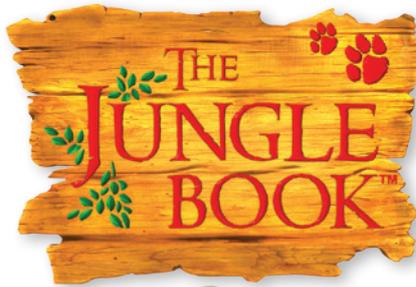
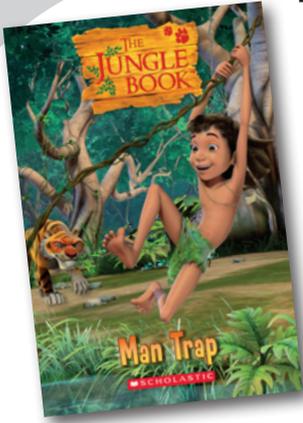


Teacher's Notes



Man Trap



© 2009 DQ Entertainment. 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 The Jungle Book 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.

Man Trap has a total story wordcount of 527 words.

Man Trap – synopsis

Baloo is teaching Mowgli about being careful in the jungle, when Bagheera, the leopard, interrupts. Bagheera tells his friends about a trap he has found. Shere Khan, the tiger, is hunting Mowgli. He hears Bagheera talking about the trap and it gives him an idea.

Mowgli, Bagheera and Baloo go to find the trap but when they get there, Shere Khan is waiting for them. Baloo and Shere Khan fight and Baloo loses his glasses. Unable to see, he falls into the trap. Now Shere Khan has his chance and he chases Mowgli into the jungle.

Mowgli hides in the trees. Shere Khan goes back to the trap and waits for him. Up in the trees, Mowgli meets Kaa, a python. Kaa agrees to help Baloo, but Mowgli needs to get Shere Khan away from the trap. He uses Baloo's glasses to make fire. Shere Khan is frightened and runs away. Mowgli chases him into the river, but the fire goes out in the water. Now Mowgli is in danger again.

Kaa pulls Baloo out of the trap and the friends run to save Mowgli from Shere Khan. They are all safe now, but Mowgli reminds Baloo that *he* also needs to be careful in the jungle!

The Jungle Book – TV series

Released: 2009

Genre: animated comedy

Suitable for: all children

Inspired by: Rudyard Kipling's stories about the Indian jungle *The Jungle Book* (1894) and *The Second Jungle Book* (1895).

Fims: There have been a number of film versions of the stories. The most famous is the Disney classic from 1967. The story in this reader comes from the TV series from DQ Entertainment.

**Why not try the other
The Jungle Book
Popcorn ELT Reader?**

- *The Cobra's Egg* (level 1)



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

| | |
|---|-------------|
| Meet ... everyone from <i>The Jungle Book</i> (T) | page 3 |
| New Words (T) | page 4 |
| Using the story with your class (T) | pages 5–6 |
| Chapter Quizzes (S) | page 7 |
| Real World (T) | page 8 |
| Real World Project: My Big Cat (S) | page 9 |
| Answer Key (T) | page 10 |
| Imagine ... / Chant (T) | page 11 |
| New Words Flashcards | pages 12–17 |

(T) Teacher's notes

(S) Student activities (photocopiable)

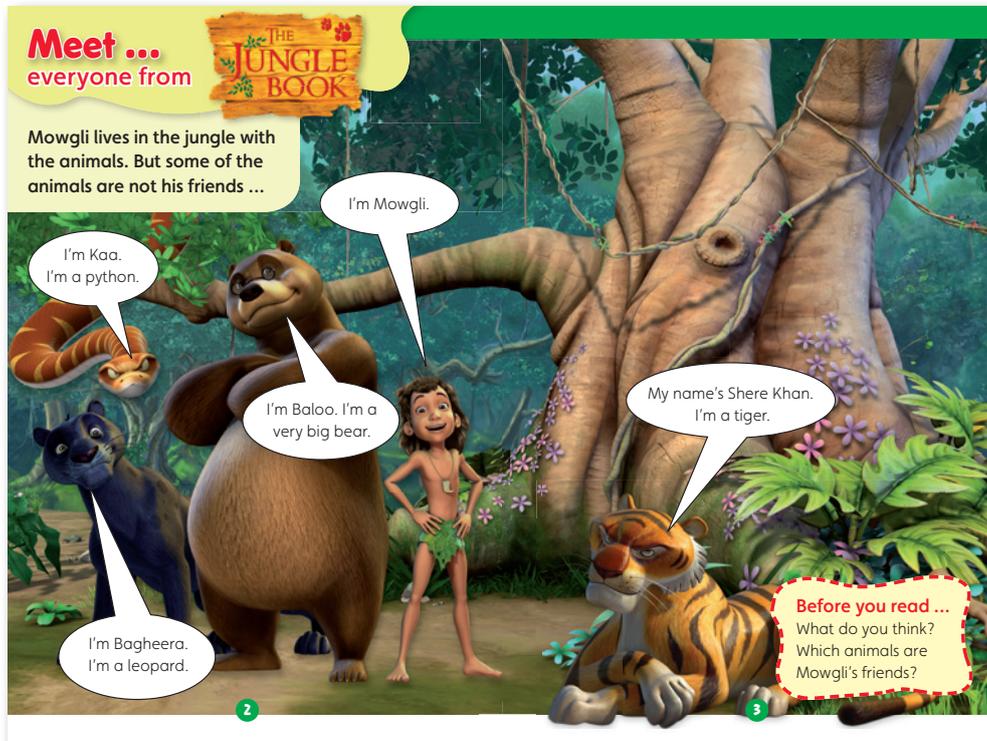




Meet ... everyone from *The Jungle Book*

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 Jungle Book? If anyone knows any of the stories or has seen a film or TV version of one of them, they can talk briefly in L1 about what they remember.
- 2 Look together at the front cover of the book. Point to Mowgli and say *This story is about a boy*. Ask *Is he at school?* (No) *Is he in a town?* (No) *Where is he?* (Pre-teach *in the jungle*.) *Is it cold in the jungle?* (No, *it's hot*.) Point to the tiger and say *This is a tiger. His name is Shere Khan*.
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is the leopard?* *What's the bear's name?* *Is the tiger happy?*
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of Who Am I? For example, say *I'm very big and brown*. Students say *You're Baloo*. Continue with information about the other characters. For example *I am very long*. Students say *You're Kaa*. With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class. Ask students to predict the answers, e.g. Ask *Is Baloo a friend?* Don't confirm the answers at this stage as children will read the story to find out.



New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 12–17 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>fight</p> <p>The boys are fighting.</p> | <p>grass</p> <p>The grass is very long.</p> | <p>trap</p> |
| <p>careful</p> <p>Be careful!</p> | <p>fire</p> <p>They are sitting next to the fire.</p> | <p>help</p> <p>The boy is helping his mother.</p> | <p>tree</p> <p>This is a tree.</p> |
| <p>fall</p> <p>The cat is falling.</p> | <p>glasses</p> <p>Do you like my new glasses?</p> | <p>pull</p> <p>Pull!</p> | <p>'I've got an idea!'</p> <p>I've got an idea!</p> |

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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 *I've got an idea!* We use this when we have a good idea. Say it several times and ask students to repeat it.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Tip Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

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.
- 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.

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 page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He pulls Baloo out of the trap. Who is he? (Kaa) Shere Khan is frightened of it. What is it? (Fire).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.

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. actions or adjectives to describe people or animals.
- Ask students to write captions for the pictures in the story.
-  Play a page of story from the CD. Ask students to listen carefully with their books closed. When they have finished listening, ask them to find the corresponding page of the story in their books. The first student to find the page wins a point. With stronger groups, the winner could take a turn at reading a page out loud.
- Ask students to draw a picture of their favourite part of the story. You could then give a few of 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 write a short review of the reader. Write on the board:

I think the story of Man Trap 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.



Chapter Quizzes (Answer key, page 10)

Chapter 1

Complete the sentences.

hungry tired trap tree

- 1 Shere Khan is **hungry**
- 2 Shere Khan is behind a
- 3 There is a next to the water.
- 4 Mowgli is

Chapter 2

Who says this? Who do they say it to?

1 I want that boy!

..... **Shere Khan** says this to **Baloo**

2 You can't have him!

..... says this to

3 Baloo can't help you now!

..... says this to

4 You can't come up here!

..... says this to

Chapter 3

Circle the words.

- 1 Kaa *is* / (*isn't*) hungry.
- 2 Shere Khan is *in* / *next to* the trap.
- 3 The fire falls into the *trap* / *water*.
- 4 Kaa *helps* / *doesn't help* Baloo.
- 5 Always be *careful* / *quiet* in the jungle!



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

TIGERS AND LEOPARDS

Day and night
Cats hunt at night and sleep in the day. Leopards sleep in trees.

Did you know ...?
Tigers have stripes. Every tiger has different stripes. Leopards have spots. It is difficult to see the spots on a black leopard.

Do you have a favourite big cat?

Cool cats
Some cats don't like water but tigers love water. They can swim.

What do these words mean? Find out.
most hunt every
different difficult

Young cats
Young tigers and leopards are called cubs. They live with their mums for two years.

tiger cubs

26 **27**

In The Jungle Book, Shere Khan is a Bengal tiger and Bagheera is a black leopard.

Tigers come from Asia. Most Bengal tigers live in India. Leopards live in Asia and Africa.

- 1 With books closed, ask students what animals Shere Khan and Bagheera are. Elicit: *tiger*, *leopard* and *big cat*. In L1, elicit any information children know about big cats, e.g. what they eat or what they can do. Write their ideas on the board.
- 2 Tell students to open their books at page 26. Then students read each section, or read and listen to the CD.
- 3 Ask students which pieces of information from the board are in the text. Ask students to tell you one piece of information they found interesting or surprising.
- 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 Ask students to look at the question in the red circle and discuss it with their friends. Take a class vote. Which is their favourite big cat?
- 6 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about another big cat. They can look for the information at home or in the school library, using books or the Internet. They find out the name of the big cat, where it lives, what it can eat and one thing it can do. They also find out what colour its fur is or what markings it has. Students then complete the text about their big cat. In the big frame they draw or stick in a picture of the big cat and in the small circle frame they draw its fur.
- 7 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.

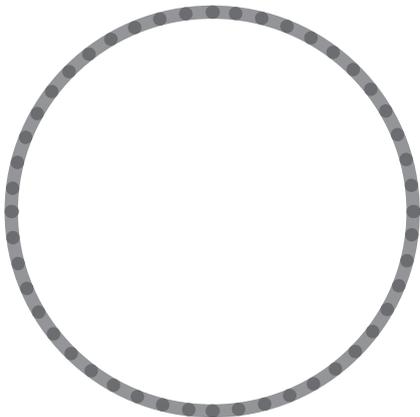


Real World: Project

Cross-curricular
content area:
Science

My Big Cat

Draw or stick a picture here.



This is a

It lives in

It eats

It can



Answer Key

After you read (page 28)

1 a No b No c Yes d No e No f Yes

2 a Baloo b horrible c water d glasses e fire f Kaa



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 31)

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 Naturalistic intelligence

- a iii, tiger c i, bear
b iv, python d ii, man

2 Linguistic intelligence

- a iv d ii
b iii e i
c vi f v

3 Linguistic intelligence

The words are *tiger*, *big*, *long* and *grass*.
The sentence is: *There is a big tiger in the long grass.*

4 Inter-personal intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, page 7)

Chapter 1

- hungry
- tree
- trap
- tired

Chapter 2

- Shere Khan, Baloo.
- Baloo, Shere Khan
- Shere Khan, Mowgli
- Mowgli, Shere Khan

Chapter 3

- isn't
- next to
- water
- helps
- careful



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Ask each student to look through the book and to choose a character and a phrase that the character says in the story. Tell them to imagine that they are the character and to practise saying the phrase, using their voice expressively.
- 2 Now put students into pairs. Ask them to say their phrase. Their friend guesses which character they are.
- 3 Put the students in different pairs and they say their phrases again.
- 4 Ask for volunteers to perform their phrase for the whole class to guess.

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 now going to say the chant. Play the CD or lead the chanting yourself.
- 3 Jungle drumming. Divide the class in two. One half says the chant. The other half accompanies them by tapping their fingers on their desks. Now swap roles.



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

fall

The cat is **falling**.

careful

'Be **careful!**'



Flashcards



© Scholastic Ltd



fight

The boys are
fighting.

fold

13

© Scholastic Ltd



fire

They are sitting next
to the **fire.**

fold



Flashcards



© Scholastic Ltd

glasses

'Do you like my
new **glasses**?'



© Scholastic Ltd

grass

The **grass** is very
long.



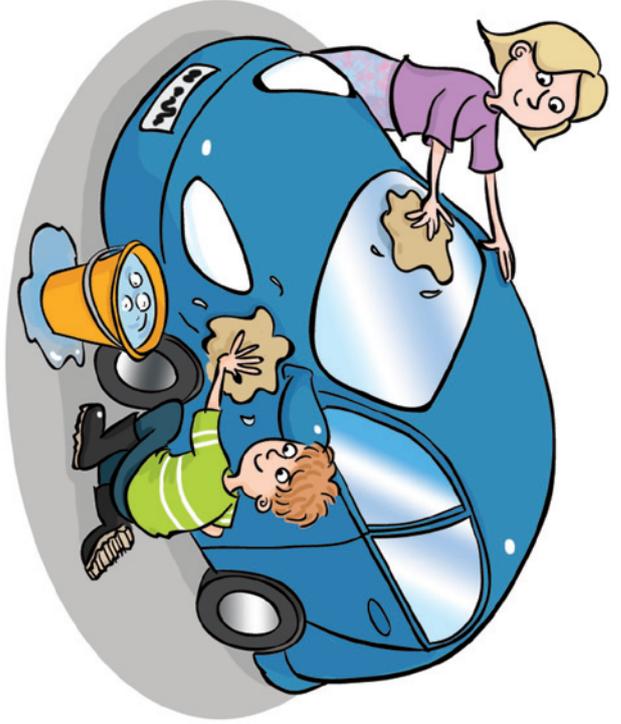
Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

help

The boy is **helping**
his mother.

pull

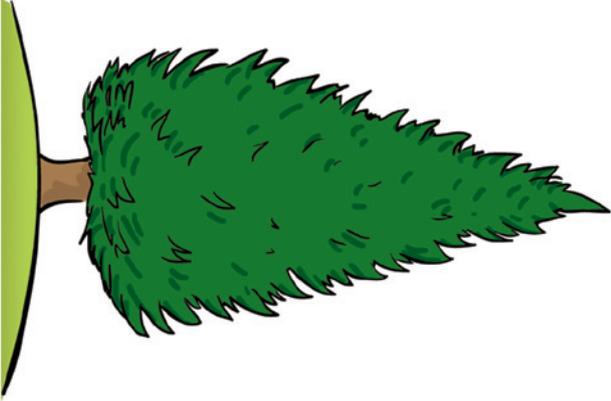
'Pull!'



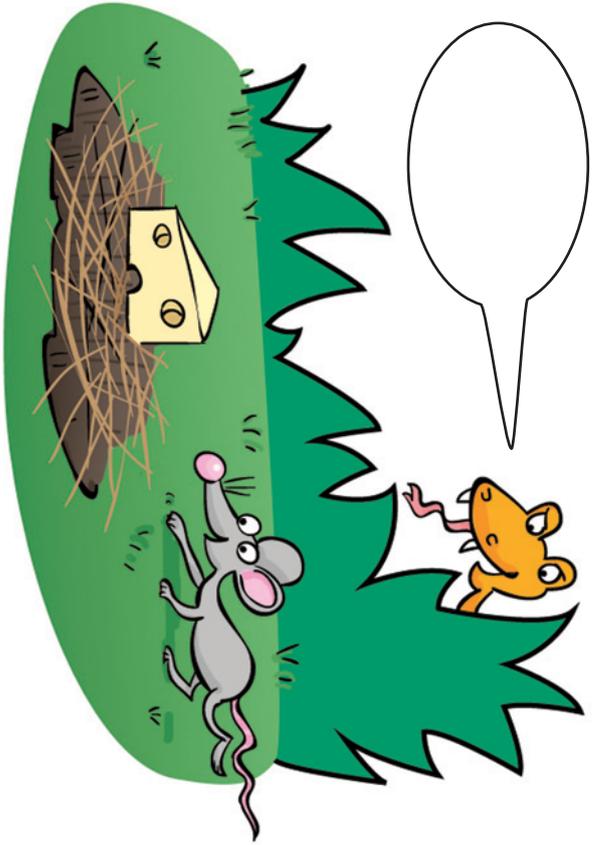
Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

tree

This is a tree.

trap

'It's a trap!'



Flashcards

© Scholastic Ltd



fold

'I've got an idea!'

© Scholastic Ltd