

## Teacher's Notes



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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 Home 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.

*Home* has a total story wordcount of 1064 words.

### Home – synopsis

Since Captain Smek stole a rock from the Gorg Commander, the Boov have had to run away from the Gorg. One day, they fly to Earth and take over all the humans' homes.

Oh, a young Boov, accidentally sends a party invitation to the whole galaxy. As a result, the Gorg Commander will be able to find the Boov. Everyone is angry with Oh, so he runs away and hides. He meets Tip, a young human girl who is looking for her mother. Oh makes Tip's car fly and they travel to the great Boov computer in Paris. Oh stops the party invitation reaching the Gorg Commander, and they locate Tip's mother in Australia.

On the way there, Oh and Tip see Boov spaceships fleeing from Gorg ships. Tip's car crashes, but Oh repairs it with a powerful Gorg computer chip. When he leaves Tip and runs away with the other Boov, the computer chip helps them escape from the Gorg, so the Boov make him their captain and give him Captain Smek's rock.

Oh returns to Earth and helps Tip find her mother, but the Gorg Commander's spaceship arrives. Oh realises that the Commander only wants his rock back. When Oh gives him the rock, which contains hundreds of Gorg babies, the Commander leaves happily. The Boov don't have to run any more.

### Home – the film

**Released:** 2015

**Genre:** animated science fiction adventure

**Suitable for:** children with parental guidance

**Actors:** Jim Parsons (voice of Oh), Rihanna (voice of Tip Tucci), Steve Martin (voice of Captain Smek), Jennifer Lopez (voice of Lucy Tucci)

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



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from Home

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 Home?* If anyone knows and likes the film, talk briefly in L1 about why they like it. If not, talk about students' own homes: *Who lives there with you? Why is your home important to you?*
- 2 Look together at the front cover of the book. Ask *What can you see?* (A girl, a cat, a car.) Point to Oh and say *This story is about a Boov. His name is Oh and in this picture he's in a spaceship. Is he happy?* (Yes.) *Where's the cat?* (On his head.) *Where's the girl?* (Behind him.) *What are they doing in the spaceship?* (Flying.)
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Are Tip and Lucy Boov?* (No, they're humans.) *Where do humans live?* (On Earth.) Point to the picture of Earth. *Do you live on Earth?* (Yes.) *Is Captain Smek an important Boov?* (Yes, he is.) *What has he got?* (A rock.) *Is Oh an important Boov?* (No, he isn't.) *Why do the Boov look for new homes?* (They're frightened of the Gorg.)
- 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 unhappy because I've got no friends.* Students say *You're Oh.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class and write on the board: *The Gorg Commander is angry because ...* Ask students who haven't seen the film to predict the answer and finish the sentence. Don't tell them the correct answer; students must read the story to find out.



# New Words





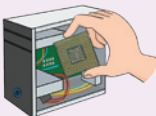






This page is recorded on the CD.

The words on this page are available as flashcards (see pages 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>hide</b></p>  <p>They are <b>hiding</b>.</p>	<p><b>party</b></p>  <p>They are having a <b>party</b>.</p>	<p><b>send</b></p>  <p>She is <b>sending</b> an email to her friend.</p>	<p><b>spaceship</b></p>  <p>The <b>spaceship</b> came to Earth.</p>								
<p><b>computer chip</b></p>  <p>Every computer has a <b>computer chip</b>.</p>	<p><b>invitation</b></p>  <p>He gave her an <b>invitation</b>.</p>	<p><b>password</b></p>  <p>She put in her <b>password</b>.</p>	<p><b>'I have got an idea!'</b></p>  <p>I have got an <b>idea!</b></p>								
<p><b>crash</b></p>  <p>The car <b>crashed</b> into a bus.</p>	<p><b>mistake</b></p>  <p>He made a <b>mistake</b>.</p>	<p><b>planet</b></p>  <p>Earth is the <b>planet</b> we live on.</p>	<p style="color: red; text-decoration: underline;"><b>Verbs</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Present</td> <td style="padding: 2px;">Past</td> </tr> <tr> <td style="padding: 2px;">fly</td> <td style="padding: 2px;">flew</td> </tr> <tr> <td style="padding: 2px;">hide</td> <td style="padding: 2px;">hid</td> </tr> <tr> <td style="padding: 2px;">take</td> <td style="padding: 2px;">took</td> </tr> </table>	Present	Past	fly	flew	hide	hid	take	took
Present	Past										
fly	flew										
hide	hid										
take	took										

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 *spaceship* 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. Practise these stress patterns: *PARty*, *PASSword*, *PLANet*, but *misTAKE*. Highlight the pronunciation of *-tion* in *invitation* (and e.g. *station*).

3 The conversational language on this page is *I have got an idea!* (or, less formally, *I've got an idea!*) We use this when we think of an answer to a problem. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *fly*, *hide* and *take* occur in the story. Say the new past forms several times and students

repeat. Elicit simple example sentences, e.g. *The spaceship flew to Earth.*

5 Talk about the title. Ask *What do you think? Where is home for Tip? (Earth.) And for the Gorg? (Another planet.) And the Boov? (They haven't got one. They're looking for one.)*

6 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.



# 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 scene 1 and ask *Are there a lot of Boov? (Yes.) What do they say when they see Oh? (Oh – with various unfriendly intonation patterns) Where is Captain Smek going to take the Boov now? (To Earth.) Is Oh happy or unhappy about their new home? (Happy.)*


**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? Do you like him/her? Why? What does he/she 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. *Where is Tip's mum living? (In Australia.) Where is the great Boov computer? (In Paris.)* They ask and answer their questions in small 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 Oh manages to stop his invitation reaching the Gorg Commander (DVD scene 13). After watching, ask students to tell you how much they remember. Make a list on the board, 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 describing people's feelings.
-  Divide the class into groups and give each group a word that is used regularly in the story. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and sit down again. For example, give groups the words *home*, *planet*, *spaceship*, *party* and *invitation* for Chapter 1 of *Home*.

- Ask students to write captions for the pictures in the story.
- Ask students to think of a different, sad ending for the film and to draw or role play the final scene. Students can vote for the best new ones.
- Ask pupils to write a short review of the reader. Write on the board:  
*I thought the story of Home 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)

## A long time ago...

Put the sentences in the correct order.

- a The Boov started to listen to Captain Smek.
  - b The Boov are always running away.
  - c The Gorg Commander had a rock.
  - d Captain Smek had the rock.
- 

## Chapter 1

Answer the questions.

- 1 Where is the Boov's new home? Earth.....
  - 2 Where do they put the humans? .....
  - 3 Who wants to have a party? .....
  - 4 How many Boov come to his party? .....
  - 5 Who does he send an invitation to? .....
- 

## Chapter 2

Who says this: Oh or Tip?

- 1 'I have to find mum.' .....Tip.....
- 2 'You must help me.' .....
- 3 'Take me with you!' .....
- 4 'Boov do not have mothers.' .....
- 5 'I must stop the invitation.' .....
- 6 'Put in your password – now!' .....



# Chapter Quizzes (Answer key, page 11)

## Chapter 3

Circle the words.

- 1 Lucy Tucci is Oh's / Tip's mum.
- 2 She is in Australia / France.
- 3 Oh makes a lot of friends / mistakes.
- 4 Tip and Oh are / aren't friends now.
- 5 The Gorg / Boov are running away.

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## Chapter 4

Write ✓ or X.

- 1 Oh finds a Gorg computer chip.
- 2 There is a Gorg in the spaceship too.
- 3 Oh and Tip get to Australia.
- 4 Oh stays there with Tip.
- 5 The Boov give Oh the captain's rock.
- 6 Oh goes back to Earth and helps Tip.

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## Chapter 5

Write the correct words from the story.

The Gorg Commander comes to **1** ..... Australia ..... . Oh gives him the  
**2** ..... . The Commander's **3** ..... are inside it.  
The Commander and Oh are very **4** ..... now.





# 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

# SPACE

**The planets**  
There are eight planets around our sun. Earth is one of them.

**Mercury** is the smallest planet and it is the nearest to our sun. The spaceship MESSENGER flew around Mercury more than 4,000 times in four years before it crashed on Mercury in 2015.

**Neptune** is the farthest planet from our sun. We can only see it from Earth through a telescope. In 1989, the spaceship Voyager 2 flew near it and took pictures.



26



Voyager 2

★  
Would you like to go in a spaceship? Why / Why not?  
★

**Life in space**  
Humans can live in space, but only in spaceships. Astronauts work, exercise, sleep and eat inside the spaceships. Some astronauts walk in space too. We can't live on other planets now, but is there other life on them? There is water on Mars, and a long time ago it was hotter. Was there life on Mars then?



An astronaut in a spaceship

What do these words mean? Find out.

space telescope astronaut exercise life

27

- 1 With books closed, ask *Where do the Boov live now? (On Earth.) Where did they live before? (On a different planet.)* Elicit in L1 the names of any planets that the students know. Write them on the board in L1 and in English.
- 2 Tell students to open their books at page 26. In L1, ask them to point to a spaceship, a human and then the planets in the pictures. Then students read each section, or read and listen to the CD. Ask questions about each section: *How many planets are there? (Eight.) Is Mercury the biggest planet? (No – the smallest.) Where did Voyager 2 go? (Near Neptune.) Is there water on Mars? (Yes.)*
- 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 research information about the first human in space, either at home or in the school library, using books or the Internet. They then complete the text about him and his spaceship, and stick a picture of him in the space provided.

### Answers

- |                |         |
|----------------|---------|
| 1 Yuri Gagarin | 4 Earth |
| 2 Russia       | 5 1961  |
| 3 Vostok 1     | 6 crash |

Tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.

- 5 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:  
Science

## The first person in space

- 1 The astronaut's name was .....
- 2 He was from .....
- 3 The name of his spaceship was .....
- 4 He flew around the .....
- 5 The year was .....
- 6 The astronaut died in 1968 in a plane .....



# Answer Key

## After you read (page 28)

- 1 a ✓ b X (He always makes mistakes.) c X (She has a cat.) d ✓  
e X (They take her to Australia.) f X (He doesn't read the invitation.)  
2 a 6 b 1 c 4 d 3 e 2 f 5



### 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


#### Logical intelligence

- a a Gorg computer chip  
b the Gorg Commander  
c Tip, Oh and Pig  
d Gorg babies


2

#### Linguistic intelligence


inraonittv rahcs pascipehs taryp




invitation.....



spaceship.....



party.....



crash.....

3

#### Interpersonal/Spatial intelligence

Students' own answers.

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

### A long time ago...

- 1 c 3 a  
2 d 4 b

### Chapter 1

- 1 Earth  
2 Happy Humanstown  
3 Oh  
4 None  
5 Everyone

### Chapter 2

- 1 Tip 4 Oh  
2 Tip 5 Oh  
3 Oh 6 Tip

### Chapter 3

- 1 Tip's  
2 Australia  
3 mistakes  
4 are  
5 Boov

### Chapter 4

- 1 ✓ 4 X  
2 X 5 ✓  
3 ✓ 6 ✓

### Chapter 5

- 1 Australia  
2 rock  
3 babies  
4 happy



## Imagine ...

### Kinaesthetic intelligence





- 1 Say *Open your books at page 31*. Ask each student to pick one of the characters on the page and to write down three things that their character does in the story, e.g. *Oh gives the rock to the Gorg Commander*.
- 2 Clear a space in the centre of the classroom. Call up one student at a time to mime one of their character's actions from the story. The other students guess what the action is (*Are you running away from the Gorg?*) and who the character is (*Are you Oh?*).
- 3 Each student takes a turn, and then the class votes for the student who did the best mime.

## Chant

### Musical intelligence

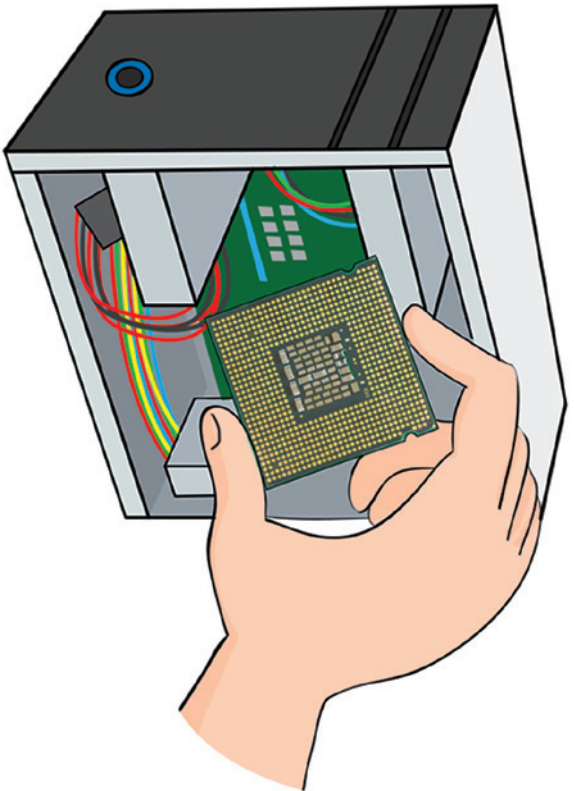


This page is recorded on the CD.

- 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 stressed syllable. Ask students to clap with you.
- 3  Introduce some actions to accompany the first verse of the chant, eg line 1 pointing; line 2 shaking the head; line 3 thumbs up; line 4 nodding and smiling. Ask students to make the actions as they practise saying that verse.
- 4 Ask half the class to chant the first verse, without the CD, and the other half to chant the last two verses. Clap for them as they chant. Students should then swap parts.
- 5  Tell the students that they are now going to say the chant five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.



# Flashcards



© Scholastic Ltd

**computer chip**

Every computer has  
a **computer chip**.



© Scholastic Ltd

**crash**

The car **crashed** into  
a bus.



# Flashcards



**hide**

They are **hiding**.



**invitation**

He gave her an **invitation**.



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© Scholastic Ltd

fold

fold



# Flashcards



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fold

**mistake**  
He made a **mistake**.

**party**  
They are having a **party**.

fold



# Flashcards



© Scholastic Ltd

**password**

She put in her  
**password.**

fold



© Scholastic Ltd

**planet**

Earth is the **planet**  
we live on.

fold



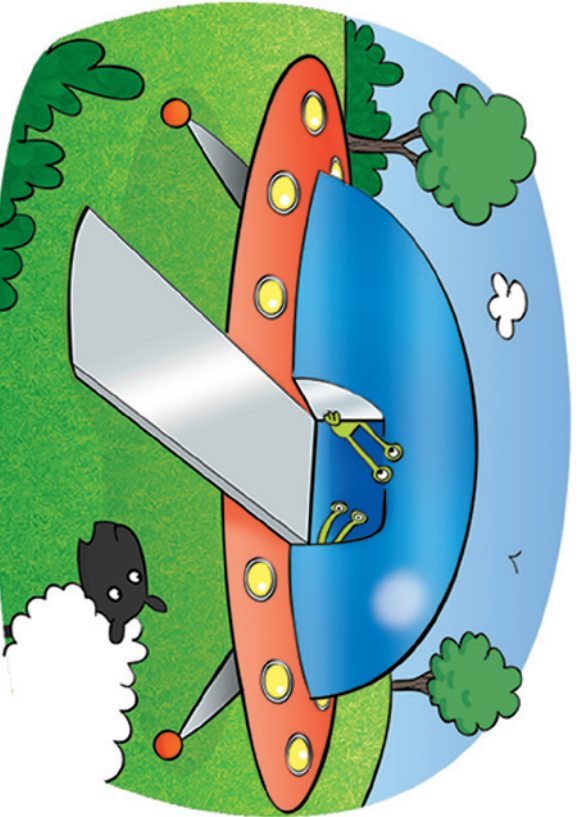


# Flashcards



**send**

She is **sending** an email to her friend.



**spaceship**

The **spaceship** came to Earth.

© Scholastic Ltd

© Scholastic Ltd


fold

fold



# Flashcards

© Scholastic Ltd



fold

**'I have got an idea!'**

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The flashcard is a rectangular card with dashed lines for cutting and a vertical dashed line for folding. On the left side, there is a cartoon illustration of a girl with black hair, a pink shirt, and a surprised expression. She has a hand pointing upwards. Above her head is a thought bubble containing a glowing yellow lightbulb. To the right of the girl is a large empty oval speech bubble. The text "'I have got an idea!'" is written vertically in the center of the card. There are scissors icons at the top and bottom corners of the dashed border.