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 Forever After 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.

Shrek Forever After has a total story wordcount of 1068 words.

Shrek Forever After – synopsis
Shrek the ogre lives in his swamp with his wife, Fiona, and their three little children. Shrek loves his family, but he misses the time when everyone was afraid of him. One day when he is feeling sad, Rumpelstiltskin comes up to him and offers to give him a day of being a ‘real’ ogre again. In exchange, Shrek must give Rumpelstiltskin a day from his own childhood.

When the magic starts working, Shrek finds out that Rumpelstiltskin is now King of Far Far Away. Shrek has given Rumpelstiltskin the day of his birth, so he has never existed. Today is his only day alive. Shrek meets Donkey. At first, Donkey doesn’t recognise him, but they soon become friends, and realise that if Shrek and Fiona share ‘True Love’s Kiss’ before the end of the day, everything will go back to normal. But Fiona has never met Shrek, and is busy leading an army of ogres in a war against Rumpelstiltskin. Shrek persuades her to kiss him, but nothing happens because she doesn’t love him.

Rumpelstiltskin puts them both in prison. Shrek tries to save Fiona, and Fiona finds herself falling in love with him. Just as Shrek’s last day is coming to an end, Fiona kisses him again. Shrek suddenly finds himself back with his wife and children and he is very happy. He now understands how important his family is to him.

Shrek Forever After – the film
Released: 2010
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)

Why not try the other Shrek Popcorn ELT Readers?
- Shrek (level 1)
- Shrek 2 (level 2)
- Shrek the Third (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 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 Forever After

1 Ask (in L1) if anyone has read the Popcorn ELT Readers of Shrek, Shrek 2 or Shrek the Third, or seen any of the first three films. If so, ask them to tell the class (briefly!) what happened in the earlier stories.

2 Look together at the front cover of the book. Ask What animals can you see? Who is green? Who is the King? Teach king and ogre if necessary. Then ask Who is good and who is bad? Listen to students’ ideas.

OR

Tell students (in L1) they’re going to see an extract from Shrek Forever After. Tell them to think about the answers to these questions as they watch: Is the mummy ogre happy? Is the daddy ogre happy? (Teach ogre if necessary.) Show the scene of typical family life for Shrek (DVD scene 2). Afterwards, discuss the answers to your questions as a class.

3 Look at the ‘Meet … Shrek’ page with your class and ask some questions about the characters in the pictures, e.g. How many green children are there? Is Rumpelstiltskin tall?

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 No one likes me. Students say You’re Rumpelstiltskin. 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. Elicit any information students can give you on the fairy tales of Rumpelstiltskin and the Pied Piper (of Hamelin).
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).

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 useful phrase on this page is True Love’s Kiss. It means a kiss from someone you truly love. This is not a very common expression in English, but it is an important feature of this story. Say the phrase and students repeat.

4. Look at the ‘Verbs’ box. The irregular pasts of take, lose and fall 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. I took my new book to school.

5. You might like to discuss the title of the story. Explain (in L1) that English fairy tales often end with the words and they all lived happily ever after. Shrek Forever After is a play on words, using forever rather than ever, as it is the fourth film in the series.

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

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.
Using the story with your class

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, before they read Chapter 4, play the scene in which the Pied Piper arrives at the castle and makes the witches dance (DVD scene 11). Ask, e.g. What colour is the Pied Piper wearing? Does he play the guitar? Is he dangerous? Why/Why not? What is he going to do?

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 is he doing?
- 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 likes singing but he doesn’t remember Shrek. Who is he? (Donkey) Rumpelstiltskin gives this to Shrek. What is it? (A contract) They ask and answer their questions in groups.
- 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 birthday party scene (DVD scene 3). After watching, ask students to tell you who was at the party, and what happened to make Shrek angry. Write everything they remember on the board. Show the extract again to check their answers.

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 types of people.
- Divide the class into groups and give each group a word that is used regularly in the story. Play the CD or read the story aloud. Each time students hear their word, they stand up and sit down again. For example, give groups the words king, queen, princess and kiss for Chapter 1 of this story.
- Ask students to make a WANTED poster for one of the bad characters in the story. They draw a picture and write some information, e.g. what the character looks like, what he/she can do, who his/her friends are, what bad things he/she did.
- 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 thought the story of Shrek Forever After 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)

Chapter 1
Write ✓ or ✗.

1 Fiona’s father was an ogre. ✗
2 Fiona waited for a long time in a tower. ☐
3 Rumpelstiltskin kissed Fiona. ☐
4 Shrek and Fiona had ‘True Love’s Kiss’. ☐
5 Shrek played with his children every day. ☐
6 Shrek was always happy. ☐

Chapter 2
Write the correct words.

baby  party  happy  contract  angry

1 Shrek and Fiona have a .............................. party for their children.
2 Shrek goes outside because he is ......................... .
3 Rumpelstiltskin wants a day when Shrek was a ......................... .
4 Rumpelstiltskin gives a ......................... to Shrek.
5 Shrek is ................................. when everyone runs away from him.
Chapter Quizzes (Answer key, page 11)

Chapter 3
Circle the correct words

1 Shrek sees Fiona / Rumpelstiltskin on a ‘Wanted’ poster.
2 Donkey knows / doesn't know Shrek.
3 Because of the contract with Rumpelstiltskin, Shrek / Fiona was never born.
4 Donkey / Shrek has an idea to stop the contract.
5 Donkey / Shrek has to kiss Fiona before twelve o’clock.

Chapter 4
Match.

1 Puss In Boots is friends with the Pied Piper.
2 Rumpelstiltskin comes with Fiona
3 A hundred ogres are fighting Shrek.
4 The Pied Piper plays music to the ogres.
5 Fiona doesn’t know Rumpelstiltskin.

Chapter 5
Put these sentences in the correct order.

a Shrek asks for the reward.
b Shrek is at his children’s party.
c Rumpelstiltskin puts up posters about a reward
1 d Donkey, Puss In Boots and the ogres come to the castle.
e Fiona kisses Shrek.
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.

With books closed, ask Is Rumpelstiltskin good or bad? (Bad) Say He is a villain. Ask Can you think of some villains from other fairy stories? Let students give you the names of one or two villains from well-known fairy tales and write them on the board.

Tell students to open their books at page 26 and look at the pictures. Ask Did you say any of these villains? Students read each section, or read and listen to the CD.

Students work with a partner to answer the question in the red circle on page 27. See who can write down the longest list of villains.

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.

Give each student a copy of the ‘Project’ worksheet (see page 10 of these notes). Ask students to read the gapped text and check they understand what type of information to write in each gap. They then complete the text about their favourite villain from a book, film or game, researching information using books or the Internet if necessary. Finally they draw or stick a picture of their villain in the space provided.

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.

1
2
3
4
5
6
Real World: Project

My Favourite Villain

1. My favourite villain is .................................................................
2. He/She is from ...........................................................................
3. He/She is ..................................................................................
4. In the story, he/she ...................................................................

1 = name
2 = name of book, film or game
3 = describe the villain
4 = tell the story
After you read (page 28)

1 a Donkey  c the witches  e Shrek
   b Fiona     d Shrek       f the children

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

Where’s the popcorn?
Tell your class that the popcorn logo is hidden in the reader. Can they find it? (Answer: page 32)

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 Linguistic intelligence 🎨

   1 Rumpelstiltskin  7 ogres
   2 witches        8 carriage
   3 Pied Piper     9 poster
   4 children       10 True Love’s Kiss
   5 Shrek          11 Queen
   6 Fiona          12 Dragon

2 Logical intelligence ⏳

   a 7 e 1
   b 3 f 5
   c 2 g 6
   d 4

3a Spatial intelligence 🌏
Children should draw ‘Wanted’ posters for the Queen, Donkey and Puss In Boots

3b Students’ own answers.

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

Chapter 1
1 ✗ 4 ✓
2 ✓ 5 ✓
3 ✓ 6 ✗

Chapter 2
1 party 4 contract
2 angry 5 happy
3 baby

Chapter 3
1 Fiona 4 Donkey
2 doesn’t know 5 Shrek
3 Shrek

Chapter 4
1 b 4 d
2 a 5 c
3 e

Chapter 5
a 2 d 3
b 5 e 4
c 1
Imagine ...

Musical intelligence 🎵

1. Say *We’re going to make some music!* Open your books at page 31. Demonstrate the suggested ways of making music. Put students into groups of four and allow them a little time to choose their instruments. Students take turns to play a rhythm which the other students in the group copy like an echo.

2. Demonstrate what the Pied Piper has to do. Say *Donkey* and students repeat. Then tap a rhythm on the table as you say the word *Donkey*. Continue tapping the rhythm and encourage students to say the word *Donkey* and dance at the same time.

3. Students now do the activity in their groups, taking turns to be the Pied Piper.

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. Explain that group 1 says the first, third and fifth verses, and group 2 says the second and fourth verses. Everyone says the last three lines together. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then groups swap roles.

3. You might like to choose four students to be Shrek, Fiona, Rumpelstiltskin and Donkey. They mime the chant at the front of the class (including perhaps a kiss into the air from a metre away!) while the rest of the class says the words.
The Queen has a carriage.

The baby was born on the 15th of October.
I'm buying a house. I have to put my name on the contract.

The castle was very old.

contract

castle
The children played games at the party.
The teacher is the leader of the class.
They put the bad man in prison.

They put the bad man in prison.

Katie put the animal poster in her bedroom.

Katie put the animal poster in her bedroom.
The tower was very tall.

The man gave a reward of £10 to the boy.
Shrek gives 'True Love's Kiss' to Fiona.