

## 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 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)

**Other Shrek films:** *Shrek* (2001), *Shrek 2* (2004), *Shrek the Third* (2007)

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

### **Why not try the other Shrek Popcorn ELT Readers?**

- *Shrek* (level 1)
- *Shrek 2* (level 2)
- *Shrek the Third* (level 3)



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *Shrek Forever After*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 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).

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>castle</b></p>  <p>The <b>castle</b> was very old.</p>	<p><b>party</b></p>  <p>The children played games at the <b>party</b>.</p>	<p><b>reward</b></p>  <p>The boy found the man's bag. The man gave a <b>reward</b> of £10 to the boy.</p>									
<p><b>be born</b></p>  <p>The baby <b>was born</b> on the 15th of October.</p>	<p><b>contract</b></p>  <p>'I'm buying a house. I have to put my name on the <b>contract</b>.'</p>	<p><b>poster</b></p>  <p>Katie put the animal <b>poster</b> in her bedroom.</p>									
<p><b>carriage</b></p>  <p>The Queen has a <b>carriage</b>.</p>	<p><b>leader</b></p>  <p>The teacher is the <b>leader</b> of the class.</p>	<p><b>tower</b></p>  <p>The <b>tower</b> was very tall.</p>									
		<p><b>prison</b></p>  <p>They put the bad man in <b>prison</b>.</p>	<p><b>'True Love's Kiss'</b></p>  <p>Shrek loves Fiona very much. Fiona loves Shrek. Shrek gives <b>True Love's Kiss</b> to Fiona.</p>								
		<p><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;">take</td> <td style="padding: 2px;">took</td> </tr> <tr> <td style="padding: 2px;">lose</td> <td style="padding: 2px;">lost</td> </tr> <tr> <td style="padding: 2px;">fall</td> <td style="padding: 2px;">fell</td> </tr> </table>	Present	Past	take	took	lose	lost	fall	fell	<p>What does the title <i>Shrek Forever After</i> mean? Ask your teacher.</p>
Present	Past										
take	took										
lose	lost										
fall	fell										

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 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 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 X.

- 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.

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## 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 | a the Pied Piper.  |
| 2 Rumpelstiltskin comes with    | b Fiona            |
| 3 A hundred ogres are fighting  | c Shrek.           |
| 4 The Pied Piper plays music to | d the ogres.       |
| 5 Fiona doesn't know            | e Rumpelstiltskin. |

---

## Chapter 5

Put these sentences in the correct order.

- |   |                            |
|---|----------------------------|
| a Shrek asks for the reward.                              | <input type="checkbox"/>   |
| b Shrek is at his children's party.                       | <input type="checkbox"/>   |
| c Rumpelstiltskin puts up posters about a reward          | <input type="checkbox"/> 1 |
| d Donkey, Puss In Boots and the ogres come to the castle. | <input type="checkbox"/>   |
| e Fiona kisses Shrek.                                     | <input type="checkbox"/>   |



# 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

# FAIRY TALE VILLAINS

In fairy tales, there is always a villain. In *Shrek Forever After*, it is Rumpelstiltskin. Here are four of the worst fairy tale villains.

### Rumpelstiltskin

**How old is he?**  
Rumpelstiltskin was first in a book in 1812. He's two hundred years old!

**Why is he a villain?**  
He tricks people. He helps them but then he wants something from them.

**What happens in the story?**  
Rumpelstiltskin helps a young woman but wants her first child.



26

### The Queen from Snow White

The Queen was very bad! 'Snow White is NOT more beautiful than me. She must go!' she said.



### The Ugly Sisters from Cinderella

The Ugly Sisters were horrible! They didn't like Cinderella. 'You can't be with Prince Charming!' they shouted.

### The wolf from Little Red Riding Hood

The wolf tricked Little Red Riding Hood. He wanted to eat her!



27

★  
Which other fairy tale villains do you know? Write a list.  
★

What do these words mean? Find out.

fairy tale   villain   trick   ugly   wolf

- 1 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.
- 2 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.
- 3 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.
- 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). 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.
- 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:  
Literature

## 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	3 = describe the villain
2 = name of book, film or game	4 = tell the story



# Answer Key

## 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 X | 4 ✓ |
| 2 ✓ | 5 ✓ |
| 3 X | 6 X |

### 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.



# Flashcards



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fold

fold

**be born**

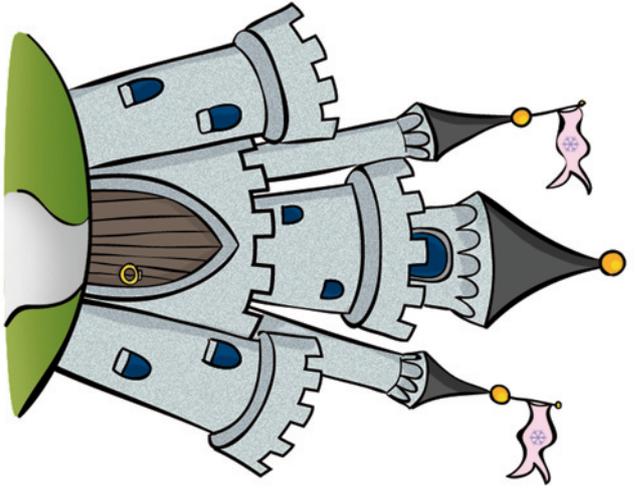
The baby **was**  
**born** on the 15th of  
October.

**carriage**

The Queen has a  
**carriage**.



# Flashcards



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**castle**

The **castle** was very old.



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**contract**

'I'm buying a house. I have to put my name on the **contract**.'



# Flashcards



**leader**

The teacher is the  
**leader** of the class.



**party**

The children played  
games at the **party**.



# Flashcards



**poster**

Katie put the animal  
**poster** in her  
bedroom.



**prison**

They put the bad  
man in **prison**.

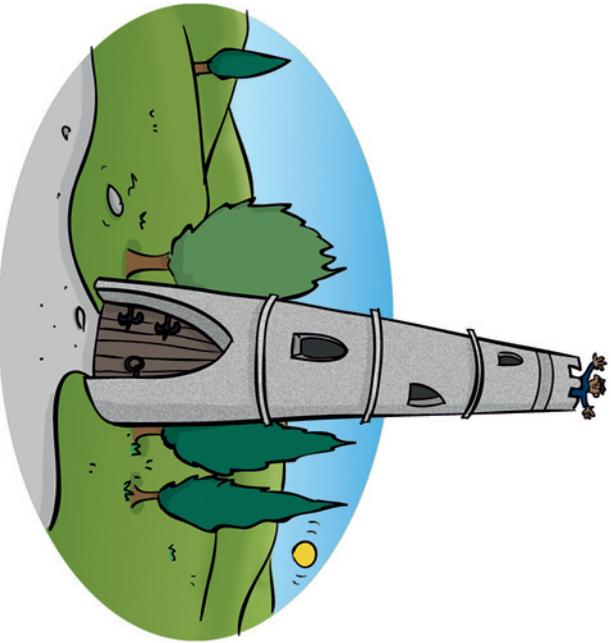


# Flashcards



**reward**

The man gave a  
**reward** of £10 to the  
boy.



**tower**

The **tower** was very  
tall.



# Flashcards



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fold

**'True Love's Kiss'**  
Shrek gives **'True  
Love's Kiss'** to Fiona.

