

Popcorn ELT Readers

Teacher's Notes



THE SMURFS 2



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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 The Smurfs 2 Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level. *The Smurfs 2* has a total story wordcount of 871 words.

The Smurfs 2 – synopsis

A long time ago, Smurfette was made by an evil wizard, Gargamel. Gargamel sent Smurfette to Smurf Village to make trouble. Papa Smurf was kind to her. He turned her blue with a special magic potion and Smurfette changed her ways.

Gargamel is now living in Paris. He does a magic show using Smurf Essence, a blue liquid which comes from the Smurfs. Gargamel has made two more Smurfs, Vexy and Hackus, but he needs Papa's magic potion to turn them blue. He can then take as much Smurf Essence as he wants. His plan is to be the most powerful wizard in the world.

Vexy kidnaps Smurfette from Smurf Village. Smurfette is very unhappy in Paris, but she soon makes friends with Vexy and Hackus. Vexy and Hackus need Smurf Essence to live –they drink it every day. Gargamel refuses to give them any unless Smurfette tells him how to make the magic potion. Finally, Smurfette agrees in order to save her new brother and sister's lives.

Meanwhile Papa Smurf and three of the Smurfs Clumsy, Grouchy and Vanity have come to Paris and find Smurfette just as Gargamel turns Vexy and Hackus blue. But Gargamel is greedy and wants too much magic potion. The potion explodes and the Smurfs are saved. They go back to Smurf Village and Vexy and Hackus go with them.

The Smurfs 2

Released: 2013

Genre: animated comedy

Suitable for: all children

Actors: Hank Azaria (Gargamel), Katy Perry (voice of Smurfette), Christina Ricci (voice of Vexy)

Other *The Smurfs* films: *The Smurfs* (2011), *The Smurfs* animated TV series (1981–1989)

Why not try the other The Smurfs Popcorn ELT Readers?

- *Meet the Smurfs!* (Starter level)
- *Who are the Smurfs* (Starter level)
- *The Smurfs: Gargamel's Magic Spell* (level 1)

For ideas on watching extracts from the DVD in class, see pages 5, 6 and 11 of these notes.



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Just choose the pages that you need and print!

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Meet ... everyone from *The Smurfs 2*

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 Smurfs?* If anyone knows the characters, talk briefly in L1 about what they know about them.
- 2 Look together at the front cover of the book. Ask simple questions about the characters. Students point to the correct pictures, e.g. *Which Smurfs have white hats? Who has a red hat? Who is angry? Who is a girl?* Ask *Where are the Smurfs?* (*They are in Paris.*) Point to the Eiffel Tower. Ask *What is the name of this place?*
- 3 Look at the 'Meet ...' page with your class. Ask *Who is a wizard?* Pre-teach *wizard*. Ask *Which Smurfs are blue? Which Smurfs are not blue?* Students point to the pictures.
- 4 Pre-teach *magic potion*, *magic trick* and *turn blue*. (These words also appear on the 'New Words' page.)
- 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 am a wizard*. Students say *You're Gargamel*. Continue with information about the other characters. 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. Don't confirm if their predictions are correct at this stage as the students have to read 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

What do these new words mean? Ask your teacher or use your dictionary.

magic potion

He is making a magic potion.

plan

Let's make a plan!

turn blue

He turned it blue!

world

The world is beautiful.

birthday

Happy birthday!

magic trick

That's a great magic trick!

real

It's OK! It's not real!

Verbs

Present	Past
break	broke
fall	fell
know	knew

jar

It is a jar.

naughty

They are naughty!

save

Please save me!

'I'm sorry!'

I'm sorry!

- 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 *magic potion*, *magic trick* and *turn blue* from the 'Meet ...' page.
- 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'm sorry*. Do a mime to elicit the meaning. Say the phrase several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *break*, *fall* and *know* 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. *My pencil broke*.
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. For a more energetic version, students run to the flashcard.
- 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 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 or in English 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 the scene where Smurfette is at the river and Vexy arrives. Then ask, e.g. *Why is Smurfette sad? Why is Vexy there?*

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 look like? Is he good or bad?*
- 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. *She goes to Smurf Village to find Smurfette. Who is she? (Vexy.)* They ask and answer their questions in groups or as a whole class.
-  Show students the beginning of an exciting scene in the film, e.g. when Smurfette tells Gargamel how to make the magic potion and Vexy and Hackus turn blue. Freeze-frame the film at key moments of the scene and ask *What happens next?* Listen to students' guesses, then play the rest of the scene to see if they were right.
- Predict what is going to happen next.

After finishing the story you could:

- Do the activities at the back of the reader.
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on the CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
- Ask students to create a map of where the characters go in the story. They could draw in details, such as the hotel where Gargamel is staying in Paris or the river in Smurf Village where Smurfette disappears.

- Ask students to describe the ending of the story. Ask *Do you like the ending?* Discuss as a class. Then in small groups, students think of an alternative ending to the story. They either write, draw or roleplay the final scene.
- In pairs, students write three adjectives to describe each of the main characters in the story. Students can use a dictionary to find out new adjectives in English. Now students swap partners and compare their lists. Are their lists similar? Can they teach each other some new adjectives?
- Ask students to write a short review of the reader. Write on the board:
I think the story of The Smurfs 2 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 10)

Chapter 1

Who says this? Who do they say it to?

1 I don't have much Smurf Essence.

..... Gargamel says this to Vexy and Hackus

2 Am I a real Smurf?

..... says this to

3 You're coming with me!

..... says this to

4 We're going to save Smurfette!

..... says this to

Chapter 2

Circle the correct words.

- 1 Smurfette was *happy* / (*sad*) in Paris.
- 2 She *didn't want* / *wanted* to go home.
- 3 Gargamel put *Smurfette* / *Vexy* in a jar.
- 4 Vexy had a *magic trick* / *plan*.
- 5 Hackus was naughty in the *hotel* / *shop*.
- 6 Vexy and Hackus are *Smurfette's family* / *friends*.

Chapter 3

Write the verbs in the past tense to complete the story.

help run say start

Smurfette 1 **helped** Gargamel. He 2 to make Papa Smurf's magic potion. Papa and the Smurfs 3 to Smurfette. 'Smurfette saved us!' 4 Vexy.



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

PARIS CITY OF LIGHT

2.2 million people live in Paris, but twenty-nine million people go to the city every year. What do they love about Paris?

France
Paris

They love the Eiffel Tower!
Many people go to the Eiffel Tower. It is very old! It opened in 1889. At night there are 20,000 lights on the Eiffel Tower!

They love the paintings!
Paris is famous for its paintings. This painting is by Claude Monet. Do you like it? You can see a lot of paintings at the Louvre.

The Louvre

★ Find out about two more places in Paris! ★

They love the cakes!
There are always lots of people in the cafés in Paris. Which cake would you like to eat?

Can you speak French?
Bonjour! = Hello!
Merci! = Thank you!

What do these words mean? Find out.
city million people famous painting

26 27

- Students have their books closed. Write *Paris* on the board. Elicit in L1 what students know about Paris. Write these ideas on the board.
- Tell students to open their books at page 26. Students look at the pictures and decide if any of them match the ideas on the board.
- Write *29 million* and *20 thousand* on the board. Ask one or two students to come to the board and write the figures for each number: (*29,000,000* and *20,000*). Students read and listen to each section on the CD. Stop the CD after the section about the Eiffel Tower. Students tell you in L1 or English what the numbers on the board relate to: (*29 million people go to Paris every year. There are 20,000 lights on the Eiffel Tower.*) Play the section about paintings on the CD. Stop the CD and ask students if they like the painting and why/why not. Play the final section on the CD and ask students which cake they would like to eat.
- 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.
- Put students into pairs. Give each pair a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about two other places in Paris, either at home or in the school library, using books or the Internet. The students take it in turns to complete the information on the worksheet about one of the places. They complete each sentence by writing the name of the place and one reason why their friends would like to see it. They then draw or stick a picture of it in the space provided.
- Students give their worksheets to other pairs to read. Ask students to tell you which place they would most like to see. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Come to Paris!

Cross-curricular
content area:
Geography

Come to

.....!

It's great because

.....

.....

.....

.....

.....

Come to

.....!

It's great because

.....

.....

.....

.....

.....



Answer Key

After you read (page 28)

- 1 Hackus: **b** and **e** Smurfette: **a** and **c** Gargamel: **d** and **f**
2 **a** 5 **b** 1 **c** 4 **d** 6 **e** 3 **f** 2



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

Logical intelligence

The message reads: *This is my plan. Let's find Smurfette. She can make the potion.*

2

Linguistic intelligence

- a real
- b angry
- c naughty
- d happy

3

Logical intelligence

The letters spell the word: *world*.

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

Chapter 1

- 1 Gargamel, Vexy and Hackus
- 2 Smurfette, Papa Smurf
- 3 Vexy, Smurfette
- 4 Papa Smurf, the Smurfs

Chapter 2

- 1 sad
- 2 wanted
- 3 Smurfette
- 4 plan
- 5 shop
- 6 family

Chapter 3

- 1 helped
- 2 started
- 3 ran
- 4 said



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in groups of three. Tell them they are going to make Papa Smurf's magic potion.
- 2 Ask two students to come to the front of the class. Mime stirring a pot with potion in (see the photo of Gargamel on page 24 of the reader). Mime putting something in the pot and say: *First I put in an old t-shirt ...* Then ask one of the students to come to the pot and stir it. They have to remember what you said and add something else to the potion, e.g. *First I put in an old t-shirt. Then I put in some seawater ...* Do the same with the second student, e.g. *First I put in an old t-shirt. Then I put in some seawater and something blue ...*
- 3 Students play the game in groups of three. They can use the list of things on page 31 or think of their own lists. See how many things they can remember. When students can't remember any more things, they start again.
- 4 Ask students how many things they remembered. Ask the group with the longest list to come to the front of the class and perform for the other students.

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1 Students pretend to be Gargamel. Can they walk like him? Can they talk like him?
 - 2  If you have time, play the scene from the film when Gargamel is onstage at the Opera House in Paris to help students with their acting. Students watch how Gargamel walks and listen to his voice.
 - 3  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 4  Play the CD or say the chant yourself. Students say it at the same time. Practise several times.
 - 5 Ask some volunteers to come to the front of the class and act out the chant. The class votes on the best Gargamel!



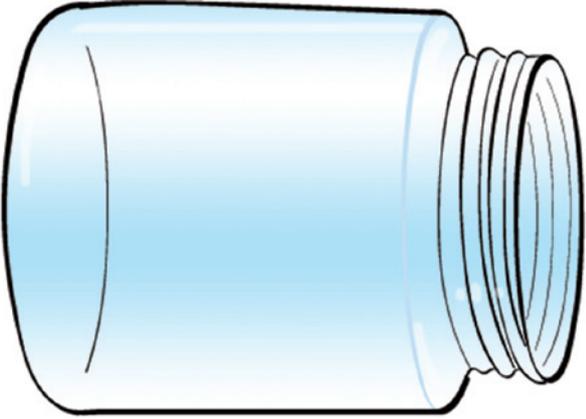
Flashcards



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birthday

'Happy birthday!'

fold

jar

It's a jar.

fold



Flashcards



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fold

fold

magic trick
**'That's a great
magic trick!'**

magic potion
**He is making a
magic potion.**

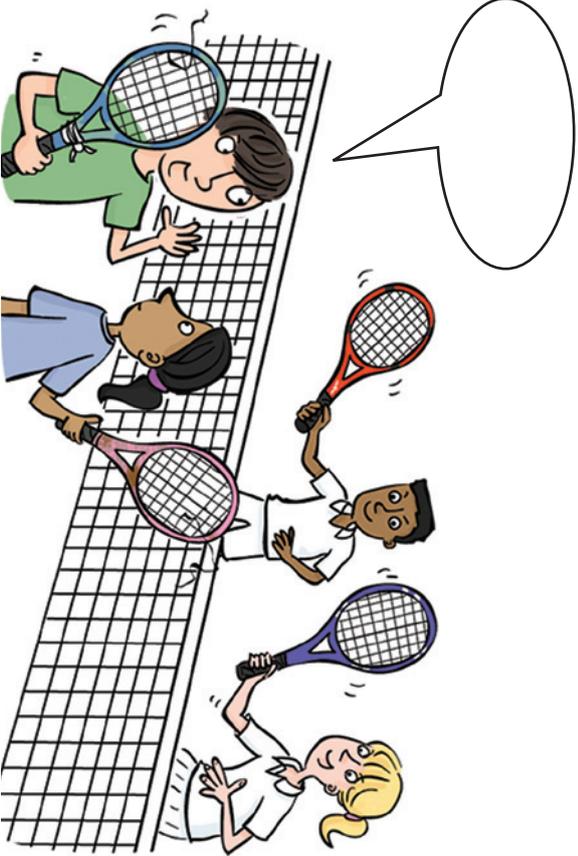


Flashcards



naughty

They are **naughty!**



plan

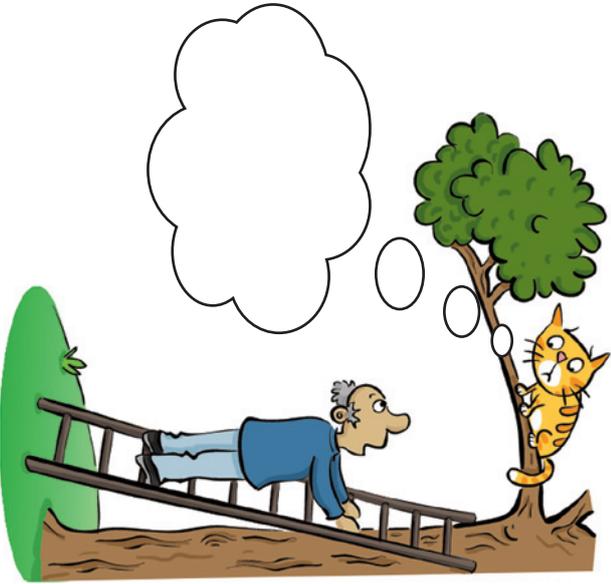
'Let's make a **plan!**'



Flashcards



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fold

fold

save
Please **save** me!

shoot
'Don't **shoot**!'



Flashcards



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fold

fold

world

The world is beautiful.

turn blue

He turned it blue!



Flashcards

© Scholastic Ltd

fold

'I'm sorry!'

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17

Detailed description: This is a flashcard template for the phrase "I'm sorry!". The card is rectangular with dashed lines for cutting and a vertical dashed line for folding. On the left side, there is a cartoon illustration of a boy with blonde hair, wearing a blue t-shirt with two orange stripes on the sleeve and blue shorts. He is looking down with a sad expression, holding a black and white soccer ball. Small white clouds of dust or motion lines are around the ball. A speech bubble points from him to the right. On the right side of the illustration, there is a girl with dark skin and curly hair, wearing a white t-shirt and blue shorts. She has her arms crossed and a neutral expression. The text "'I'm sorry!'" is written in a large, bold, black font in the center of the card. There are scissors icons at the top and bottom corners of the dashed border. The copyright notice "© Scholastic Ltd" appears twice: once vertically on the left side and once at the bottom left. The page number "17" is in a black circle at the bottom center.