

Teacher's Notes



the
SMURFS™

WHO ARE THE SMURFS?

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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: Who are the Smurfs? Popcorn ELT Reader.

Starter Level

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

Who are the Smurfs? has a total story wordcount of 177 words.

Who are the Smurfs? – outline

Students find out many different facts about the Smurfs, including where the Smurfs live, what they eat and where they go on holiday. The book follows a question and answer format with answers to questions such as: *What do they eat? What do they like to do? Who is Gargamel?*

The Smurfs Animated Series

TV series: 1981–1989

Genre: animation

Suitable for: all children

The Smurfs films: *The Smurfs* (2011), *The Smurfs 2* (2013)

Why not try the other The Smurfs Popcorn ELT Readers?

- *Meet the Smurfs!* (Starter level)
- *Gargamel's Magic Spell* (level 1)
- *The Smurfs 2* (level 2)

For ideas on watching extracts from the DVD in class, see page 6 of these notes.



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Before you read ... (T)	page 3
New Words (T)	page 4
Using the book with your class (T)	pages 5–6
Sample sentences for drilling (S)	page 7
Answer Key (T)	page 8
Chant (T)	page 9
New Words flashcards	pages 10–13

(T) Teacher's notes

(S) Student activities (photocopiable)





Before you read ...

Warm-up

Introduce your students to the book before they start to read.



- 1 Before looking at the book, ask students if they have heard of the Smurfs. If anyone knows and likes the Smurfs, talk briefly in L1 about them.
- 2 Look together at the front cover of the book. Point at a bird and ask *Is this a Smurf?* (No.) Then point to one of the Smurfs and ask *Is this a Smurf?* (Yes.) Introduce each character. They are (from left to right:) Smurf, Smurfette and Papa Smurf. Ask students simple questions about the Smurfs, for example: *What colour are they?* (Blue.) *Are they happy or sad?* (Happy.)
- 3 In L1, tell students they have 30 seconds to look at the book cover and remember as many things as they can from the picture. After 30 seconds students turn their books over and take turns to say the different things on the cover (in English or L1). You can help remind them by doing actions to elicit the items. Possible answers: *bird, tree, hat, flower, shoes, dress, Smurf, mushroom, leaf.* List all the things on the board in English. Then students turn their books over and compare their list with the picture.



New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 10–13 of these notes.

The 'New Words' page presents up to eight new words that are included in the book, but are not on the headword list. The new words are in **bold** throughout the book.

New Words			
<p>berry</p> <p>This is a berry.</p> <p>There are a lot of berries.</p>	<p>fly</p> <p>They can fly.</p>	<p>leader</p> <p>She's the leader!</p>	<p>swim</p> <p>She is swimming.</p>
<p>fantastic</p> <p>This is fantastic!</p>	<p>go on holiday</p> <p>They are going on holiday.</p>	<p>make magic</p> <p>She is making magic.</p>	<p>wizard</p> <p>He is a wizard.</p>
<p>Where's the popcorn? Look in your book. Can you find it?</p>			

- 1 Look at the 'New Words' page with your class. Say *All these words are in the book. Which words do you know?*
- 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.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Play a game of charades or pictorial, 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.
- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could 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.




Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(Answer: page 24)



Using the book with your class

 The text is recorded on the CD.

The book 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 book. You may want to combine several of these.

Teacher-led reading

Read the book out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read 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 book several times can be very useful.

Read aloud

Once the students have heard the book several times, they can read out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

Autonomous reading

It is important that students learn to read autonomously. Encourage students to 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. For more advanced students, 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.

Before reading the book you could:

- Copy several pictures from the book. Remove the questions (in blue) from the top of the page and ask students to match the pictures with the questions.
- Show students a picture from the book and ask them to guess in L1 what is happening.
- Students look at the picture of the Smurfs on pages 6–7. They choose their favourite Smurf and describe what they are doing.


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.



While reading the book you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he good or bad? What can he do?*
- In pairs, students write true or false statements about the Smurfs, e.g. *The Smurfs are blue. (True.) The Smurfs eat chocolate. (False. They eat berries.)* Students read their statements to another pair. They say whether the statements are true, and correct any false ones.

After finishing the book you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get less than three answers right, encourage them to read the book again and check their answers.
-  Practise pronunciation using the sample sentences (Track 4). Photocopy the sentences for each student (page 7 of these notes) or display them on the board. Drill the sentences as a whole class, in groups and individually.

- Ask students to make a list of words from a particular category used in the book, e.g. places or action verbs.

- Place posters around the room with the following text:


★ ★ ★ Yes, it's very good!

★ ★ Yes, I like it!

★ It's OK.

☹ No, I don't like it.

Students stand by the poster they agree with most. Ask your class to count how many students didn't like it / thought it was great etc.

-  Choose an episode from *The Smurfs TV* series and watch the introduction in class. Ask the students to see how many colours they can see in the clip.



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.



Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

The Smurfs have four fingers.

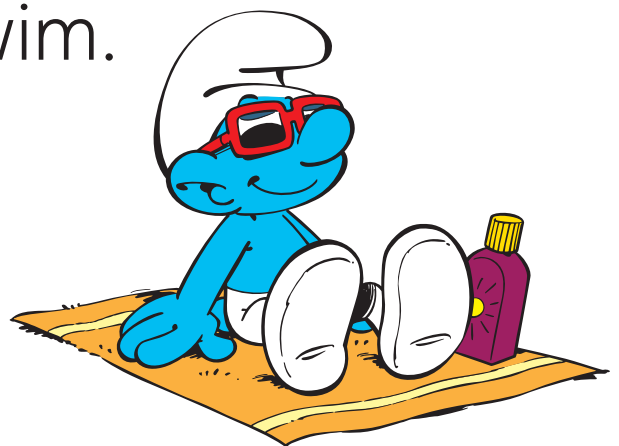
Where do they live?

Papa Smurf is the leader.

What do they eat?

The Smurfs like to swim.

They are funny!





Answer Key

After you read (pages 20–22)

1 Spatial intelligence

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

2 Linguistic intelligence

- a small
- b hats
- c fingers
- d berries
- e blue

3 Linguistic/Spatial intelligence

- 1 The Smurfs
- 2 happy
- 3 sea
- 4 hot
- 5 swim

Then they go home to **Smurf Village!**


Quiz time! (page 23)




- 1 no (They have white hats.)
- 2 yes
- 3 no (They are red.)
- 4 no (He does not like the Smurfs.)
- 5 yes



Chant

Musical intelligence

 This page is recorded on the CD.

-  Say *Open your books at page 24*. Read the chant or play the CD. Ask students to read and listen carefully.
-  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
-  Divide the class into four groups. Each group says one line of the chant. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.



Chant

1 Listen and read.

The Smurfs

The Smurfs, the Smurfs!
They're small and blue.
The Smurfs, the Smurfs!
They're your friends too!

2 Say the chant.



24



Flashcards



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fold

fold

fantastic
'This is fantastic!'

berry
This is a berry.



Flashcards



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fold

fold

go on holiday
They are going on
holiday.

fly
They can fly.



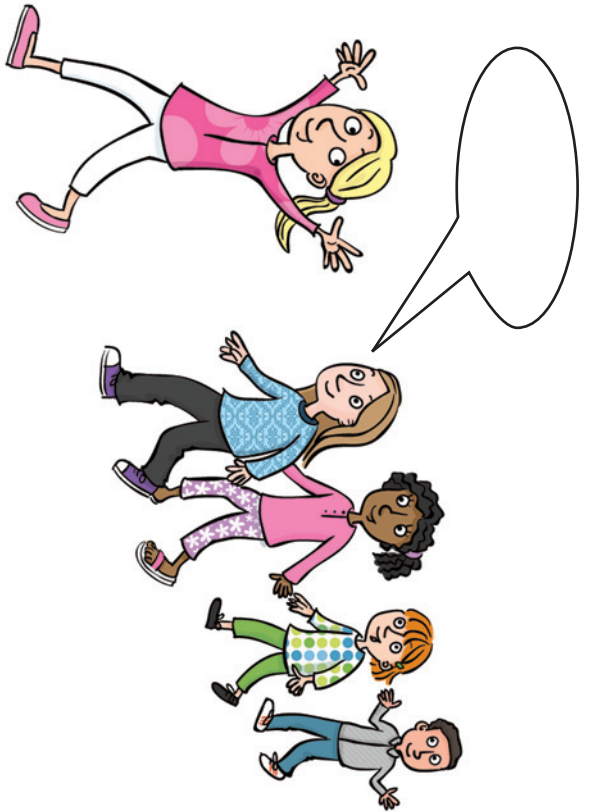
Flashcards



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fold

fold

leader
'She's the leader!'

make magic
She is making magic.



Flashcards



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fold

fold

wizard
He is a **wizard**.

swim
She is **swimming**.