

# Teacher's Notes



## Blu and Jewel

Rio © 2012 Twentieth Century Fox Film Corporation. All Rights Reserved.

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 Rio: Blu and Jewel Popcorn ELT Reader.

### Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

*Blu and Jewel* has a total story wordcount of 557 words.

### **Rio: Blu and Jewel – synopsis**

Blu is a Spix's Macaw. He comes from the rainforest in Brazil, but is brought up as a pet in the USA. The Spix's Macaw is an endangered species and one day Blu is taken back to Brazil by a bird lover, Tulio. Tulio has a female Spix's Macaw called Jewel. He wants Blu and Jewel to mate and so save the species. At first the two birds do not get on well because Jewel is wild and Blu is a pet.

The two birds are very valuable. At night they are put in a cage by Marcel and his evil bird, Nigel. Blu has a cage at home in the USA and can open the door easily. The birds escape, but there is a problem: the two are chained together and Blu can't fly. Blu and Jewel walk to the rainforest where they meet a friendly toucan, Rafael. Rafael takes them to see a big dog called Luiz, who manages to break their chains. On the journey to find Luiz, Blu and Jewel dance together at Carnival and fall in love.

But Marcel and Nigel are still looking for the birds. They kidnap them again, this time putting them on a plane. Blu opens the plane door but Nigel and Jewel get in a fight. Jewel is injured and she falls out of the plane. Blu jumps after Jewel. He flies for the first time and rescues her. Blu stays in Rio with Jewel and they start a family.

### **Rio – the film**

**Released:** 2011

**Genre:** animated comedy

**Suitable for:** all children

**Actors:** Jesse Eisenberg (voice of Blu), Anne Hathaway (voice of Jewel), Rodrigo Santoro (voice of Tulio). Soundtrack features Will.i.am, Jamie Foxx and Taio Cruz

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 11 of these notes.

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

- Learning to fly (level 2)
- Looking for Blu (level 3)



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *Rio*



This page is recorded on the CD.

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



- 1 Before looking at the book, ask students *Do you know the film Rio?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Use the cover to pre-teach *bird* and *rainforest*. Ask *What animals are in this story?* (*Birds*) *What colour are they?* (*Blue*) Point to the pictures of the birds and the title and say *This story is about two blue birds. Their names are Blu and Jewel. Ask Where are they?* (*In Rio, in Brazil, in the rainforest*)

OR



Tell students (in L1) they're going to see part of a film about a bird called Blu. Tell them to think about the answers to these questions as they watch: *Where is Blu from? Where does Blu live now?* Show the scene at the start of the film, when Blu is taken from the rainforest (DVD scene 1). Stop the scene at the point where we first see the Exotic Birds truck.

Discuss the answers to the questions. You might also want to discuss in L1 why Blu has been taken from his home and whether this is right.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is Jewel? Is Jewel a boy or a girl? Who is good? Who is bad?*
- 4 Pre-teach *beautiful*. (This word also appears 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'm a dog*. Students say *You're Luiz*. 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 the answer.



# 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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>cage</p> <p>This is a nice cage!</p>	<p>fly</p> <p>They can fly.</p>	<p>hurt</p> <p>Ow! The cat is hurting the boy.</p>
<p>beautiful</p> <p>The girl is beautiful.</p>	<p>chain</p> <p>This is a chain.</p>	<p>free</p> <p>I'm free!</p>	<p>plane</p> <p>The plane is flying.</p>
<p>bite</p> <p>This dog bites!</p>	<p>fall</p> <p>The cat is falling.</p>	<p>help</p> <p>The boy is helping his mother.</p>	<p>'No problem!'</p> <p>Can you help me? No problem!</p>

- 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 *beautiful* 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 *No problem!* We use this when we are happy to do something. Say it several times and ask students to repeat.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

**Tip** Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

## 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.
- 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 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, play the scene where we first meet Marcel (scene 6 on the DVD). Then ask, e.g. *Who is this? (It is Marcel) Is he nice? (No) Why does he want the birds? (He wants money)* Ask the students to guess what happens next.

**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:

- 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. *He lives in the rainforest and he's a friend. Who is he? (Rafael) He's white and he's not very nice. Who is he? (Nigel)* They ask and answer their questions in 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 they have just read. For example, play the scene in which Blu, Jewel and the other birds escape from the plane (DVD scene 22). 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. verbs or adjectives to describe people.
-  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 CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.

- 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 think the story of Blu and Jewel 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

Write the correct words.

cage chain home Rio ~~the USA~~

- 1 Blu lives in ..... **the USA** .....
- 2 Tulio lives in .....
- 3 Blu is sad. He wants to go .....
- 4 Someone puts Blu and Jewel in a .....
- 5 Marcel puts a ..... on Blu and Jewel.

## Chapter 2

Circle the correct words.

- 1 Blu *closes* / **opens** the cage door.
- 2 Blu can't *fly* / *run*.
- 3 Rafael lives in *a cage* / *the rainforest*.
- 4 At Carnival, Jewel *sings* / *sleeps*.
- 5 Luiz is a big *bird* / *dog*.

## Chapter 3

Who says this?

1 I'm free!

Jewel

2 I don't like it here!

3 No problem!

4 You're flying!



# 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.

- Students have their books closed. Write *parrot* on the board. Explain that a Spix's Macaw is a type of parrot. Elicit in L1 any information that students know about parrots.
- On the board write *Where can you see the Spix's Macaw?* Tell students to open their books at page 26. Students read each section, or read and listen to the CD. Discuss the answer to the question (*Sao Paulo Zoo*). Ask students what information they already mentioned about parrots and what information is new.
- 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.
- Write the following numbers on the board: 30, 330, 50. Students find out what these numbers refer to and write sentences in their notebooks. (*About 30% of parrots are in danger. There are about 330 types of parrots. Some parrots live for 50 years.*)
- In pairs, students discuss the question in the green circle on page 27. Then ask a few students to share their answers with the class.
- Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage students to find out information about another parrot. They find out the name of the parrot, where it lives, and write three sentences describing the parrot and saying why they like it. They can find out the information either at home or in the school library, using books or the Internet. Students then complete the text on the worksheet. They draw or stick a picture of the parrot in its typical habitat 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.



# Real World: Project

Cross-curricular  
content area:  
Science

## My Parrot

This is a .....

It lives .....

My parrot .....

.....

.....

I like it because .....



# Answer Key

## After you read (page 28)

- 1 a 5 b 3 c 2 d 6 e 1 f 4  
2 a M b M c M d N e M f N



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 26)

## 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

bite, cage, chain, fall, fly, free, help, plane

#### 2 Logical intelligence

- 1 Tulio
- 2 Jewel
- 3 Marcel
- 4 Rafael
- 5 Luiz

#### 3 Spatial intelligence

- a iv      d ii  
b iii      e i  
c v

#### 4a Spatial intelligence

Students' own answers.

#### 4b Intra-personal intelligence

Students' own answers.

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

### Chapter 1

- 1 the USA
- 2 Rio
- 3 home
- 4 cage
- 5 chain

### Chapter 2

- 1 opens
- 2 fly
- 3 the rainforest
- 4 sings
- 5 dog

### Chapter 3

- 1 Jewel
- 2 Blu
- 3 Blu
- 4 Jewel



## Imagine ...

### Kinaesthetic intelligence

- 1 Students have their books closed. Read the scene to your students. Ask *Who is speaking? (Blu and Jewel) Where are they? (In a cage) What comes next? (They fall, then they go to the rainforest.)*
- 2  If you have time, play the scene from the film (DVD scene 7, after Nigel's song) to show Blu and Jewel's actions.
- 3 Say *open your books at page 31*. Put students in pairs and give them a few minutes to practise their dialogue. Let them read the dialogue several times.
- 4 Clear a large space in the centre of the classroom. Call up each pair to act their dialogue. Confident students could try acting the dialogue without looking in their books.
- 5 The class votes for the student or group who did the best acting. Ask if any students can act out another part of the story

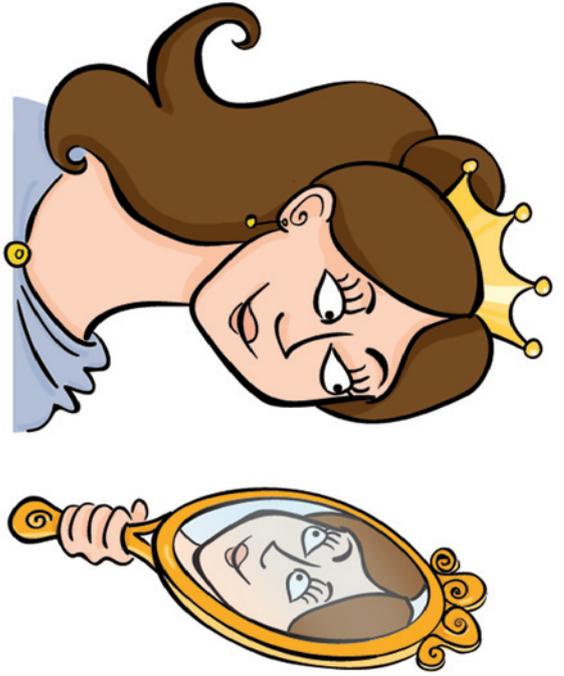
## Chant

### Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
  - 2  Divide the class into two groups. Give each group a verse of the chant to say. Play the CD or say the chant yourself. Students say it at the same time. Practise several times. The groups then swap verses.
  - 3 Ask students to invent some actions to go with the chant, e.g. wiping their brows for *Rio is hot!* Also mimes for *Wow!* and the lines *Come to Rio, I like it a lot* and *Fly away!* Students now do the actions as they say the chant. Play the CD or lead the chanting yourself.

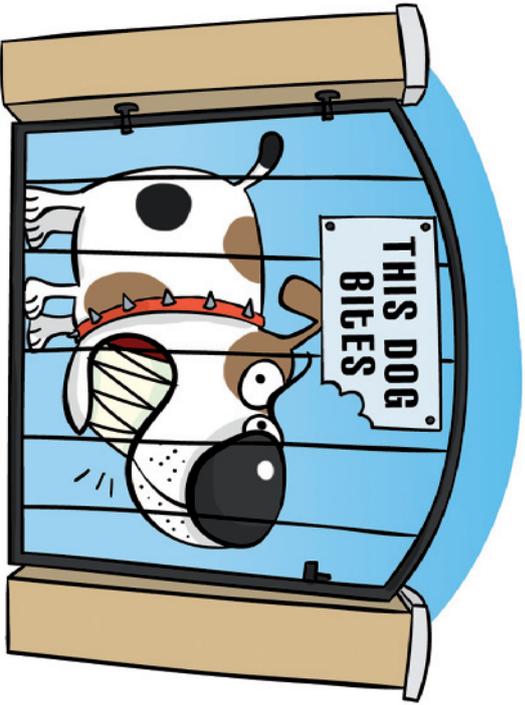


# Flashcards



**beautiful**

The girl is **beautiful**.



**bite**

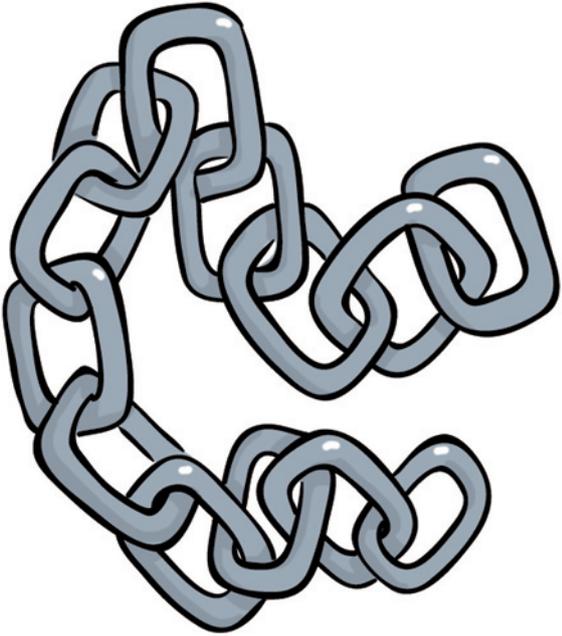
This dog **bites!**



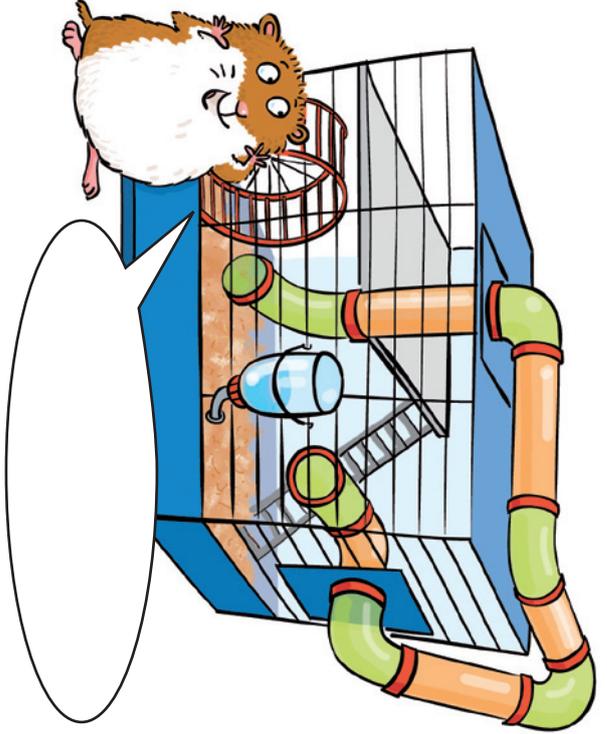
# Flashcards



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fold

fold

**chain**

This is a **chain**.

**cage**

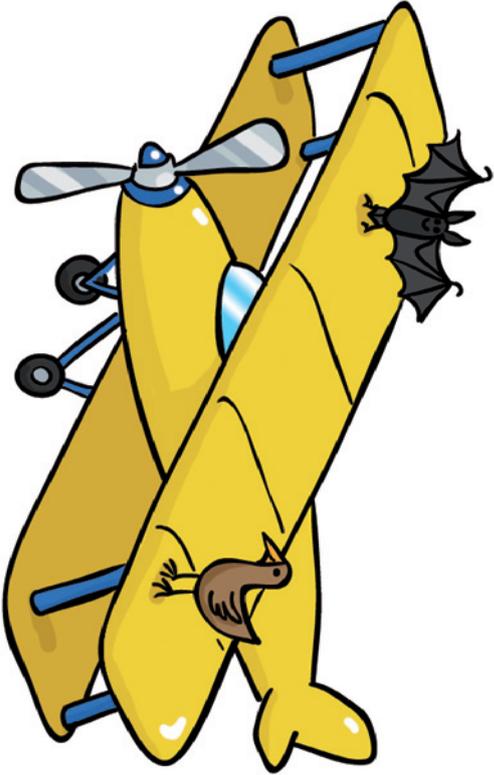
'This is a nice **cage**!'



# Flashcards



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fold

fold

**fly**  
They can **fly**.

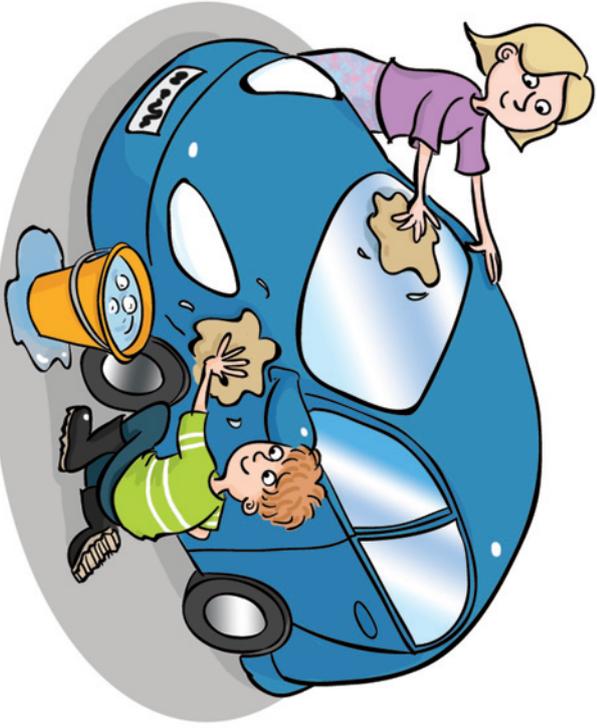
**fall**  
The cat is **falling**.



# Flashcards



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fold

fold

**help**  
The boy is **helping**  
his mother.

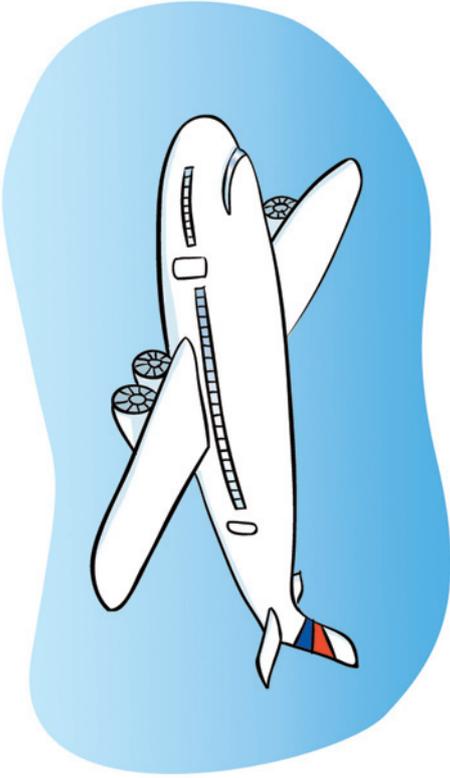
**free**  
I'm **free!**



# Flashcards



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fold

fold

**plane**  
The **plane** is flying.

**hurt**  
The cat is **hurting**  
the boy.



# Flashcards

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fold

'Can you help me?'

'No problem!'

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