

## Teacher's Notes



SHREK™ & © 2011 DreamWorks Animation LLC. 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 Shrek 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.

*Shrek* has a total story wordcount of 546 words.

### Shrek – synopsis

Shrek is a scary ogre who lives on his own in a swamp. When the evil Lord Farquaad sends some fairy tale characters to live in the swamp, Shrek isn't happy.

Princess Fiona lives in a castle guarded by a dragon. Lord Farquaad wants to marry her so that he can become King. He says that if Shrek rescues Princess Fiona he will send the fairy tale characters away from Shrek's swamp. Shrek and his new friend, Donkey, rescue Fiona together. On the way back to Lord Farquaad, Shrek and Fiona realise that they have a lot in common and start to fall in love. Donkey discovers that Fiona has a secret: at night she turns into an ogre like Shrek.

Lord Farquaad comes to meet Fiona and they prepare for their wedding. Donkey tells Shrek that Fiona loves him and, with Dragon, they hurry to the wedding. As the sun sets, Fiona turns into an ogre. Lord Farquaad is horrified, but Shrek is very happy. Dragon eats Lord Farquaad, and Shrek and Fiona get married. They begin a new life together as ogres in the swamp.

### Shrek – the film

**Released:** 2001

**Genre:** animated comedy

**Suitable for:** all children

**Actors:** Mike Myers (voice of Shrek), Cameron Diaz (voice of Princess Fiona), Eddie Murphy (voice of Donkey)

**Awards:** Oscar for best animated film

**Other Shrek films:** *Shrek 2* (2004), *Shrek the Third* (2007), *Shrek Forever After* (2010)

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

- *Shrek 2* (level 2)
- *Shrek the Third* (level 3)
- *Shrek Forever After* (level 3)

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



# Popcorn ELT Readers

# Teacher's Notes

## Contents

*Just choose the pages that you need and print!*

Meet ... Shrek (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7
Real World (T)	page 8
Real World Project: My Swamp Animal (S)	page 9
Answer Key (T)	page 10
Imagine ... / Chant (T)	page 11
New Words Flashcards	pages 12–17

(T) Teacher's notes

(S) Student activities (photocopiable)





# Meet ... Shrek



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 Shrek?* 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. Ask *Is this book about cars?* (No) *Is it about food?* (No) Point to Shrek and say *This story is about an ogre. This is an ogre. Is he small?* (No, he's big.) *What colour is he?* (Green). Point to the castle and say *This is a castle.*

**OR**



Tell students (L1) they're going to see part of a film about an ogre. Tell them to think about the answers to these questions as they watch: *What colour is he? What does he like?* Show the scene near the start of the film when we see a day in Shrek's life and the way he scares away the villagers (DVD scene 1). Afterwards, discuss the answers to your questions. Then ask *Is he nice?* Students tell you what they think.

**3** Look at the 'Meet ... Shrek' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is Donkey? Is Shrek happy?*

**4** Pre-teach *swamp*, *castle* and *king*. (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 live in a swamp*. Students say *You're Shrek*. 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 answers. Say each character's name and students call out *good* or *bad*.



# 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>fairy tale characters</p> <p>Here are some <b>fairy tale</b> characters.</p>	<p>marry</p> <p>Marry me!</p>	<p>smile</p> <p>Charlie always <b>smiles</b>.</p>
<p>beautiful</p> <p>The girl is <b>beautiful</b>.</p>	<p>frightened</p> <p>The boy is <b>frightened</b>.</p>	<p>ogre</p> <p>This is an <b>ogre</b>.</p>	<p>swamp</p> <p>There is a lot of water in a <b>swamp</b>.</p>
<p>castle</p> <p>This is a <b>castle</b>.</p>	<p>king</p> <p>I'm the <b>King!</b></p>	<p>rescue</p> <p>Please <b>rescue</b> me!</p>	<p>'Come on!'</p> <p>Come on!</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 *ogre, castle, swamp* and *king* from the 'Meet ... Shrek' pages.
- 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 The conversational language on this page is *Come on!* We use this when we want people to come somewhere with us. Say it several times and ask students to repeat.
- 4 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. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- 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, play the scene where we first see Princess Fiona in her castle (end of scene 7 on the DVD). Then ask *Who is she? Has she got long hair? Is she beautiful? What is she doing? What comes next in the story?*

**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 does he do?*
- 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's grey and he likes Shrek. Who is he? (Donkey) Princess Fiona lives here. What is it? (A castle.)* 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 they have just read. For example, play the scene in which Shrek and Donkey walk to Princess Fiona's castle (DVD scene 6). 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. places or adjectives to describe people.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *quiet*, *castle*, *swamp* and *donkey* for Chapter 1 of *Shrek*.

- Ask students to create a map of where the characters go in the story. They could draw in details such as Lord Farquaad in his castle or Shrek in his swamp.
- 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 Shrek 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 10, 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 (2–3 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 names.

- 1 ..... Lord Farquaad ..... wants to be a king.
  - 2 ..... wants to live in a quiet swamp.
  - 3 ..... wants to see Lord Farquaad.
  - 4 ..... wants to marry Princess Fiona.
  - 5 ..... wants to go with Shrek.
- 

## Chapter 2

Who says this? Who do they say it to?

1 Be quiet!

..... Shrek ..... says this to ..... Donkey .....

2 I like your eyes.  
They are beautiful.

..... says this to .....

3 Do you want to  
marry me?

..... says this to .....

4 Come and see me  
in my swamp.

..... says this to .....

## Chapter 3

Correct the mistakes.

- 1 Princess Fiona ~~likes~~ <sup>does not like</sup> Lord Farquaad.
- 2 Princess Fiona does not go to Lord Farquaad's castle.
- 3 Shrek says, 'You're beautiful!' to Dragon.
- 4 Dragon eats Donkey.
- 5 Lord Farquaad and Princess Fiona marry.



# 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**  
**SWAMPS**  
Shrek lives in a swamp.  
What is a swamp?  
There is a lot of water and mud in a swamp. Many animals, birds and insects live there.

**frogs**  
You can find frogs in swamps.

**mosquitoes**  
Look at the mosquito. How many legs does it have?

**snakes**  
Snakes like swamps! How many colours can you see on the snake?

**alligators**  
This swamp has some young alligators in it. How many alligators are there?

**trees**

**birds**  
A lot of birds live in swamps. Herons eat small fish from the swamp.

**Venus flytraps**  
This plant is always hungry. It eats insects!

**Did you know ...?**  
★ There are many swamps in Florida, in the USA.  
★ Alligators run very fast.

**What do these words mean? Find out.**  
mud bird insect  
plant fish USA

1 With books closed, ask *Where does Shrek live? (In a swamp)*. Elicit in L1 what you might find in a swamp, e.g. what kind of animals, birds, plants and insects. Write them on the board.

2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD, and write down the answers to the questions.

**Answers**

There are eight alligators.  
A mosquito has six legs.  
The snake has three colours: dark brown, light brown and white.

3 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.

4 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about another swamp animal, either at home or in the school library, using books or the Internet. They then complete the text about their animal, draw or stick a picture of it in the space provided, and perhaps draw a swamp in the background.

5 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 Swamp Animal

This is a .....

It is ..... and .....

It has got ..... legs.

It eats .....

It lives in .....



# Answer Key

## After you read (page 28)

- 1 a ✓ b ✗ (He lives in a big castle.) c ✓ d ✓ e ✗ (At night, Princess Fiona is an ogre.) f ✓  
2 a ii b iii c v d i e iv



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 27)

## Multiple intelligence activities (pages 29–32)

### Puzzle time! (pages 29–30)

1

#### Linguistic intelligence

- a Shrek      c Donkey      e castle  
b Dragon      d marry      f king

a) b) c) d) e) f)

Grid words: DONKEY, SHREK, MARRIAGE, CLTOSR, AWDSR, TMBIGN, LTRY, LNJSYF

2a

#### Spatial intelligence



The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

2b

#### Kinaesthetic intelligence

You might want to play short extracts from the film to show the different characters' movements before doing this activity.

3

#### Intra-personal intelligence

- a happy    b angry    c frightened    d happy

4

#### Logical intelligence

- 1 Donkey      3 Princess Fiona  
2 Lord Farquaad    4 the dragon

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

### Chapter 1

- 1 Lord Farquaad    3 Shrek      5 Donkey  
2 Shrek      4 Lord Farquaad

### Chapter 2

- 1 Shrek, Donkey    3 Princess Fiona, Shrek  
2 Donkey, Dragon    4 Shrek, Princess Fiona

### Chapter 3

- 1 likes does not like  
2 does not go goes  
3 Dragon Princess Fiona  
4 Donkey Lord Farquaad  
5 Lord Farquaad Shrek



## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in small groups of four or five. Ask each group to pick one of the characters on the page. Make a note of each group's choice.
- 2  If you have time, play some of the wedding scene from the film (DVD scene 17) to show the different characters' movements before doing this activity.
- 3 Clear a large space in the centre of the classroom. Call up one student from each group to mime part of the story. Read the start of Chapter 3 slowly, giving the performers plenty of time to mime what their character is doing.
- 4 When these students have had a fair turn of miming, they swap with other members of their group for the next few pages of the chapter, until everyone has had a turn. You may have to read the chapter several times.
- 5 The class votes for the student or group who did the best mimes.

## 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  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.
  - 3  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.

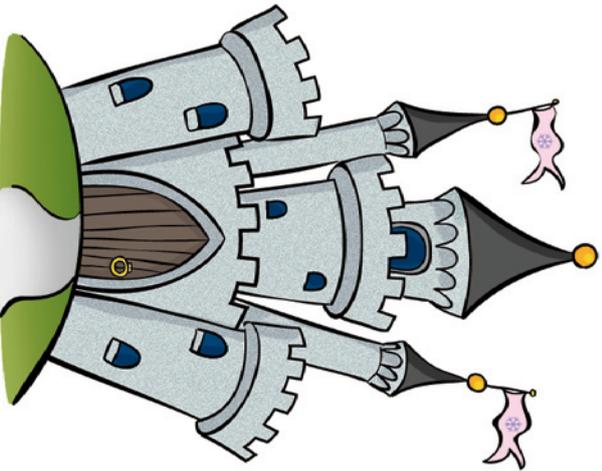


# Flashcards



**beautiful**

**The girl is beautiful.**



**castle**

**This is a castle.**



fold

fold

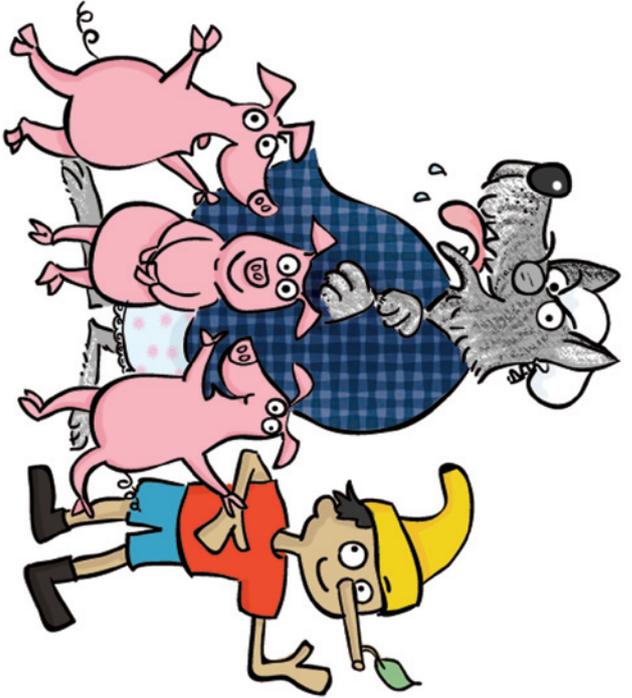


# Flashcards

© Scholastic Ltd



© Scholastic Ltd



**fairy tale characters**

**Here are some fairy tale characters.**

**frightened**

**The boy is frightened.**



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**king**

**'I'm the King!'**

**marry**

**'Marry me!'**



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**ogre**

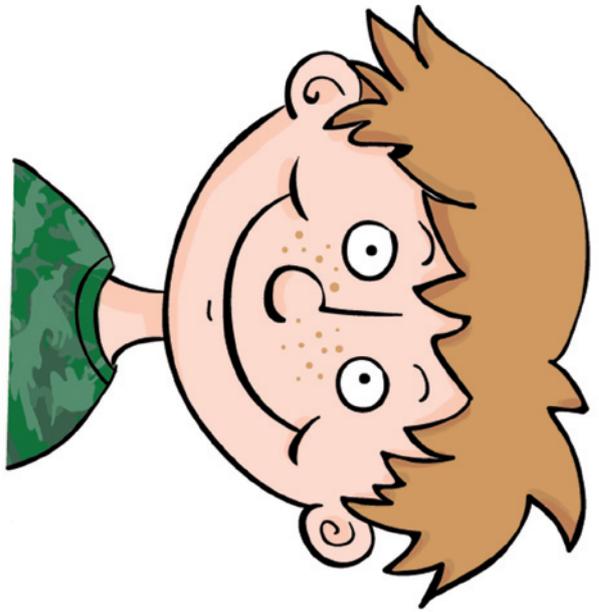
This is an **ogre**.

**rescue**

'Please **rescue** me!'

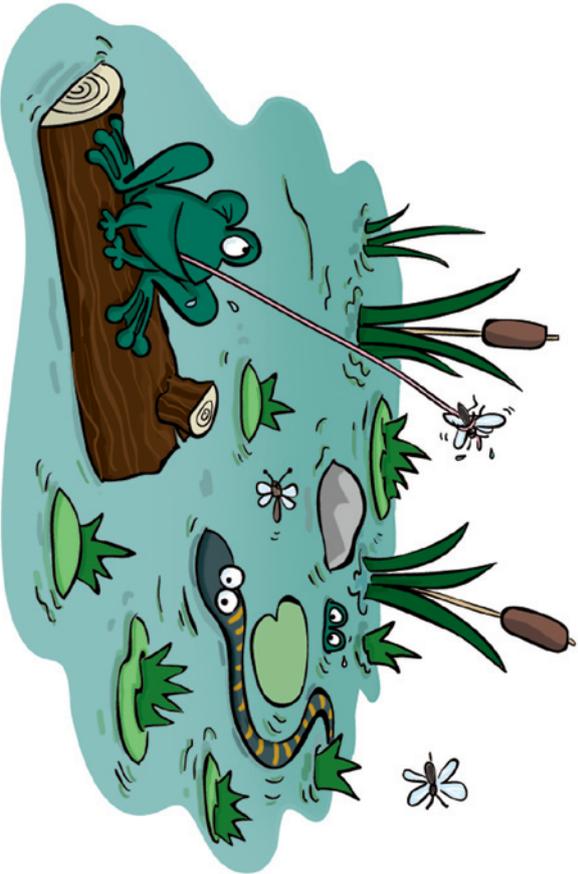


# Flashcards



**smile**

Charlie always **smiles**.



**swamp**

There is a lot of water  
in a **swamp**.



# Flashcards

© Scholastic Ltd

fold

**'Come on!'**