

Teacher's Notes



RANGO

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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 Rango 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. *Rango* has a total story wordcount of 851 words.

Rango – synopsis

A pet chameleon falls out of the back of a car which is travelling through the Mojave Desert. The chameleon finds a small town called Dirt, where a variety of desert animals live. The chameleon, who loves telling stories, gives himself the name Rango and starts telling the animals about his great adventures. They believe his stories and when Rango accidentally kills a large bird which is scaring the town, he becomes their hero.

The animals in the town have no water. The Mayor asks Rango to be the new sheriff, and the chameleon promises to help them. Rango's new friend, Beans, tells him she is suspicious of the Mayor. Rango is on his way to see the Mayor when he is stopped by the Mayor's friend, the dangerous Rattlesnake Jake. Rattlesnake Jake tells the people that Rango's stories are not true. Rango has to leave the town and never come back.

Rango walks sadly into the desert and sees Las Vegas, a big city with a good supply of water. Seeing the city helps Rango realise what is happening. He finds the water pipe that supplies the town of Dirt and discovers that the Mayor has turned off the water. The Mayor wants the people of Dirt to leave so he can build a new, modern city in its place.

Rango turns the water back on. The people of the town are happy to have water again. Rango is a true hero now.

Rango – the film

Released: 2011

Genre: animated comedy

Suitable for: most children with parental guidance

Actors: Johnny Depp (voice of Rango), Isla Fisher (voice of Beans), Bill Nighy (voice of Rattlesnake Jake)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.



Popcorn ELT Readers

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Contents

Just choose the pages that you need and print!

Meet ... the animals from <i>Rango</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	pages 7–8
Real World (T)	page 9
Real World Project: My Desert Animal (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words Flashcards	pages 13–18

(T) Teacher's notes

(S) Student activities (photocopiable)





Meet ... the animals from *Rango*

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 film Rango?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
- 2 Look together at the cover of the book. Say *This story is about a chameleon (/kə'mi:lɪən/)*. Point to Rango and say *This is a chameleon. What is his name? (Rango) What colour is he? (Green). Ask Is it hot or cold in the picture? (Hot). Do you think he's Rango thirsty? (Yes, he is.) Ask Where is he? Pre-teach (in the) desert (/ˈdezət/)*.

OR

Tell students (in L1) they're going to see the opening of the film. Show the scene where Rango first finds himself in the desert. After watching the scene, ask students some questions, e.g. *What animal did you see? What is his name? What colour is he? Is it hot or cold? Is he thirsty? Where is he?* Pre-teach *chameleon (/kə'mi:lɪən/)* and *desert (/ˈdezət/)*.

- 3 Look at the 'Meet ...' page with your class and ask students to look at the characters in the pictures. Ask *What do you think? Who is good? Who is bad?*
- 4 Pre-teach *armadillo, mayor, tortoise, lizard, rattlesnake, land* and *hero*. (The words *land* and *hero* also appear on the 'New Words' pages.)
- 5 Read the page out loud to the class or play the CD.
- 6 Ask students to call out the names of the characters. Write them on the board. Say an animal that appears on the page or do a mime of it, e.g. *a snake*. Students tell you which character it is, e.g. *Rattlesnake Jake*. Then students 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 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.

city




Look at the **city**!

land



He has a lot of **land**.

story



Listen to the **story**!

bar




The man walked into the **bar**.

hero



He is a **hero**.

mud



I love **mud**!

water tower



This is a **water tower**.

bird



Look at the **bird**!

kill



Cats **kill** small animals.

pipe



The **pipe** is for water.

'hiss'



Hiss!

Verbs

Present	Past
fall	fell
find	found
think	thought


- 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 *land* and *hero* 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 Say a long *hiss*. Ask *What animal is this?* (A *snake*).
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *find* and *think* 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. *The boy found a snake.*
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

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 Rango walks into the bar. Then ask *Does Rango live in this town? (No) What does he want? (Water) What do you think? Is Rango's story true?* Students tell you what they think.


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 pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *Who has some land? (Beans) Who closed the water pipe (The Mayor)*. 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 when Rango turns on the water. After watching, ask students to tell you what happens. Make a list of events on the board, then show the extract again to see how well they remembered.

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. animals or adjectives.
-  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 Rango 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.

- In small groups, students think of a new ending for the story. They either write, draw or roleplay the final scene.



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

Circle the correct words.

- 1 Roadkill is a *snake* / (an armadillo).
- 2 Dirt is a *town* / *bar* in the desert.
- 3 There were *a lot of* / *no* animals in the bar.
- 4 There's *a lot of* / *no* water in the town.
- 5 Bad Bill *liked* / *didn't like* Rango's story.
- 6 The water tower fell onto *the bird* / *Rango*.

Chapter 2

Who says this?

1 Your land is not good.

The Mayor

2 No!

3 It's time for Rattlesnake
Jake!

4 I'm going to talk to the
Mayor.





Chapter Quizzes (Answer key, page 11)

Chapter 3

Write the names of the people and places.

- 1 **Rattlesnake Jake** has red eyes.
- 2 did not kill the Jenkins brothers.
- 3 Rango walks away from the town of
- 4 wants Beans's land.
- 5 Rango sees the city of
- 6 wants a new city.

Chapter 4

Put the sentences in the correct order.

- | | |
|--|------------------------------------|
| a A lot of water came out of the pipe. | <input type="checkbox"/> |
| b All the animals were very happy. | <input type="checkbox"/> |
| c Rango shouted, 'Come out here!' | <input type="checkbox" value="1"/> |
| d Roadkill shouted, 'Now!' | <input type="checkbox"/> |
| e The Mayor wanted to be friends with Rango. | <input type="checkbox"/> |
| f Rattlesnake Jake went into the street. | <input type="checkbox"/> |
| g Rattlesnake Jake went away with the Mayor. | <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

THE MOJAVE DESERT

The Mojave Desert is in California, in the south west of the United States.

The Sierra Nevada mountains are on the west of the desert. The rain from the sea does not come to the desert because of the mountains. The desert has only a few centimetres of rain every year.

People

In the 1900s, men and women came to California from the east. They wanted to find work and land. Some of them found land in the Mojave Desert. But there was not very much water and life was very hard for them.

Animals

The **Mojave Rattlesnake** lives in the mountains. It is about one metre long.

The **Desert Tortoise** usually lives for eighty to one hundred years. In July and August it stays underground.

There are lots of **lizards** in the desert. Lizards can live for a long time with no water.

Did you know?

It is very hot in the Mojave Desert. In July and August, it is sometimes 50°C in the day and 38°C at night.

★
Would you like to go to the desert?
Why / Why not?
★

What do these words mean? Find out.

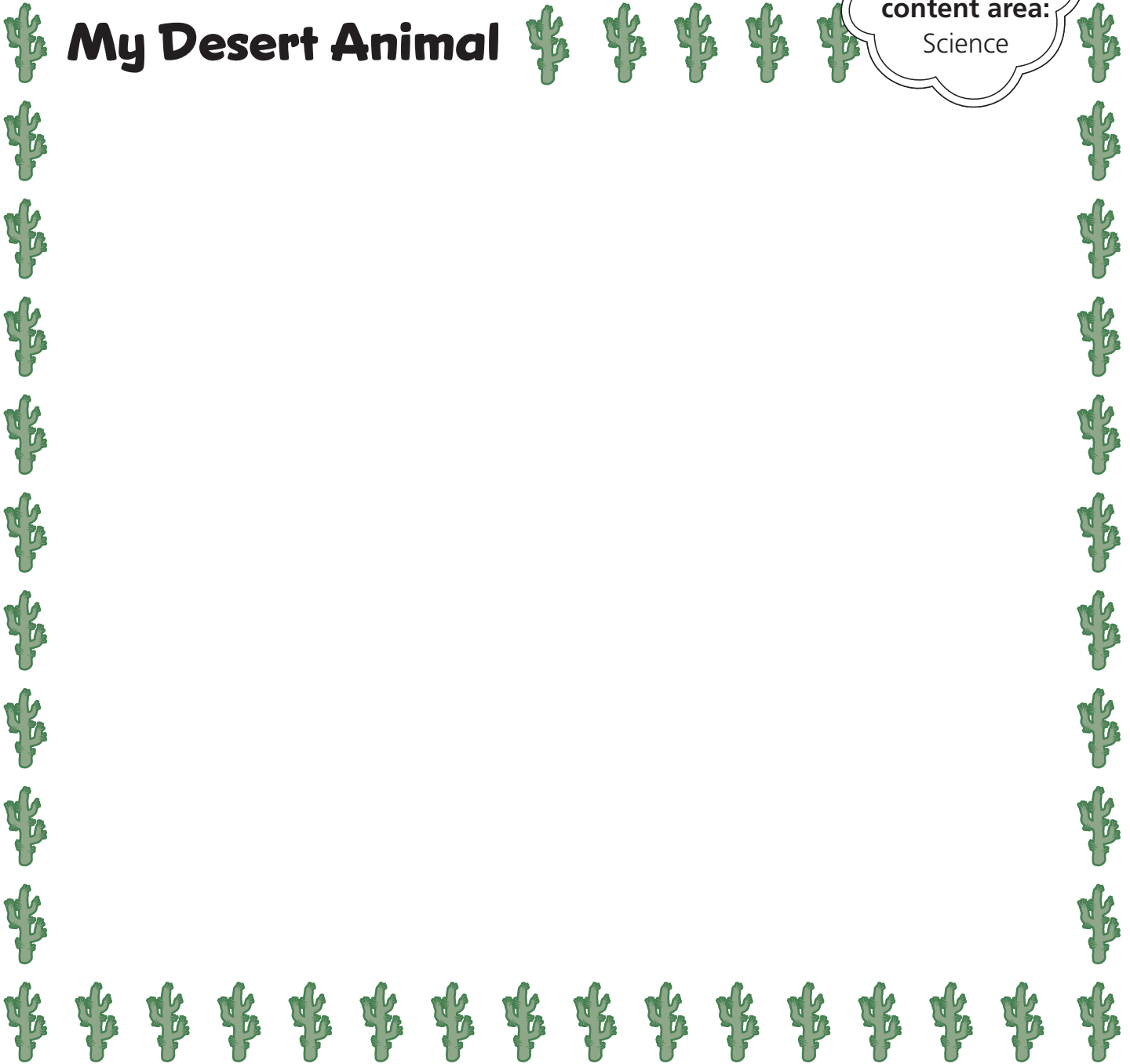
mountains	underground
people	life hard

- 1 Write *desert* on the board. With books closed, students tell you everything they can about deserts, e.g. *It is very hot. There is no rain.* Ask them to give you examples of animals that can live in a desert, e.g. *snakes, tortoises, lizards.*
- 2 Tell students to open their books at page 26. In L1, see if the animals in the photos are the same as the ones they have already mentioned. Then read each section together as a class, or read and listen to the CD.
- 3 Look at the word box. Elicit the meaning of these words using the text to help you.
- 4 Write the following numbers and phrases on the board: a few, 1900s, 50, 1, 100. In pairs students discuss what these refer to. (*The desert has only a few centimetres of rain every year. People came to the desert in the 1900s. It is sometimes 50°C in the desert. Mojave Rattlesnakes are about 1 metre long. The Desert Tortoise sometimes lives for 100 years.*)
- 5 Check that pupils know how to say 1900s (nineteen hundreds) and 50°C (fifty degrees centigrade).
- 5 As a class, discuss the question in the red circle on page 27.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Explain (in L1) that they must write about a desert animal. Students find out information about what the animal looks like, what it eats and one way in which it is adapted to life in the desert. Students can find the information either at home or in the school library, using books or the Internet. They then complete the text about their animal and draw or stick a picture of it in the space provided.
- 7 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 Desert Animal

This is a

It is

It has got

It eats

It can live in the desert because



Answer Key

After you read (page 28)

1 a v b iv c ii d i e iii

2 a x b ✓ c x d ✓ e ✓ f ✓ g x h ✓



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 3)

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

- a desert
- b bird
- c pipe
- d city
- e mud

2

Logical intelligence

Students' own answers.

3

Linguistic intelligence

- a everything c interesting
- b have mud d my land

4

Spatial intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

- 1 an armadillo
- 2 town
- 3 a lot of
- 4 no
- 5 didn't like
- 6 the bird

Chapter 2

- 1 The Mayor
- 2 Beans
- 3 Rango
- 4 The Mayor

Chapter 3

- 1 Rattlesnake Jake
- 2 Rango
- 3 Dirt
- 4 The Mayor
- 5 Las Vegas
- 6 The Mayor


Chapter 4

- a 4 e 5
- b 7 f 2
- c 1 g 6
- d 3






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 final scene from the film 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 Chapter Three and Chapter Four 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 story, until everyone has had a turn.
- 5 The class votes for the student or group who did the best mimes.

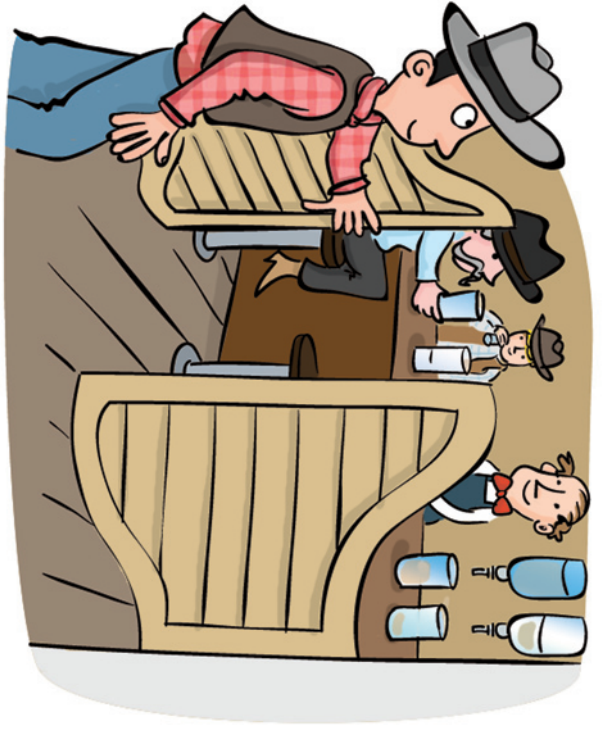
Chant

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  Divide the class into two groups. Ask group A to say lines one, two, five and six. Ask group B to say lines three, four, seven and eight. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.
 - 3 As a class, students invent some actions to go with each line of the chant, e.g. they blink or stare for line 2, gesture a hat for line 4, hold their stomachs as if they are laughing for line 6, look bad for line 8. Students now do the actions as they say the chant.



Flashcards



bar

The man walked
into the **bar**.



bird

'Look at the **bird**!'



Flashcards



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fold

fold

hero
He is a **hero**.

city
Look at the **city**!



Flashcards



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fold

Kill

Cats **kill** small
animals.

land

He has a lot of **land**.

fold



Flashcards



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fold

fold

pipe
The **pipe** is for water.

mud
'I love **mud**!

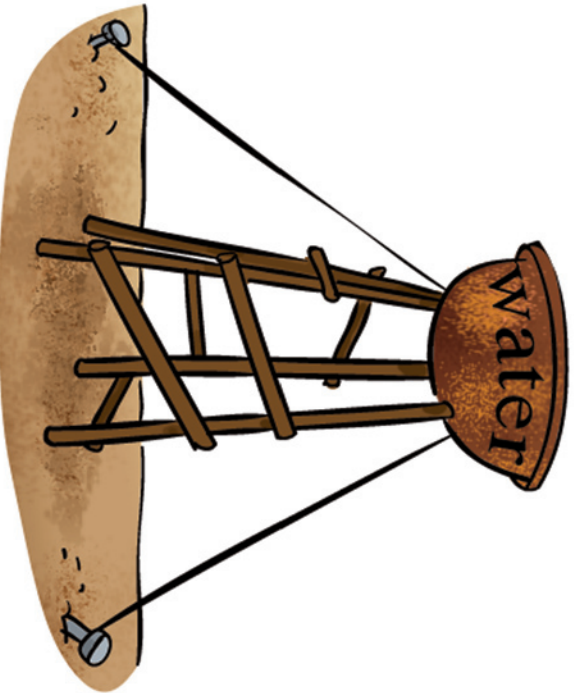


Flashcards



story

Listen to the story.



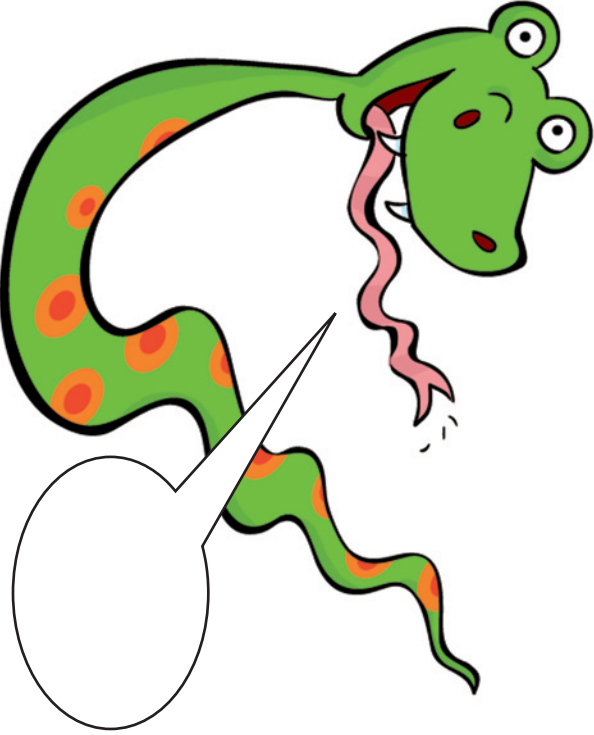
water tower

This is a water tower.



Flashcards

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fold

'Hiss!'

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18

Detailed description: This is a flashcard template for the word 'Hiss!'. It is a vertical rectangle with dashed lines. At the top right and bottom left corners, there are scissors indicating where to cut. A vertical dashed line on the left side is labeled 'fold'. The top half of the card features a cartoon illustration of a green snake with orange spots and a pink tongue sticking out. A white speech bubble with a black outline points to the snake's mouth. The bottom half of the card is blank, with the word 'Hiss!' written in a large, bold, black font in the center. The copyright notice '© Scholastic Ltd' appears in the top left and bottom left corners, and the page number '18' is in a black circle at the bottom center.