

# Popcorn ELT Readers

## Teacher's Notes



DreamWorks Turbo © 2016 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 Turbo 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. *Turbo* has a total story wordcount of 780 words.

### **Turbo – synopsis**

Theo is a snail. He lives in a garden with his brother, Chet. Theo has a dream. He wants to be a racing driver. Every night he watches his favourite driver, Guy Gagné, on TV.

One night, Theo goes to the city and races with some cars. He gets sucked into a turbo engine. When he comes out, he is a 'turbo' snail and can race really fast. When a bird takes Chet from the garden and drops him in the city, Theo races after them and finds Chet.

A man called Tito finds the two snails and takes them back to Starlight Plaza, where he works. Every night at Starlight Plaza they have a snail race. Tito puts Chet and Theo in a race. Theo wins and changes his name to Turbo.

Tito sees that Turbo is really fast and decides to enter him in a car race: the Indy 500. Turbo is excited to meet Guy Gagné there, but is disappointed when he realises that Guy will stop at nothing to win.

Turbo finds the race hard. He is a tiny snail racing against very fast cars, but he finally finds a way and takes the lead. Guy is desperate to stop him but causes an accident. Turbo loses his turbo powers in the crash, but crawls slowly over the line to win.

### **Turbo – the film**

**Released:** 2013

**Genre:** animated comedy

**Suitable for:** all children

**Actors:** Ryan Reynolds (voice of Turbo), Paul Giamatti (voice of Chet), Samuel L. Jackson (voice of Whiplash)

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



# Popcorn ELT Readers

# Teacher's Notes

## Contents

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

Meet ... everyone from <i>Turbo</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 Garden 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 ... everyone from Turbo

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 Turbo?* If anyone in the class 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 a boy?* (No.) *Is it about a car?* (No.) Point to Turbo and say *This story is about a snail. Is he big?* (No, he's small.) *What colour is he?* (Orange and blue.) Point to the other snails and say *These are his friends.*

**OR**

In L1, tell students they're going to see part of a film about the snail. Tell them to think about the answers to these questions as they watch: *What's his name? What colour is he?* Show the scene at the start of the DVD where Theo is watching Guy Gagné on TV (DVD scene 1). Afterwards, discuss the answers to your questions. Then ask *What does Theo want to be?* Students tell you what they think.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is Theo's brother?* (Chet.) *Has Tito got a brother too?* (Yes, Angelo is his brother.)
- 4 Pre-teach *fast, driver, engine, race, win* and *city*. (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 snail. I live in the city.* Students say *You're Whiplash.* 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 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.

<p><b>different</b></p> <p>These socks are <b>different</b>.</p>	<p><b>engine</b></p> <p>This is the <b>engine</b>.</p>	<p><b>race</b></p> <p>The are in a <b>race</b>. / They are <b>racing</b>.</p>									
<p><b>accident</b></p> <p>The car had an <b>accident</b>.</p>	<p><b>dream</b></p> <p>The girl has a <b>dream</b>.</p>	<p><b>fast</b></p> <p>The car is <b>fast</b>.</p>	<p><b>win / winner</b></p> <p>She is <b>winning</b>. / She is the <b>winner</b>.</p>								
<p><b>city</b></p> <p>It is a big <b>city</b>.</p>	<p><b>drive / driver</b></p> <p>She is <b>driving</b>. / She is the <b>driver</b>.</p>	<p><b>money</b></p> <p>This is <b>money</b>.</p>	<p><b>'What's the matter?'</b></p> <p>What's the <b>matter</b>?</p>								
		<p><b>Verbs</b></p> <table style="margin: auto;"> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>drive</td> <td>drove</td> </tr> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>take</td> <td>took</td> </tr> </table>	Present	Past	drive	drove	fall	fell	take	took	<p>What does <b>Turbo</b> mean? Ask your teacher.</p>
Present	Past										
drive	drove										
fall	fell										
take	took										

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 *fast, driver, engine, race, win* and *city* from the 'Meet ...' page.

2 Play the recording of the words and sentences on the CD. Students repeat the words. Focus on the unusual pronunciation of the 'o' in the word *money* and the pronunciation of the 'c' as /s/ in *race* and *city*. Elicit the meaning of each word in L1 or translate for the class.

3 The conversational language on this page is *What's the matter?* We use this when someone looks unhappy and we want to ask why. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *drive, fall* and *take* 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. *His car is fast*.

5 Ask students what the title of the book means. Explain to your students that a *turbo* engine in a car is a very powerful engine.

6 Do some vocabulary activities to practise the new words (see suggestions below).

## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct 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.



# 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 of your class, the 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 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 Guy Gagné (DVD, scene 1). Then ask, e.g. *Who is he? What is his job? Does Theo like him? 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 pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He's Tito's brother. Who is he? (Angelo.) A bird takes him. Who is he? (Chet.)* They ask and answer their questions in groups.
- Ask students to predict what is going to happen next in the story.
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play the scene in which Theo and Chet run in the race at Starlight Plaza (DVD scene 9). 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 remembered the scene.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words that begin with a particular letter used in the story, e.g. words that begin with an 'f' or words that begin with a 'd'. When they have found the words, check they know what the words mean.

-  Divide the class into groups and give each group a word that is used regularly in the story. Play the CD or read a section of the story aloud. Students listen to the section of the story and count how many times they hear their word. For example, you could give the words *snail* and *race* to different groups and then read Chapter 2 of the story. Ask students to tell you how many times they heard their word to find out which word appears most times in the chapter.
- 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 Turbo 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 11)

## Chapter 1

Remember the story. Write the correct words.

city   fell   ~~garden~~   happy   turbo   TV

Theo and Chet worked in a **1** ..... garden ..... Theo was never **2** .....  
Every night, he watched car races on **3** ..... One night, Theo went to  
the **4** ..... He **5** ..... into a car engine. When he came  
out, he was a **6** ..... snail.

---

## Chapter 2

Who says this? Who do they say it to?

**1** Look at me!

..... Theo ..... says this to ..... Chet .....

**2** You are not a car. You're a snail!

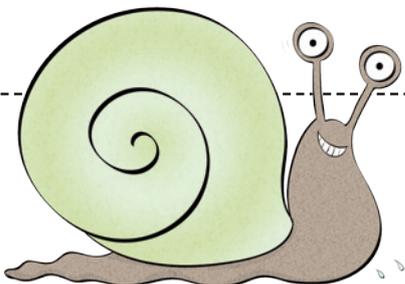
..... says this to .....

**3** Hello, small snails.

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

**4** Hello, garden snails.

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





# Chapter Quizzes (Answer key, page 11)

## Chapter 3

Circle the words.

- 1 Tito has no car / money.
- 2 The city snails help / don't like Tito.
- 3 The city snails stopped a bus / racing car.
- 4 Chet was / was not happy about the race.
- 5 'Guy Gagné / A snail can't win the Indy 500,' said Chet.

---

## Chapter 4

Answer the questions.

- 1 Where was the Indy 500? It was in Indiana.
- 2 Who wanted to race with Turbo? .....
- 3 Who liked Turbo? .....
- 4 Why was Turbo sad? .....

---

## Chapter 5

Correct the mistakes.

- 1 The cars were very <sup>fast</sup> ~~slow~~.
- 2 Turbo was not frightened.
- 3 Guy was very happy.
- 4 At the end of the race, Turbo was fast.
- 5 Guy was the winner.



# 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**

## All about snails

Turbo and his friends are snails.  
Snails can be very small or very big.

**Land snails**  
Some snails live on land. Land snails eat plants. They eat at night or when it is rainy. Land snails can't hear. They can't see very much. They smell their food.

**Water snails**  
Water snails live in the sea or in rivers. They eat water plants or small animals.  
Water snails can be 10 mm long!

**Snail shells**  
Some snails have very beautiful shells. Young snails have small shells. The shell grows with the snail.

**Did you know?**  
Snails live for about 5 years. Some snails live for more than 20 years.

**Do you like snails? Why? / Why not?**

**What do these words mean? Find out.**  
land plant smell river grow

The giant African land snail can be 20 cm long!

26 27

- 1 With books closed, ask *What garden animal is Turbo? (He's a snail.)* Ask questions to elicit information students may know about snails, e.g. *What do snails eat? Have snails got eyes? Where do snails live?* In L1, ask them what they would like to find out about snails. Write their questions on the board in English.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which things were a surprise. Then students read each section, or read and listen to the CD.
- 3 Go through the questions you wrote on the board to see if students have found out the answers to some of them. Answer any of the other questions for students or encourage students to find out the answers at home.
- 4 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.
- 5 In pairs, students discuss the question in the red circle on page 27. Then ask a few students to share their answers with the class.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another animal that lives in the garden. They can look for information 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. Suggest they add measurements and labels to the parts of its body.
- 7 After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder or you could put them all together to make a class book.



# Real World: Project

Cross-curricular  
content area:  
Science

## My Garden Animal



This is a .....

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

It has got .....

It eats .....

It lives in .....

It can ..... It can't .....



# Answer Key

## After you read (page 28)

1 a vi b iv c i d iii e ii f v

2 a garden b Starlight Plaza c a turbo engine d horrible e first



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 20)

## 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 red snail is first.

#### 2 Linguistic intelligence

city race win engine dream fast

#### 3 Spatial intelligence

a slow                      b slow                      c fast  
d slow                      e fast                      f fast

#### 4 Linguistic intelligence

a second first  
b 300 500  
c Gary Guy; bus car  
d sister brother

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

### Chapter 1

- garden
- happy
- TV
- city
- fell
- turbo

### Chapter 2

- Theo says this to Chet.
- Chet says this to Theo.
- Tito says this to Theo and Chet.
- Whiplash says this to Theo and Chet.

### Chapter 3

- |         |           |
|---------|-----------|
| 1 money | 4 was not |
| 2 help  | 5 snail   |
| 3 bus   |           |

### Chapter 4

- It was in Indiana.
- Guy Gagné
- Everyone!
- Guy was not nice/was horrible/was not his favourite racing driver now.

### Chapter 5

- fast slow
- ~~was not~~ was
- happy angry
- fast slow
- ~~Guy~~ Turbo



## Imagine ...

### Kinaesthetic intelligence

- 1  If you have a copy of the DVD, show part of scene 17 where Guy Gagné is being interviewed before the race. Ask students *Is Guy going to win the race? What does Guy think?* Play the same section again. Pause the DVD and point to the TV journalists. Say *They are journalists. They work for the TV.*
- 2 Say *Open your books at page 31.* Students imagine that it is after the race. Read through the questions one by one and ask the students to repeat them.
- 3 Put students in pairs. In each pair one student is Turbo and the other is Guy.
- 4 Ask pairs to take turns to interview each other. One student plays Turbo/Guy. The other imagines that they are a TV journalist. Students can roll a piece of paper into a tube shape to make a microphone. Then they swap roles.
- 5 When learners have had time to practise their interviews, ask for volunteers to come to the front of the class to perform their role play.

## 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. Ask students 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 and clap three times on the repeated words, e.g. *no, no, no.* Ask students to clap with you.
  - 3  Tell the students that they are now going to say the chant. Play the CD or lead the chanting yourself.
  - 4 When learners are comfortable with saying the chant with the CD, divide them into two groups. Ask one group to say the first and third lines of each verse and the other group to say the second and fourth lines, e.g.  
 Group 1: *Turbo isn't happy.*  
 Group 2: *Oh no, no, no!*  
 Group 1: *He's a garden snail.*  
 Group 2: *He is slow, slow, slow.*
  - 5 The groups practise saying the chant without the CD. Students can also swap parts so that Group 2 starts.



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**accident**

The car had an  
**accident.**

**city**

It is a big **city.**

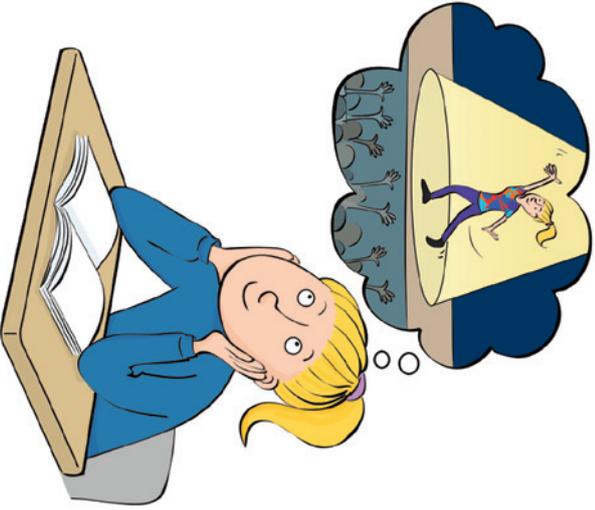


# Flashcards



© Scholastic Ltd

© Scholastic Ltd



fold

fold

**different**

These socks are  
**different.**

**dream**

The girl has a **dream.**



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**drive / driver**

She is **driving**. /  
She is the **driver**.

**engine**

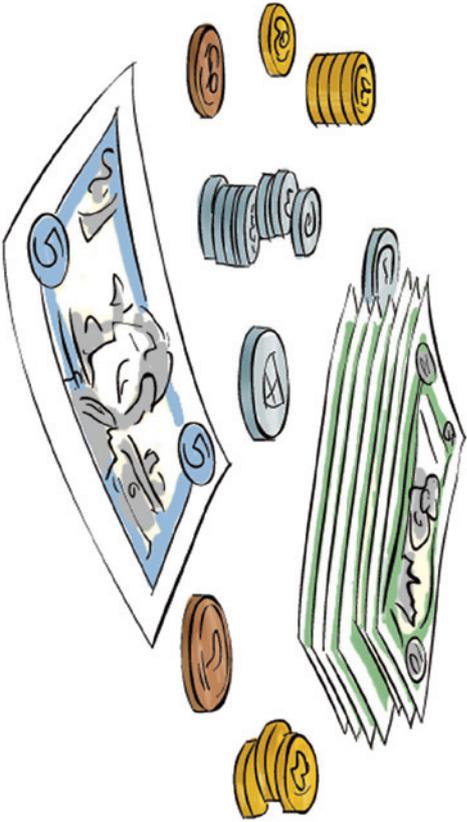
'This is the **engine**.'



# Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

**money**

This is **money**.

**fast**

The car is **fast**.



# Flashcards



© Scholastic Ltd

**race**

They are in a **race**. /  
They are **rac**ing.



© Scholastic Ltd

**win / winner**

She is **w**inning. /  
She is the **w**inner.



# Flashcards

© Scholastic Ltd



fold

'What's the matter?'

© Scholastic Ltd

18

Detailed description: This is a flashcard template for a classroom activity. It features a dashed border with scissors at the corners, indicating where to cut. On the left side, there is a vertical dashed line labeled 'fold'. The top half of the card contains a cartoon illustration of a man with dark skin and black hair, wearing a blue suit and a red tie, with his hands on his hips. He is looking at a woman with blonde curly hair, wearing a green top and a light blue cardigan. A speech bubble is positioned above the man's head. The bottom half of the card contains the text "'What's the matter?'" in a large, bold, black font. The copyright notice "© Scholastic Ltd" appears in the top left and bottom left corners. A page number "18" is located in a black circle at the bottom center.