

Teacher's Notes

SMURFS

THE LOST VILLAGE



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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 Smurfs: The Lost Village Popcorn ELT Reader.

Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

Smurfs: The Lost Village has a total story wordcount of 1146 words.

Smurfs: The Lost Village – synopsis

Many years ago, Gargamel the evil wizard made Smurfette out of clay. He sent her to Smurf Village to catch the Smurfs. But Papa Smurf saw the good in Smurfette and she became friends with all the Smurfs. But she didn't always feel like a 'real' Smurf.

Smurfette and her friends Brainy, Clumsy and Hefty (Team Smurf) are playing near the dangerous Enchanted Forest. Suddenly, Smurfette sees an unfamiliar Smurf. It drops its hat as it runs into the forest.

Gargamel has spotted Team Smurf and sends his vulture (Monty) to catch them. Monty flies off with Smurfette and the hat. Gargamel finds out from his cauldron that the hat belongs to a Smurf from a lost village – called Smurfy Grove – in the Enchanted Forest. Gargamel decides to find these new Smurfs.

Team Smurf help Smurfette escape. The story follows their adventures in the forest until they eventually find Smurfy Grove and discover that the Smurfs there are all girls! However, Gargamel is just behind them. He catches all the Smurfs and takes their magic.

By pretending to be evil, Smurfette manages to take the magic from Gargamel and give it back to the Smurfs. The Smurfs are free and Smurfette is a hero. Everyone agrees her actions mean she is a real Smurf!

Smurfs: The Lost Village – the film

Released: 2017

Genre: animated comedy

Suitable for: all children

Actors: Demi Lovato (voice of Smurfette), Rainn Wilson (voice of Gargamel), Joe Manganiello (voice of Hefty Smurf)

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

Why not try the other Smurfs Popcorn ELT Readers?

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



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Meet ... everyone from *Smurfs: The Lost Village*

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 Smurfs: The Lost Village?* 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 students to tell you everything they know about Smurfs. They might want to name the Smurfs on the cover: Smurfette (the girl Smurf), Brainy (the one with the glasses), Clumsy (at the top of the picture), Hefty (with the small heart tattoo on his arm).
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who lives in Smurf Village? What do Smurfs wear? Who is good? Who is bad?*
- 4 Pre-teach *catch* and *magic*. (These words also appear on the 'New Words' page.) There are two uses of *magic* on this page: the noun (*the magic of the Smurfs*) and the adjective (*a magic*

place). Someone who is *magic* has special powers and can do impossible things. Ask: *Why does Gargamel want to catch the Smurfs? (Because he wants to have their magic.)*

- 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 bad!* Students say *You're Gargamel!* 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. Don't give the answer at this stage as students will read the story to find out.



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.

cauldron

She has a big black **cauldron**.

dragonfly

This **dragonfly** is blue.

freeze

Water **freezes** when it's very cold.

magic

The wizard is making **magic**.

raft

She is sitting on a **raft**.

real

It's OK! It's not **real**!

save

Please **save** me!

'do the right thing'

Do the **right thing**!

arrow

This is an **arrow**.

catch

You can't **catch** me!

Verbs

Present	Past
fall	fell
fly	flew
take	took

What does the title *The Lost Village* mean? Ask your teacher.

- 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 *catch* and *magic* 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 *do the right thing*. We use this to mean *do what is morally correct*. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fly* 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. *Monty flew away*.
- 5 Tell students that the title of the book and film is *The Lost Village*. Explain to your students that

a lost village is a village that no one knows exists. The Smurfs are going to try to find this new village in the story.

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

Vocabulary Activity

- Place the flashcards face down on the table. Mix them up. Ask a student to write one of the new words on a piece of paper. Now ask another student to come and turn over one of the flashcards. If the flashcard matches the word, the student keeps the flashcard. If the flashcard doesn't match, students take it in turns to turn over flashcards. Continue until you have a match. Now play the game again with the remaining 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 that 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.

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? 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 the leader of the Smurfs. Who is he? (Papa Smurf) The Smurfs live here. Where is it? (Smurf Village).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short extract of the recording (an action scene would work well). Ask students to listen carefully to either the order of events or the dialogue. After listening, ask students to tell you how much they can remember. Make a list on the board, then play the extract again and read it in the book at the same time. Compare the actual version with the list on the board.

After finishing the story you could:

- Do the activities at the back of the reader.
-  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 past tense verbs *flew, ran, saw* and *took* for Chapter 1.

-  Give students a section of the story with some incorrect words. Students read through and see if they can correct it. Play the section on the CD. Students listen and correct the words.
- Ask students to create a map of where the characters go in the story. They could draw in details, such as Gargamel in his house or Papa Smurf in Smurf Village. They can make up new places and things in the Enchanted Forest and add them to the map.
- Put students in pairs. Choose one of the pictures in the story. Say a sentence describing it. Ask students to find the picture. They put their hands up when they have found it.
- Ask students to write a short review of the reader. Write on the board:

I thought the story of Smurfs: The Lost Village was ...

I liked / didn't like reading about ...

My favourite character was ... 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.



Chapter Quizzes (Answer key, page 11)

Chapter 1

What is Smurfette saying? Write the correct words.

go have to moved saw didn't ~~was~~

I **1** ~~was~~ near the Enchanted Forest. Something **2** I **3**
a Smurf with a brown hat. I shouted, but the Smurf **4** stop. It ran into
the Enchanted Forest. We have to **5** there and find the Smurfs.
We **6** find Gargamel.

Chapter 2

Put the sentences in the correct order.

- a They saw some dragonflies.
- b Her friends saw her.
- c They jumped on Bucky the Glowbunny.
- d Smurfette walked out of Smurf Village.
- e They walked into the Enchanted Forest.
- f They ran away from Gargamel.
- g They stopped to eat.

Chapter 3

Which two words can you use to complete these sentences?

Bucky stopped at the **1** It was very fast. The Smurfs helped Brainy
and he made a **2** Then the Smurfs saw Gargamel. He was in the
3 The Smurfs saved Gargamel but he took their **4**



Chapter Quizzes (Answer key, page 11)

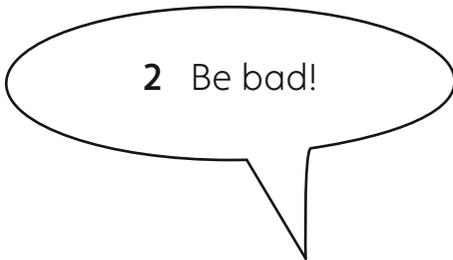
Chapter 4

Match.

- | | |
|----------------------------|--------------------------|
| 1 Brainy | a) was very sad. |
| 2 Smurflily and Smurfstorm | b) are boy Smurfs. |
| 3 Gargamel and Azraël | c) flew on a dragonfly. |
| 4 Smurfette | d) live in Smurfy Grove. |
| 5 Hefty and Brainy | e) have freeze-balls. |
| 6 Smurfstorm and Clumsy | f) wanted to go home. |

Chapter 5

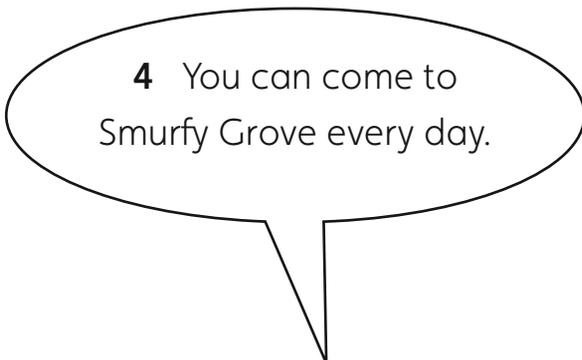
Who says this? Who do they say it to?



..... says this to



..... Smurfette says this to Gargamel



..... says this to



..... say this to



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

AMAZING DRAGONFLIES

The dragonflies in the Enchanted Forest are beautiful, but they are also dangerous. How much do you know about dragonflies in the real world?



wing

DID YOU KNOW?

Dragonflies were one of the first insects on Earth. The first dragonflies lived 350 million years ago. The first dragonflies were very big and had very long wings.

Fast and strong

Dragonflies are very good at flying. They have four wings. They can fly backwards too. Dragonflies only fly on sunny days.

Underwater larvae

You can often see dragonflies near water. Their larvae, or babies, live underwater. The larvae can't fly but they can hunt! They are dangerous and they eat a lot of different insects. They live underwater for two years.

Look at those eyes!

Dragonflies' eyes are very big. They can see other flying insects - and catch them! Dragonflies eat a lot of mosquitoes.

What do these words mean?
Find out.

amazing backwards insect
mosquito/mosquitoes hunt

★
Where can you see dragonflies near your home?
★

26
27

- 1 Students have their books closed. Ask *What do Team Smurf see in the Enchanted Forest?* Elicit words in English including *dragonfly*.
- 2 Point to the picture of the dragonfly on page 26. Elicit *insect* by asking *How many legs does a dragonfly have?* (*six*). Elicit *wing* and *larva* by pointing to the relevant photos. (Note: the plural form of *larva* is *larvae*.)
- 3 Write the following sentences on the board:
Dragonflies have two wings.
They have very big eyes.
Dragonflies first lived 350 million years ago.
A dragonfly larva lives for two weeks.
In pairs, students predict which ones are true.
- 4 Tell students to open their books at page 26. Students read each section, or read and listen to the CD. Pause the recording at the end of each section and correct the sentences on the board if necessary. (The first and last sentences are false: *Dragonflies have **four** wings.*

*A dragonfly larva lives for two **years** – before it changes into a dragonfly.)*

- 5 Look at the word box. Say the words and ask students to repeat them and find the words in the text. Ask *What do they mean?*
- 6 Ask students *Why are dragonflies amazing?* Elicit five different answers to this question.
- 7 In pairs, students discuss the question in the red circle on page 27.
- 8 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Students choose a flying insect that they can see near where they live and that has a larval stage. Some suggestions are: *flies, mosquitoes, ladybirds, butterflies, moths*. Encourage students to find out information at home or in the school library: what the animal eats, where it lives and its special features. They complete the worksheet with text and pictures. Display the projects around the classroom.



Real World: Project

Cross-curricular
content area:
Science

..... are

AMAZING!

Larva

Adult insect

- 1 They have got
- 2 They eat
- 3 They can
- 4 They
- 5 You can see them



Answer Key

After you read (page 28)

- 1 a Smurfy Grove b girl c is d Brainy e save f freeze-balls g Smurfs
 2 a ✓ b ✗ (Gargamel isn't her friend.) c ✓ d ✗ (She doesn't take him to Smurf Village – he just finds out about Smurfy Grove from her.) e ✗ (She doesn't want to be bad.) f ✓



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
 Can they find it? (Answer: page 17)

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 a freeze-ball d a hat
 b an arrow e a raft
 c a cauldron

2a & 2b

Logical intelligence

- a 11 d 3
 b 2 e 1 (Smurfette)
 c 4

3

Spatial intelligence

- 3a It's Smurfstorm!
 3b Students' own answers.

4

Linguistic/Intra-personal intelligence

Students' own answers.

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

Chapter 1

- 1 was
 2 moved
 3 saw
 4 didn't
 5 go
 6 have to

Chapter 2

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

Chapter 3

- 1 river
 2 raft
 3 river
 4 raft

Chapter 4

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

Chapter 4

- 1 Smurfette, Gargamel
 2 Gargamel, Smurfette
 3 The Smurfs, Smurfette
 4 Smurfstorm, Smurfette



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in groups of four. Each member of the group picks one of the characters from the scene.
- 2  Play this section from the story on the CD. Pause the recording after the relevant lines and ask students to repeat.
 If you have time, play this scene from the film before doing the activity. Ask students to observe how the characters move and speak.
- 3 Students practise acting out the scene in their groups.
- 4 Clear a large space in the centre of the classroom. When students are ready, ask each group to act out their scene in turn.
- 5 The class votes for the group whose scene they liked best, and for the most evil Gargamel!

Chant

Musical intelligence

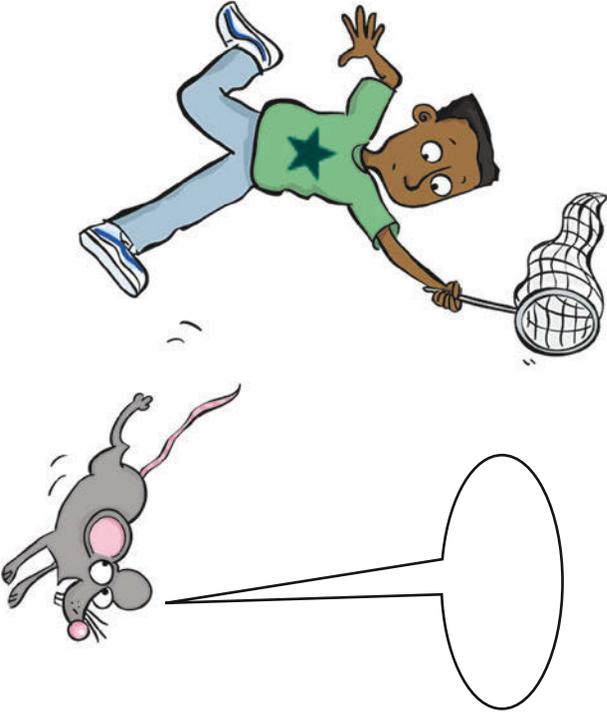
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully. Ask *Who is speaking? (Gargamel's cauldron)*
 - 2  Divide the class into three groups. Each group takes a different verse to say. Play the CD or say the chant yourself. Students say it at the same time. Practise several times. If students are confident at this stage, they can swap groups.
 - 3 Ask students to say the chant without the CD. Encourage them to say each verse of the chant differently, e.g. *quietly, loudly, slowly, quickly, in the cauldron's voice*.



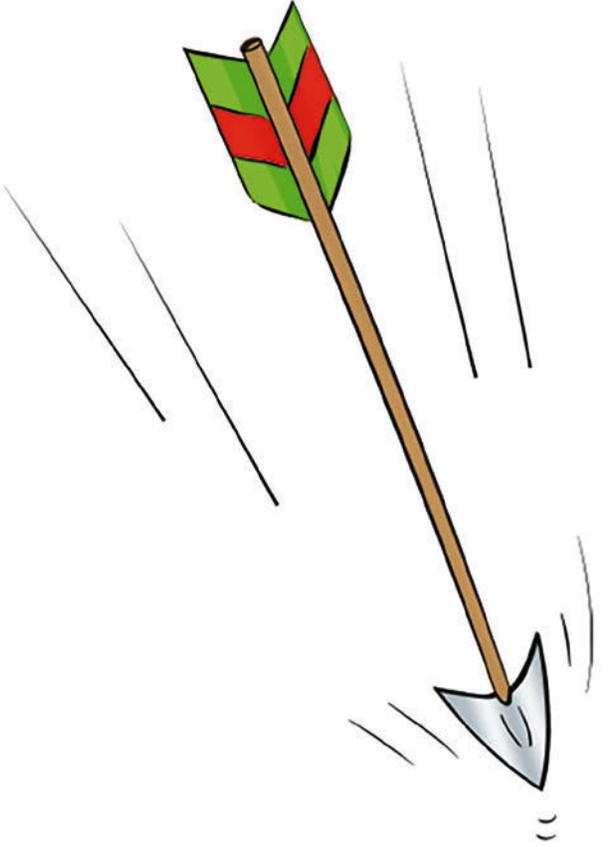
Flashcards



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fold

fold

arrow

This is an **arrow**.

catch

'You can't **catch** me!'



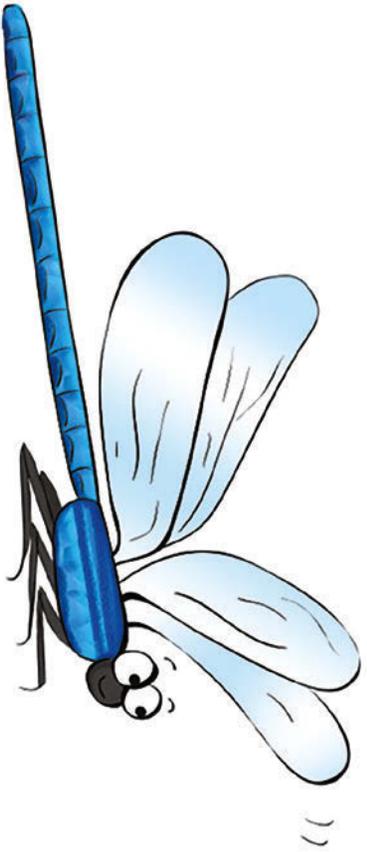
Flashcards



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cauldron

She has a big black
cauldron.



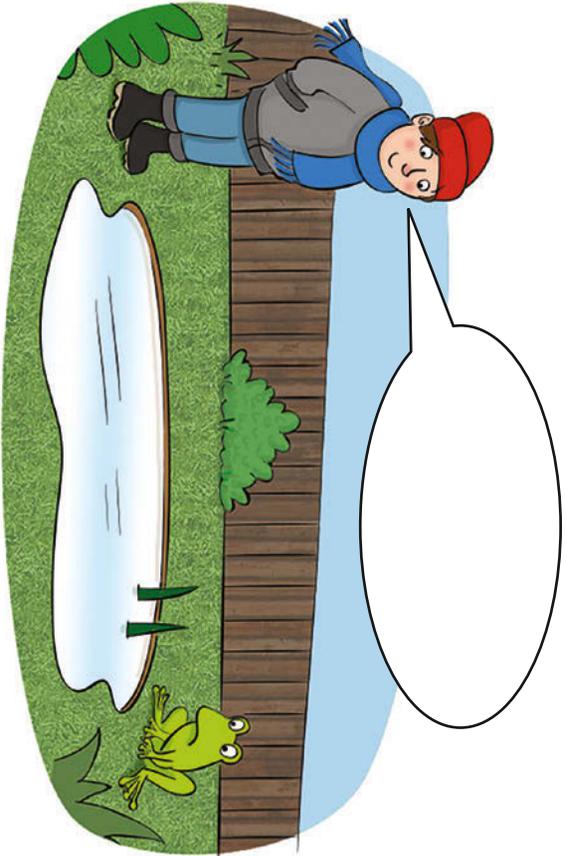
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dragonfly

This **dragonfly** is
blue.



Flashcards



freeze

'Water **freezes** when
it's very cold.'



magic

The wizard is making
magic.



Flashcards



raft

She is sitting on a **raft**.



real

'It's OK! It's not **real**!'

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fold

fold



Flashcards



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fold

fold

river

'Look at the **river**!'

save

Please **save** me!



Flashcards

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fold

'Do the right thing!'