

# Popcorn ELT Readers

# Teacher's Notes



DreamWorks Trolls © 2020 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 Trolls Popcorn ELT Reader.*

## **Starter Level**

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

*Trolls* has a total story wordcount of 220 words.

## **Trolls – synopsis**

The Trolls live in Trolls Village with Poppy, their princess. All the Trolls love parties, singing and dancing. In nearby Bergen Town, the Bergens never sing or dance. They have a party on only one day of the year, Trollstice. At Trollstice, Bergens eat Trolls. They believe this is the only way to be happy. The Bergen king, King Gristle, asks Chef to catch Trolls for the Trollstice feast. Chef catches eight Trolls and takes them back to her kitchen.

Poppy and her friend Branch go to Bergen Town to rescue the missing Trolls. When they get there, their friends are already in the cooking pot and the Bergens are sitting down for their feast. Poppy and Branch save the Trolls by showing the Bergens that dancing and singing can make them happy.

## **Trolls – the film**

**Released:** 2016

**Genre:** animated musical comedy

**Suitable for:** all children

**Actors:** Anna Kendrick (voice of Princess Poppy), Justin Timberlake (voice of Branch), Christopher Mintz-Plasse (voice of King Gristle)

## **Why not try these other Starter Level Popcorn ELT Readers?**

- *The Animals of Kung Fu Panda*
- *Teenage Mutant Ninja Turtles: Meet the Turtles*
- *SpongeBob Squarepants: Underwater Friends*
- *Meet the Smurfs!*

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



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## Contents

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

|                                     |             |
|-------------------------------------|-------------|
| Before you read ... (T)             | page 3      |
| New Words (T)                       | page 4      |
| Using the story with your class (T) | pages 5–6   |
| Sample sentences for drilling (S)   | page 7      |
| Answer Key (T)                      | page 8      |
| Chant (T)                           | page 9      |
| New Words flashcards                | pages 10–13 |

(T) Teacher's notes

(S) Student activities (photocopiable)

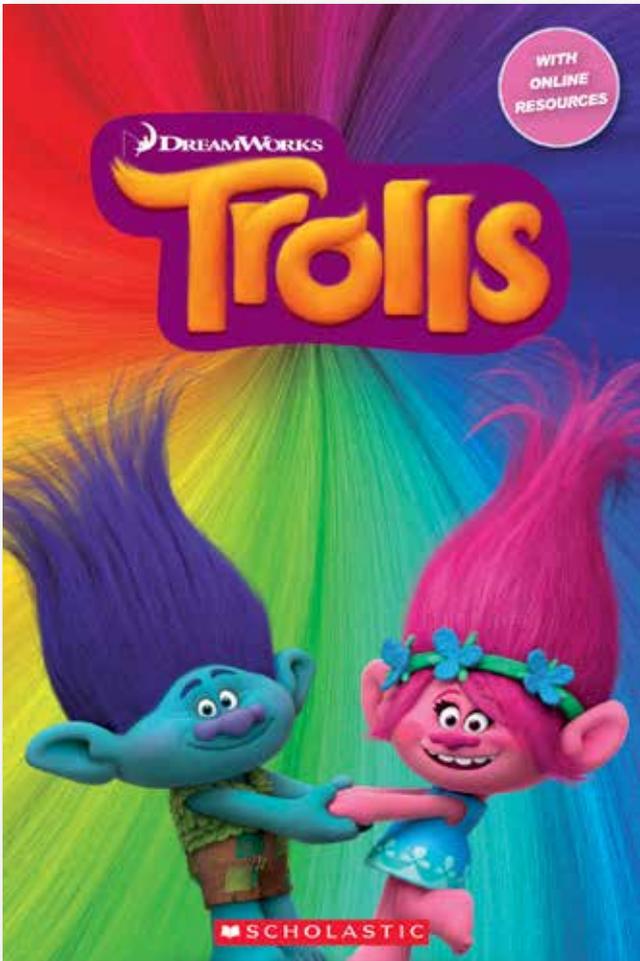




# Before you read ...

## Warm-up

Introduce your students to the story before they start to read.



- 1 Before looking at the book, ask students *Do you know the film Trolls?* Ask students to describe and/or draw a Troll.
- 2 Look together at the front cover of the book. Ask *How many colours can you see?* Ask students to name them. (Ten colours: red, pink, purple, blue, green, yellow, orange, black, brown, white.)

## OR

 In L1, tell students they're going to see the start of the film *Trolls*. Write the three questions on the board and ask students to think about the answers as they watch.

1 *One of the Trolls wears a hat – what colour is it? (Green.)*

2 *What does Poppy have in her hair? (Flowers.)*

3 *How many fingers do the Trolls have? (Four.)*

Now show the opening song of the film, 'Everybody' (08:22). Pause the DVD and check the answers to the questions.



# New Words

 This page is recorded on the CD.

 The words on this page are available as flashcards, see pages 10–13 of these notes.

The **'New Words'** page presents up to eight new words that are included in the story, but are not on the headword list. The new words are in **bold** throughout the book.



1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*

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 Explain the phrase '*Dinner time!*' We say this when we want people to sit down for dinner. Say it several times, and ask students to repeat.

4 Ask students to look at the illustration for the phrase '*Hooray!*'. We say this when something good happens, e.g. when your football team scores a goal or when someone comes first in a competition. Say the phrase waving your arms in the air at the same time. Ask students to repeat the phrase and do the action.

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

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



## Where's the popcorn?

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



# Using the story with your class

 The text 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

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 book 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.

## Read aloud

Once the students have heard the story several times they can read the story out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

## Autonomous reading

It is important that students learn to read autonomously. Encourage students to 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. For more advanced students, 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.

## Before reading the book you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture from the story, for example, the picture of the Trolls in Chef's bag on page 10, and ask them to guess (in L1) what is happening.
- Copy several pictures from the story. Divide the class into small groups and give each group a set of the pictures. They guess what is happening in the pictures. Groups share ideas across the class.
-  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 Chef catches the Trolls in Trolls Village (12:56 to 16:20). Ask *Who is the king? (Poppy's father.) What does Poppy shout to the Trolls? ('Run!')* Does Chef catch Poppy? (No.) *What colour are Chef's eyes? (Yellow and red.) Is she nice? (No.) How many Trolls does she catch? (Eight.) Where does she go with the Trolls? (To Bergen Town./ Her castle.)*

**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.



## While reading the story you could:

- Point to a character in a picture and ask questions, e.g. point to King Gristle on page 6 and ask *Is he a Troll or a Bergen? Is he happy or sad? Is he young or old? What is on his head?*
-  Choose a song from the film *Trolls*, e.g. 'Get back up again' (21:48) Put students into groups and give them each a colour. Students watch the song and write down all the things they can see which are that colour. Students can use L1 if necessary. Check answers as a class and give students any new words they need.
-  Play the DVD extract that corresponds with the section of the story that students have just read. For example, play the Trollstice feast scene (starting at 1:13:57), including the song that Poppy and Branch sing to the Bergens. The plot of the film is more complicated than the story in the Reader, but students will be able to follow this section. Tell them not to worry about understanding everything the characters say. After watching, students tell you what they remember. List their suggestions on the board, then show the extract again to see how well they did. Students can use L1 if necessary.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get fewer than three answers right, encourage them to read the book again and check their answers.
-  Practise pronunciation using the sample sentences (track 4). Put the sentences on the board or give students a photocopy (page 7 of these notes). Drill the sentences as a whole class, in groups and individually.

- Ask students to find four adjectives in the story. Examples: *happy, sad, dark, scary*.
-  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 the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups these words: *sing, dance, eat, shout, friends* and *Hooray!*
- Ask students to draw a picture of their favourite part of the story. Mix the pictures up. Put the class into small groups and give each group three pictures. They put the pictures in the order they happen in the story.
- Place posters around the room with the following text:
  - ★ ★ ★ *Yes, it was great!*
  - ★ ★ *Yes, I liked it!*
  - ★ *It was OK.*
  - ☹ *No, I don't like it.*

Students stand by the poster they agree with most. Ask your class to count how many students share each opinion.
- 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.



# Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

- 1 The Trolls are always happy.
- 2 They love to sing.
- 3 The Bergens don't dance.
- 4 Chef loves to catch Trolls.
- 5 'Let's save the Trolls!'





# Answer Key

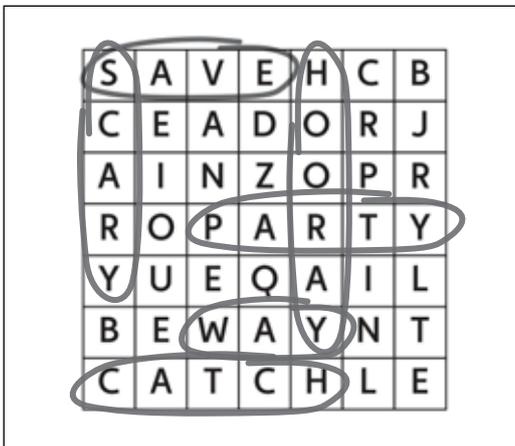
## After you read (pages 20–22)

### 1 Logical intelligence

a 5   b 1   c 3   d 2   e 4

### 2 Linguistic intelligence

- a save
- b way
- c catch
- d Hooray!
- e party
- f scary



## Quiz time! (page 23)

- 1 no
- 2 yes
- 3 no (She catches eight trolls.)
- 4 yes
- 5 no (Poppy and Branch save them.)

### 3 Linguistic intelligence

- a sing
- b dance
- c has
- d catch
- e eat
- f save

### 4 Spatial intelligence

Students' own answers.



# Chant

## Musical intelligence

This page is recorded on the CD.

- 1 Say *Open your books at page 24*. Read the chant or play the CD and ask the 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 while clapping on each syllable. Ask students to clap with you.
- 3 Divide the class into two groups. Ask group A to say lines one and two of each verse, and group B to say lines three and four. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.
- 4 Invite two students to come to the front of the class to be Princess Poppy and King Gristle. They act out the chant while the rest of the class say the chant again.

### Chant

**1 Listen and read.**

**You can dance!**

'Trolls love to dance!  
Trolls love to sing!'  
Poppy says  
to the Bergen king.

'Now you can dance!  
Now you can sing!'  
Poppy says  
to the Bergen king.

**2 Say the chant.**





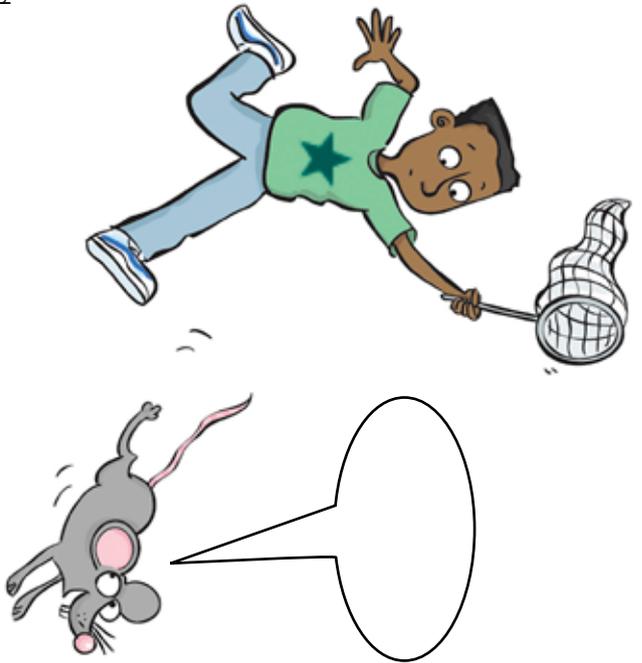
24



# Flashcards



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**catch**

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

fold

10

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**cooking pot**

The **cooking pot** is red.

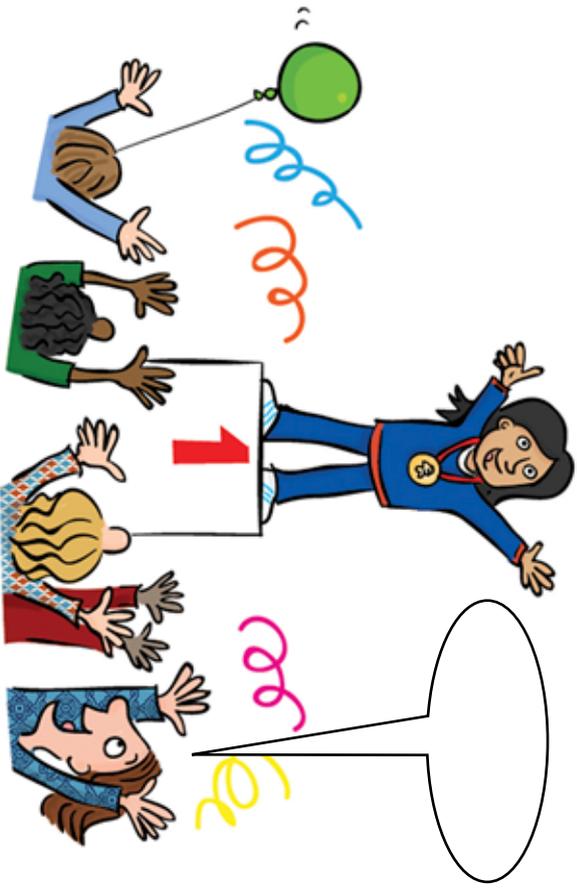
fold



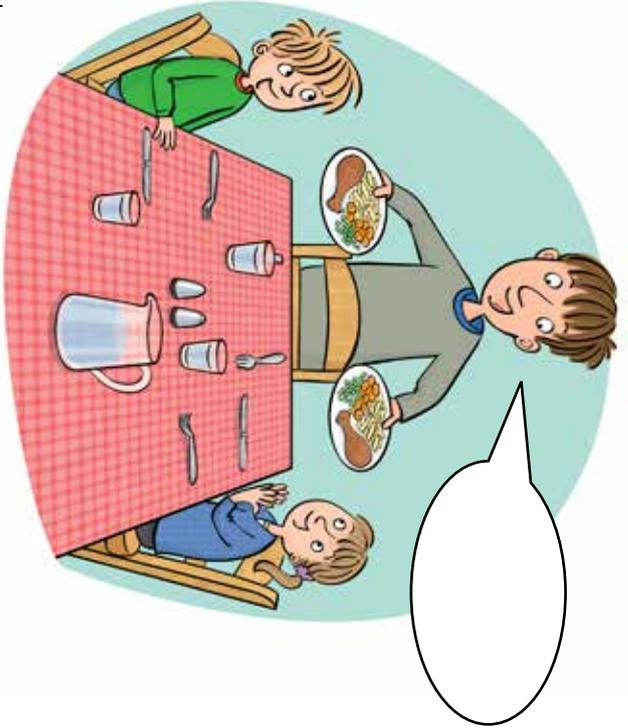
# Flashcards



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fold

fold

'Hooray!'

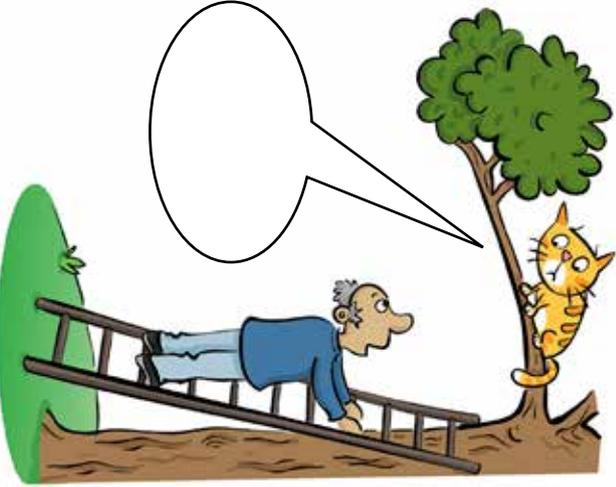
'Dinner time!'



# Flashcards



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fold

fold

**party**

They are having a  
**party.**

**save**

'Please **save** me!'



# Flashcards



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fold

fold

**scary**

'This is **scary**!'

**way**

This is the **way**.