

Hachiko

A loyal dog

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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 Hachiko: A Loyal Dog 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.

Hachiko: A Loyal Dog has a total story wordcount of 550 words.

Hachiko: A Loyal Dog – synopsis

Hachiko is the true story of an extraordinary dog called Hachiko. Hachiko goes to Shibuya train station in Tokyo every day to meet his owner, Dr Ueno, when he comes home from work. One day, a young boy, Kentaro, is waiting for his father at the station. His father is a friend of Dr Ueno's and Kentaro is introduced to Hachiko. Hachiko and Kentaro become good friends. When Dr Ueno dies, Hachiko continues to wait for him every day at the station. For nine years Hachiko goes to the station in all weathers to meet his master's train. He becomes well loved by people who use the station regularly and Kentaro brings him food and water every day. When Hachiko dies, a statue of him is made and placed outside Shibuya station. It becomes a popular meeting place.

Hachiko: A Loyal Dog – the book and films

Book: *Hachiko: A Loyal Dog* has been adapted from the book *Hachiko: The True Story of a Loyal Dog*.

Published: 2004

Author: Pamela S. Turner

Illustrator: Yan Nascimbene

True story: It is based on a true story that took place in Japan in the 1930s.

Films: An American film version of the story – *Hachi: A Dog's Story* was released in 2009, starring Richard Gere.

The story and statue of Hachiko also feature in the animated film *Scooby-Doo and the Samurai Sword*.





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 Hachiko

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 like animals? What's your favourite animal? Do you have a pet?* Talk briefly in L1 about animals they like.
- 2 Look together at the front cover of the book. Ask *Is this book about cats? (No) Is it about birds? (No) Is it about a dog?* Elicit the answer *Yes*, and point to Hachiko. Say *This is a dog. Is he small? (No, he's big.) What colour is he? (Brown and white).*
- 3 Look at the 'Meet everyone from Hachiko' page with your class and ask some questions about the characters in the pictures. Point to the pictures of Kentaro's mum and dad in turn and ask *Who is this?* Point to the map of Japan. Ask *Where do they live?(In Japan) What is the name of the city? (Tokyo)* Point to the picture of the dog. Ask *What's his name? (Hachiko) Is Hachiko happy? (Yes)* Point to the picture of Kentaro. Ask *Is Kentaro a boy or a girl? (A boy).*
- 4 Pre-teach *statue*. (This word also appears on the 'New Words' pages).
- 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 have brown fur.* Students say *You're Hachiko.* Say *I have a dog.* Students say *You're Dr Ueno.* Say *I am a woman.* Students say *You're Kentaro's mum.* With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask students 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.

 dead  The animal is dead .	fur  The cat has got a lot of fur .	people  There are a lot of people .	wait  They are waiting for the bus.
 flowers He is giving her flowers .	house  This is a house .	statue  The statue is very old.	wolf  The wolf is very big and very hungry.
hug  She is hugging the dog.			train station  This is the train station .

'What's wrong?'



What does the title *Hachiko – A Loyal Dog* 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 *statue* from the 'Meet ...' page.

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 *What's wrong?* We use this when we want to find out what the problem is. Say it several times and ask pupils to repeat.

4 'What does the title mean?' Tell students that the title of the book is *Hachiko: A Loyal Dog*. Explain to your students in L1 that *loyal* means to always help your friends even in difficult times. Check their understanding by asking *Is the dog good or bad? (good)*

5 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.
- 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 CD, describing an event that they are going to read about or a character that they are going to meet. For example, play the scene where Kentaro's dad tells Kentaro that Dr Ueno is dead, then point to the relevant part of the picture and ask *Who is the man? Is Kentaro happy? Where is Hachiko? Why are they sad? 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? What does he/she 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 a boy and he likes Hachiko. Who is he? (Kentaro) Hachiko goes here every day. Where is it? (Shibuya train station).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short CD extract of a section of the story that they have read. For example, play the scene in which Kentaro first sees Hachiko. After listening, ask students to find the scene in their books.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to choose one of the characters from the story and to write a short description of them. For example, *I am a dog. I am brown. I live in Japan. I like Kentaro.*
-  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 four groups the words *hug, wait, people* and *station* for Chapter 3 of *Hachiko*.
- Ask students to make labels for the pictures in the story.

- Divide the class into teams. Read out a page of the story. Teams race to find the page you have read. The first team to show you the correct page wins a point.

- Ask pupils to write a short review of the reader. Write on the board:

I think the story of Hachiko 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.



Chapter Quizzes (Answer key, page 11)

Chapter 1

Write the words.

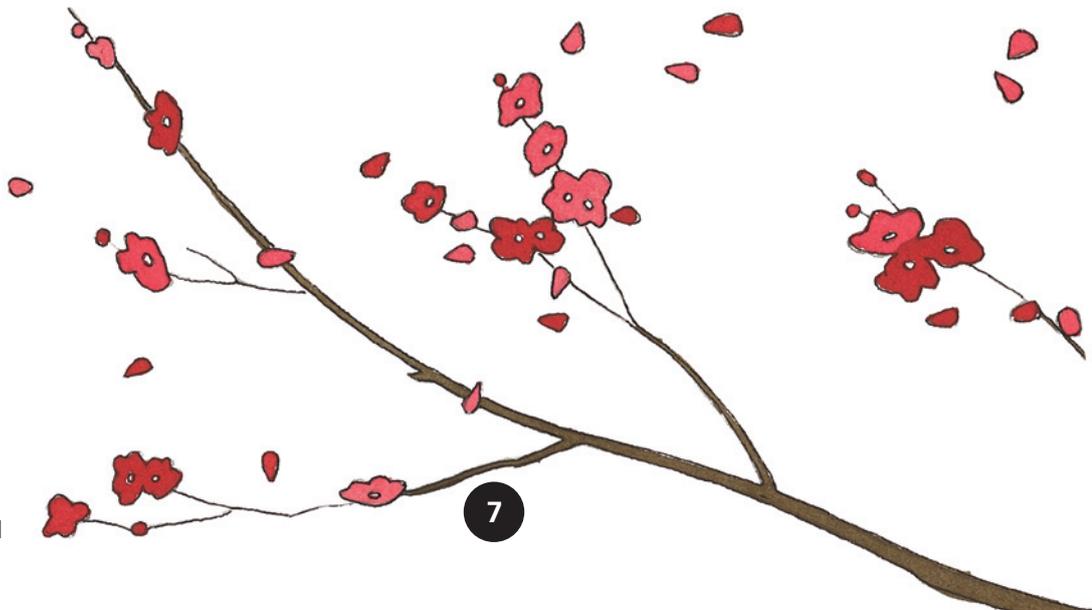
Dr Ueno Hachiko ~~Kentaro~~ The train

- 1 **Kentaro** lives in a small house in Tokyo.
 - 2 is Kentaro's dad's friend.
 - 3 is at half past five.
 - 4 has fur.
-

Chapter 2

Write the person.

- 1 Who waits for Dr Ueno? **Hachiko**
 - 2 Who does Kentaro wait for?
 - 3 Who has a garden?
 - 4 Who never comes?
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

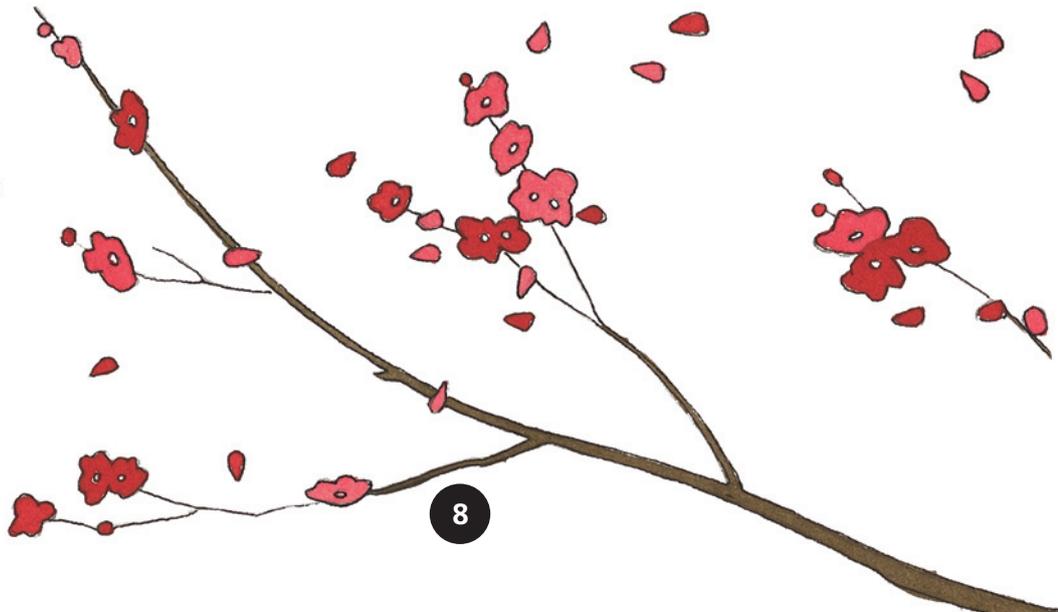
Write ✓ or X.

- 1 Kentaro is nine.
- 2 Hachiko has black eyes.
- 3 Hachiko lives at the train station.
- 4 Kentaro hugs Hachiko.
- 5 Hachiko waits for seven years.

Chapter 4

Match the questions and answers.

- 1 Who is sixteen? a Hachiko
- 2 Who is dead? b At Shibuya Station
- 3 What do people do at the statue? c Kentaro
- 4 Where is the statue? d In April
- 5 When is there a special day for Hachiko? e They wait for friends.





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

Dogs and people

Dogs and people can be very good friends. Dogs love people. They play with you. Do you have a dog?

Great Dane
1 m

Akita
65 cm

Terrier
13 cm

A Great Dane is big! It is one metre (m) tall.
An Akita dog is sixty-five centimetres (cm) tall. Hachiko is an Akita dog.
A Terrier is small. It is thirteen centimetres (cm) tall. It has lots of fur.

Dogs help people!

rescue dog
Dogs look for people and rescue them.

guide dog

sheep dog
Dogs look for sheep and other animals.

★ Which dog do you like? Why? ★

What do these words mean? Find out.
rescue guide sheep help

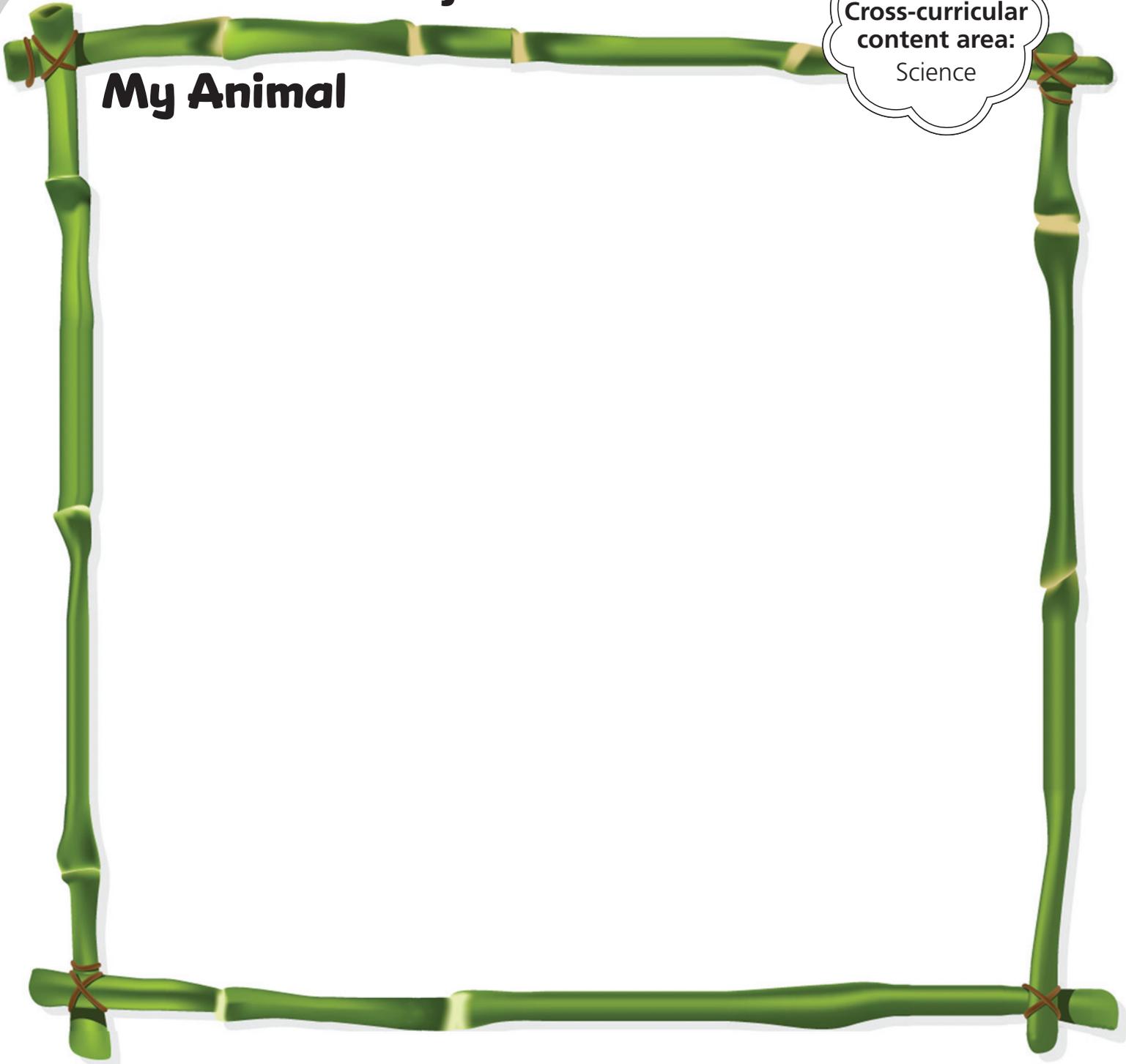
- 1 With books closed, ask *What animal is Hachiko? (A dog)*. Ask students *What types of dogs do you know?* Translate the question into L1 if necessary. Elicit some types of dogs and write their names on the board. Ask students to draw them on the board. *Are they big or small?* Ask students *How do dogs help people?* Translate the question into L1 if necessary. Elicit in L1 what dogs might do to help people. Write them on the board.
- 2 Tell students to open their books at page 26. In L1, ask if any of the types of dogs or ways that dogs help people that they thought of are on the page. Then students read each section, or read and listen to the CD.
- 3 In pairs, students discuss the question in the red circle on page 27 about which dog on the page they like best. Then ask a few students to share their answers with the class.
- 4 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another animal, either at home or in the school library, using books or the internet. They find out about what colour it is, how many legs it has, what it eats, where it lives and so on. They then complete the text about their animal, draw or stick a printed picture of it in the space provided, and perhaps draw a home or habitat in the background.
- 6 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 Animal



This is a

It is and

It has got

It eats

It lives in



Answer Key

After you read (page 28)

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



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 26)

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

- 1 wolf
- 2 station
- 3 fur
- 4 happy
- 5 friend
- 6 hug
- 7 wait

2 Spatial intelligence

Hachiko Bob Rex Sally

a) Hachiko is waiting for the half past five train .
b) Bob is waiting for the half past eight train .
c) Rex is waiting for the six o'clock train
d) Sally is waiting for the four o'clock train

3 Logical intelligence

- a dog
- b fur

4 Spatial intelligence

Students' own answers.

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

Chapter 1

- 1 Kentaro
- 2 Dr Ueno
- 3 The train
- 4 Hachiko

Chapter 2

- 1 Hachiko
- 2 His dad
- 3 Dr Ueno's brother
- 4 Dr Ueno

Chapter 3

- | | |
|-----|-----|
| 1 ✓ | 4 ✓ |
| 2 X | 5 X |
| 3 X | |

Chapter 4

- | | |
|-----|-----|
| 1 c | 4 b |
| 2 a | 5 d |
| 3 e | |



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students into pairs. Allocate each pair either dialogue A or dialogue B.
- 2 Ask the students to choose one of the characters in their dialogue.
- 3  If you have time, play some of the scenes from the CD to show the different characters' intonation before doing this activity.
- 4 Give them a few minutes to practise their dialogue in pairs. Let them read the dialogue several times.
- 5 Clear a large space in the centre of the classroom. Call up each pair to act their dialogue. Confident students could try acting the dialogue without looking in their books.
- 6 The class votes for the student or group who did the best acting. Ask if any students can act out another part of the story.

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, group A and group B. Alternatively, if you have an equal mix of boys and girls in your class, divide them into girls and boys. Tell the students that they are going to say the chant. Both groups are going to say the first verse, group A (or the girls group) the second verse and group B (or the boys group) the third verse. Play the CD or lead the chanting yourself.



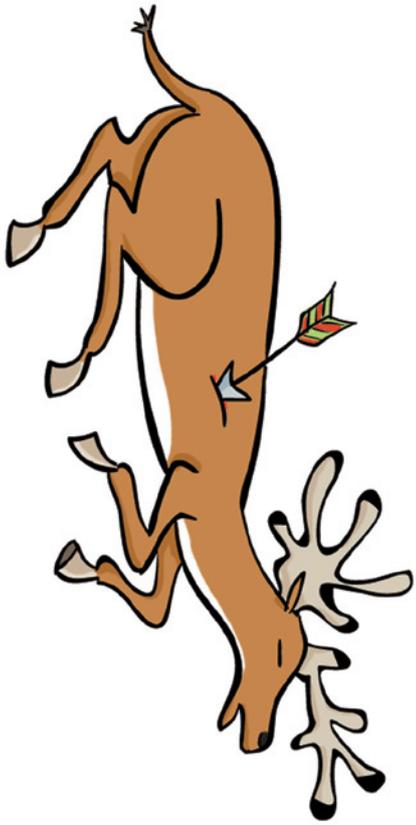
Flashcards



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fold

dead

The animal is **dead**.

fold

flowers

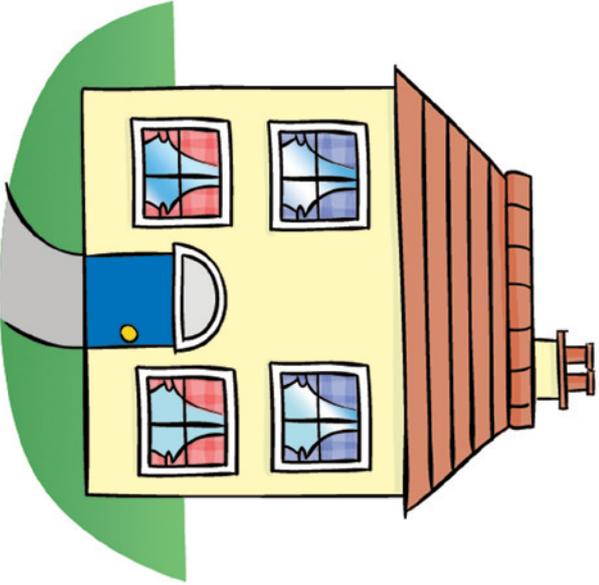
He is giving her
flowers.



Flashcards



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fold

fold

house

This is a **house**.

fur

The cat has got a lot
of **fur**.



Flashcards



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fold

fold

hug

She is **hugging** the
dog.

people

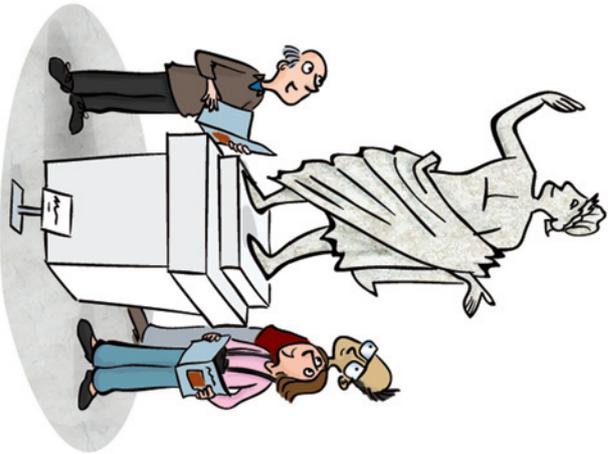
There are a lot of
people.



Flashcards



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statue

The **statue** is very
old.

fold

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train station

This is the **train**
station.

fold



Flashcards



wait

They are **waiting** for a bus.



wolf

The **wolf** is very big and very hungry.



fold

fold



Flashcards

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fold

'What's wrong?'

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