

Teacher's Notes



Learning to fly

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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 Rio: Learning to fly 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.

Rio: Learning to fly has a total story wordcount of 876 words.

Rio: Learning to fly – synopsis

Bird smugglers in the rainforest of Rio catch a Spix's Macaw who is too young to fly. They send him to the USA where a young girl, Linda, finds him and takes him home. She calls him Blu.

Linda and Blu grow up together. Blu is a clever bird, but he has never learned to fly. One day Tulio visits them. Tulio has a female Spix's Macaw in Rio called Jewel. He wants Blu and Jewel to mate and so save their endangered species.

Blu goes to Rio but at first he and Jewel do not get on. At night, they are kidnapped by Marcel and his evil bird, Nigel. Blu opens the cage door and the birds escape, but they are chained together. The birds walk to the rainforest where they meet a friendly toucan, Rafael. Rafael takes them to see his friend Luiz, but it is a long way so they need to fly. They climb some high rocks and Jewel pulls Blu up into the sky, but he is scared and they both fall. Luckily they land on a hang-glider and Blu gets his first taste of flying.

Luiz frees Blu and Jewel from their chains. But then Marcel and Nigel kidnap the birds again and put them on a plane. Blu opens the plane door but Nigel and Jewel get in a fight and she is injured. Jewel falls out of the plane. Blu goes to her rescue and discovers he can fly after all!

Rio – the film

Released: 2011

Genre: animated comedy

Suitable for: all children

Actors: Jesse Eisenberg (voice of Blu), Anne Hathaway (voice of Jewel), Rodrigo Santoro (voice of Tulio), Leslie Mann (voice of Linda). Soundtrack features Will.i.am, Jamie Foxx and Taio Cruz.

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

Why not try the other Rio Popcorn ELT Readers?

- *Blu and Jewel* (level 1)
- *Looking for Blu* (level 3)



Popcorn ELT Readers

Teacher's Notes

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Meet ... everyone from *Rio*

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 Rio?* 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 *What can you see in the picture?* (Three birds on a hang-glider. Pre-teach *bird* and *hang-glider*.) *Are the birds happy?* (Two of the birds are happy, but one is frightened.) Point to the pictures of the birds and the title and say *This story is about a bird called Blu. He can't fly.* Point to the picture of Rio in the background. Ask *Where are they?* (In Rio, in Brazil)

OR

Tell students (in L1) they're going to see part of a film about a bird called Blu. Tell them to think about the answers to these questions as they watch: *Where is Blu from? Where does Blu live now?* Show the scene at the start of the film, when Blu is taken from the rainforest (DVD scene 1). Stop the scene at the

point where Linda finds Blu in the box. Check answers with the students. You might want to discuss in L1 why Blu has been taken from his home and whether this is right.

3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is Blu's friend? Is Jewel a boy or a girl? Who is good? Who is bad? Where is this?* (Pre-teach *rainforest*.)

4 Read the page out loud to the class or play the CD.

5 Students close their books. Play a game of Who Am I? For example, say *Blu is my friend.* Students say *You're Linda.* Continue with information about the other characters. With stronger classes, ask students to take over your role.

6 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 13–17 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.

hang-glider



This is a hang-glider.

plane



The plane is flying.

wing



They all have wings.

cage



This is a nice cage!

parade



Look, a parade!

pull



He is pulling the car.

'Come on!'



Come on!

chain



This is a chain.

people



There are four people.

sky



The sky is beautiful today.

What does the title *Learning to fly* mean? Ask your teacher.

Verbs

Present	Past
fall	fell
fly	flew
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?*
- 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 *Come on!* We use this when we want someone to come somewhere with us. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fly* 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 plane flew to the USA.*
- 5 'What does the title mean?' Tell students that the title of the book is *Learning to fly*. Elicit subjects that students are learning and explain that in the book Blu is learning how to fly.


- 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 or run 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 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 meet Tulio (scene 2 on the DVD). Then ask, e.g. *Who is this? Is he nice? Why does he want Blu to go to Rio? What do you think – do Blu and Linda go?*


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:

- Give students one of the chapter quizzes on pages 7 and 8 of these notes.
- Point to a character in a picture and ask questions, e.g. *Who is this? Is he good or bad? Where is he? What does he do next?*
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He lives in the rainforest and he helps Blu and Jewel. Who is he? (Rafael) He's big and he's a friend of Rafael. Who is he? (Luiz)* 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 students have just read. For example, play the scene in which Blu, Jewel and the other birds escape from the plane (DVD scene 22). 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 did.

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 words *cage*, *opened*, *looked* and *fly* for Chapter 2 of *Learning to fly*.

-  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 create a map of where the characters go in the story. They could draw in details, such as Rafael in his tree in the rainforest or Marcel looking for Blu and Jewel.
- Ask students to make a poster about one of the characters in the story. They draw a picture and write some information, e.g. what the character looks like, where he/she lives, what he/she likes and dislikes, what he/she does in the story.
- Ask students to write a short review of the reader. Write on the board:

*I think the story of Blu and Jewel 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)

A long time ago ...

Write the verbs.

fell fly put ~~was~~ watched were

A Spix's Macaw **1**~~was~~..... in the rainforest. He **2**
the birds in the sky. He did not **3** because he was very
young. There **4** men in the rainforest. The Spix's Macaw
5 down and down. The men put the Spix's Macaw in a cage.
Then they **6** the cage on a plane to the USA.

Chapter 1

Answer the questions in your notebook.

- 1 Who does Blu live with?
 - 2 Where do Linda and Blu work?
 - 3 Who comes into the shop?
 - 4 Where is he from?
 - 5 Are there many Spix's Macaws?
-

Chapter 2

Who says this?

1 It's the start of the Carnival.

.....
Tulio

2 She's beautiful.

3 Two Spix's Macaws.

4 What are we going to do now?



Chapter Quizzes (Answer key, page 11)

Chapter 3

Circle the words

- 1 Luiz / Rafael lives in the rainforest.
 - 2 Blu can / can't fly.
 - 3 The birds fly / walk to the top of the rainforest.
 - 4 Blu / Jewel jumps into the sky.
 - 5 Blu flies on a hang-glider / plane.
 - 6 He loves / doesn't love it.
 - 7 Luiz / Nigel puts Jewel in a cage.
 - 8 Blu finds Jewel in the Carnival parade / rainforest.
-

Chapter 4

Put the sentences in the correct order.

- | | |
|--|------------------------------------|
| a Linda and Tulio watch the plane fly away. | <input type="checkbox"/> |
| b Jewel falls out of the plane. | <input type="checkbox"/> |
| c Linda sees Blu flying. | <input type="checkbox"/> |
| d Linda and Tulio see Marcel. | <input type="checkbox" value="1"/> |
| e Blu jumps out of the plane. | <input type="checkbox"/> |
| f Marcel and Nigel put the cages on the plane. | <input type="checkbox"/> |
| g Blu opens the plane door. | <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

Birds, wings and feathers

At the end of *Rio Blu* learns how to fly. Some birds are very good at flying ... and some birds can't fly.

Hummingbirds
Hummingbirds flap their wings very quickly. Because of this, they can stay in one place. A bee hummingbird is very small. It is about 5 centimetres long.

The Arctic Tern
Some birds migrate. They fly many kilometres to eat and to breed. The Arctic Tern lives in the Arctic from May to August and then it flies about 20,000 kilometres to the Antarctic!

How do birds fly?
A bird can fly because it has feathers and very light bones.

Ostriches
Ostriches have wings and feathers but they can't fly. They have strong legs and can run very fast – about 70 kilometres an hour! Ostriches can be 2 metres tall.

Penguins
Penguins are birds, but they can't fly. They flap their wings under water ... and swim!

What do these words mean?
Find out.
light (adj) flap migrate
breed swim

What is your favourite bird?

- Students have their books closed. Write *Birds can fly* on the board. Ask *Birds can fly. True or false?* Students tell you what they think.
- Tell students to open their books at page 26. Students read each section, or read and listen to the CD. Now ask the question again. Explain that most birds can fly, but there are some birds that can't fly.
- 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.
- In pairs, students write more true/false statements based on the information on pages 26 and 27, e.g. *Hummingbirds are big. (F)* *Ostriches can be two metres tall. (T)* Students swap pairs. They close their books and ask each other the true/false statements.
- In pairs, students discuss the question in the green circle on page 27. Then ask a few students to share their answers with the class.
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to find out information about two flightless birds. They also find out where they live, how big they are and an interesting fact about each bird. They can find out the information either at home or in the school library, using books or the Internet. Suggestions for flightless birds are: cassowary (Australia), kiwi (New Zealand), rhea (South America). Students may also want to find out about flightless birds which are now extinct, such as the dodo or the moa.
- Students complete the texts on the worksheet. They draw or stick a picture of the birds in the space provided.
- 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.

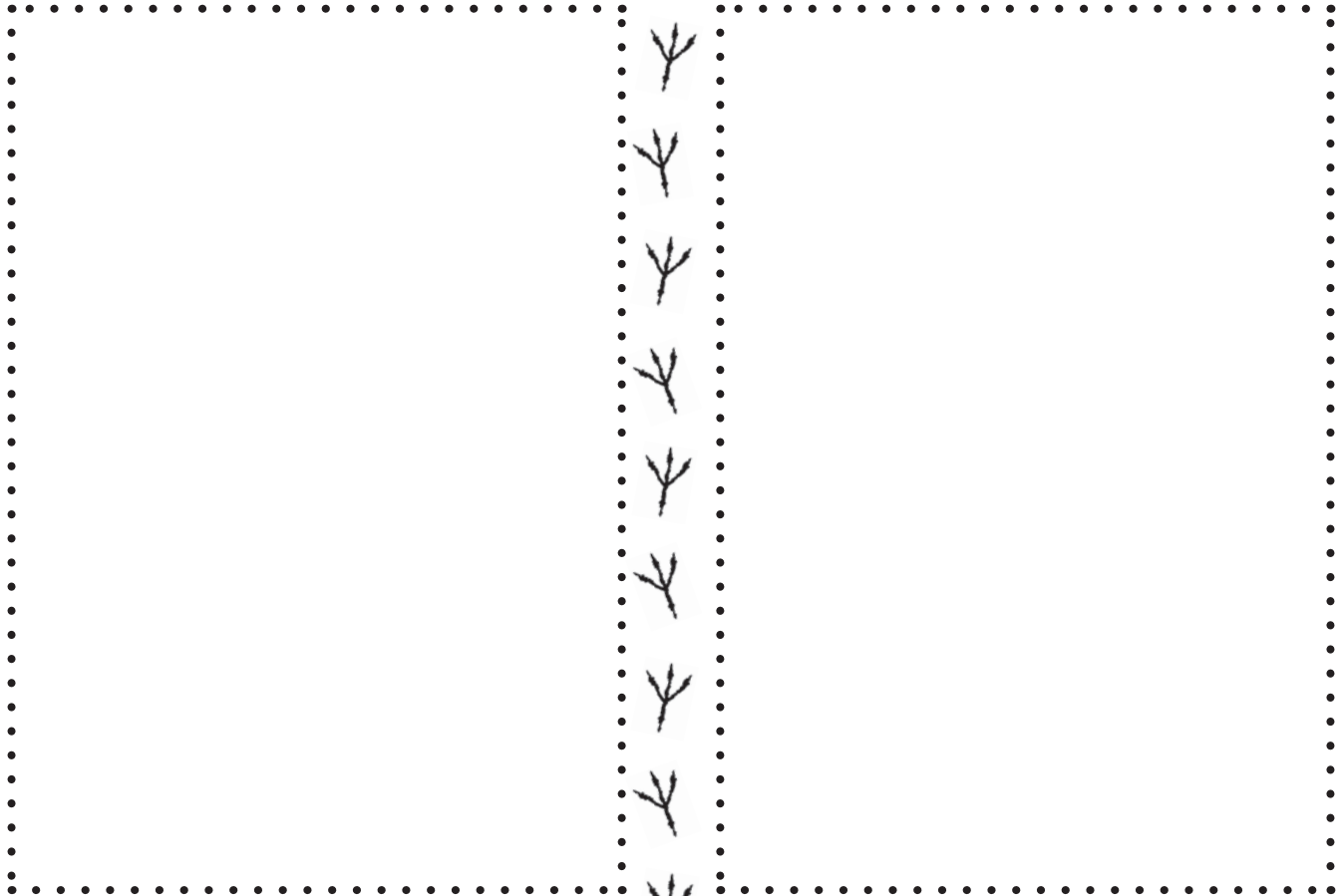


Real World: Project



Cross-curricular
content area:
Science

Some birds can't fly ...



This is a

It lives in

.....

.....

It is tall.

Interesting fact:

.....

.....

.....

This is a

It lives in

.....

.....

It is tall.

Interesting fact:

.....

.....

.....



Answer Key

After you read (page 28)

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

2 a ✓ b ✗ c ✗ d ✗ e ✓ f ✓ g ✗ h ✓



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 31)

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

I want to fly too. Blu can't fly. You can fly too.

..... Blu Jewel Rafael

I love it! It's Blu and he's flying!

..... Blu Linda

2 Logical intelligence

How many of these ...

- ... have wings? Two – Jewel and a plane
- ... are blue? Three – Jewel, the sea, the sky
- ... can you open? Three – a book, a cage, a door
- ... are in this story? Five – a cage, Jewel, a plane, a door, the sky

3 Intra-personal intelligence

Students' own answers.

4 Spatial intelligence

- 1 a bird 4 a plane
- 2 a cage 5 a dog
- 3 a chain

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

A long time ago ...

- 1 was 3 fly 5 fell
- 2 watched 4 were 6 put

Chapter 1

- 1 Blu lives with Linda.
- 2 Linda and Blu work in Linda's bookshop.
- 3 Tulio
- 4 Rio in Brazil
- 5 No

Chapter 2

- 1 Tulio 3 Marcel
- 2 Blu 4 Jewel

Chapter 3

- 1 Rafael 5 hang-glider
- 2 can't 6 loves
- 3 walk 7 Nigel
- 4 Jewel 8 Carnival parade

Chapter 4

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






Imagine ...

Kinaesthetic intelligence

- 1 Write a short summary of the *Learning to fly* story, focussing on information that you want to practise.
- 2 Tell students that you are going to read your summary of the story with some missing words. They have to say the words that are missing.
- 3 If possible, bring a whistle into class for this activity. Read your summary slowly. Ask students to put their hands up if they know the answer and give them some time to think before asking anyone to answer.
- 4 More confident classes could continue this activity in pairs or small groups, clapping when a word is missed out.

Chant

Musical intelligence

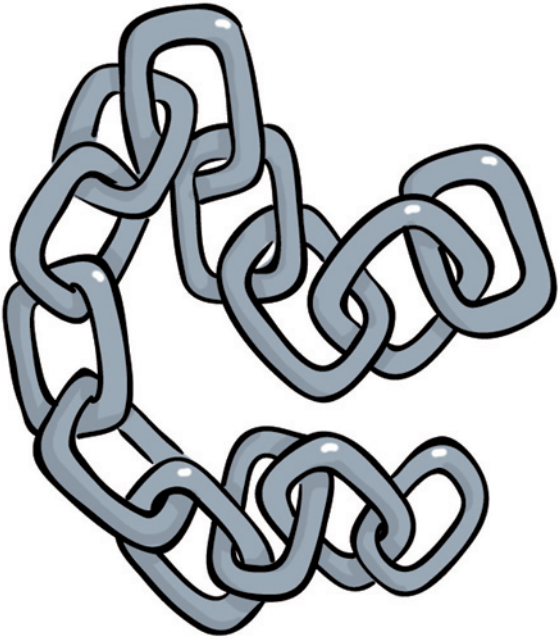
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into two groups. Ask group A to say lines one and two of each verse, and group B to say lines three and four. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.



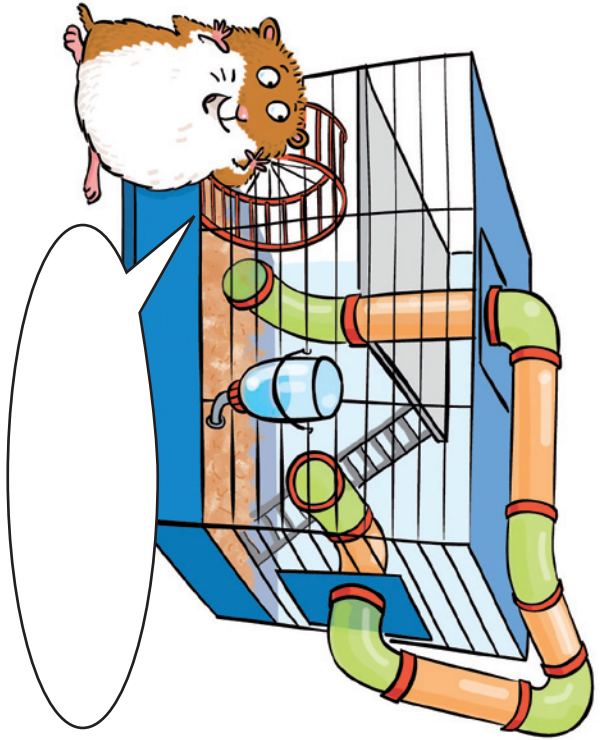
Flashcards



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fold

fold

chain

This is a **chain**.

cage

'This is a nice **cage**!'



Flashcards



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fold

fold

parade
'Look, a parade!'

hang-glider
This is a hand-glider.



Flashcards



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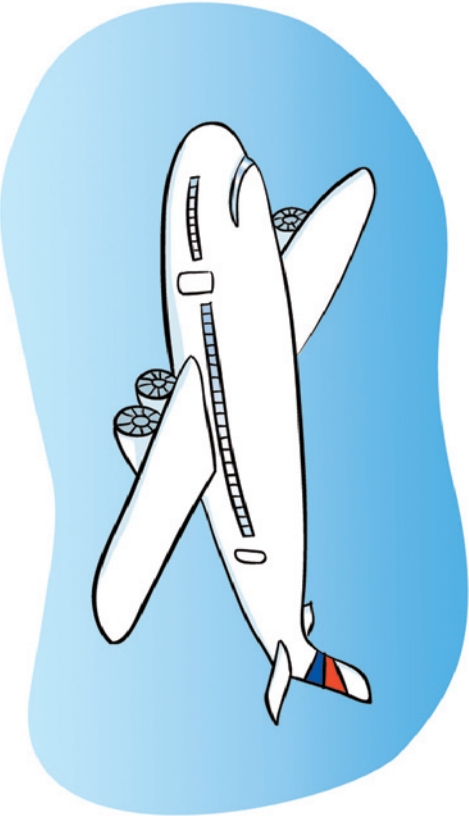


people

There are four
people.

fold

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plane

The **plane** is flying.

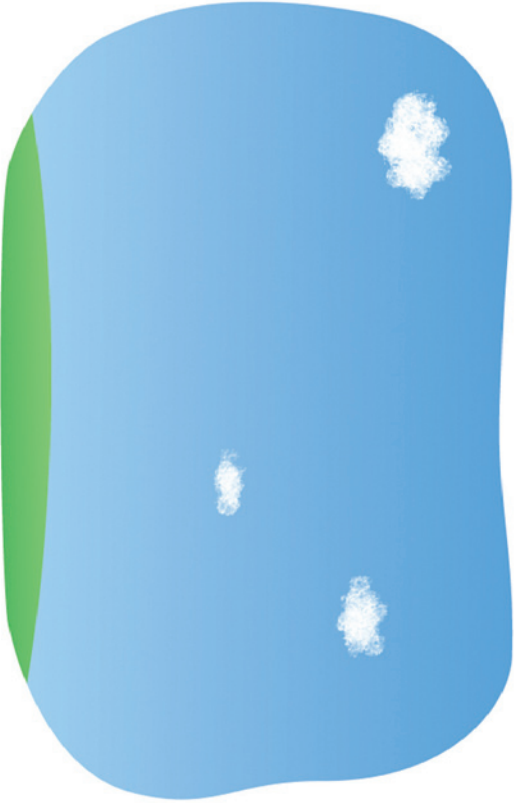
fold



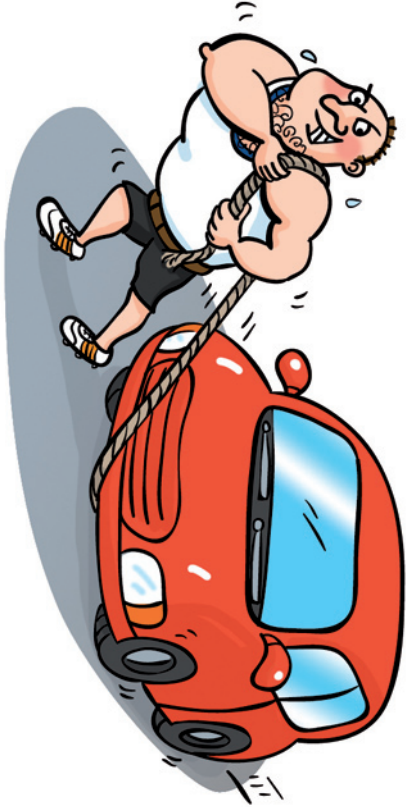
Flashcards



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fold

fold

pull

He is **pulling** the car.

sky

The **sky** is beautiful today.



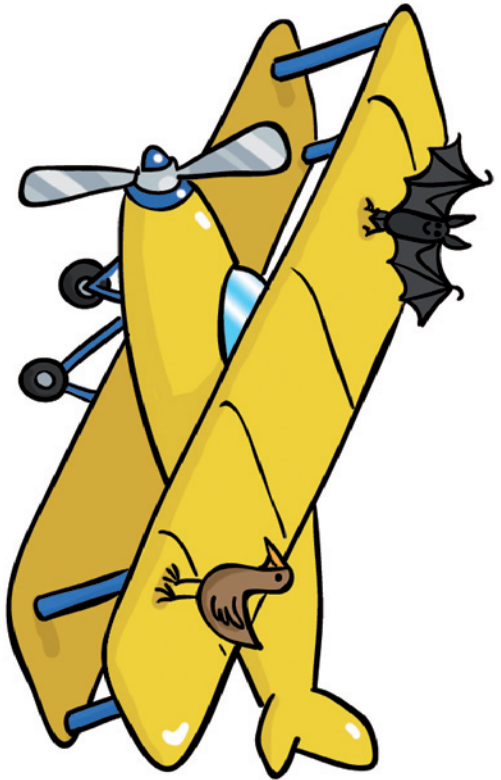
Flashcards



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fold

fold

'Come on!'

wing

They all have wings.