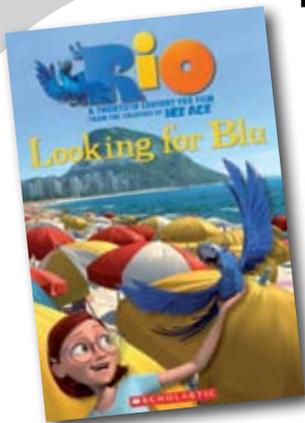


Popcorn ELT Readers

Teacher's Notes



Looking for Blu

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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: Looking for Blu 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.

Rio: Looking for Blu has a total story wordcount of 935 words.

Rio: Looking for Blu – synopsis

Blu is a Spix's Macaw and Linda owns a bookshop. They are best friends. One day Tulio visits them from the Rio Conservation Centre in Brazil. The Spix's Macaw is an endangered species. Tulio has a female Spix's Macaw called Jewel. He wants Blu and Jewel to mate and so save their species.

In Rio, Tulio and Linda leave Blu and Jewel together in the Conservation Centre so they can get to know each other. But while they are away, Blu and Jewel are stolen. That night Linda and Tulio walk through Rio with a photo of Blu. Finally a young homeless boy called Fernando sees the photo. Fernando stole Blu and Jewel for some bird smugglers, but now he feels guilty. He takes Linda and Tulio to the smugglers' house, but there are no birds there. Smugglers Armando and Tipa tell Armando that the birds are on a Carnival float and will soon be on a plane out of the country. Tipa and Armando take Fernando with them, leaving Linda and Tulio to find the float in the Carnival parade.

Finally Linda and Tulio spot Blu but they are too late to stop the plane leaving with him and Jewel inside. Linda is very upset – she has lost her beautiful Blu. Suddenly Blu and Jewel fly down to her. Jewel is injured but Tulio's can look after her. Blu and Linda decide to stay in Rio with Tulio, Jewel and Fernando.

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

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.

Why not try the other Rio Popcorn ELT Readers?

- *Blu and Jewel* (level 1)
- *Learning to fly* (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 *Rio*

This page is recorded on the CD.

The 'Meet ...' page introduces students to the main characters in the story.



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 *Who can you see in the picture?* (A woman and a bird.) Pre-teach *bird*. Ask *Where are they?* *Can you describe it?* (It is hot, sunny and by the sea.) Point to the cover and say *This story is about a bird called Blu and a woman called Linda. The story is in Rio in Brazil. Say The story is called Looking for Blu.*

OR

Tell students (in L1) they're going to see part of a film about a bird called Blu. Show the scene when Blu and Linda arrive in Rio (DVD start of scene 3). Put the students in pairs. While they are watching, they make a list of all the things Blu sees when he arrives in Rio. They can write in English or in L1. Stop the scene at the point where they arrive at the

Conservation Centre. Each pair writes one of the things from their list on the board. As a class, translate the L1 items into English.

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?* (Linda) *Who is Jewel with?* (Tulio) *Is Fernando happy?* (No) *What is next to Rio?* (The rainforest) (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 13–18 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>look after</p> <p>He looks after his dog.</p>	<p>save</p> <p>Save our park!</p>	<p>together</p> <p>They always walk to school together.</p>									
<p>costume</p> <p>They are wearing costumes.</p>	<p>parade</p> <p>Look, a parade!</p>	<p>security guard</p> <p>This man is a security guard.</p>									
<p>float</p> <p>This is a float.</p>	<p>plane</p> <p>The plane is flying.</p>	<p>wall</p> <p>This is a wall.</p>									
		<p>'Don't worry!'</p> <p>Don't worry!</p>									
		<p>steal</p> <p>He's stealing the man's money.</p>									
			<p>Verbs</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>fly</td> <td>flew</td> </tr> <tr> <td>steal</td> <td>stole</td> </tr> <tr> <td>take</td> <td>took</td> </tr> </tbody> </table>	Present	Past	fly	flew	steal	stole	take	took
Present	Past										
fly	flew										
steal	stole										
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?*
- 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 *Don't worry!* We use this when we don't want someone to be unhappy or think too much about a problem. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fly*, *steal* 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. *The plane flew to the USA. Someone stole my bag. I took my dog to the park.*
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the 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.
- Play bingo. Students write down five of the new words on a piece of paper. You then show the picture flashcards in random order and say the words. When students hear or see a word that they have written down, they cross it out. The first student to cross out all his/her words and shout *Bingo!* is the winner.



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 Fernando finds Linda's 'missing' poster (scene 8 on the DVD). Stop at the point where Fernando sees the poster. Then ask, e.g. *Who is this? Is he nice? Why did Fernando steal the birds? What do you think he does next?*

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 Rio and he helps birds from the rainforest. Who is he? (Tulio) He doesn't have a home or a family. Who is he? (Fernando)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short film extract that corresponds with the section of the story students have just read, pausing from time to time so that they can predict what happens next. For example, play the scene when Linda sees Blu in Carnival (DVD scene 20). Pause the film at different points. Each time, students predict what happens next, then watch to check their answers.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. verbs and Carnival words.
-  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 make a 'missing' poster for Blu and Jewel. They draw a picture and write some information, e.g. what the birds look like, their likes and dislikes. They can also give information on how to contact Linda or Tulio.
- In small groups, students think of a new ending for the story. They either write, draw or roleplay the new final scene.
- Ask students to write a short review of the reader. Write on the board:
I thought the story of Looking for Blu 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.



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

Answer the questions.

- 1 Who is Blu's best friend? Linda
- 2 What does Blu love doing?
- 3 Are there many people in the bookshop today?
- 4 Where is Tulio from?
- 5 How did he find out about Blu?
- 6 Who is Jewel?
- 7 What does Tulio give Linda?
- 8 Why do Linda and Blu go to Rio?

Chapter 2

Write ✓ or ✗.

- 1 Rio is very quiet.
- 2 Carnival is next month.
- 3 Tulio takes Linda and Blu to the rainforest.
- 4 Linda goes in the room with Blu and Jewel.
- 5 There is a security guard at the centre.
- 6 Tulio and Linda eat at a restaurant.
- 7 Linda wants to go home.
- 8 Someone steals Blu and Jewel.



Chapter Quizzes (Answer key, page 11)

Chapter 3

Who says this? Who do they say it to?

1 Do you know this bird?

..... Linda says this to **everyone that she sees.**

2 We don't know this boy.

..... says this to

3 I'm sorry now.

..... says this to

4 The birds are on a float.

..... says this to

Chapter 4

Write the correct words.

Blu beautiful costumes ~~dancers~~ float happy parade

'Only **1** **dancers** can go in the parade,' says the security guard.

Tulio and Linda find some Spix's Macaw **2** Tulio thinks that

Linda looks **3** There are a lot of people in the

4 and suddenly Linda can't see Tulio. She goes in a dark

room. But it is not a room, it is a Carnival **5** and Linda is on the

top of it! Linda isn't **6** But then she sees something. 'It's

7!' she shouts.



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

The Rainforest of Brazil

The Spix's Macaw comes from the rainforest of Brazil. How much do you know about the rainforest?

Rainforest facts

- 60% of the Amazon rainforest is in Brazil.
- One tenth of all animals and plants come from the Amazon rainforest.
- In Brazil, more than 120 species of bird and more than 380 plant species are in danger. This is because people are cutting down the rainforest.

Why are people cutting down the rainforest?

- People want to put farms there.

The Spix's Macaw

Many birds and animals in the Brazilian rainforest are in danger because people are cutting down the rainforest. The Spix's Macaw is one bird that is in danger. People also steal birds like macaws.

The golden lion tamarin

The golden lion tamarin lives only in the rainforest of Brazil. In the 1970s there were only about 200 golden lion tamarins. Now people are helping them and there are about 1,500.

What other rainforest birds and animals do you know? Are they in danger?

What do these words mean? Find out.

plants species in danger destroyed farm

- Students have their books closed. Say *Blu is a Spix's Macaw*. Ask *Where do Spix's Macaws come from? Why are they in danger?* 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. Discuss the answers to your questions with the class. Did the students know the answers? (*The Spix's Macaw comes from the Amazon rainforest. They are in danger because people are cutting down the rainforest. People also steal birds like macaws.*)
- 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.
- As a class, discuss the question in the red circle on page 27. Write a few of the suggestions up on the board. Does the class know whether each animal is in danger or not?
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to find out information about a rainforest animal that they like. It can be one of the animals you have written on the board or a different one. Students find out if the animal is in danger, and if so why or how many animals are left. They also find out what the animals eat, where it lives (e.g in trees or on the ground) and say why they like this animal. They can find out the information either at home or in the school library, using books or the Internet.
- Students complete the text 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



My Rainforest Animal



What is it?

Where does it live?.....

What does it eat?

Is it in danger?

I like this animal because

.....



Answer Key

After you read (page 28)

- 1 a v b vi c ii d iii e i f iv
2 a 2 b 4 c 3 d 1 e 6 f 7 g 5



Where's the popcorn?

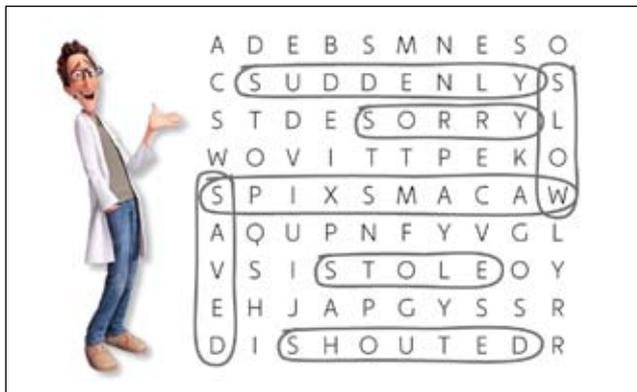
Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 32)

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



2 Intra-personal intelligence

Students' own answers.

3a Logical intelligence

Blu is behind box 1.
Linda is behind box 2.
Tulio is behind box 3.

3b Spatial intelligence

Students' own answers.

4a Intra-personal intelligence

Students' own answers.

4b Inter-personal intelligence

Students' own answers.

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

Chapter 1

- Linda
- Blu loves helping Linda in the bookshop and reading the books.
- No, it is quiet.
- Rio in Brazil
- He saw photos of Blu on the Internet.
- Jewel is a Spix's Macaw. She is in Rio.
- His phone number
- To save the Spix's Macaw.

Chapter 2

- | | | | |
|-----|-----|-----|-----|
| 1 X | 3 X | 5 ✓ | 7 X |
| 2 X | 4 X | 6 ✓ | 8 ✓ |

Chapter 3

- Linda says this to everyone that she sees.
- Tulio says this to Linda.
- Fernando says this to Linda.
- Tipa says this to Fernando.

Chapter 4

- | | | |
|-------------|----------|---------|
| 1 dancers | 4 parade | 6 happy |
| 2 costumes | 5 float | 7 Blu |
| 3 beautiful | | |



Imagine ...

Kinaesthetic intelligence

- 1 In pairs, students choose a character that they like from the choice of four on page 31.
- 2 Each pair goes back through the reader and finds a line that the character says. They memorise the line.
- 3 When students are ready, clear a large space in the centre of the classroom. Give the students two minutes to move around the class saying their line to as many different partners as they can. Their new partner guesses which character they are.

Chant

Musical intelligence



This page is recorded on the CD.

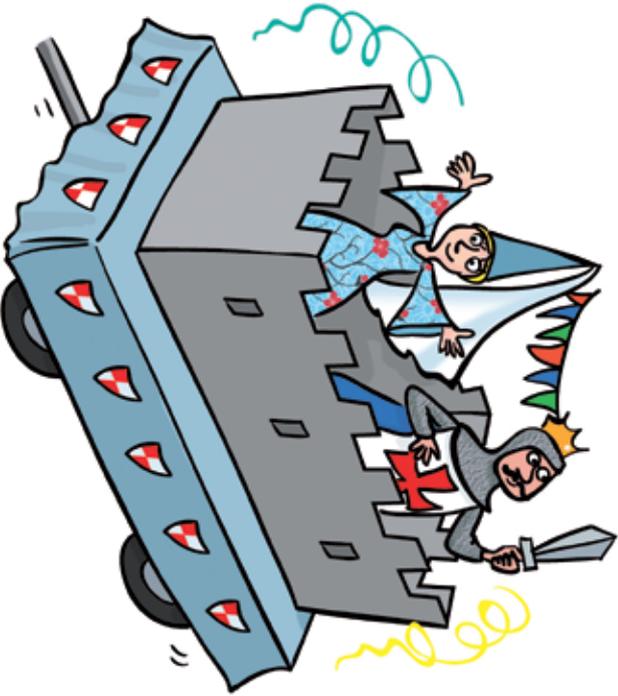
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
- 2  Divide the class into two groups. Ask group A to say verses one and three of the chant, and group B to say verses two and four. Everyone says the chorus which is the last line of each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



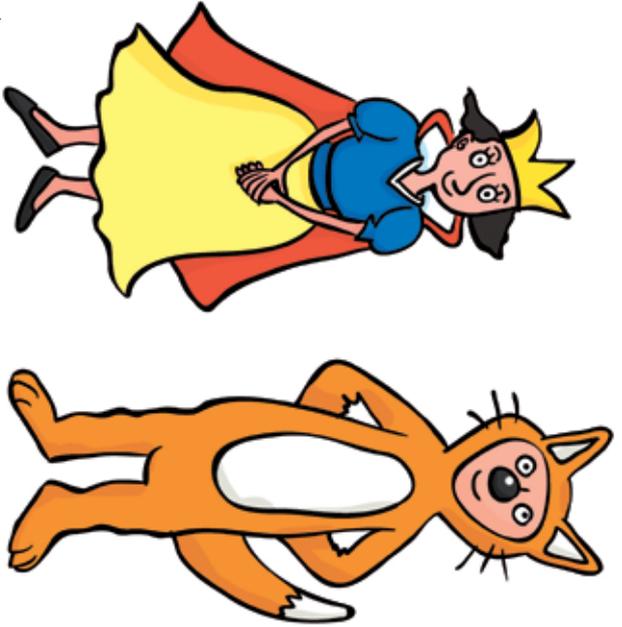
Flashcards



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fold

fold

costume

They are wearing
costumes.

float

This is a **float.**



Flashcards



© Scholastic Ltd



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fold

fold

parade
'Look, a parade!'

look after
He looks after his
dog.



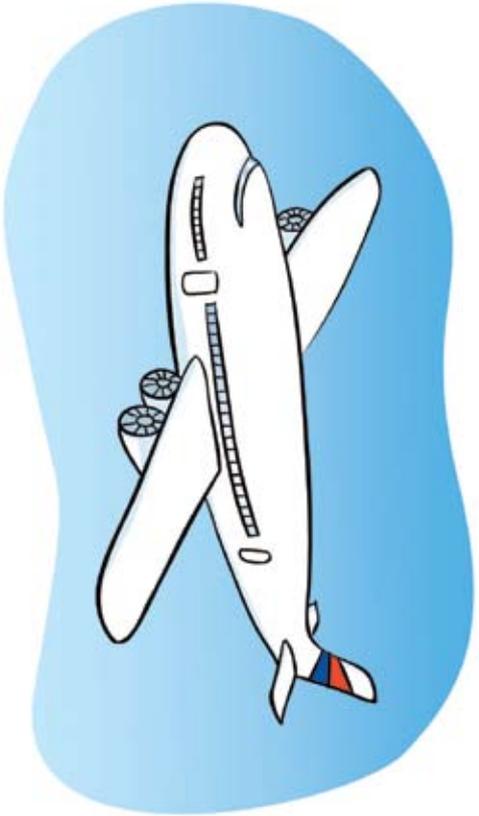
Flashcards



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fold

plane

The **plane** is flying.

fold

save

Save our park!



Flashcards



security guard
The man is a
security guard.



steal
He's **stealing** the
man's money.



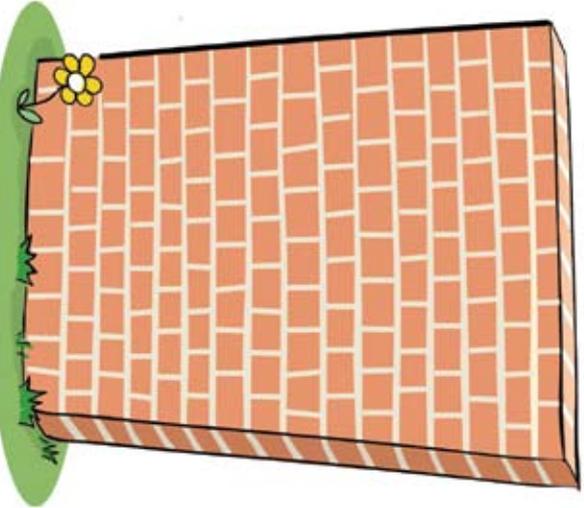
Flashcards



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together

They always walk
to school **together**.



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wall

This is a **wall**.



Flashcards

© Scholastic Ltd



fold

'Don't worry!'

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