

Teacher's Notes



DREAMWORKS SHREK THE THIRD™

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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 Shrek the Third 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.

Shrek the Third has a total story wordcount of 1116 words.

Shrek the Third – synopsis

The King of Far Far Away is a frog, and he is dying. Shrek is the husband of Princess Fiona, the King's daughter, and the King wants him to be the new King of Far Far Away. Shrek is horrified. He is an ogre and he is not very good at being a king! Just before he dies, the King tells Shrek that he has one heir who could be King in Shrek's place. The heir's name is Arthur.

Shrek and his friends Donkey and Puss In Boots go on a sea voyage to find Arthur. While they're away, Prince Charming makes himself King, supported by an army of fairy tale villains. Princess Fiona is locked up along with her mother and her fairy tale princess friends.

Shrek finds Arthur, an immature teenager, at school, and after an eventful voyage they return to Far Far Away. Prince Charming and his army are waiting for them. To save Arthur, Shrek says that *he*, not Arthur, is going to be the next King. Prince Charming puts Shrek in chains and the ogre thinks he really is going to die. Princess Fiona and her friends escape from prison, but they can't save Shrek. There are too many villains. Finally Arthur manages to persuade the villains to support *him*, not Prince Charming. Shrek is safe, and Far Far Away now has a good king in young Arthur.

Shrek the Third – the film

Released: 2007

Also known as: *Shrek 3*

Genre: animated comedy

Suitable for: all children

Actors: Mike Myers (voice of Shrek), Cameron Diaz (voice of Princess Fiona), Eddie Murphy (voice of Donkey), Justin Timberlake (voice of Arthur), Antonio Banderas (Puss In Boots)

Other *Shrek* films: *Shrek* (2001), *Shrek 2* (2004), *Shrek Forever After* (2010)

Why not try the other Shrek Popcorn ELT Readers?

- *Shrek* (level 1)
- *Shrek 2* (level 2)
- *Shrek Forever After* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.



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 *Shrek the Third*

This page is recorded on the CD.

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



- 1 Ask (in L1) if anyone has read the Popcorn ELT Readers of *Shrek* or *Shrek 2*, or seen either of the first films. If so, ask them to tell the class briefly what happened in the stories.
- 2 Look together at the front cover of the book. Ask *Who is happy? Who isn't happy?* Students point to the characters. Point to Shrek and say *This story is about an ogre.* Ask *Why isn't the ogre happy?* Listen to students' ideas.

OR

Tell students (in L1) they're going to see an extract from *Shrek the Third*. Pre-teach *ogre*. They think about the answers to these questions as they watch: *What job are the ogres doing? Are they good at it?* Show the scene when Shrek knights someone with a sword, then skip to the part when everyone sees Shrek having his bottom scratched (DVD scene 4). Afterwards, discuss the answers to your questions. (They're King and Queen and they're not very good at it.)

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is good? Who is bad? How many fairy tale princesses can you see?*
- 4 Pre-teach *heir*. (This word also appears on the 'New Words' page.) Also check the meaning of *king, fairy tale, villain* and *princess*.
- 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 live in a swamp.* Students say *You're Shrek.* Continue with information about the other characters. With stronger classes, ask students to take your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to answer the questions.



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.

die

The King **died**.

hurt

The girl's foot **hurts**.

ship

They went on a **ship**.

castle

This is a **castle**.

fire

She likes sitting next to the **fire**.

land

Some animals live on the **land** and some live in the sea.

show

Everyone loved the **show**.

crash

The car **crashed** into a bus.

heir

The King's child was his **heir**.

magic / magician

This is a **magician**.
He does **magic**.

'No way!'

'No way!'

Verbs

Present	Past
break	broke
get off	got off

- 1 Look at the page with your class. Say *All these words are in the story. Which words do you know?* They should remember *heir* 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 *No way!* We use this when we want to say *No* very strongly, or when we don't believe something. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *break* and *get off* 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. *They got off the bus*.
- 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, before they read Chapter 3, play the scene in which Shrek finds Arthur being bullied in the school hall (DVD scene 6). Ask *Is Arthur big and strong? Does everyone like him? Is he going to be a good King?*


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 is he doing?*
- 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 wants to be the King. Who is he? (Prince Charming) Shrek finds Arthur here. What is it? (A school)* 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. For example, play the scene when Shrek, Donkey and Puss In Boots leave on the ship to look for Arthur (DVD scene 5). After watching, ask students to remember as much as they can from the scene, including details such as the colours of the cats and how many of Donkey and Dragon's children were there. Make a list on the board of the things they say. Show the extract again to see how much they remembered.

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. types of people or places.
-  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.

- In small groups, ask students to think of a new ending for the story. They either write, draw or roleplay the final scene.
- 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 thought the story of Shrek the Third was ...
I liked I 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

Write the names.

- | | |
|--|---------------------------|
| 1 He wants to be King of Far Far Away. | a the King |
| 2 Prince Charming wants their help. | b the fairy tale villains |
| 3 He starts a fire. | c Arthur |
| 4 He is dying. | d Shrek |
| 5 He is the King's heir. | e Prince Charming |

Chapter 2

Circle the correct words.

- 1 'We must find Arthur.'
..... Shrek says this to ... Donkey and Puss In Boots ...
- 2 'You're going to be a father!'
..... says this to
- 3 'I love my children and I'm a good father.'
..... says this to
- 4 'No one understands us.'
..... says this to
- 5 'Shrek went to find the heir to Far Far Away.'
..... says this to



Chapter Quizzes (Answer key, page 11)

Chapter 3

Circle the correct words

- 1 Shrek and his friends find Arthur in a school / castle.
 - 2 Arthur *jumps off* / *crashes* the ship.
 - 3 Merlin *helps* / *doesn't help* Arthur and Shrek.
 - 4 Rapunzel helps *the fairy tale princesses* / *Prince Charming*.
 - 5 Prince Charming puts Princess Fiona in *prison* / *a show*.
-

Chapter 4

Put these sentences in the correct order.

- | | | |
|---|--|------------------------------------|
| a | The show starts. | <input type="checkbox"/> |
| b | Arthur talks to the fairy tale villains. | <input type="checkbox"/> |
| c | Donkey and Puss In Boots go to prison. | <input type="checkbox"/> |
| d | Arthur is the new king. | <input type="checkbox"/> |
| e | The Queen breaks the prison and everyone runs out. | <input type="checkbox"/> |
| f | Arthur goes away. | <input type="checkbox" value="1"/> |



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

JOURNEYS BY SEA

Do you like travelling by sea? We look at journeys by sea from a long time ago until now.

8200 - 7600 BC

People used boats a long time ago. First they made boats from trees. They made short journeys in these boats.



boat

1818 - 1970

Then people stopped using sails on ships. Ships had engines. They were bigger and faster. From 1818 ships went over the Atlantic. People travelled between New York and Liverpool.

The Titanic was a famous ship. It started sailing from Liverpool to New York in April 1912. It crashed into an iceberg. Many people died.



The Titanic

1550 - 1600

People made bigger boats. They made ships with sails and three or four masts. Sir Frances Drake, Vasco Da Gama and Christopher Columbus used these ships. They made journeys to look for new places.



mast
sail

Today

Today some people like holidays on a ship. This is a 'cruise'. Cruise ships are very big. A journey on a cruise ship can be short or long.



Would you like to go on a cruise? Where would you like to go?

What do these words mean? Find out.
use journey engine iceberg holidays

26
27

- 1 With books closed, ask *How did Shrek go to Arthur's school?* Elicit *In a ship*. Look together at Shrek's ship on page 11. Ask *How does it move?* (Teach *sail*.)
- 2 In L1 students discuss their experiences, if any, of being on a boat or ship, and ask how these vessels moved. (Teach *engine*.) Tell them that they are going to read about journeys by sea. Ask if they know about any famous journeys, ships or sailors. Write any that they mention on the board.
- 3 Tell students to open their books at page 26. Students read each section, or read and listen to the CD. Compare the journeys, ships and sailors on these pages with the ones written on the board.
- 4 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.
- 5 In pairs, students discuss the questions in the blue circle on page 27. Then ask a few students to share their answers with the class.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Ask students to read the questions. Encourage them to research information about a famous journey by sea, either at home or in the school library, using books or the Internet. They then answer the questions about their chosen journey and draw or stick pictures related to the journey in the space provided. Pictures could be of, e.g. the sailor(s), the ship(s), what they saw on their journey or a map of their route.
- 7 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:
History

A Famous Journey By Sea

Draw / Stick pictures here.

⊗ Who made the journey?

⊗ What was the name of the ship(s)?

⊗ Where did they start?

⊗ Where did they go?

⊗ What did they see or do there?

.....



Answer Key

After you read (page 28)

- 1 a X b X c ✓ d ✓ e ✓ f X
2 a ii b v c vi d i e iii f iv



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 5)

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 Far Far Away
- 2 (across) show; (down) ship
- 3 (across) magic; (down) merlin
- 4 water
- 5 No Way

2a

Logical intelligence

	tallest	Shrek	2.06 metres
		Fiona	1.75 metres
		Donkey	1 metre
		Puss In Boots	75 centimetres
	smallest	Gingerbread Man	10 centimetres

2b

Logical intelligence

Students' own answers.

3

Spatial intelligence

- | | |
|---------------------|---------------------|
| i) frog | iii) Princess Fiona |
| ii) Prince Charming | iv) Rapunzel |

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

Chapter 1

- 1 e 2 b 3 d 4 a 5 c

Chapter 2

- 1 Shrek, Donkey and Puss In Boots
- 2 Princess Fiona, Shrek
- 3 Donkey, Shrek
- 4 Prince Charming, the fairy tale villains
- 5 Pinocchio, Prince Charming

Chapter 3

- 1 school
- 2 crashes
- 3 helps
- 4 Prince Charming
- 5 prison


Chapter 4

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






Imagine ...

Kinaesthetic intelligence

-  Say *Open your books at page 31*. Students choose a character and get into a pair with another student doing the same character. They practise being their character. If you have time, play the scene when Rapunzel betrays the princesses to Prince Charming (in DVD scene 10) and when Merlin does his magic spell (in DVD scene 11) to show the different characters' movements and voices.
- Each student finds a new partner. One student says, e.g. *Read a book*. Their partner does the action in the style of a character and they guess the character's name. They then swap roles.
- They move around the class finding new partners and doing different actions.

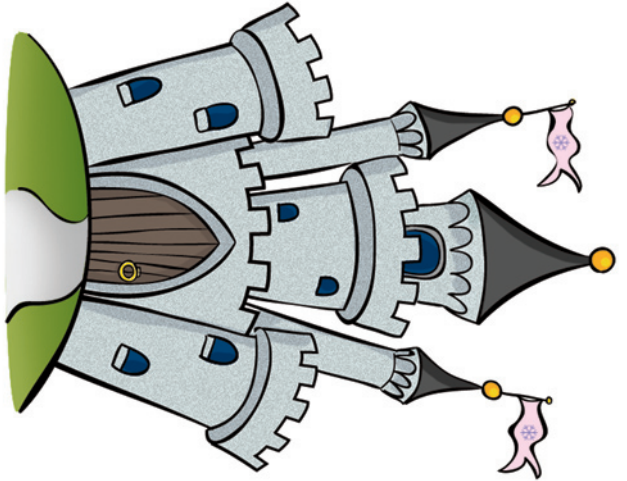
Chant

Musical intelligence

-  This page is recorded on the CD.
-  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 -  Divide the class into four groups: *Fiona, Shrek, Arthur and Prince Charming*. Explain that each group should stand up and say the verse for their character, and sit down for the other characters' verses. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then groups swap roles.
 - You might like to introduce some mimes to do with the chant, e.g. a scary expression for *ogre*, a rippling waves gesture for *over the sea*.



Flashcards



castle

This is a **castle**.



crash

The car **crashed** into
the bus.



Flashcards



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fold

die

The King **died**.

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fold

fire

She likes sitting next
to the **fire**.



Flashcards



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fold

heir

The King's child was
his **heir**.

fold

hurt

The girl's foot **hurts**.



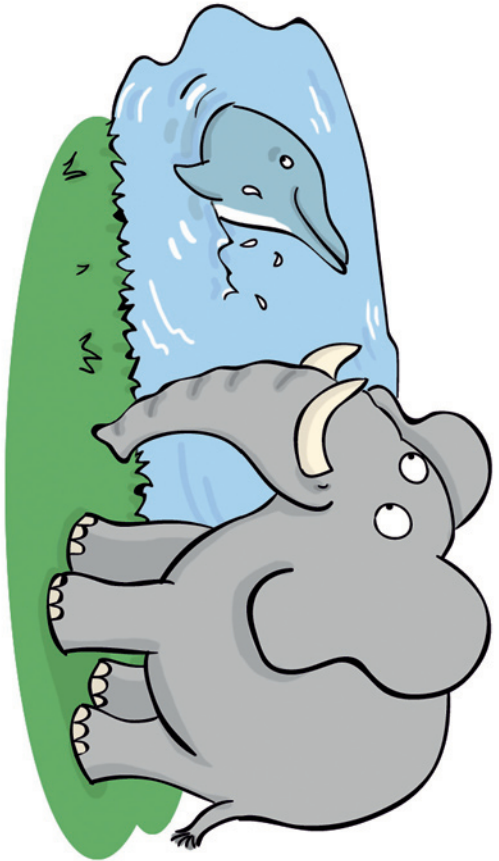
Flashcards



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fold

land

Some animals live
on the **land** and
some live in the sea.

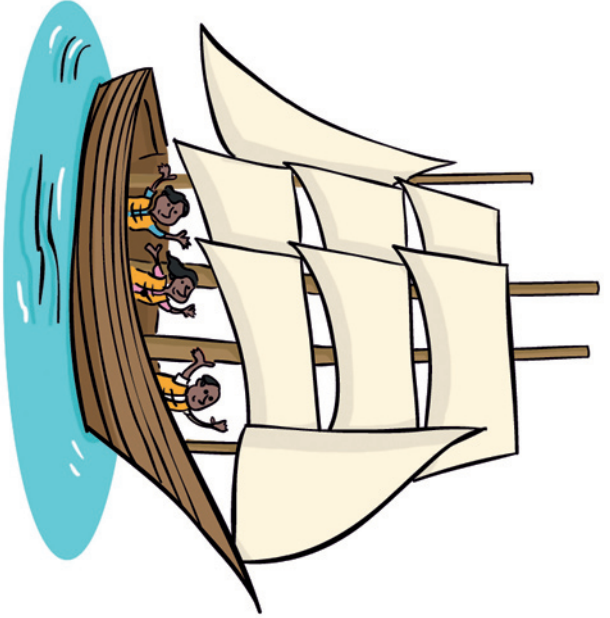
fold

magic / magician

This is a **magician**.
He does **magic**.



Flashcards



ship

They went on a **ship**.



show

Everyone loved the **show**.

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fold

fold



Flashcards

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fold

'No way!'

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18

Detailed description: This is a flashcard template for the phrase 'No way!'. It features a dashed border with scissors at the corners and a vertical dashed line in the middle labeled 'fold'. On the left side, there is a cartoon illustration of a boy in a green shirt holding a large pile of popcorn, looking towards a girl on the right. The girl has blonde hair in a ponytail, is wearing a blue shirt and purple pants, and has her mouth open as if speaking. A speech bubble is next to her. The text '© Scholastic Ltd' is written vertically on the far left and bottom left. The phrase 'No way!' is written in large, bold, black letters in the center of the right half of the card. The number '18' is in a black circle at the bottom center.