

Teacher's Notes



★ THE ADVENTURES OF ★ **TINTIN**

TINTIN'S DARING ESCAPE

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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 The Adventures of Tintin: Tintin's Daring Escape 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.

The Adventures of Tintin: Tintin's Daring Escape has a total story wordcount of 542 words.

***Tintin's Daring Escape* – synopsis**

Tintin is a young journalist. He has a dog called Snowy. One day, he buys a model of a famous ship, the *Unicorn*, in a street market. The real *Unicorn* is now sunken and its treasure lost. Inside the ship he finds a clue to the lost treasure of the *Unicorn*. This is one of three clues left by Sir Francis Haddock, the captain of the sunken ship. Tintin decides to investigate but when he arrives home, he is kidnapped and taken to a ship. Snowy follows him. On the ship he is kept prisoner by Ivan Sakharine, who also wants to find the treasure and who wants Tintin's clue. However, Tintin's clue has been stolen.

Snowy finds Tintin and helps him. They meet Captain Haddock, the captain of the ship, who also wants to escape from Sakharine. His ancestor was Sir Francis Haddock, the captain of the *Unicorn*.

The three friends decide to escape. As they walk through the ship, Tintin hears a secret message on the radio that says 'Go to Bagghar on the Red Sea.' They escape from the ship in a lifeboat and decide to look for the treasure in Bagghar. The story continues in *The Adventures of Tintin: Danger At Sea* (Level 2).

***The Adventures of Tintin* – the film**

The story in the reader relates to the first part of the story in the film.

Directed by: Steven Spielberg

Based on: books by Hergé

Released: 2011

Genre: animated adventure

Suitable for: children with parental guidance

Awards: Golden Globe – Best Animated Feature Film 2012

Why not try the other Tintin Popcorn ELT Readers?

- *Danger at Sea* (level 2)
- *The Lost Treasure* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 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 *The Adventures of Tintin*

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 The Adventures of Tintin?* 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 *Is this book about a boy, a young man or a young woman? (A young man) Has he got a pet? (Yes, a dog.) What colour is his hair? (red/ginger) Where is he? (on a ship).*
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures. *Is the ship old or new? What colour is the dog? etc.*
- 4 Tell students (L1) they're going to see part of a film about Tintin. Show them the section of the film where Tintin discovers the clue inside the model ship. Tell them to think about these questions as they watch: *What does Tintin find? What is he looking for?*

Afterwards discuss the answers to your questions. Then ask *What is the Unicorn? Who is the captain? Where is it now?*

- 5 Pre-teach *clue* and *captain* (these words also appear on the New Words page.)
- 6 Read the page out loud to the class or play the CD.
- 7 Students close their books. Play a game of Who Am I? For example, say *I am a bad man.* Students say *You're Ivan Sakharine.* Say, *I am small and white.* Students say, *You are Snowy.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 8 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answers.



New Words


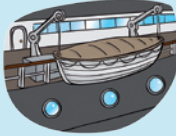








This page is recorded on the CD.

The words on this page are available as flashcards (see pages 12–17 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.

<p>clue</p>  <p>He is looking for a clue.</p>	<p>lifeboat</p>  <p>There is a lifeboat on the ship.</p>	<p>rope</p>  <p>This is a rope.</p>	<p>treasure</p>  <p>There's a lot of treasure.</p>
<p>bite</p>  <p>This dog bites.</p>	<p>escape</p>  <p>He's escaping! Stop him!</p>	<p>porthole</p>  <p>This is a porthole.</p>	<p>'Come on!'</p>  <p>'Come on!'</p>
<p>captain</p>  <p>I'm the captain of this ship.</p>	<p>know</p>  <p>She knows the answer.</p>	<p>radio</p>  <p>He listens to the ship's radio.</p>	<p>What does the title <i>Tintin's Daring Escape</i> mean? Ask your teacher.</p>

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 *captain* and *clue* 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. Explain that the k in the word *know* is silent by writing the word on the board and covering up the k as you say it. Ask the children to pronounce it several times.

3 The conversational language on this page is *Come on!* We use this when we want people to come somewhere with us.

4 'What does the title mean?' Tell students that the title of the book is *Tintin's Daring Escape*. Tell them that the word 'daring' means that you have to be very brave to do the things that it is describing.


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.
-  Show 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 Tintin and Snowy are walking home from the street market and Tintin gets kidnapped. Then ask, *Who are the men? Are they good or bad? What do they want? Where are they going with Tintin?*


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? Is he good or bad? What does he do?*
- Give students one of the chapter quizzes on page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He's white and he is Tintin's friend. Who is he? (Snowy) It is a very old ship. What is its name? (The Unicorn).* 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 of a part of the story that they have just read, as a memory exercise. For example, play the scene in which Snowy comes into the room on the ship and helps Tintin so that they can both escape through the porthole. After watching, ask students to tell you what they saw. Make a list on the board, and then show the extract again to see how well they remembered it.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of adjectives used in the story (e.g. *big, dark, horrible*).
-  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 aloud; each time students hear their word, they stand up and sit down again, or do the action. For example, give each of four groups one of these words: *clue, ship, man, treasure*.

- Ask students to imagine the interior of the ship that Tintin escapes from. Ask them to draw a cross section of the ship and to mark the portholes, the rooms, the lifeboats, etc. Tell them to label the rooms where Tintin and Captain Haddock are kept prisoner and the room where the radio is.
- Ask students to write captions for the pictures in the story.
- Ask pupils to write a short review of the reader. Write on the board:
*I think the story of Tintin's Daring Escape 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.



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 10)

Chapter 1

Order the sentences.

- a There's a clue in the ship.
- b Tintin and Snowy walk home.
- c Two men put Tintin in a car.
- d Tintin sees a small ship.
- e Snowy bites the bad man's leg.

Chapter 2

Who says this? Who do they say it to?

1 Give me your clue.

..... Sakharine says this to Tintin

3 You're a good friend.

..... says this to

2 I don't have the clue.

..... says this to

4 Give me the rope.

..... says this to

Chapter 3

Correct the mistakes.

- 1 Tintin and Snowy open the second ~~door~~ ^{porthole} and they go in.
- 2 In the room there is a woman.
- 3 The captain of the *Unicorn* is called Captain Fish.
- 4 A man on the radio says 'Go to Bagghar on the Blue Sea.'
- 5 Tintin, Captain Haddock and Snowy escape in a car.



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

Under the sea

There are many old ships under the sea. Divers sometimes look for things under the sea for museums.

The *Titanic* is a very big and famous ship. Now it is 3,800 metres under the sea!

The Titanic
10 April 1912 – 14 April 1912



Look at the things from the *Titanic*. How old are they?




Blackbeard



This is Blackbeard. He is a famous pirate. His big ship, the *Queen Anne's Revenge* is under the sea too. Divers are looking for the things from his ship.

The Queen Anne's Revenge
1716 – 1718




This is a cannon from the *Queen Anne's Revenge*. You can see it in a museum in North Carolina, USA.



diver



★ Do you have something from under the sea? ★

What do these words mean? Find out.

things museum famous pirate cannon

- 1 With books closed, ask *Where is the Unicorn? (Under the sea.)* Elicit in L1 what you might find in a sunken ship. Write their ideas on the board. Ask them if they know the names of any famous ships that are under the sea. Write their ideas on the board.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD. Ask them to stop at the questions and to answer them with a friend.
- 3 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.
- 4 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.
- 5 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about one of the ships described or another famous ship that is under the sea, either at home or in the school library, using books or the internet. They then complete the text about their ship, draw or stick a printed picture of it in the space provided and mark its location on the map.
- 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



A ship that is under the sea.

Cross-curricular
content area:
History



Draw or stick a picture of a ship under the sea. Write about the ship.

There is a under the (circle) Ocean / Sea.

Its name is

It is years old.

On the ship there is some

On the ship there are some



Answer Key

After you read (page 28)

- 1 a clue b car c leg d treasure e under f radio
2 a ii b iv c v d iii e i



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)

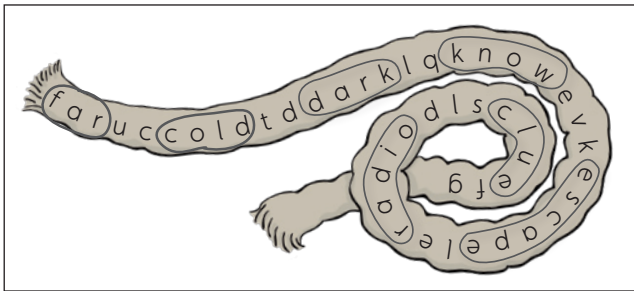
1

Spatial intelligence

- a treasure d ship
b lifeboat e captain
c rope

2

Linguistic intelligence



3

Logical intelligence

The treasure is in the sea.

4

Spatial intelligence

- a opens d walks
b closes e up
c runs f down

Chapter Quiz Answer Key (Teacher's notes, page 7)

Chapter 1

- 1 d
2 a
3 b
4 c
5 e

Chapter 2

- 1 Sakharine, Tintin
2 Tintin, Sakharine
3 Tintin, Snowy
4 Tintin, Snowy

Chapter 3

- 1 door porthole
2 woman man
3 Fish Haddock
4 Blue Red
5 car lifeboat



Imagine ...

Kinaesthetic intelligence



- 1 Say *Open your books at page 31*. Put students into pairs. Ask one student to be Tintin and one to be Captain Haddock.
- 2 Ask them to remember the scene in the book where Tintin meets Captain Haddock for the first time. Read the dialogue line by line, using a dramatic style and ask the students to repeat the lines of their character. Now ask the children to practise saying the dialogue in their pairs. Encourage them to use their voices and gestures to add drama to the scene.
- 3 When the students have had time to practise, ask them to swap roles. Now ask them to remember the scene at the end of the story when Tintin, Captain Haddock and Snowy escape. Read it through with them, line by line, as before. Then give students time to practise the dialogue.
- 4 Now put the students in groups of four (two pairs) and ask them to choose one of the scenes each to act out for their friends.
- 5 If there is time, swap groups and repeat step 4.

Chant

Musical intelligence



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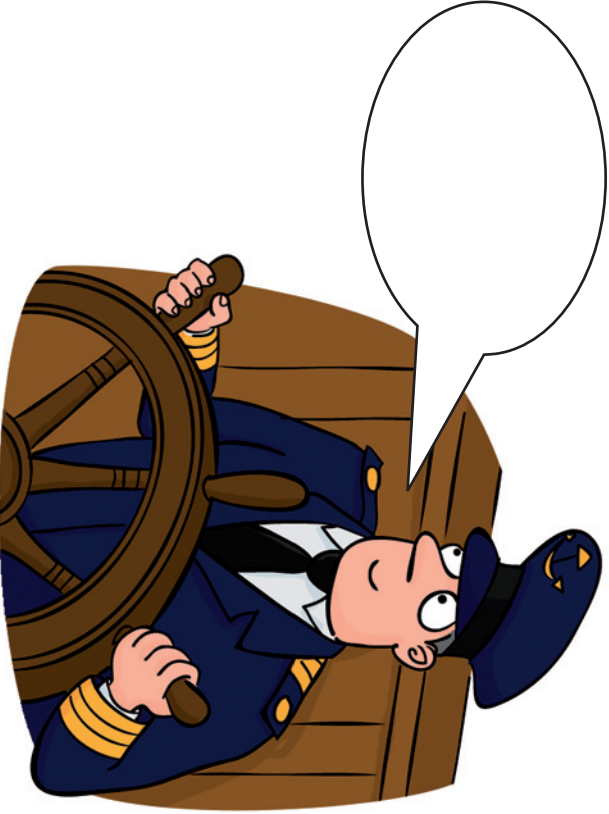
- 1  Say *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
- 2  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.



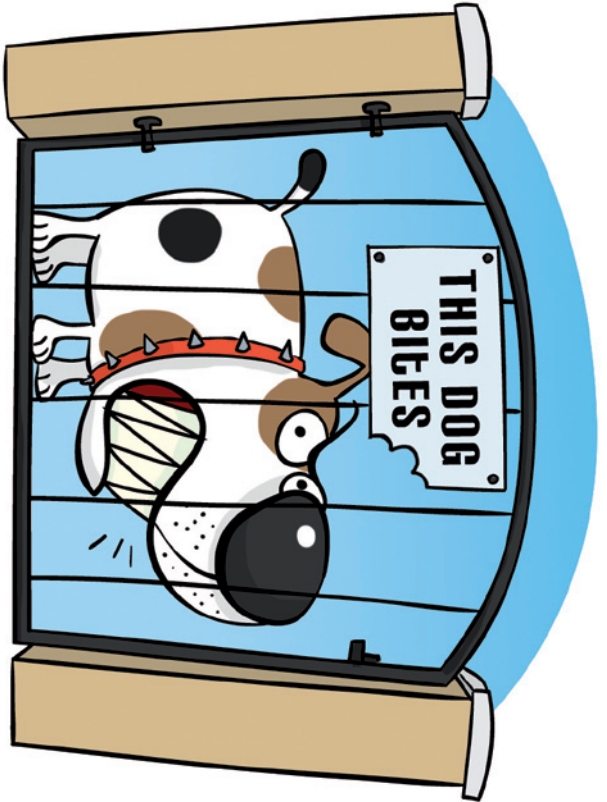
Flashcards



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fold

fold

captain
'I'm the **captain** of
this ship.'

bite
This dog **bites**.



Flashcards



clue

He is looking for
a **clue**.



escape

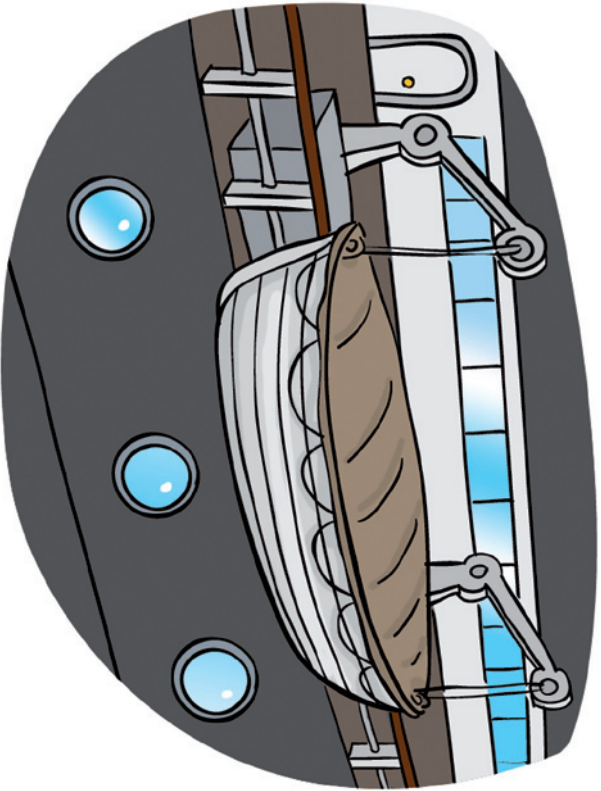
'He's **escaping**!
Stop him!'



Flashcards



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fold

know

She **knows** the
answer.

lifeboat

There is a **lifeboat**
on the ship.

fold



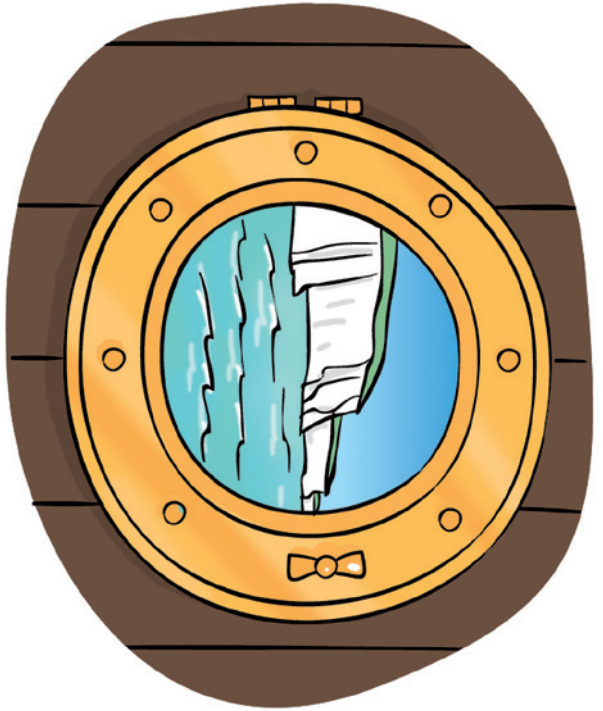
Flashcards



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fold

fold

radio
He listens to the
ship's **radio**.

porthole
This is a **porthole**.



Flashcards



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fold

fold

treasure
There's a lot of
treasure.

rope
This is a **rope.**



Flashcards

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fold

'Come on!'