

# Teacher's Notes



the  
**SMURFS**™

**MEET THE SMURFS!**

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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 Smurfs: Meet the Smurfs! Popcorn ELT Reader.*

## **Starter Level**

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

*Meet the Smurfs!* has a total story wordcount of 172 words.

## **Meet the Smurfs! – outline**

Students are introduced to the following Smurf characters: Papa Smurf, Jokey, Grouchy, Poet Smurf, Harmony, Handy, Farmer Smurf and Smurfette. They also find out about the bad wizard Gargamel and his cat Azrael.

## **The Smurfs Animated Series**

**TV series:** 1981–1989

**Genre:** animation

**Suitable for:** all children

**The Smurfs films:** *The Smurfs* (2011), *The Smurfs 2* (2013)

## **Why not try the other The Smurfs Popcorn ELT Readers?**

- *Who are the Smurfs?* (Starter level)
- *Gargamel's Magic Spell* (level 1)
- *The Smurfs 2* (level 2)

*For ideas on watching extracts from the DVD in class, see page 6 of these notes.*



# Popcorn ELT Readers

# Teacher's Notes

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## Before you read ...

### Warm-up

Introduce your students to the book before they start to read.



**1** Before looking at the book, ask students if they have heard of the Smurfs. If anyone knows and likes the Smurfs, talk briefly in L1 about them.

**2** Look together at the front cover of the book. Point at the Smurfs and ask *How many Smurfs are there?* (*Nine.*) Ask students simple questions about the Smurfs, for example: *What colour are they?* (*Blue.*) *Are they happy or sad?* (*Happy.*)

**3** Use the cover to practise different colours. Point to Papa Smurf (the one with the red hat) and ask *What colour is his hat?* (*Red.*) Then ask students to say or point to other things on the cover that are red. (*Mushroom, pencil.*) Now choose other objects and ask what colour they are. E.g. say or mime 'trumpet' and ask *What colour is it?* (*Yellow.*) Ask students what else is yellow. (*Smurfette's hair, bee.*) Students point to the pictures or give answers in L1.



# New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 10–13 of these notes.

The **'New Words'** page presents up to eight new words that are included in the book, but are not on the headword list. The new words are in **bold** throughout the book.

New Words			
<p><b>joke</b></p> <p>He likes to <b>joke</b>.</p>	<p><b>machine</b></p> <p>These are <b>machines</b>.</p>	<p><b>play music</b></p> <p>They like to <b>play music</b>.</p>	<p><b>vegetable garden</b></p> <p>This is a <b>vegetable garden</b>. There are a lot of <b>vegetables</b>.</p>
<p><b>leader</b></p> <p>She's the <b>leader</b>!</p>	<p><b>make magic</b></p> <p>She can <b>make magic</b>.</p>	<p><b>poem</b></p> <p>This is a <b>poem</b>.</p>	<p><b>work</b></p> <p>She is a teacher. She <b>works</b> in a school.</p>
<p><b>Where's the popcorn?</b> Look in your book. Can you find it?</p>			

- 1 Look at the 'New Words' page with your class. Say *All these words are in the book. Which words do you know?*
- 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 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.




### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?  
(**Answer:** page 22)



# Using the book with your class

 The text is recorded on the CD.

The book 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 book. You may want to combine several of these.

## Teacher-led reading

Read the book out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read 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 often like to hear the same stories again and again, and repetition supports language learning. Reading the same book several times can be very useful.

## Read aloud

Once the students have heard the book several times, they can read out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

## Autonomous reading

It is important that students learn to read autonomously. Encourage students to 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. For more advanced students, 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.

## Before reading the book you could:

- Warm up with a vocabulary activity (see page 4).
- Students look at the picture of the Smurfs on the cover. They choose their favourite Smurf and describe what they are doing.
- Look at the pictures on pages 4–5. Using verbs or mimes describe an action that one of the Smurfs is doing. Students point to the correct Smurf in the picture.
- Copy pictures of some of the characters from the book and place them around the room. Give students a card with the character's names and ask students to match the names to the pictures.


**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.



### While reading the book you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he good or bad? What can he do?*
- In pairs, students write true or false statements about the Smurfs, e.g. *The Smurfs are big. (False. They are small.) The Smurfs love Smurfette. (True.)* Students read their statements to another pair. They say whether the statements are true or false, and correct any false ones.

### After finishing the book you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get less than three answers right, encourage them to read the book again and check their answers.
-  Practise pronunciation using the sample sentences (Track 4). Photocopy the sentences for each student (page 7 of these notes) or display them on the board. Drill the sentences as a whole class, in groups and individually.

- Ask students to make a list of words from a particular category used in the book, e.g. places or action verbs.

- Place posters around the room with the following text:


★ ★ ★ Yes, it's very good!

★ ★ Yes, I like it!

★ It's OK.

☹ No, I don't like it.

Students stand by the poster they agree with most. Ask your class to count how many students didn't like it/thought it was great etc.

-  Choose an episode from *The Smurfs* TV series and watch the introduction in class. Ask the students to see how many colours they can see in the clip.



### 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.





## Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

There are a lot of Smurfs!

Jokey Smurf is always happy.

All the Smurfs love Smurfette.

He makes machines.

Farmer Smurf works in his  
vegetable garden.



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Gargamel does not like the Smurfs.



# Answer Key

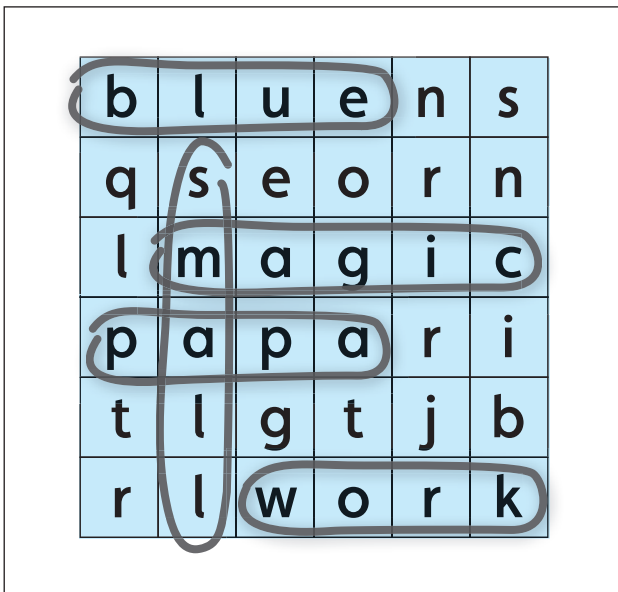
## After you read (pages 20–22)

### 1 Logical intelligence

- a iii
- b iv
- c i
- d v
- e ii

### 2 Linguistic intelligence

- a small
- b blue
- c magic
- d papa
- e work



### 3 Linguistic/Spatial intelligence

- a live
- b is
- c makes
- d works
- e wants

### 4 Intrapersonal intelligence

Student's own answers.

## Quiz time! (page 23)


- 1 no (They are blue.)
- 2 no (His music is very bad.)
- 3 yes
- 4 no (He makes bad magic.)
- 5 yes






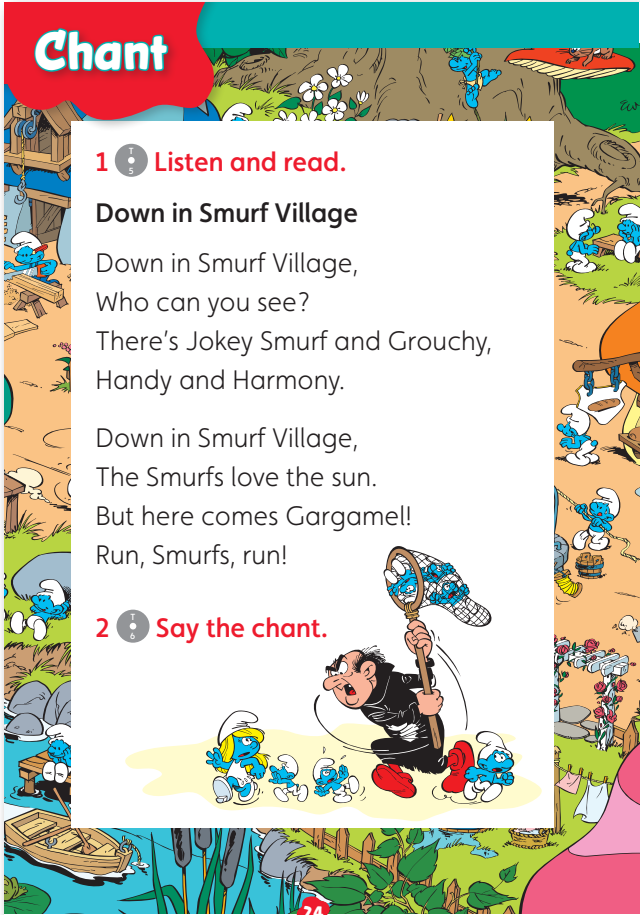


# Chant

## Musical intelligence

 This page is recorded on the CD.

-  Say *Open your books at page 24*. Read the chant or play the CD. Ask students to read and listen carefully.
-  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
-  Put students into eight pairs or small groups and give each group a line from the chant. Students make up one action to go with the line, e.g. bending down for 'Down in Smurf Village.' Say the chant altogether and students do their action when their line is said.




**Chant**

**1**  Listen and read.

**Down in Smurf Village**

Down in Smurf Village,  
Who can you see?  
There's Jokey Smurf and Grouchy,  
Handy and Harmony.

Down in Smurf Village,  
The Smurfs love the sun.  
But here comes Gargamel!  
Run, Smurfs, run!

**2**  Say the chant.



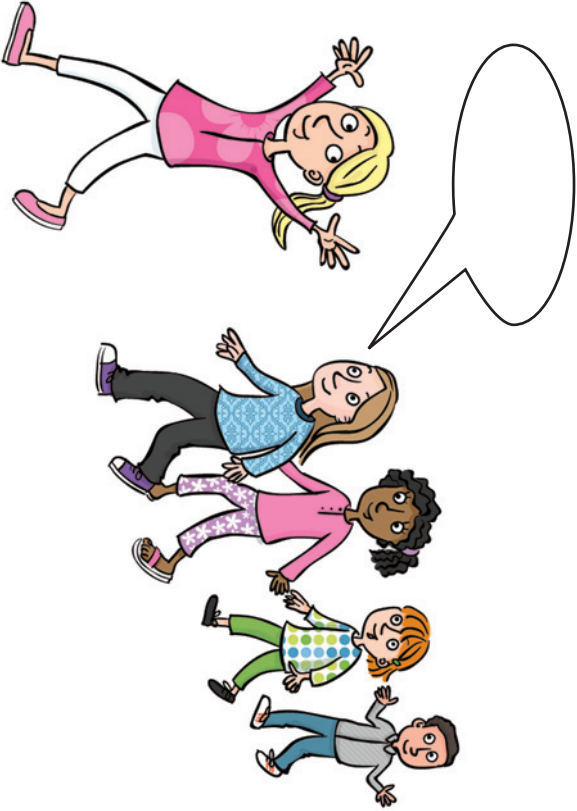
24



# Flashcards



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fold

fold

**leader**

'She's the **leader**!'

**joke**

He likes to **joke**.



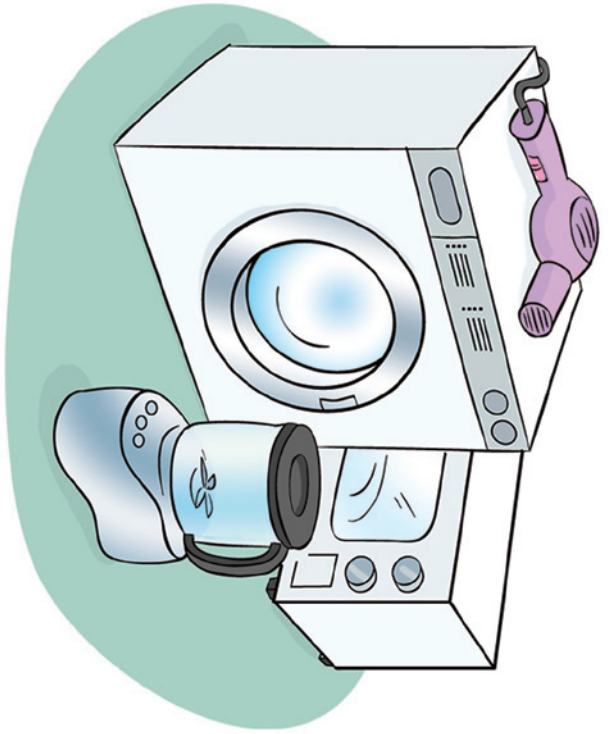
# Flashcards



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fold

fold

**make magic**  
She can **make magic**.

**machine**  
These are **machines**.



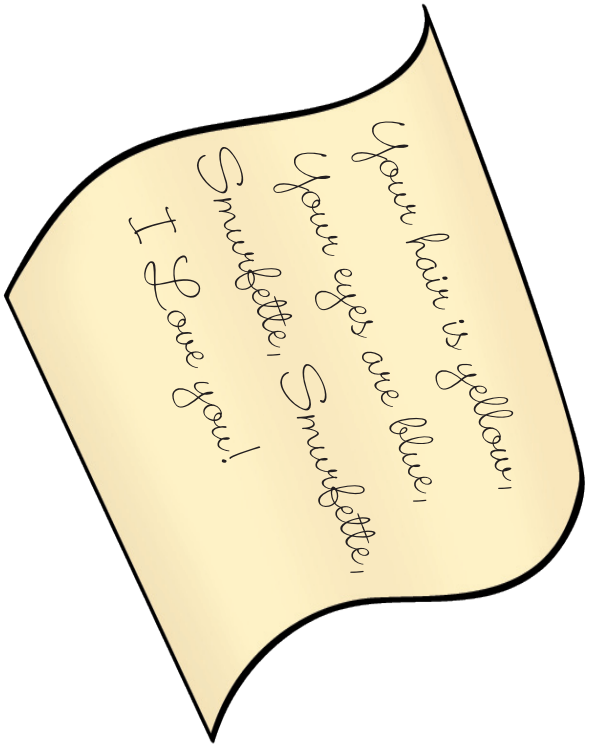
# Flashcards



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**play music**

**They like to play  
music.**



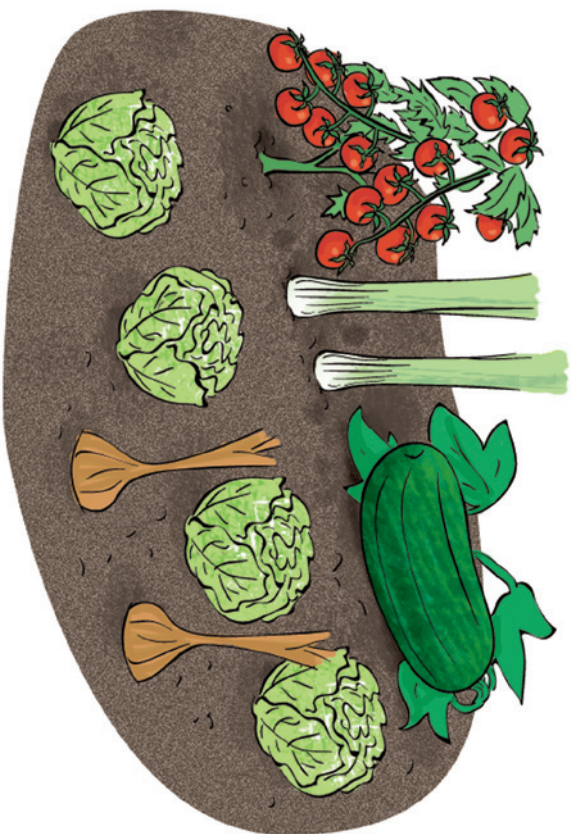
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**poem**

**This is a poem.**



# Flashcards



**vegetable garden**  
This is a **vegetable garden**. There are a lot of **vegetables**.



**work**  
She is a teacher.  
She **works** in a school.