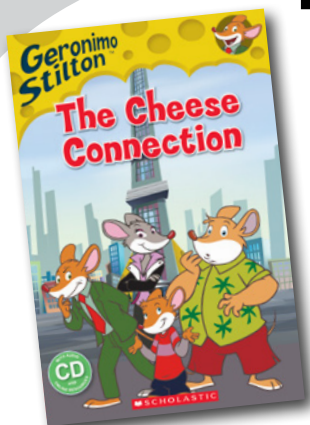


Teacher's Notes



The Cheese Connection

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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 *Geronimo Stilton: The Cheese Connection 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.

Geronimo Stilton: The Cheese Connection has a total story wordcount of 228 words.

Geronimo Stilton: The Cheese Connection – synopsis

Geronimo Stilton finds out there's no cheese in New Mouse City. Geronimo goes to the city's cheese warehouse where he meets Marty, a restaurant owner. Marty tells Geronimo that a thief called Mouse Capone has taken the city's cheese. But Geronimo, a journalist, is suspicious and decides to investigate. Geronimo and his family – his sister (Thea), his cousin (Trap) and his nephew (Benjamin) – go back to the cheese warehouse. They discover a tunnel which leads to Marty's restaurant. Meanwhile, Geronimo and Trap are kidnapped by Mouse Capone. However, Geronimo recognises that Mouse Capone is really Marty in disguise. Marty locks Geronimo and Trap in a room which he tries to fill with cheese. Geronimo and Trap manage to escape but are carried through the city on a river of cheese. The river takes them to the city park and catches up with Marty. The police find Marty and arrest him.

Geronimo Stilton animated series

Genre: animated comedy

Suitable for: all children

Inspired by: The animated series is based on the award-winning *Geronimo Stilton* stories by Elisabetta Dami.

Why not try the other Geronimo Stilton Popcorn ELT Reader?

- *Geronimo Stilton: Attack of the Killer Whale!* (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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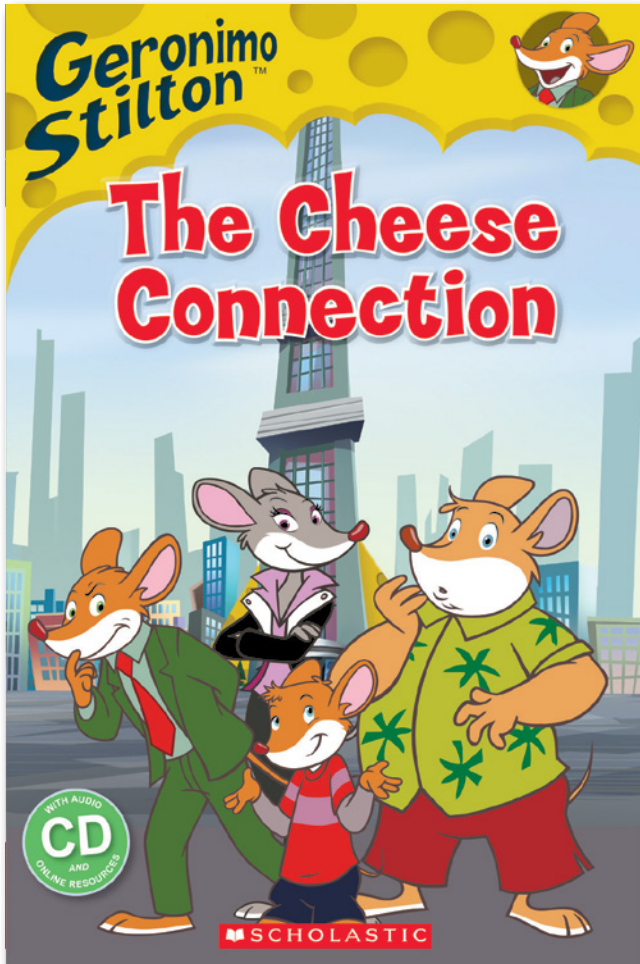




Before you read ...

Warm-up

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



- 1 Look together at the front cover of the book, and find out if students know Geronimo Stilton. Ask students to look at the image of Geronimo Stilton. Ask questions about Geronimo: *Where does he live? What does he do?* Explain in L1 that he is a journalist and he lives in a city called New Mouse City.
- 2 Explain that the other characters on the cover are Geronimo's family. Can they guess who the characters are? (*Back centre: his sister (Thea); Right: his cousin (Trap); Front centre: his nephew (Benjamin).*)



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 story, but are not on the headword list. The new words are in **bold** throughout the story.

New Words

<p>cheese</p>  <p>Nice cheese!</p>	<p>journalist</p>  <p>He is a journalist.</p>	<p>sandwich</p>  <p>He is eating a sandwich.</p>	<p>tunnel</p>  <p>They are in a tunnel.</p>
<p>hat</p>  <p>She has a white hat.</p>	<p>mayor</p>  <p>Hello! I'm the mayor.</p>	<p>thief</p>  <p>She is a thief!</p>	<p>warehouse</p>  <p>The warehouse is very big.</p>

Where's the popcorn?

Look in your book.
Can you find it?

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. 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.
- 3 Hold up your book, point to and say the question *Can I have a sandwich, please?* Tell the students in L1 that we use the question *Can I have ..., please?* to ask for something.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(Answer: page 20)

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- 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.
- 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 of your class, the 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

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 often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

Read aloud

Once the students have heard the story several times they can read the story out loud together as a class, either with or without the CD. There are two versions of the story on the CD: Track 2 and Track 3. Track 3 includes audio signals to indicate when students should turn the pages as they read along with the story. 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 story you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture from the story and ask them to guess in L1 what is happening.
- Copy several pictures from the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.

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 story you could:

- Point to a picture and ask questions, e.g. *Who can you see? Where are they? What is (Geronimo) doing? Is he happy or sad?*
- Point to a picture and describe it, but include a mistake in the description. For example, point to page 10 and say *There's water in the tunnel.* Encourage the students to correct your sentence: *No, there's cheese in the tunnel.*
-  Play the audio extract that corresponds with the section of the story that students have just read. For example, play the scene when Geronimo and Trap are kidnapped by Mouse Capone. After watching, ask students to tell you how much they remember. Make a list on the board, then look at the extract again in the Reader to see how well they have done.

After finishing the story you could:

- 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.
- Divide the class into groups and give each group a word that is used regularly in the story. For example, give groups the words *cheese, warehouse, restaurant* and *thief*. You might want to create an action for each word. Play the CD or read the story aloud. Each time students hear their word, they stand up and sit down again, or do the action.

- Draw a sandwich with your favourite filling on the board. Say: *My favourite sandwich is a (cheese and tomato) sandwich.* Brainstorm different foods to put in a sandwich: *chicken, lettuce, egg etc* and write the words on the board. Then ask the class to draw their favourite sandwich and complete the model sentence: *My favourite sandwich is a sandwich.*
- Describe the events in one of the pictures in the story. Ask the class to look through the book and find the page. When they find it, they put up their hands. For example: *Geronimo is talking to the mayor.* (page 6), *Benjamin, Thea and Trap are eating cheese* (page 9), *Geronimo can't open the door.* (page 16).
- Write *Yes* and *No* on cards and stick them to opposite walls of the classroom. Ask the students a question about the story and they point to the correct card. For example: *Is Benjamin a journalist?* (*No*), *Does Mouse Capone wear a dark hat?* (*Yes*), *Does the tunnel go to Marty's restaurant?* (*Yes*), *Is the mayor a thief?* (*No*). For a more dynamic version, the students stand up and go and touch the correct answer.



Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

Where's the cheese?

Who's the thief?

Mouse Capone has a dark hat.

Look! There's a tunnel.

We've got the thief!

I've got a cheese sandwich for you!



Answer Key

After you read (pages 20–22)

1

Logical intelligence 

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

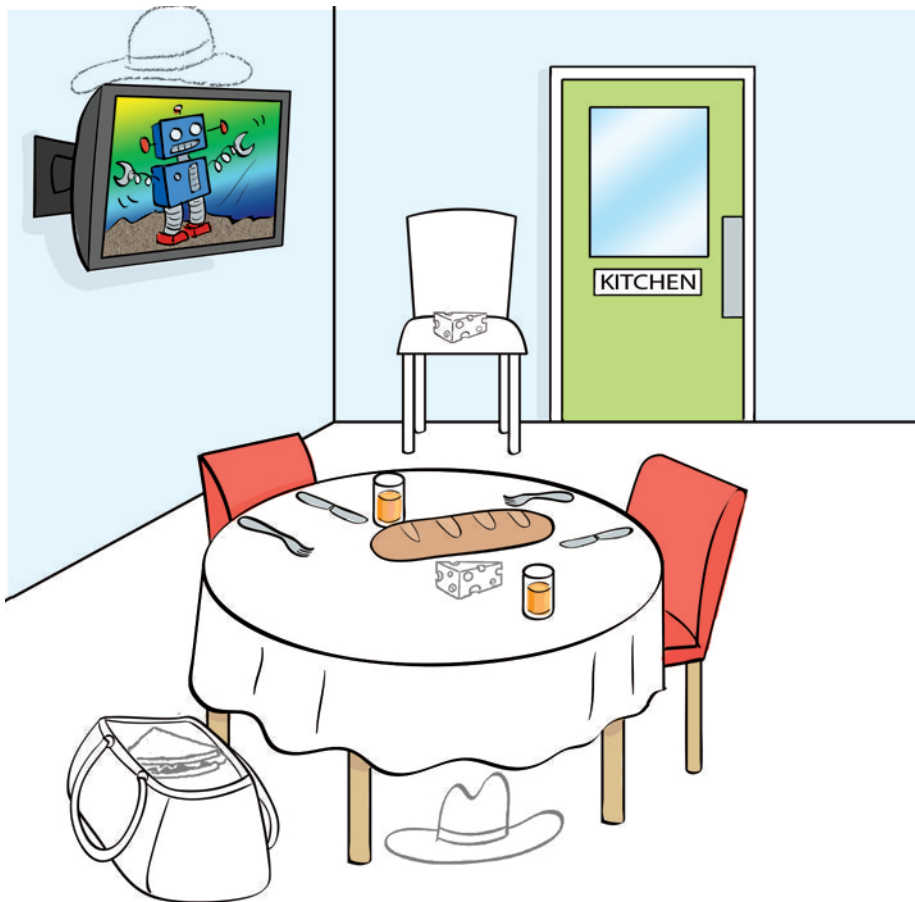
2

Linguistic/Spatial intelligence 

- a iii) hat
- b iv) cheese
- c v) sandwich
- d ii) tunnel
- e i) restaurant

3

Spatial intelligence 




Quiz time! (page 23)




- 1 yes
- 2 no
- 3 yes
- 4 yes
- 5 yes




Chant

Musical intelligence

 This page is recorded on the CD.

- 1**  Say *Open your books at page 24.*
Read the chant or play the CD and ask students to read and listen carefully.
- 2**  As a class, invent some actions to go with the chant, e.g. everybody rub their stomach for *We're all hungry*, then everybody put their hand above their eyes and look from side to side for *Where's the cheese?* Students do the actions as they say the chant.
- 3** 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.
- 4**  Students from each group can teach each other their lines and actions so that students will then be able to mime and say the whole chant.


Chant

1  Listen and read.

Who's the thief?

We're all hungry.
Where's the cheese?
Geronimo Stilton,
Find it, please!

Who's the thief?
Who has a hat?
Is it Mouse Capone
Or Marty the rat?

2  Say the chant.



24



Flashcards



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fold

hat

She has a white **hat**.

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fold

cheese

'Nice **cheese!**'



Flashcards

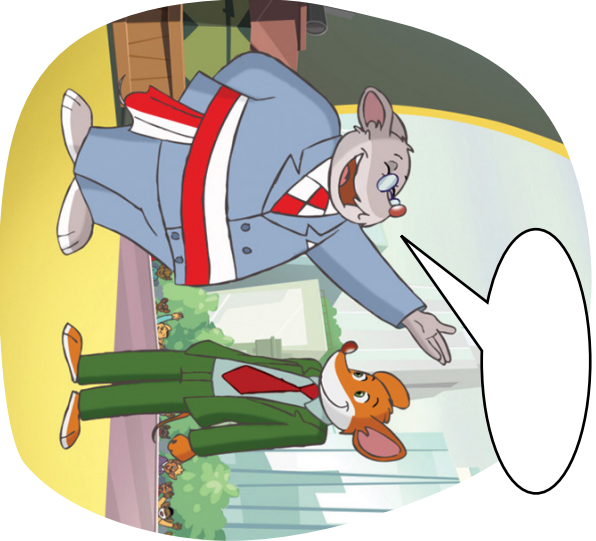


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journalist

He is a **journalist**.



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mayor

'Hello! I'm the **mayor**.'



Flashcards



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sandwich

He is eating a
sandwich.



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thief

She is a **thief!**



Flashcards



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tunnel

They are in a **tunnel**.



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warehouse

The **warehouse** is
very big.