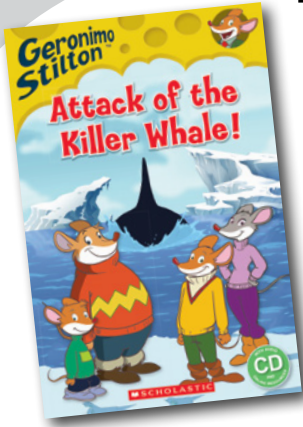


Teacher's Notes



Attack of the Killer Whale!

™ & © Atlantyca S.p.A., Italy Animated Series © 2010 Atlantyca S.p.A., Italy.
All Rights Reserved.

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: Attack of the Killer Whale! Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

Geronimo Stilton: Attack of the Killer Whale! has a total story wordcount of 763 words.

Geronimo Stilton: Attack of the Killer Whale! – synopsis

Geronimo Stilton decides to go to the Arctic with his family: his sister (Thea), his cousin (Trap) and his nephew (Benjamin). Geronimo is a journalist and wants to find out more about the Arctic.

In the Arctic Geronimo and his family stay on Captain Ingram's boat. One morning, Thea and Trap go to take photos while Geronimo and Benjamin stay on the boat. Suddenly, a killer whale attacks the boat and Captain Ingram sails behind some icebergs to hide. When Geronimo is worried that Thea and Trap won't be able to find the boat, one of the sailors (Ramone) locks Geronimo and Benjamin in their room.

Geronimo and Benjamin escape and they discover a baby killer whale hidden on the boat. The killer whale that is attacking the boat is its mother. The captain plans to sell the baby killer whale and wants to catch the mother. Captain Ingram is about to catch the mother killer whale when Trap arrives back. Trap takes the captain's photo. The bright flash surprises the captain and the killer whale escapes.

The sailors chase Geronimo and Benjamin, but Benjamin calls the police who arrive to stop Captain Ingram. In the end, the baby killer whale is set free and swims away with its mother.

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: The Cheese Connection* (Starter level)



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>Attack of the Killer Whale!</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Story Quizzes (S)	pages 7–8
Real World (T)	page 9
Real World Project: My Arctic Animal (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words flashcards	pages 13–18

(T) Teacher's notes

(S) Student activities (photocopiable)





Meet ... everyone from *Geronimo Stilton: Attack of the Killer Whale!*

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 characters from Geronimo Stilton books or cartoons?* If anyone knows and likes the characters, talk briefly in L1 about why they like them.
- 2 Look together at the front cover of the book. Ask *Is it hot? (No) Is it cold? (Yes), Where is Geronimo? Who's he with? What are they wearing? What animal can you see? (a killer whale).* Explain that Geronimo and his family are in the Arctic. Elicit or explain that the Arctic is a cold region around the North Pole.
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is angry? Who is happy?*
- 4 Pre-teach *iceberg* and *boat*. (These words also appear on the 'New Words' page.)
- 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 like taking photos*. Students say *You're Trap*. Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the TV episode to predict the answers. Say each character's name and students call out *good* or *bad*. Don't give the answer at this stage as students will read the story to find out.



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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>boat</p> <p>This is a boat.</p>	<p>lock</p> <p>He's locking the door.</p>	<p>sell</p> <p>The shop sells bags.</p>
<p>attack</p> <p>The birds are attacking the cat.</p>	<p>catch</p> <p>I can't catch it!</p>	<p>police</p> <p>The police have got a man.</p>	<p>window</p> <p>There are three windows.</p>
<p>baby</p> <p>The baby cat is sleeping.</p>	<p>iceberg</p> <p>There's an iceberg in the sea.</p>	<p>sail / sailor</p> <p>He sails on the sea. He's a sailor.</p>	<p>'Say cheese!'</p> <p>Say cheese!</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 *iceberg* and *boat* 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. Draw students' attention to the difference in pronunciation between *sail* /seɪl/ and *sell* /sel/. Note also that the stress on *police* is on the second syllable /pə'li:z/.
- 3 The conversational language on this page is *Say cheese!* When we take photos of people, we tell them to *Say cheese!* to make them smile. Elicit what people say in the students' L1. Say *Say cheese!* several times and ask students to repeat and mime taking photos of each other.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- 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.
- Put the class into two teams. One student from each team stands in front of you. Take a flashcard and hide it behind a book. Show a part of the picture. Gradually reveal the picture until one of the students guesses what it is. The first student to say the word wins a point for their team. Continue with other flashcards until every student has had a turn.



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

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 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.

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.


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 pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He works on the boat. He never laughs. Who is he? (Ramone). It's big and white. It's in the sea. What is it? (An iceberg).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short extract of the recording that corresponds with the section of the story that the students have just read. For example, play the scene in which Geronimo and Benjamin are locked in their room and Benjamin escapes. After reading, ask questions to see how much they can remember, e.g. *Why can't Benjamin open the door? Who's got the Ben Pad? Who goes out of the window? Who does Benjamin see? Where is Benjamin?* Ask students to look at the images in the story to confirm answers.

After finishing the story you could:

- Do the activities at the back of the reader.
-  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.

- Write or dictate some nouns from the story: *baby, boat, iceberg, police, window.* Tell the students to find an image of each of the words in the story. In pairs, students write a short sentence in the present tense with each noun, e.g. *The police catch Captain Ingram and the sailors.*
- Ask students to draw a picture of their favourite part of the story and write a caption for it. You could then give a few of the pictures to small groups of students, and ask them to put the pictures in the order they happen in the story.
- In small groups, students think of a new ending for the story. They either write, draw or role-play their new final scene.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Attack of the Killer Whale! 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 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.



Chapter Quizzes (Answer key, page 11)

Chapter 1

Circle the correct words.

- 1 Captain Ingram / Ramone takes Geronimo to his room.
- 2 Trap is always *angry* / *hungry*.
- 3 Geronimo and Benjamin's room is *big* / *small*.
- 4 Trap and Thea go to see the *icebergs* / *killer whale*.
- 5 Trap wants to *draw pictures* / *take photos*.

Chapter 2

Put the sentences in the correct order.

- a) Captain Ingram sailed the boat behind some icebergs.
- b) Thea phoned Benjamin, but he didn't answer.
- c) The killer whale attacked the boat.
- d) Ramone locked Geronimo and Benjamin in their room.
- e) Benjamin and Geronimo phoned Thea.
- f) Thea and Trap went back to the boat.

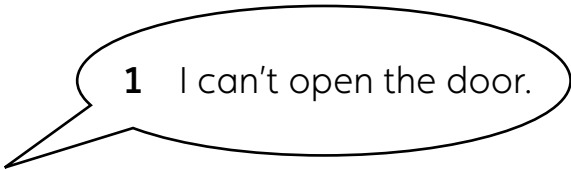




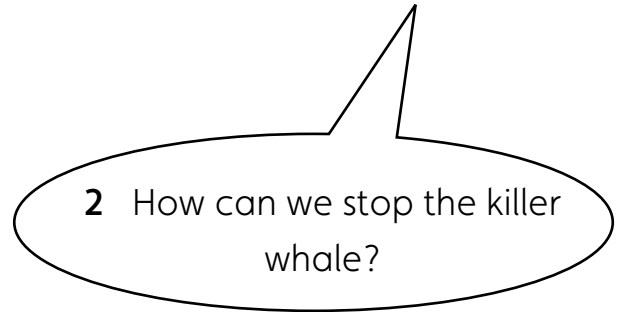
Chapter Quizzes (Answer key, page 11)

Chapter 3

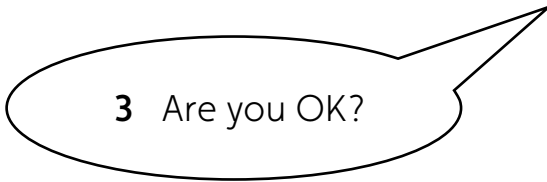
Who says this? Who do they say it to?



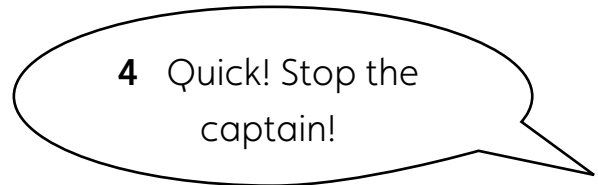
...Benjamin... says this to ...Geronimo...



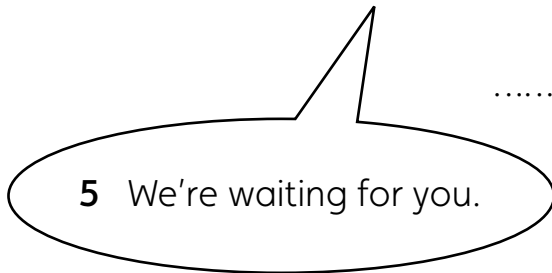
..... asks this to



..... asks this to



..... says this to



..... says this to

Chapter 4

Answer the questions.

- 1 What does Captain Ingram want to buy? **a new boat**
- 2 Who wanted to take a photo of Captain Ingram?
- 3 Who ran after Geronimo and Benjamin?
- 4 What did Benjamin do with his Ben Pad?
- 5 What did Thea say to the killer whales?



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 ARCTIC
It's very cold in the Arctic, but it's very beautiful too.

Winter in the Arctic
In the Arctic winter, it is sometimes -40°C and very windy. It is very dry in the Arctic, so it doesn't rain or snow much.

Day and night
In June, the days are long. It's light at 12 o'clock at night! In December, it's dark all day!

The Northern lights
On some nights, there are green, purple and blue lights in the sky. These are the Northern lights.

The Arctic

Polar bears live in the Arctic. In winter, polar bears sleep. In summer, they look for food. Sometimes there's not much food for polar bears in the Arctic.

Killer whales live in seas everywhere. They live in the cold seas of the Arctic too.

Would you like to go to the Arctic? Why? / Why not?

What do these words mean? Find out.
winter dry sky
summer food

- 1 With books closed, ask *Where is Captain Ingram's boat? (In the Arctic)*. Ask questions for students to answer in English or L1: *Where is the Arctic? Which animals live there?*
- 2 Tell students to open their books at page 26, look at the photos and say what they can see. Teach the words *sky, light, dark, polar bear*. Draw students' attention to the image of the Earth showing the location of the Arctic.
- 3 Write three questions on the board:
1 *Does it rain a lot in the Arctic?* 2 *What colour are the Northern lights?* 3 *What do polar bears do in summer?* The students read the text, listen to the CD and answer the questions. (Answers: 1 *No, it doesn't. It's very dry.* 2 *The Northern lights are green, purple and blue.* 3 *Polar bears look for food in summer.*)
- 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 red 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). Encourage students to research information about another Arctic animal, either at home or in the school library, using books or the Internet. Tell them it can be a land or sea animal. Give some suggestions, e.g. *Arctic fox, walrus, seal, Arctic hare, reindeer*. Students complete the text about their animal, draw or stick a picture of it in the space provided, and draw an Arctic landscape in the background.
- 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:
Science

My Arctic Animal

Draw a picture of your animal here.



This is a

It's and

It's got

It can

It eats



Answer Key

After you read (page 28)

1 a ii b iii c iv d vi e i f v

- 2 a Benjamin and Geronimo's room was **big small** and dark.
 b Trap and **Benjamin Thea** went to see the icebergs.
 c The **baby mummy** killer whale was very angry. / The baby killer whale was very **angry sad**.
 d **Ramone Benjamin** phoned the police on the Ben Pad.
 e Trap said '**Eat Say** cheese!' to the captain.



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
 Can they find it? (Answer: page 25)

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/Spatial intelligence



- a baby d boat
 b sailor e iceberg
 c police f window

2

Linguistic intelligence



- a windows c an iceberg
 b a killer whale d sailors

3

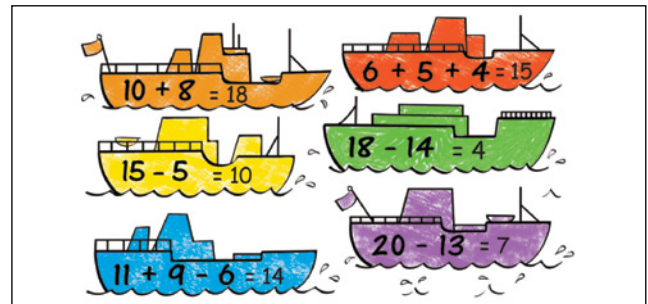
Linguistic intelligence



- 1 Arctic
 2 cold
 3 Geronimo
 4 baby
 5 icebergs

4

Logical/Spatial intelligence



Story Quizzes Answer Key

(Teacher's notes, pages 7 and 8)

Chapter 1

- 1 Ramone 2 hungry 3 small
 4 icebergs 5 take photos

Chapter 2

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

Chapter 3

- 1 Benjamin, Geronimo
 2 Ramone, Captain Ingram
 3 Geronimo, Benjamin
 4 Benjamin, Geronimo
 5 Captain Ingram, the killer whale

Chapter 4

- 1 a new boat 2 Trap 3 the sailors
 4 He phoned the police. 5 Say cheese!



Imagine ...

Kinaesthetic intelligence



- 1 Say *Open your books at page 31*. Put students in pairs. Tell the pairs to assign roles, Geronimo or Benjamin.
- 2 Show the images on pages 14 and 15 where Benjamin and Geronimo are locked in their room and can't get out. Talk about how the characters feel. They are sad and worried at the beginning, but then happy and excited when Benjamin climbs through the window.
- 3 The students read their roles in pairs. They then change roles and read through again. Remind them to show Benjamin and Geronimo's feelings in their voices. Then tell them to read through again adding some actions. For example: Benjamin can be looking around for his Ben Pad and then pulling on the door to open it.
- 4 Join pairs together to make small groups of four. The pairs take turns to read and act out the story for each other.
- 5 Ask a pair of confident actors to the front to read and act out the dialogue for the rest of the class.

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  Play the CD and ask the class to listen and read the words out loud.
- 3 Divide the class into two groups. Ask group A to say the first verse and group B to say the second. For variety, try different voices: a happy voice, a whisper, a ghost's voice etc.
- 4 As a class, students invent some actions to go with the chant, e.g. they give thumbs up for the line *I love my Ben Pad!* or they mime waves with their hands for *In the Arctic Sea*. Students now do the actions as they say the chant.



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

attack

The birds are
attacking the cat.

baby

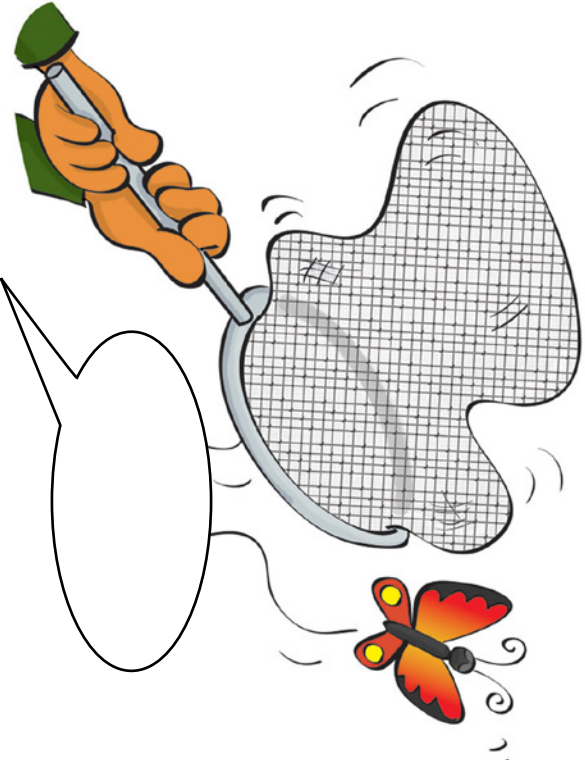
The **baby** cat is
sleeping.



Flashcards



© Scholastic Ltd



© Scholastic Ltd

© Atlantyca S.p.A., Italy



fold

fold

boat

This is a boat.

catch

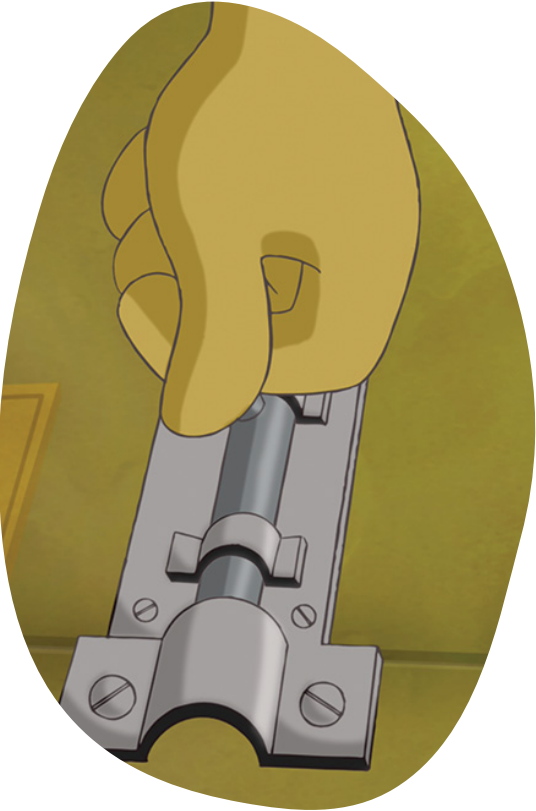
'I can't catch it!'



Flashcards



© Scholastic Ltd



© Atlantica S.p.A., Italy

© Scholastic Ltd



© Atlantica S.p.A., Italy

fold

fold

iceberg

There's an **iceberg**
in the sea.

lock

He's **locking** the door.



Flashcards



© Scholastic Ltd

© Atlantyca S.p.A., Italy



© Scholastic Ltd

© Atlantyca S.p.A., Italy

police

The **police** have got
a man.

sail / sailor

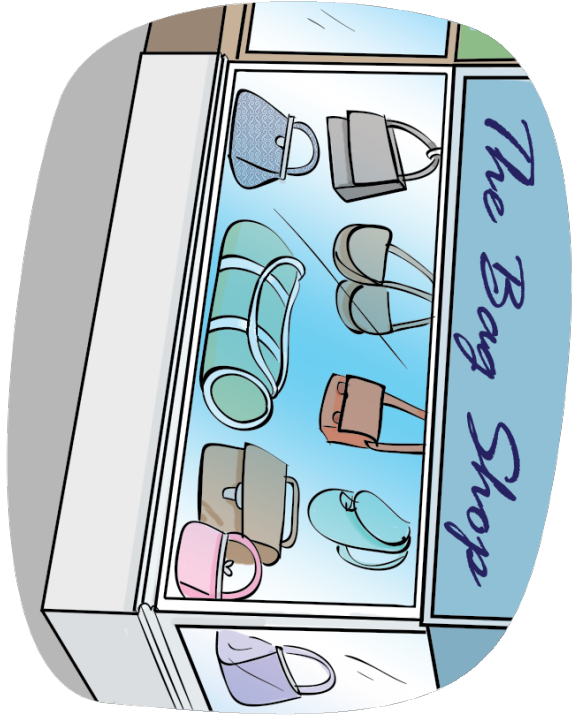
He **sails** on the sea.
He's a **sailor**.

fold

fold



Flashcards

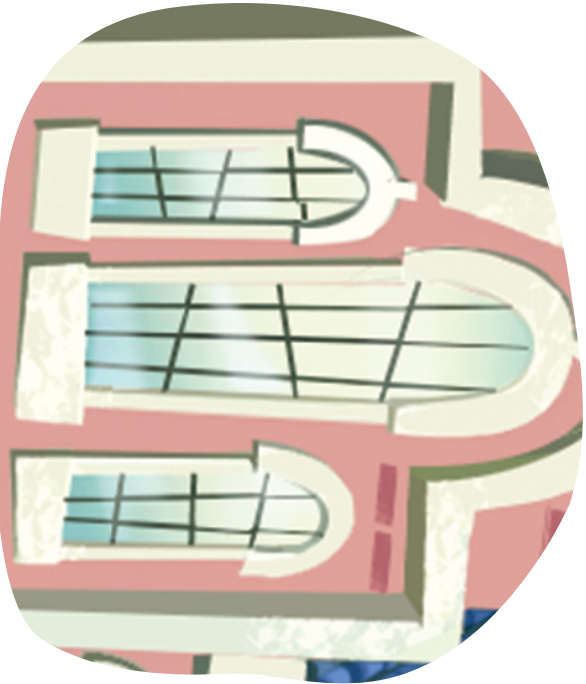


© Scholastic Ltd

fold

sell

The shop **sells** bags.



© Scholastic Ltd

© Atlantica S.p.A., Italy

fold

window

There are three
windows.



Flashcards

© Scholastic Ltd

fold

'Say cheese!'