

Teacher's Notes



★ THE ADVENTURES OF ★ **TINTIN** THE LOST TREASURE

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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: The Lost Treasure 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.

The Adventures of Tintin: The Lost Treasure has a total story wordcount of 1151 words.

The Lost Treasure – synopsis

Tintin buys a model ship at the market. A strange man called Sakharine tries to buy it from him. He explains that there are three models of the ship the *Unicorn*. Sakharine owns one but he wants all three. Tintin refuses and later he finds a scroll with a message inside the model. Before he can learn more, some men take him away.

Tintin awakes on board a ship. He is the prisoner of Sakharine. Tintin's dog Snowy – who has followed him onto the ship – helps Tintin to escape. In another room, Tintin meets Captain Haddock, the descendant of Sir Francis Haddock, who made the model ships. Haddock is Sakharine's prisoner also. As they escape from the ship, Tintin learns that the third model ship is in the city of Bagghar.

Tintin, Haddock and Snowy go to Bagghar, first by boat and then by seaplane. In Bagghar Sakharine gets the third scroll first. Now, with the scroll his men got from Tintin's home, he has all three scrolls. However, Tintin chases him and gets the scrolls. With them all together, he is able to read the message at the bottom – they are map co-ordinates. These lead Tintin and Haddock to Marlinspike Hall, the Haddock family home. Here they discover Sir Francis Haddock's treasure.

The Adventures of Tintin – the film

Directed by: Steven Spielberg

Based on: books by Hergé

Released: 2011

Genre: animated adventure

Suitable for: children with parental guidance

Actors: Jamie Bell (voice of Tintin), Andy Serkis (voice of Captain Haddock), Daniel Craig (voice of Sakharine)

Awards: Golden Globe – Best Animated Feature Film 2012

Why not try the other Tintin Popcorn ELT Readers?

- *Tintin's Daring Escape* (level 1)
- *Danger at Sea* (level 2)

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 *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: The Lost Treasure?* 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. Tell the students in L1 that Tintin is the hero of the story. Point at Snowy and ask *Is this Tintin?* (No) Point at Captain Haddock and ask *Is this Tintin?* (No) Point at Tintin and ask *Is this Tintin?* (Yes). Point to the motorbike and say *This is a motorbike.*

OR

Tell students (in L1) they're going to see part of a film about a young reporter who follows a series of clues. Tell them to think about the answers to these questions as they watch: *What does Tintin buy? Who tries to buy it?* Show the scene near the start of the film, when Tintin buys the model ship and Sakharine tries to buy it from him. Afterwards, discuss the answers to your questions.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is Tintin's best friend? (Snowy) Where does Tintin meet Captain Haddock? (On his ship).*
- 4 Pre-teach *model* and *treasure*. (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 want all three models of the ship.* Students say *You're Sakharine.* 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 students who haven't seen the film to predict the answers. Say each character's name and students call out *good* or *bad*.



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.

<p>map</p> <p>She is looking at a map.</p>	<p>radio</p> <p>He listens to the ship's radio.</p>	<p>seaplane</p> <p>A seaplane can go on the water.</p>	<p>treasure</p> <p>There's a lot of treasure.</p>						
<p>boat</p> <p>Let's go in the boat.</p>	<p>model</p> <p>He is making a model of a car.</p>	<p>rope</p> <p>You need rope on a ship.</p>	<p>'Come on!'</p> <p>Come on!</p>						
<p>box</p> <p>What's in the box?</p>	<p>motorbike</p> <p>This is a motorbike.</p>	<p>scroll</p> <p>This scroll is very old.</p>	<p style="color: red; margin: 0;">Verbs</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Present</td> <td style="padding: 2px;">Past</td> </tr> <tr> <td style="padding: 2px;">break</td> <td style="padding: 2px;">broke</td> </tr> <tr> <td style="padding: 2px;">take</td> <td style="padding: 2px;">took</td> </tr> </table>	Present	Past	break	broke	take	took
Present	Past								
break	broke								
take	took								

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 *model* and *treasure* 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. Point out the pronunciation of the long o in *scroll*.

3 The conversational language on this page is *Come on!* We use this when we want people to come somewhere with us. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *break* and *take* 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. *I broke a glass*.

5 Ask students in L1 what the title of the book means. Explain the meaning of the words *adventures* and *lost*. Ask *Who is looking for the treasure? Where can they find clues to the lost treasure?*


6 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.
- 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.
-  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, play the scene where Tintin wakes up on board the Karaboudjan. Then ask *Where is Tintin? Who is there? What does he want? What comes next in the story?*


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. *What does Tintin buy? (a model ship) Where is the third model ship? (In Bagghar).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story that they have just read. For example, play the scene in which Snowy helps Tintin to escape. After watching, ask students to tell you how much they remember from the scene. Make a list on the board, then show the extract again to see how well they did.

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. places or adjectives to describe people.
-  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 a section of the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *model*, *ship* and *Snowy* for Chapter 1.

- Ask students to draw a picture of the most exciting part of the story. Ask them to describe to a partner what is happening in their picture.
- Ask students to write captions for the pictures in the story.
- Ask students to write a short review of the reader. Write on the board:
I think the story of The Adventures of Tintin 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.



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

Put the sentences in the correct order.

- a Tintin finds a scroll inside the ship.
- b Sakharine tries to buy the model.
- c Two men put Tintin in a big box.
- d Snowy breaks the ship.
- e Tintin buys a model ship.
- f Tintin takes the ship home.

Chapter 2

Answer the questions.

- 1 Where does Tintin wake up? **On a ship.**
- 2 What does Sakharine want?
- 3 Who helps Tintin with the ropes?
- 4 Where is the third model ship?

Chapter 3

Correct the mistakes.

- 1 Tintin, Haddock and Snowy move away from the ship in a ~~big~~ **small** boat.
- 2 The seaplane waits on the ship.
- 3 Tintin shouts to Sakharine's men, 'Put your heads up!'
- 4 The seaplane is in the middle of terrible sun and wind.
- 5 The seaplane comes down in Bagghar.



Chapter Quizzes (Answer key, page 11)

Chapter 4

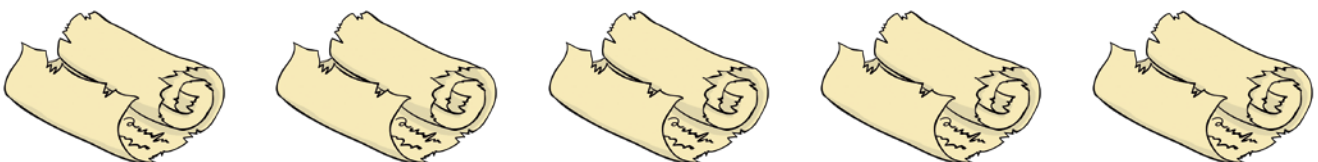
Circle the correct words.

- 1 Bagghar is next / near to the sea.
- 2 Tintin, Haddock and Snowy *walk* / fly to Bagghar.
- 3 Many people from Bagghar wait to hear a famous *captain* / singer.
- 4 The third model ship is in a glass *house* / box.
- 5 The singer from Milan *breaks* / takes the glass box.

Chapter 5

Match.

- | | |
|----------------------|--|
| 1 Sakharine | a are for a place on a map |
| 2 The motorbike | b go to Marlinspike Hall. |
| 3 Tintin | c is faster than Sakharine's car. |
| 4 The numbers | d finds the room with the treasure. |
| 5 Tintin and Haddock | e takes the third ship in a car. |
| 6 Snowy | f can read numbers on the three scrolls. |





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 SAHARA DESERT

In *The Adventures of Tintin*, Tintin, Snowy and Captain Haddock are in the Sahara Desert. Let's find out more about this very big desert.




A BIG place
The Sahara Desert in North Africa is very big – bigger than Europe! It is 4,800 kilometres from the Atlantic Ocean to the Red Sea and it is 1,600 kilometres from top to bottom.


Did you know?
Only 25% of the desert is sand. There are also mountains, rocky places and some greener places with water.

Desert animals


Life in the Sahara is hard, but some animals can live there.



Camel
Camels can live for days with no water. Their big feet help them to walk on the sand.



Sand cat
Many animals in the desert are the colour of sand so other animals cannot see them.



Sahara viper
This snake goes under the sand in the day. It eats at night when it is not very hot.

★
Would you like to go to the Sahara Desert? Why / why not?
★

What do these words mean? Find out.
desert sand mountain rocky snake

26
27

- 1 With books closed, ask *Where does the seaplane come down? (In the Sahara Desert).* In L1 elicit information about the Sahara, e.g. *Where is the Sahara Desert? What is it like? What animals and plants live there?* Write the information on the board.
- 2 Tell students to open their books at page 26. Students read each section, or read and listen to the CD. Ask students what information there is on pages 26–27 that is not on the board.
- 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 10 of these notes). Encourage students to research information about another desert animal, either at home or in the school library, using books or the Internet. They then complete the text about their animal, draw or stick a picture of it in the space provided, and perhaps draw a desert scene in the background.
- 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.

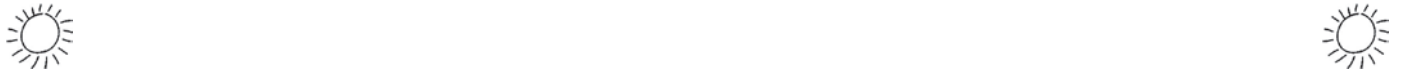


Real World: Project

Cross-curricular
content area:
Science



My Desert Animal



This is a

It has got legs.

It eats

It lives in

It



Answer Key

After you read (page 28)

1 a X b ✓ c ✓ d X e ✓ f X

2 a v b i c iii d ii e iv



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 24)

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 Logical intelligence

a	c	e	h	l
o	r	s	t	

t h e r e e a r e

t h r e e s c r o l l s

2 Linguistic intelligence

- | | |
|----------|-------------|
| 1 radio | 4 seaplane |
| 2 rope | 5 motorbike |
| 3 scroll | 6 treasure |

To the Sahara Desert.

3 Spatial intelligence

- | | |
|------|-------|
| a ii | c i |
| b iv | d iii |

4 Intra-personal intelligence

Students' own answers.

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

Chapter 1

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

Chapter 2

- On a ship
- The scroll
- Snowy
- In Bagghar

Chapter 3

- big small
- ship water
- heads hands
- sun rain
- Bagghar the Sahara Desert

Chapter 4

- | | |
|----------|----------|
| 1 next | 4 box |
| 2 walk | 5 breaks |
| 3 singer | |


Chapter 5

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






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs. Ask each pair to pick one of the pictures on the page and discuss what the characters are saying in the picture.
- 2 Clear a large space in the centre of the classroom. Call up one pair to act out their dialogue in front of the class. Ask other pairs to perform their dialogues, until all four scenes have been acted.
- 3 Ask the students to find new partners. In each pair, Student A says a sentence that a character in one of the pictures might be saying; student B must guess the picture the sentence goes with. Then the students can switch roles so that Student B says a sentence from one of the pictures.
- 4 Repeat this activity until each student has works with three new partners.
- 5  If you have time, play one of these four scenes from the film. Ask students to note down any words or phrases they hear. Build up one of the dialogues on the board.

Chant

Musical intelligence

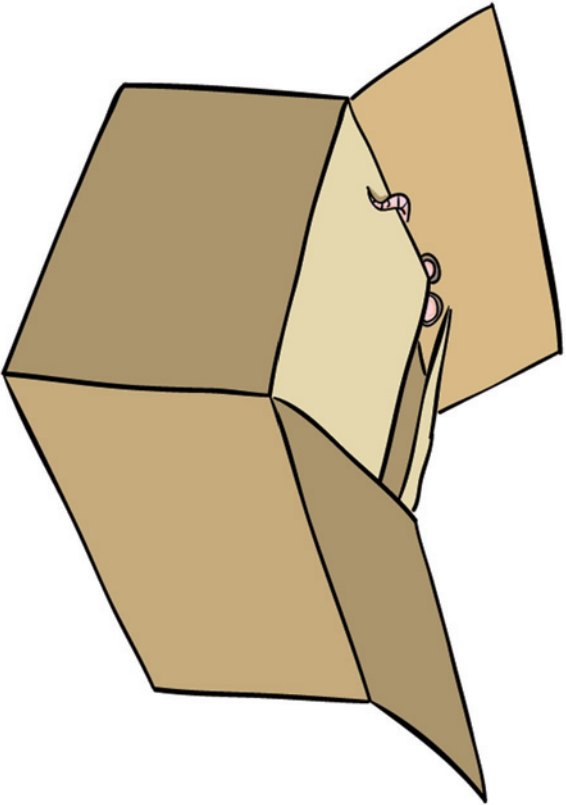
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into three groups. Tell the students that they are going to say the chant. Give a verse to each group to say. The whole class says the last verse together. Play the CD or say the chant yourself. Students say it at the same time. Practise several times.



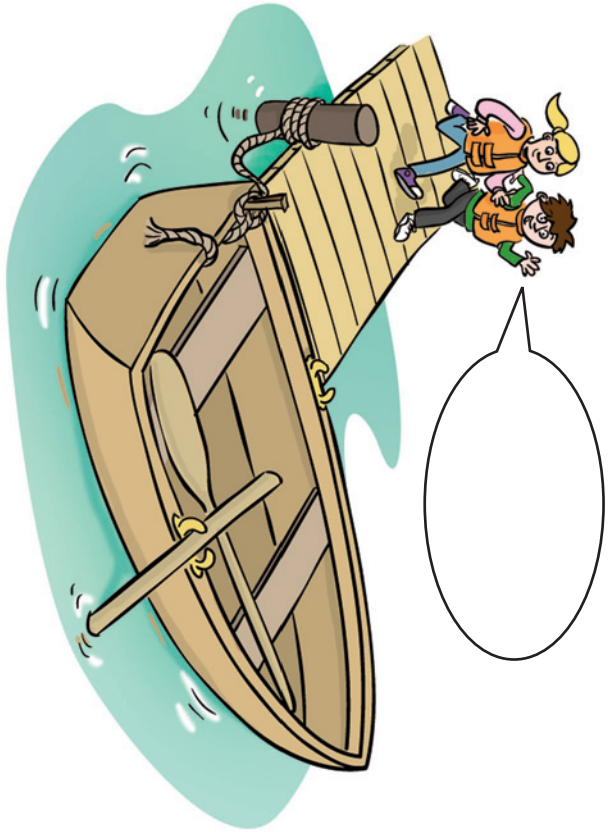
Flashcards



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fold

fold

box

What's in the **box**.

boat

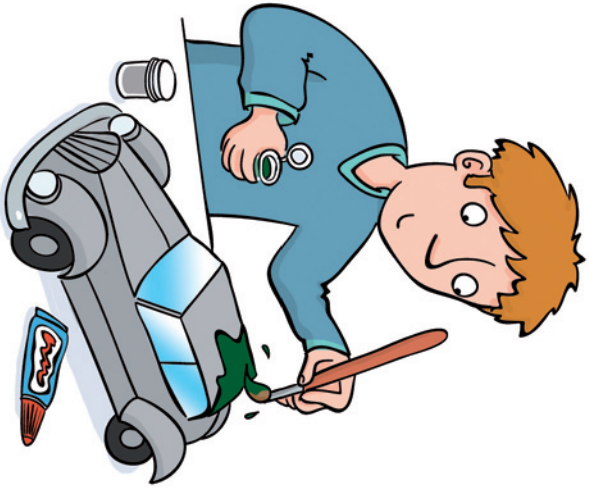
'Let's go in the **boat**.'



Flashcards



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fold

fold

model
He is making a
model of a car.

map
She is looking at a
map.



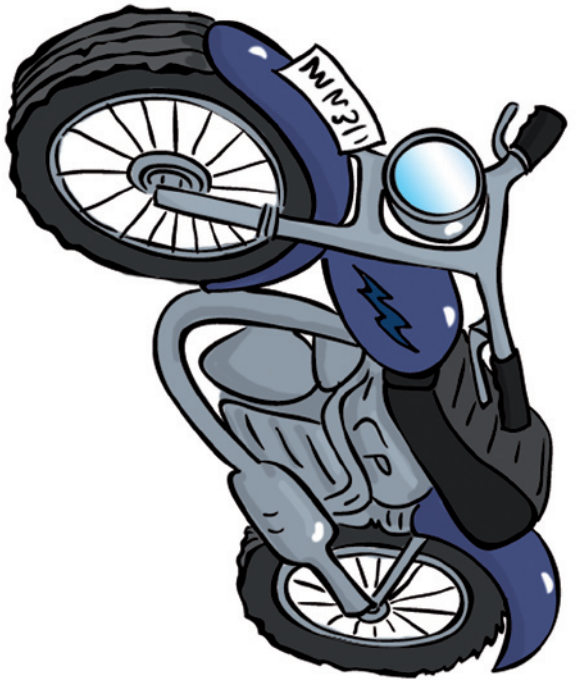
Flashcards



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fold

fold

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

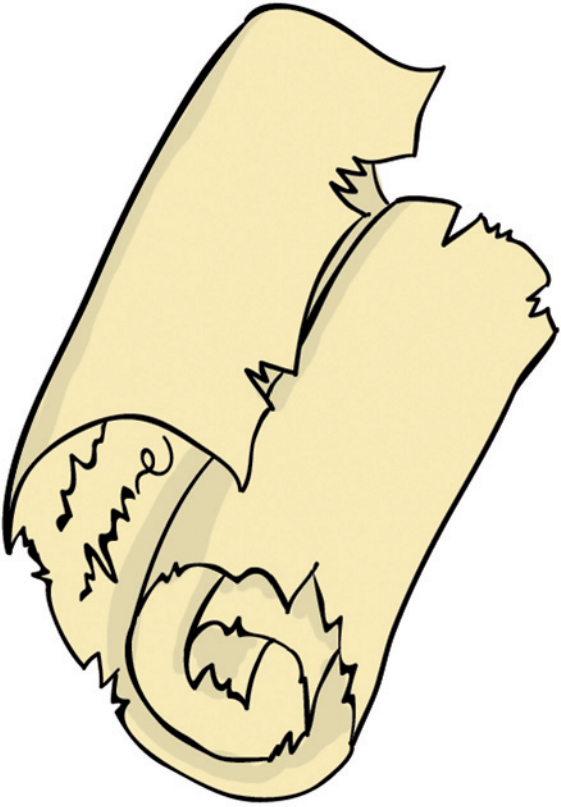
motorbike
This is a **motorbike**.



Flashcards



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fold

fold

scroll

This **scroll** is very old.

rope

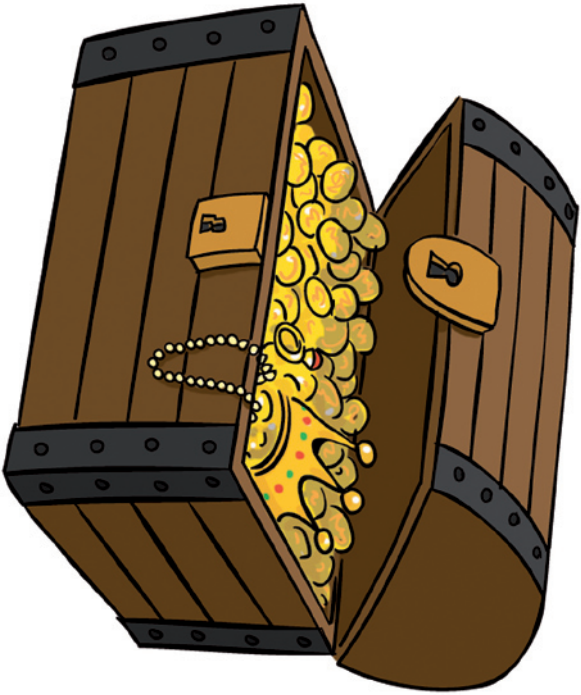
You need **rope** on
a ship.



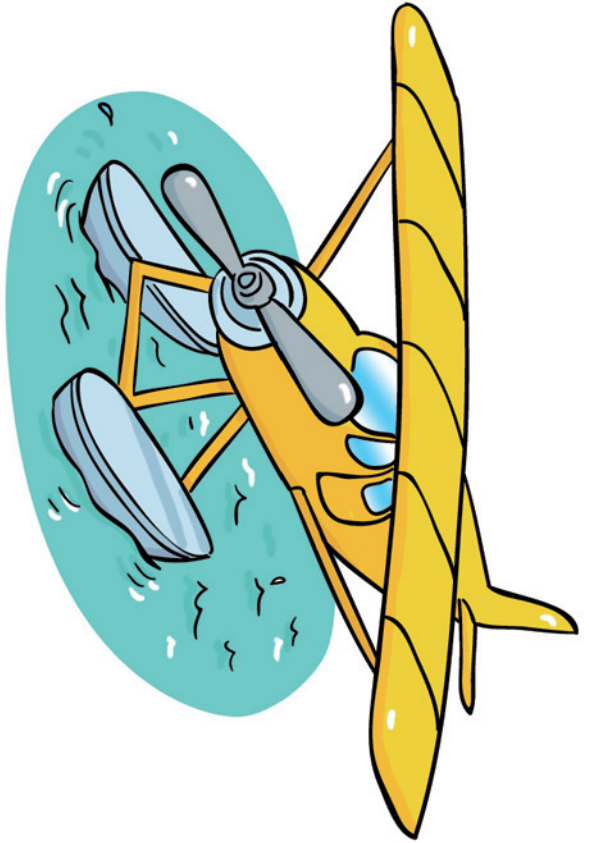
Flashcards



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fold

seaplane

A **seaplane** can go
on the water.

fold

treasure

There's a lot of
treasure.



Flashcards

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fold

'Come on!'