

Summary of the story

The tale begins with a poor man who is given a cat by his father. The talking cat helps his master by gaining the king's favour. First he catches a rabbit and takes it to the king, saying that it is a gift from his master. Then, by cunning, he manages to get some fine clothes for his master, and finally a castle. The king is convinced that Puss-in-Boots's master is worthy of his daughter's hand, and the tale ends with a wedding.

About the author

Puss-in-Boots is the well-known fairy-tale about the ingenious cat and his master. The original tale – *Le maître chat, ou le chat botté* – was written by Charles Perrault and was first published in 1697. Charles Perrault (1628-1703) is thought to be the author of many other well-known fairy tales. Among those attributed to him are *Cinderella*, *Sleeping Beauty*, *Little Red Riding Hood*, and *Bluebeard*. There is some mystery surrounding the authorship of these famous fairy tales, however, as the original manuscripts were signed by his youngest son, Pierre.



Topics and themes

Animals. Introduce *Puss-in-Boots* with a discussion of the pupils' own pets, and follow it with a small discussion on why *Puss-in-Boots* is a 'special' cat. Encourage the pupils to think of the names of other animals and to categorize them. This could lead to a class project on animals.

Clothes, colours and parts of the body. Useful for consolidation and revision of vocabulary. Whilst reading *Puss-in-Boots*, encourage the pupils to comment on clothes, colours, and parts of the body, for example.

Making use of the Reader

Adjective brainstorming.

With the pupils think of as many words to describe Puss as possible and write these on the board.

Finger puppets. Prepare some card or stiff paper about 10cm long and 5cm wide, with two flaps about 2cm up from the base (the flaps will eventually go around the pupils' fingers and so should be long enough to meet at the back). There are seven characters in *Puss-in-Boots*: Puss, the master, the king, the princess, the monster/ the mouse, the rabbit, and the guard(s). The aim is to make one puppet for each character. If the group is small, either give out more than one character per pupil, or omit some of the minor characters. Tell the pupils to draw and colour a character on the card: make sure that all of the (main) characters are represented. (This could also be done for homework). When the art work is finished, show the pupils how to make a finger puppet by wrapping the two flaps around their finger and sticking them with tape. Ask the pupils to work together in a group of the seven characters to make a finger-puppet play of *Puss-in-Boots*. Encourage them to create their own dialogue.

Past simple bingo.

Write the following verbs on the board: *is, give, say, go, take, jump, drive, see, turn, marry, have*. Explain that all of these verbs are in the book, but they are in the past tense. Give them some examples. Put the pupils in small groups and give them 5-10 minutes to guess the verbs in the past simple form. Write them on the board, next to the base forms. Ask the pupils to choose five verbs each and not to show them to anyone else. Tell them to write them down like this: *have-had, give-gave, etc.* Explain the way 'Bingo' works. Get a volunteer to come to the front of the class and read the verbs off the board at random, ticking them off as s/he says them. The other pupils mark off the verbs on their cards when called out. The first to have a 'full house' or complete card shouts BINGO! and becomes the next caller.



Using the accompanying video and audio cassette

Watching/listening for specific information/whole class listening.

Pre-teach some vocabulary/structures from the Reader. Set out the vocabulary/structures on the board. Explain to the pupils that they must stand up whenever they hear the word or the structure on the video or cassette.

Gap-filling/whole class watching and listening or self-study.

Prepare a transcript of the book, leaving gaps in the text. Play the whole video or cassette once. Play it a second time stopping it at the appropriate moments to allow time for writing.

Listening for gist/predicting. Whole class use or self-study.

Stop the video or cassette just as the monster turns himself into a mouse. Ask the pupils to

finish the story. Play the final part of the video or cassette and compare the different versions. Stop the video before the words *cat*, *rabbit*, *mouse*, show a picture and ask the pupils to supply the word.

Simultaneous reading and listening experience. This will be useful for pronunciation and intonation and will help pupils to develop their own reading-aloud skills. The pupils may like to provide the sound effects such as jumping in water, carriage approaching, carriage door opening, monster voice, mouse voice, party noises. If the cat were telling the story how would he talk? How would he act?

Notes on the activities in the Reader

Before you read

Arouse the pupils' interest by looking at the pictures in the book and answering the true/false questions. The pictures provide all the answers.

After you read

Wind down after reading by colouring in the picture of Puss-in-Boots and practising colour vocabulary.

Notes on the activities in the factsheet

Activity 1.

Pupils draw a line from the name to the matching picture.

Activity 2.

Pupils in groups of three should be given a mix of some of these pictures and they all have to work out how they go together. This activity will work best if you cut out the pictures yourself and give them to the pupils to reassemble. Use this as an opportunity for revising body-parts.

Activity 3.

You could pre-teach the saxon genitive(s) before doing this activity e.g. the monster's head. You could build up an enlarged version of the activity on the board if you wish.

Activity 4.

Pupils can circle the words as they find them. They can work in pairs for this activity. There are no diagonal answers.

Answers to the activities

In the back of the Reader

Before you read

Rabbit – yes, cat – yes, duck – no, horse – yes, bird – yes, fish – no, mouse – yes, frog – no.

After you read

See the picture of Puss-in-Boots on the cover.

In the factsheet

Activity 1

1b 2a 3d 4c 5e

Activity 3

a. It is Puss's hat. b. It is the guard's hat. c. They are Puss's boots. d. It is the master's hat. e. This is the princess's crown.

Activity 4

A	C	Q	W	Q	M	W	E
C	A	T	C	H	O	D	D
P	S	K	R	E	N	C	T
U	T	I	D	T	S	L	G
S	L	N	S	H	T	E	I
S	E	G	A	W	E	V	P
A	F	S	C	A	R	E	D
M	O	U	S	E	J	R	Q



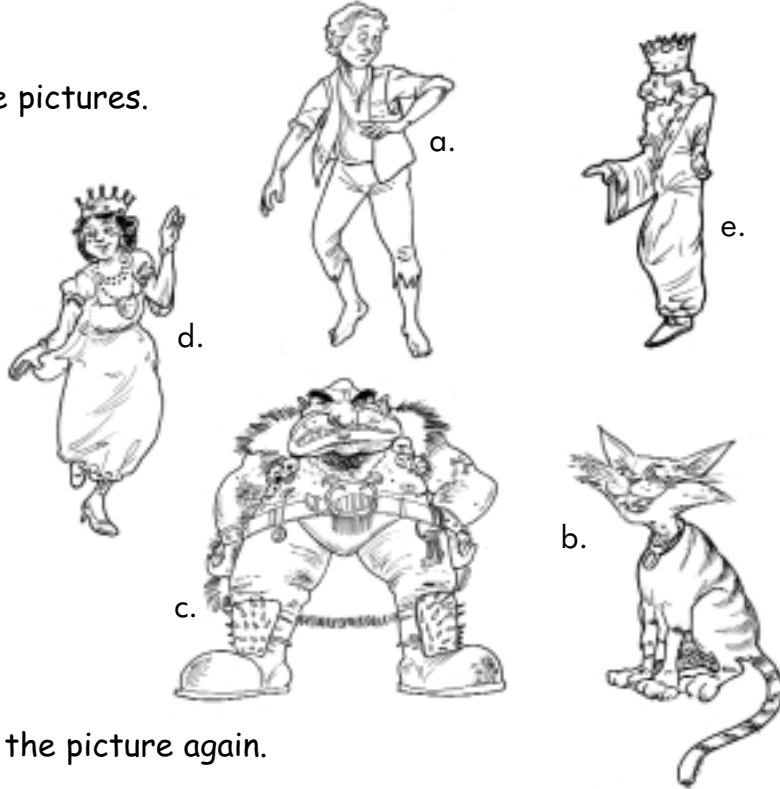
Puss-in-Boots

Name.....

Activity 1

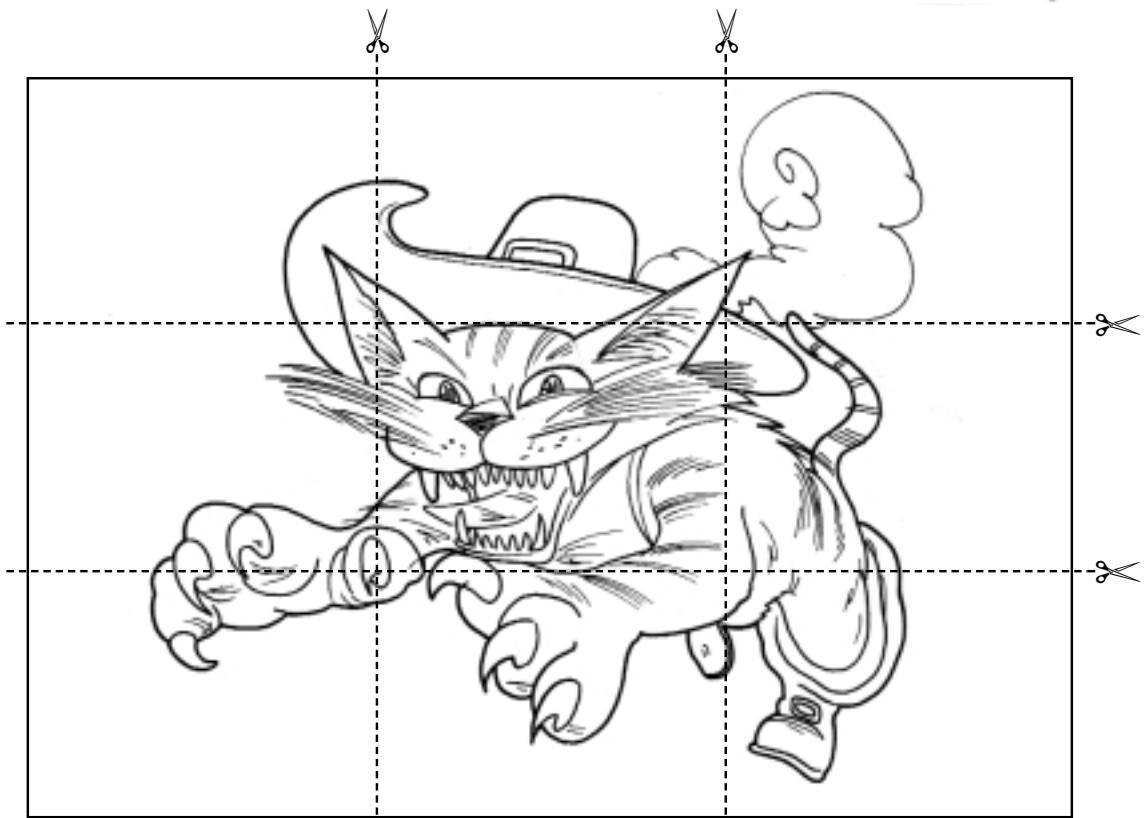
Match the names with the pictures.

- 1. Puss-in-Boots -----
- 2. The master -----
- 3. The princess -----
- 4. The monster -----
- 5. The king -----



Activity 2

Cut along the lines. Make the picture again.



Level
2

Penguin Young Readers Factsheets

PHOTOCOPIABLE

Pupils' Activities

Puss-in-Boots

Name.....

Activity 3

Whose is it? Write the answers under the pictures.

Example.



It is the **king's** crown.



b. It is the guard's _____



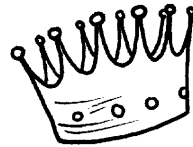
c. They are _____ ' _____ boots.



a. It is _____ ' _____ hat.



d. It is the _____ ' _____ hat.



e. This is the _____ ' _____ crown.

Activity 4

Find these words: castle, mouse, catch, king, clever, scared, monster, puss.

A	C	Q	W	Q	M	W	E
C	A	T	C	H	O	D	D
P	S	K	R	E	N	C	T
U	T	I	D	T	S	L	G
S	L	N	S	H	T	E	I
S	E	G	A	W	E	V	P
A	F	S	C	A	R	E	D
M	O	U	S	E	J	R	Q

