

Puss in Boots



The story

John lived with his cat Puss, his two brothers, and his father, an old miller. When the miller died, John's brothers took all the furniture and all the grain from the mill, and John didn't know what to do. Then Puss said 'I can help you,' and he asked John for his boots and some grain. When the cat left in John's boots and an old hat, John called him 'my Puss in Boots'.

Puss in Boots used the grain to catch some rabbits. Then he took the rabbits to King Harry. On the road he saw a palace, and people told him that a terrible ogre called the Ogre of Carabas lived there. The ogre could change into animals, they said, and he also ate people. When Puss in Boots gave King Harry the rabbits, he said they were a present from his lord, 'the Lord of Carabas'. Every day after that, Puss in Boots caught more animals and brought them to the king, saying they were presents from his lord. King Harry decided to visit the Lord of Carabas and thank him for the presents.

The next day, Puss in Boots went to John's house and said 'you must come with me tomorrow.' Puss in Boots told John to wash in the river, and then he hid John's clothes. When the king's carriage came, Puss in Boots told him 'some men took the Lord of Carabas' clothes and left him in the river.' The king's men give John fine new clothes, and Puss in Boots told him 'trust me and say you are the Lord of Carabas.'

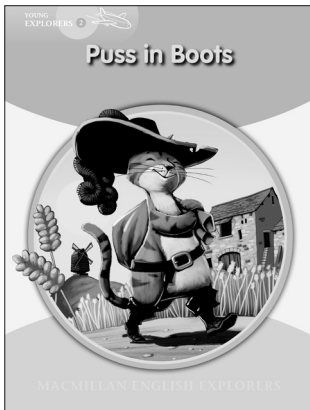
Puss in Boots ran in front of the carriage and told people 'welcome the king and the ogre's brother, the Lord of Carabas'. So when the king's carriage went past the fields, people welcomed John, calling him 'the Lord of Carabas.' John, Princess Maria and the king talked, and the king thought that John was a great lord.

Puss in Boots arrived at the palace and told the ogre 'people say you a great ogre, but I don't believe them'. To show Puss in Boots how great he was, the ogre changed into a lion. But when the ogre changed into a mouse, Puss in Boots jumped on him and ate him.

When King Harry and Princess Maria arrived at the palace, they thought it was John's palace. Maria liked John and she wanted to marry him. So Maria married John, and when the king died, they became the new king and queen. And Puss in Boots became the new Lord of Carabas.

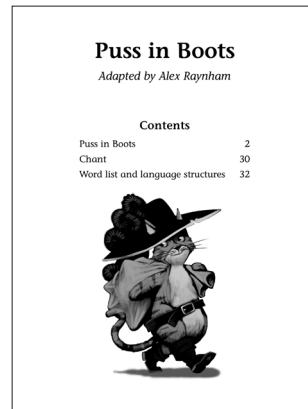
Introducing the book


The cover



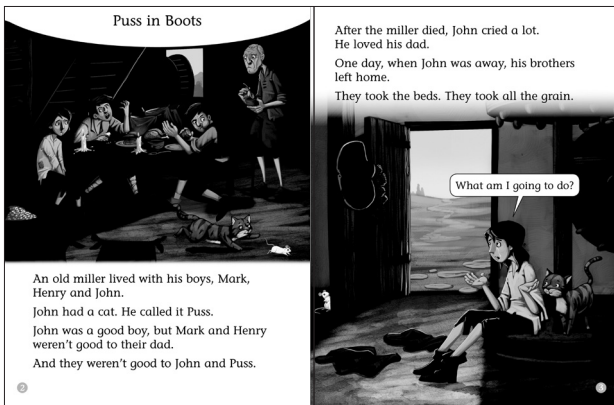
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat it after you.
- Ask children *Who is Puss in Boots?* and elicit that Puss in Boots is a cat. Explain that Puss is a slang word that people often use for cats, and it can also be a cat's name.
- Ask children *What is Puss wearing?* Make sure children understand *boots*.
- Ask *Where do you think Puss in Boots is? Does the story happen in our time, or in the past?*

The title page and contents



- Look at the picture with the class and ask them to say what they can see in it.
- Ask *What do you think the story is going to be about?*
- Explain that the story is a classic (famous) story, which has been told in different versions in Europe for hundreds of years. Explain that the oldest written version of the story was published in a 16th century book by the Italian author Giovanni Francesco Straparola. Today's version of the story is close to a story written by French author Charles Perrault in the late 17th century. Perrault was a great writer of fairy tales, and one of his other famous stories is *Little Red Riding Hood* (Explorers 1).
- Explain that this story has been retold by another writer. Point to his name on the title page.
- Explain that the Contents list tells us what is in the book.
- Ask *How many pages are there in the story?*
- Point to the chant in the Contents list, and elicit that a chant is a kind of poem or song. Ask *Do you like chants?*
-  You can play the audio download of the story at any time you choose. See <http://www.macmillanyounglearners.com/readers/macmillan-english-explorers>

Pages 2 to 3



Active vocabulary

a lot away cried died left (home)

Passive vocabulary

grain miller

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 2. Ask the children *Who can you see? Where are they?*
- Ask the children if the boys and the old man are rich or poor. Then point at the sacks and ask what children think is in them. Explain that the boys and their father are in an old mill house, where people mill grain.
- Ask *What animals can you see? Who is the cat?*
- Look at page 3. Ask *Where is John? Why is he sad? What is different about the room?*

During reading

- Read pages 2–3 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 2–3 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 How many brothers were there?
 - 2 Who was a good boy and who were the bad boys?
 - 3 Who had a cat?
 - 4 What happened to their father?
 - 5 What happened when John was out one day?
- Finally, ask the children to re-read sentences from the story aloud.

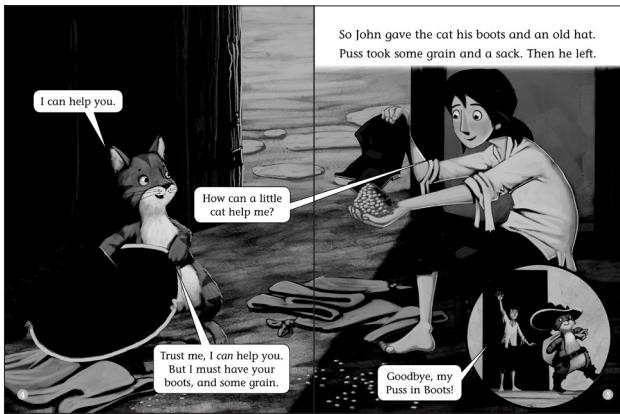
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did John cry?
 - 2 What did his brothers take from the house?
 - 3 Why did they take these things?
 - 4 How did John feel?
- Write the word *cat* on the board. Then write these words below it: *called, dad, away*. Read out the words together as a class, and ask children which word has the same 'a' sound as *cat*.
 - Repeat all the words, highlighting the difference in the 'a' sound. Then repeat all the words with the class until children can pronounce them accurately.
 - Without turning the page, encourage children to predict the next part of the story. Ask *Are John's brothers going to come home? What is John going to do? Is Puss in Boots going help him?*

Pages 4 to 5



Active vocabulary

boots gave goodbye hat sack trust

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 4–5. Ask *Where are John and Puss in Boots? Is the cat wearing boots? Is John wearing boots? Whose boots are they?*
- Look at pages 4–5 again and elicit that Puss in Boots is also wearing a hat and a belt. Ask *What is John giving Puss in Boots?*
- Look at the small picture on page 5 and ask *What do you think happens in the story?*

During reading

- Read pages 4–5 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 4–5 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- You may wish to ask children to act out the speech bubbles. Divide the class into A and B students, and ask one group to read each character’s lines.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who can help John?
 - 2 What does John give Puss in Boots?
 - 3 What does Puss in Boots take?
 - 4 Who leaves the house?
- Finally, ask the children to re-read sentences from the story aloud.

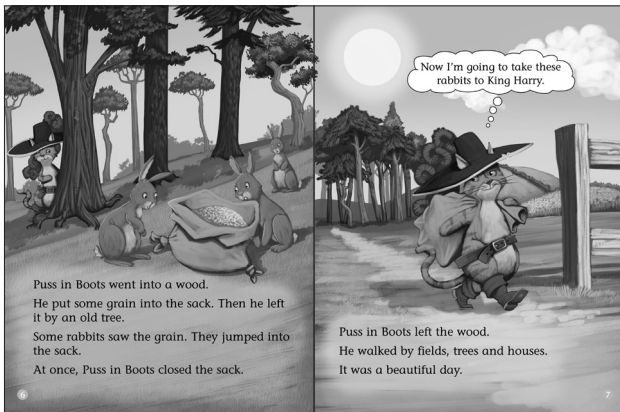
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Do we know that John trusts Puss in Boots? Why?/Why not?
 - 2 What did John call his cat before, and what does he call the cat now?
 - 3 What does Puss in Boots need a sack for?
- Discuss the idea of trust with the children, and elicit people that students trust. Point out that we trust our friends, our parents and our teachers. But we mustn’t trust strangers.
 - Without turning the page, encourage children to predict the next part of the story. Ask *Where is Puss in Boots going to go? What is he going to do with the grain?*

Pages 6 to 7



Active vocabulary

at once beautiful closed fields into jumped into king rabbits walked wood

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 6. Ask *What are the animals? Where is Puss in Boots?*
- Look at page 6 again and ask *What are the rabbits going to do?*
- Look at page 7. Ask *What is Puss in Boots doing? What is in his sack?*

During reading

- Read pages 6–7 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 6–7 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where did Puss in Boots go after he left John?
 - 2 What did he put into his sack?
 - 3 What did he catch?
 - 4 What did he do after that?
 - 5 Where is he going to take the rabbits?
- Finally, ask the children to re-read sentences from the story aloud.

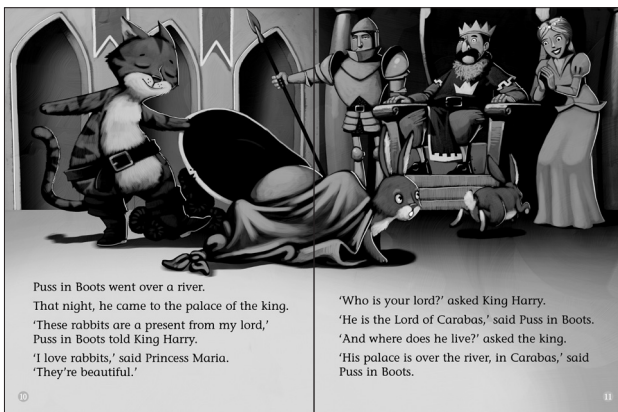
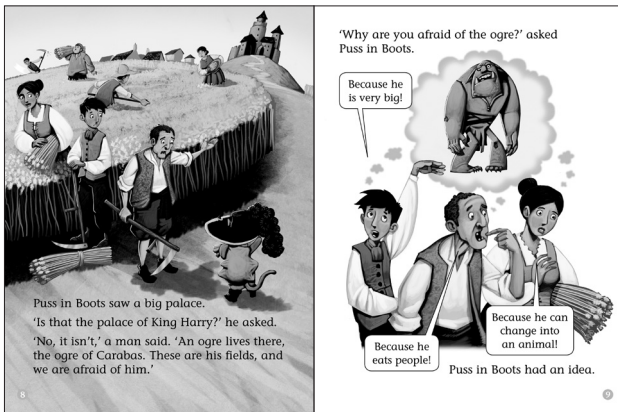
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 How did Puss in Boots catch the rabbits?
 - 2 Why does he want to take them to the king?
 - 3 What do you think the king is going to do with them?
- Ask *Do people eat rabbits in our country? Do people keep rabbits as pets?* Then ask children to think of animals that people catch and eat, and animals that are pets. Write the words in a Venn diagram on the board. In the place where the circles overlap, write animals that people can keep as a pet or eat, like fish.
 - Write the words *Puss* and *boots* on the board. Then say the word *wood* several times. Ask which word has the same sound.
 - Without turning the page, encourage children to predict the next part of the story. Ask *Where is Puss in Boots going to go? What is he going to do?*

Pages 8 to 11



Active vocabulary

afraid animal asked change into lord ogre over palace present princess river

Passive vocabulary

idea

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 8. Ask *Where is Puss in Boots? Who is he talking to?* Point to the palace and elicit the word 'palace', which students have just been taught. Ask children to predict who lives in the palace.
- Look at page 9. Point to the ogre and elicit the word 'ogre', which students have just been taught. Ask *Who are the people talking about? What is the ogre like? Is he good or bad?*
- Look at pages 10–11. Ask *Where is Puss in Boots? Who can you see in the picture?* Point to the King and Princess Maria, and ask *Who are they?*

During reading

- Read pages 8–9 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 8–9 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with page 10, and separately with page 11.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who lives in the palace?
- 2 What does the ogre eat?
- 3 What can he do?
- 4 Who has an idea?
- 5 Who loves rabbits?
- 6 Where does the Lord of Carabas live?

- Finally, ask the children to re-read sentences from the story aloud.

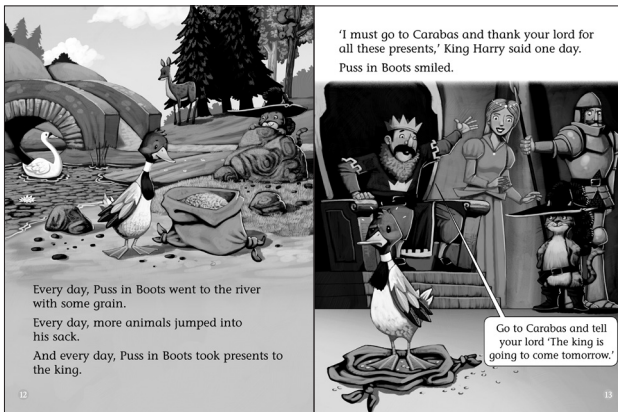
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why are people afraid of the ogre?
 - 2 Why does Puss in Boots give rabbits to the king?
 - 3 What does Puss in Boots say about the rabbits to King Harry?
- Write the words *over* and *ogre* on the board. Pronounce the words, drawing children's attention to the pronunciation of 'o'. Repeat the words with the children until they can pronounce them correctly.
 - Elicit ideas about what ogres are like, and ask children to think of other good and bad monsters in stories. (For example, the nice ogre Shrek).
 - Without turning the page, encourage children to predict the next part of the story. Ask *What is going to happen next?*

Pages 12 to 13



Active vocabulary

every day tell thank tomorrow

Passive vocabulary

smiled

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 12. Ask *Where is Puss in Boots? What is he doing?* You may wish to ask *What animals can you see?* If so, teach the extra words *swan*, *deer* and *duck*, which don't appear in the text.
- Look at page 13. Ask *Where is Puss in Boots?* Point to King Harry and Princess Maria, and ask children to tell you their names.
- If you have taught the word *duck* above, ask *What animal did Puss in Boots catch? Who did he give it to?*

During reading

- Read pages 12–13 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 12–13 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where does Puss in Boots go every day?
- 2 What does he do there?
- 3 What presents does he give the king?
- 4 Who is going to go to Carabas?

- Finally, ask the children to re-read sentences from the story aloud.

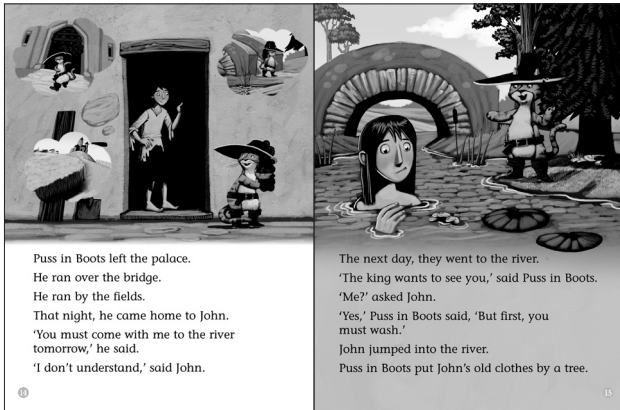
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why does Puss in Boots catch the animals?
 - 2 Why does King Harry want to go to Carabas?
 - 3 Why do you think Puss in Boots smiles?
- Ask the children to tell you three things that happened every day in the story. Then ask children to think of things that they do every day.
 - Without turning the page, encourage children to predict the next part of the story. Ask *Who is the king going to meet? What is Puss in Boots going to do?*

Pages 14 to 15



Active vocabulary

came home clothes ran see understand wash

Before reading

- Look at the small pictures on page 14. Ask *What is Puss in Boots doing? Where is he going?* Then point at the main picture in the middle, and ask *Where is Puss in Boots now?*
- Look at page 15 Ask *Where are Puss in Boots and John? What is John doing? Where are his clothes?*

During reading

- Read pages 14–15 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 14–15 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where did Puss in Boots go when he left the palace?
 - 1 Where did John and Puss in Boots go the next day?
 - 2 Who wants to see John?
 - 3 What must John do?
 - 4 Where did Puss in Boots put John's clothes?
- Finally, ask the children to re-read sentences from the story aloud.

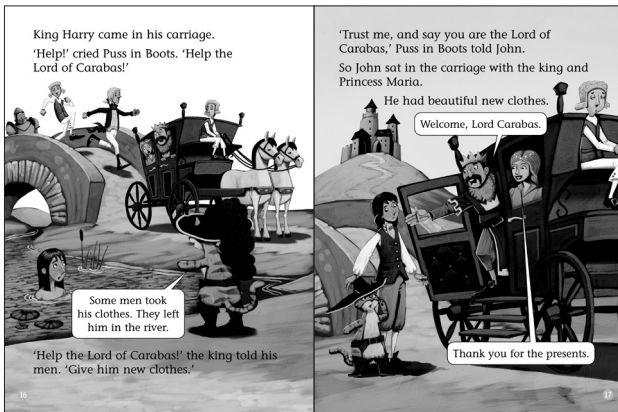
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did Puss in Boots go home to John?
 - 2 Why does the king want to see John?
 - 3 Why did John jump into the river?
- Write the words *You must wash* on the board. Elicit that children must wash too. Then ask children to think of things that they must do at home and at school.
 - Without turning the page, encourage children to predict the next part of the story. Ask *What is Puss in Boots going to do next? Who is going to see John in the river?*

Pages 16 to 17



Active vocabulary

give sat say thank you told welcome

Passive vocabulary

carriage

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 16. Ask *Who is in the carriage? Who are the people on the bridge? Where is John? What is Puss in Boots doing?*
- Look at page 17. Ask *What is different about John? Who is he meeting?*

During reading

- Read pages 16–17 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 16–17 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who comes to the bridge?
 - 2 What does Puss in Boots cry?
 - 3 What do the king's men give John?
 - 4 Who must John say he is?
 - 5 What does Princess Maria say thank you for?
- Finally, ask the children to re-read sentences from the story aloud.

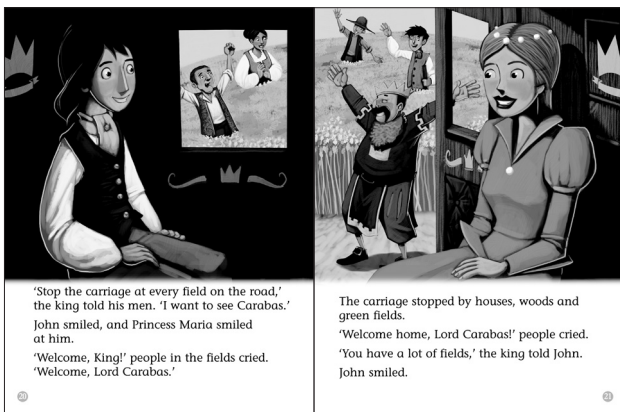
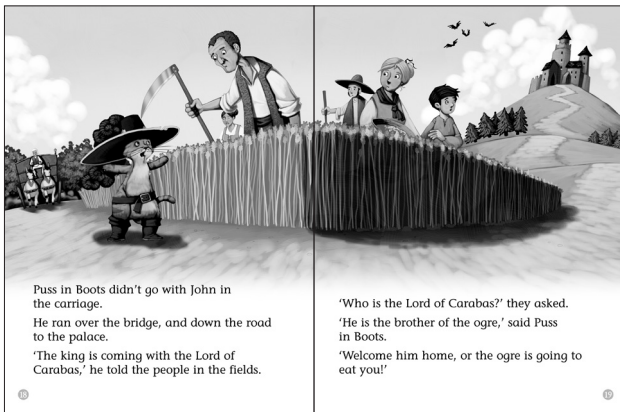
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 What does Puss in Boots say about John?
 - 2 Is it true? Why?/Why not?
 - 3 Why does Puss in Boots tell him 'say you are the Lord of Carabas?'
 - 4 Why can John sit in the King's carriage?
- Explain the phrase *to tell a lie*, and ask the children *What lie does Puss in Boots tell? What lie does John tell?* Ask children to think of situations when they or other people tell lies. Ask *Why is it wrong to tell lies? Is it always wrong to tell lies? Why did Puss in Boots tell a lie?*
 - Without turning the page, encourage children to predict the next part of the story. Ask *Where is the king going to go in his carriage? What is Puss in Boots going to do?*

Pages 18 to 21



Active vocabulary

a lot of stop/stopped

Passive vocabulary

road

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 18–19. Ask *Where is Puss in Boots? Who is he talking to? Where is the king's carriage? What can you see on the hill?*
- Look at pages 20–21. Ask *Where are John and Princess Maria? Are they happy? Where is the king? Is he happy?*

During reading

- Read pages 18–19 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 18–19 again, and encourage the children to read along with you. Repeat if necessary.

- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with pages 20–21.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where did Puss in Boots run?
- 2 Who did he talk to?
- 3 Who is the ogre's brother?
- 4 What did the people do when they saw the king's carriage?
- 5 What did the king say to John?

- Finally, ask the children to re-read sentences from the story aloud.

After reading

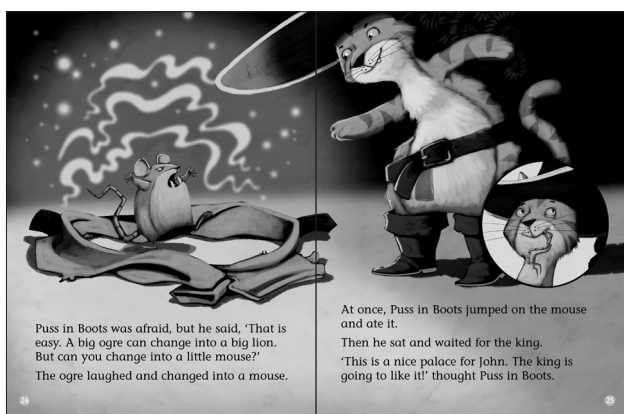
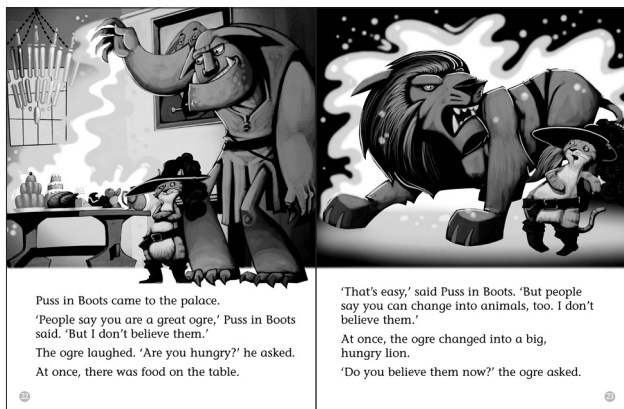
Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did Puss in Boots run in front of the carriage?
- 2 Who do people think John is?
- 3 Why do they welcome him?
- 4 Why is John happy?

- Write the words *run, tell, ask, say, smile, cry* and *stop* on the board. Ask children to find the past form of each verb in pages 18–21 of the story. Then draw a table on the board with two headings: *regular verbs* and *irregular verbs*. Complete the table with children. Point to the spelling of the regular past forms *cried* and *stopped*.
- Without turning the page, encourage children to predict the next part of the story. Ask *What is going to happen next? Is the king going to meet the ogre? Is Puss in Boots going to meet the ogre?*

Pages 22 to 25



Active vocabulary

ate easy great hungry nice table thought

Passive vocabulary

believe lion mouse waited

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 22. Point to the ogre and ask *Who is he?* Then ask *Where is Puss in Boots? What is the ogre doing?*
- Look at page 23. Point at the lion and ask *What is it? Who is it really?*
- Look at pages 24–25. Point to the mouse and ask *Who is it?* Then point to the small picture on page 25 and ask *What happens to the mouse?*

During reading

- Read pages 22–23 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 22–23 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with pages 24–25.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where did Puss in Boots go?
- 2 What did the ogre make for Puss in Boots?
- 3 What animal did the ogre change into first?
- 4 What happened when the ogre changed into a mouse?
- 5 What did Puss in Boots do next?

- Finally, ask the children to re-read sentences from the story aloud.

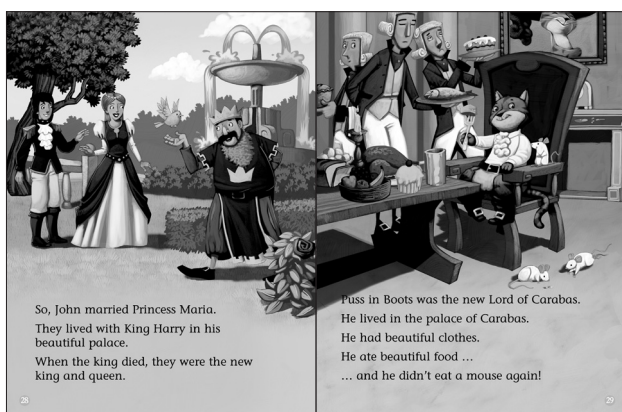
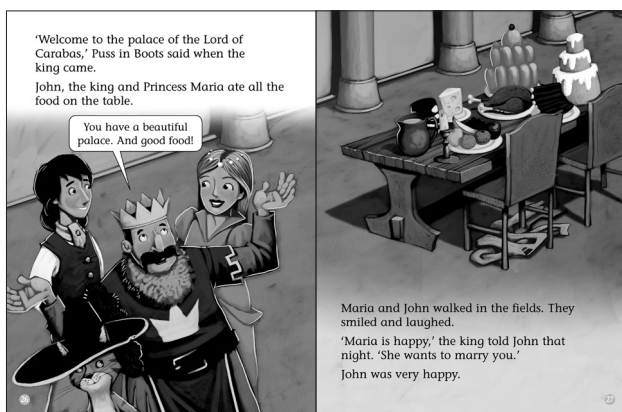
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why does Puss in Boots say 'people say you are a great ogre, but I don't believe them'?
 - 2 Why does the ogre change into a lion and a mouse?
 - 3 Why does Puss in Boots eat the ogre?
- Write the words *lion* and *mouse* on the board. Elicit what children know about these animals? For example, where do mice and lions live? What do they eat? What sounds do they make.
 - Without turning the page, encourage children to predict the next part of the story. Ask *What is going to happen when the king comes to the palace?*

Pages 26 to 29



Active vocabulary

again married marry smile

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 26 and 27. Ask *Where are the king and Princess Maria? Do they like the palace?*
- Look at page 28. Ask *Where are John and Princess Maria? What are they doing? Are they happy?*
- Look at page 29. Ask *What is Puss in Boots doing? What is he wearing? Where does he live?*
- Point at the mice on the floor and on Puss in Boots' chair. Ask *Does Puss in Boots eat mice now?*

During reading

- Read pages 26–27 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 26–27 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with pages 28–29.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What do John and Maria do?
- 2 Where do they live?
- 3 Who is the new lord of Carabas?

- Finally, ask the children to re-read sentences from the story aloud.

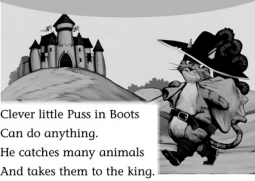
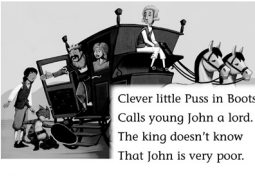
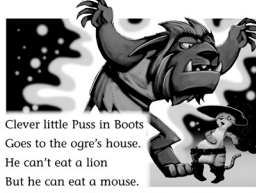
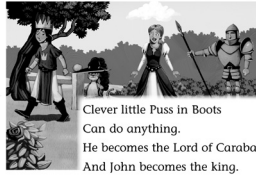
After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 What happens when the king dies?
- 2 Why doesn't Puss in Boots eat mice?

Pages 30 to 31

<p>Puss in Boots</p>  <p>Clever little Puss in Boots Can do anything. He catches many animals And takes them to the king.</p>  <p>Clever little Puss in Boots Calls young John a lord. The king doesn't know That John is very poor.</p>	 <p>Clever little Puss in Boots Goes to the ogre's house. He can't eat a lion But he can eat a mouse.</p>  <p>Clever little Puss in Boots Can do anything. He becomes the Lord of Carabas And John becomes the king.</p>
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Active vocabulary

anything becomes catches clever know poor

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at all four pictures on pages 30–31. Ask the children to tell you what is happening in each one.

During reading

- Read the poem (or play the audio). Ensure that the children are following in their books.
- Read the poem again – this time the children should read along with you.
- Read again. Get individual students or groups of students to read each verse.

After reading

- Ask questions to check understanding.
- Ask children to give (and explain) their opinion of the poem.
- Ask children to point to the words which rhyme in the poem.

After reading the book

These questions are intended for oral use in class but you may ask children for written responses if you feel it is appropriate.

Response to the story

- Ask *Did you like the story? Why? Why not? Which part of the story did you like best? What did you think of the ending?*

Characters

- Ask the children about the main story characters. *Did you like Puss in Boots? Did you like the ogre? Why? Why not?*
- Ask children to think of reasons why Puss in Boots was very clever in the story.

Plot

- Encourage the children to retell the basic story in their own words. They can use the pictures as a framework for doing this.
- Show the children illustrations from different pages of the story. Ask them to try and remember what happened in that part of the story.

Settings

- Ask *Where did the story happen? Did it happen in our time or in the past?*
- Go through the book with the class and ask them to identify each of the story settings.

Moral issues and themes

Use these themes from the story as a basis for a class discussion:

- **Honesty.** Ask *Why did Puss in Boots tell lies to the king? Was it right or wrong?*
- **Wealth.** Turn to the first pages of the story and ask *Is John poor at the start of the story? Can he marry a princess? Then turn to the end of the story. Ask Why does the king say 'yes' when Maria wants to marry John?*

Vocabulary

- Pick out one or more words from the active vocabulary list for each part of the story. Ask the children if they can remember the meanings.
- Ask the children to show their understanding of the vocabulary by using the words in a short sentence, miming the word, or pointing to a picture of the word in the story.
- You may wish to find pictures on the internet to illustrate some of the words in the story. Make flash cards from these words or project pictures of the words onto a screen. Ask children to tell you what the words are.

Follow-up ideas

- As a class, imagine that John, the King and Princess Maria visit Puss in Boots in his new palace, when he is the Lord of Carabas. Ask children to compose, then act out a short dialogue.
- **Drama.** Get the children to act out the story of Puss in Boots. Give each child a part to play. They can act out the story as they read it.
- Write lines from the story on the board, such as *How can a little cat help me* (John) and *I must go to Carabas and thank your lord for all these presents* (King Harry). Ask children to guess who said the lines.
- Now ask the children to make up sentences that each character could say in the story, but didn't. For example, Princess Maria could say *My father is the King or I want to marry John.*
- Ask children to read out their lines, then write them on the board. Discuss who could say each line.