

Level 3	
Suitable for:	young learners who have completed up to 150 hours of study in English
Type of English:	American
Headwords:	600
Key words:	9 (see pages 2 and 5 of these Teacher's Notes)
Key grammar:	<i>Let's ...</i> , possessive form (<i>s'</i>), <i>would like</i> , <i>can</i> for permission, <i>have to</i> for obligation, negative imperatives, adverbs

Summary of the story

A man called Roger lives alone in London with his Dalmatian dog, Pongo. One day they meet a beautiful lady, Anita, and her Dalmatian dog, Perdita. Roger falls in love with Anita and Pongo falls in love with Perdita. Soon Pongo and Perdita are expecting puppies.

When Cruella De Vil hears about the birth of fifteen Dalmatian puppies, she comes to visit her old schoolfriend, Anita. Cruella loves fur and wants a Dalmatian-skin coat. Roger and Anita refuse to sell the puppies, so Cruella sends two men to steal them.

Pongo and Perdita go to the park to bark for help. Some animals in the country hear their call and find the puppies in Cruella's house. Pongo and Perdita race there to rescue their puppies. In the house they find their fifteen puppies, plus lots more that Cruella has collected.

Pongo, Perdita, and all the puppies escape from the house. Cruella and her men chase them in their cars. On the way, the dogs cover themselves in dirt to hide their beautiful coats. At first this works, but then Cruella realises what has happened and chases them faster and faster ... until she crashes!

Finally, Roger and Anita are delighted to welcome back not just their own dogs, but a total of 101 Dalmatians! Now they are one big happy family.

Background information

101 Dalmatians was released in 1961 and is the 17th movie in the Disney Animated Classics series.

The movie was based on the children's novel, *The Hundred and One Dalmatians* by the English writer, Dodie Smith. The novel was published in 1956 and the film rights were bought by Walt Disney in 1957.

There was a live-action remake of the movie in 1996. Glenn Close played the role of Cruella De Vil.

Did you know ... ?

Roger is a songwriter in the movie. His first successful song is *Cruella De Vil*, about Anita's evil schoolfriend.

Dalmatian puppies do not get their spots until they are a few weeks old.

The characters

Roger is a nice man. He lives in London with his dog.

Pongo is Roger's dog. He is a Dalmatian.

Anita is a beautiful woman. Roger falls in love with her.

Perdita is Anita's Dalmatian dog. Pongo falls in love with her.

The puppies are Pongo and Perdita's fifteen babies.

Cruella De Vil is Anita's old schoolfriend. She loves fur coats.

The **two bad men** work for Cruella De Vil.

Sergeant Tibs is a clever cat.

Topics and themes

Dogs Roger and Anita love their Dalmatians. Ask the students what Dalmatians look like. What is special about them? Do the students know any other breeds of dogs? What do those breeds look like? Which breed is their favorite? Do any students have a dog at home? Do they know any other stories or films about dogs? (See also Activities 2, 3, and 5 on pages 3–4 of these Teacher's Notes.)

Pets Roger and Anita agree to have 101 pet dogs! What other animals do people have as pets? Where do these pets live? What do they eat? What should you do to look after a pet? Do any of the students have a pet? Can they tell the rest of the class about it?

Family Roger and Anita consider their dogs to be part of their family. Ask the students about their families. What words do they know for the members of the family? The students could make simple family trees and include aunts, uncles, cousins, etc. to extend their vocabulary.

Clothes / fabrics Cruella De Vil loves fur coats. What are the other humans in the story wearing? What clothes are the students wearing? Do they know what fabrics their clothes are made from? Where do these fabrics come from? Which are

Key words

(see page 5 of these Teacher's Notes for the Key words in context)

bark (v)

count (v)

dirt (n)

fall in love (v)

fur (n)

puppy / puppies (n)

schoolfriend (n)

spots (n)

walk (n)

natural? Which are man-made? (See also Activity 4 on page 4 of these Teacher's Notes.)

Counting / number work The story provides the opportunity to introduce the higher numbers. Can any of the students count to 101 in English? The illustrations also provide an opportunity for counting. For example, on page 3, the spots on Pongo's coat or on page 15, the number of puppies and spots. (See also Activities 1 and 2 on page 3 of these Teacher's Notes.)

City and country Pongo and Perdita are city dogs. Sergeant Tibs is a country cat. Talk with the students about the differences between life in a town or city and life in the country. What do cities / towns look like? What does the country look like?

House and home Ask the students to describe the two different houses in the story (Roger's house and Cruella De Vil's). Where do the students live – in a house or an apartment? How big is their home? What rooms do they have in their home?

Baddies Cruella De Vil is a very bad person. She wants to kill the puppies to make herself a fur coat. Can the students tell you about baddies from other movies / stories? Who is their favorite villain? What bad things do they do? What usually happens to baddies?

London Pongo and Perdita live in London. What do the students know about London? Where is it? What can you do there? What can you visit? Have any students been to London?

Class Activities (After Reading)

Here are some activities to do with your class after reading *101 Dalmatians*.

1. Number match

Materials: different colored sheets of cardstock, scissors, glue

- Before the session, type the numbers 1–101 within a grid on one page in landscape format. On another sheet type the words for the numbers (*one–one hundred and one*) within the same size / format of the grid.
- Print out enough copies for each pair of students in the class.
- Divide the class into pairs and give each pair a copy of both sheets (numerals and words), two sheets of different colored card, glue, and scissors.
- Students glue the sheets to the card, then cut out the words and numbers with scissors.
- Students can now work in their pairs to match the numbers with the words and put them in order.

2. 101 Dalmatians collage

Materials: very large sheet of colored construction paper (for the background); sheets of white construction paper; black markers or black paints and brushes; scissors; glue

- Before the session prepare the background for the collage. Draw two large Dalmatian dog shapes (Pongo and Perdita). Paint in their features (ears, eyes, nose, and spots) in black (you can copy these from the book).
- Cut out the two shapes and stick them in the center of the collage.
- Work out how many puppies the students will need to make each to create a total of 101 Dalmatians for the collage.
- Give the students several sheets of white construction paper each and the other

materials. Tell them how many puppies they need to draw, paint, and cut out each.

- The students draw their Dalmatian puppies and paint their features / spots in black.
- The students cut out their puppies and stick them to the collage. There should be 101 dogs in the picture in total.
- Display the collage and ask students in relays to count all the dogs in the picture.

3. Dalmatian sock puppets

Materials: one white sock per student (ask students to bring these in from home), stick-on moving eyes, black marker pens

- Before the session, make a Dalmatian sock puppet as a model. Stick on the eyes. Draw a nose and ears with a black marker pen (Pongo has black ears; Perdita has white ears which can be drawn in outline). Then use the marker pen to draw spots randomly on the sock.
- Show the students the puppet. Demonstrate how you can make it move and “talk.”
- Give the students the materials and help them to make their own sock puppets.
- Then, in pairs, they can act out scenes from the story (where Pongo meets Perdita, for example, or when they run away to find their puppies). They could write down their dialogues before acting them out, using their own words in English.
- Ask for volunteers to perform their dialogue for the rest of the class.

4. Guess the fabric

Materials: a box with a hole in the side (but closed at the top) which students can put their hand into, several pieces of different types of fabric, e.g. fur, wool, corduroy, leather, silk, velvet, lace, cotton, etc.

- Before the session, prepare the box and put the pieces of fabric inside it (they should all feel different from each other).
- Talk with the students about Cruella's fur coat. How does fur feel?
- Ask the students what other fabrics clothes are made from. Do they know the names of any of these fabrics in English?
- One of the students puts his / her hand in the box and feels a piece of fabric. Ask him / her to describe the fabric in English, if possible: *It's soft / smooth / furry / rough / stiff ...* And then guess which fabric it is.
- The student takes out the piece of fabric to show the rest of the class. Write the name of the fabric and any associated adjectives on the board.
- Repeat this until all the pieces of fabric have been taken out of the box.
- Display the pieces of fabric on a table and invite small groups of students to feel them.

5. Dog catching game

Materials: a hat; two dog bones (these could be plastic toy bones, or bone shapes cut out of white cardstock); two hoops

- Place the hoops to one side of the gym or yard.
- Give the hat to one of the students to put on – he or she is the dog catcher (or Cruella De Vil).
- Give the bones to two students – they are the rescue dogs (or Pongo and Perdita).
- The dog catcher has to chase the students around the gym / yard and try to tag them.

- When the dog catcher tags a student, they have to go to the pound (inside the hoops). The dog catcher cannot tag the rescue dogs.
- The rescue dogs must give their bones to students in the pound to free them. The freed students then become the rescue dogs.
- Change the dog catcher several times and play for as long as the students are enjoying the game.

Variations: have several dog catchers; the students could walk or skip instead of running.

Key words

-
- bark** They go to the park and they bark and bark. (p. 10)
- count** He starts to count them. "13, 14, 15 ...," he says. (p. 14)
- dirt** "Play in the dirt, puppies!" he says. (p. 18)
- fall in love** Roger and Anita fall in love. (p. 5)
- fur** Cruella is wearing her fur coat. (p. 7)
- puppies** "Yes, let's!" Pongo says. "I would like to have some puppies!" (p. 5)
- schoolfriend** .. Pongo and Perdita do not like Anita's old schoolfriend, Cruella. (p. 6)
- spots** They all have beautiful coats, white fur with black spots. (p. 6)
- walk** One day, Roger takes Pongo for a walk in the park. (p. 4)



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While-Reading activities

Activity 1 (pages 3–6)

Write the names in the sentences.

Roger Anita Pongo Perdita

- 1 _____ wants to have a family one day.
- 2 _____ takes Pongo for a walk in the park.
- 3 _____ is Anita's Dalmatian dog.
- 4 Roger and _____ fall in love.
- 5 _____ and _____ have fifteen puppies!
- 6 Cruella De Vil is _____'s old schoolfriend.

Activity 2 (pages 7–10)

Order the words in the sentences.

- 1 loves / Cruella De Vil / coats. / fur

- 2 Cruella / to buy / wants / the puppies.

- 3 coat / wants / She / black spots. / a white / with

- 4 bad men / into / go / the house. / Two

- 5 take / the puppies. / The / men / bad

- 6 Pongo / bark / and Perdita / bark. / and

Activity 3 (pages 11–15)

Order the sentences.

- | | |
|--|--------------------------|
| a Pongo and Perdita run to the park. | <input type="checkbox"/> |
| b Pongo and Perdita speak to a friend. | <input type="checkbox"/> |
| c Tibs sees the puppies through a window. | <input type="checkbox"/> |
| d Some animals in the country hear Pongo and Perdita. | <input type="checkbox"/> |
| e The friend says, “The puppies are at Cruella De Vil’s house.” | <input type="checkbox"/> |
| f Tibs jumps through the window and into the house. | <input type="checkbox"/> |

Activity 4 (pages 16–19)

Match. Draw lines.

- | | |
|--|--|
| 1 Pongo and Perdita arrive | a at the two bad men. |
| 2 Pongo and Perdita jump | b in the dirt and now they are black. |
| 3 Pongo and Perdita follow | c and hide in an old building. |
| 4 The Dalmatians find a village | d but Pongo has an idea. |
| 5 The building is dirty | e and Cruella can see the spots. |
| 6 The Dalmatians play | f the puppies through the snow. |
| 7 One puppy gets wet | g and see their puppies. |

Activity 5 (pages 20–22)

Write *T* (True) or *F* (False).

- | | |
|--|--------------------------|
| 1 The Dalmatians say goodbye to Cruella from the truck. | <input type="checkbox"/> |
| 2 Cruella and the two bad men drive carefully through the snow. | <input type="checkbox"/> |
| 3 Cruella and the two bad men catch the Dalmatians. | <input type="checkbox"/> |
| 4 101 dirty and excited Dalmatians come home. | <input type="checkbox"/> |
| 5 Roger wants all the Dalmatians to stay. | <input type="checkbox"/> |

After-Reading activities

Activity 1

Find fifteen words from the story.

dog Dalmatian walk family puppy coats spots furs school friend catch country bark park snow dirty

Activity 2

Write the names. Then match the pictures to the words.

Anita Cruella De Vil Pongo Perdita Roger Sergeant Tibs

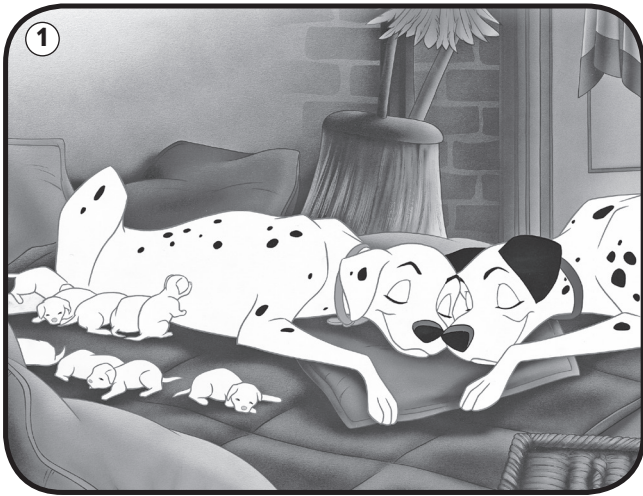
- a Let's start a family.
- b Where are the puppies? I would like to buy them all. Today!
- c Don't hurt them!
- d Play in the dirt, puppies!
- e What can we do with all these puppies?
- f We can be one big, happy family.



Activity 3

Copy the correct sentences under the pictures.

- a The Dalmatians run through the snow.
- b Two bad men see Roger and Anita leave.
- c Fifteen puppies arrive. They are white with black spots.
- d The puppies are in Cruella's house in the country.



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Answer Key

In the back of the Reader

Before You Read

1 Answers along the lines of: There are two people in the picture – a man and a woman. They are in a park. The man is walking his dog. The woman is sitting and reading. Her dog is sitting next to her. The dogs are both white with black spots / Dalmatians.

2 **a** No **b** Yes **c** Yes **d** No **e** Yes

After You Read

1 **a** Pongo: pages 3, 4, 5, 6, 8 (in the pictures), 10, 12, 16, 17, 18 (black), 19 (black), 21, 22
b Perdita: pages 4, 5, 6, 8 (in the pictures), 10, 12, 16, 19, 21, 22
c Tibs the cat: pages 11 and 15
d Cruella's fur coat: pages 7, 8, 19, 20
e dirty puppies: pages 18, 19, 21, 22

2 **a** T **b** F **c** F **d** F **e** T **f** T **g** F

3 **a** 1 **b** 4 **c** 2 **d** 5 **e** 3

In these Teacher's Notes

While-Reading activities

Activity 1

1 Pongo **2** Roger **3** Perdita **4** Anita
5 Pongo, Perdita **6** Anita

Activity 2

1 Cruella De Vil loves fur coats.
2 Cruella wants to buy the puppies.
3 She wants a white coat with black spots.
4 Two bad men go into the house.
5 The bad men take the puppies.
6 Pongo and Perdita bark and bark.

Activity 3

The correct order is: d, a, b, e, c, f

Activity 4

1 g **2** a **3** f **4** c **5** d **6** b **7** e

Activity 5

1 T **2** F **3** F **4** T **5** T

After-Reading activities

Activity 1

dog Dalmatian walk family puppy coat spots fur schoolfriend catch country bark park snow dirty

Activity 2

1 Roger **2** Pongo **3** Anita **4** Perdita
5 Cruella De Vil **6** Sergeant Tibs
a 4 **b** 5 **c** 6 **d** 2 **e** 3 **f** 1

Activity 3

1 c **2** b **3** d **4** a