

| Level 6 | |
|-------------------------|---|
| Suitable for: | young learners who have completed up to 300 hours of study in English |
| Type of English: | American |
| Headwords: | 1200 |
| Key words: | 20 (see pages 2 and 6 of these Teacher's Notes) |
| Key grammar: | past continuous, present perfect simple, <i>know that</i> + clause |

Summary of the story

On a distant planet, an alien scientist called Jumba has created a new kind of life, Experiment 626 – he describes this as “a perfect weapon”, designed to destroy anything it encounters. Experiment 626 escapes and flies a stolen spaceship all the way to Earth. He lands on the island of Hawaii and ends up in the local dog pound.

A lonely little girl called Lilo also lives on the island. Her parents are dead, and she lives with her older sister Nani. A social worker called Cobra Bubbles is assessing their situation to decide if Nani is capable of looking after her little sister.

Deciding that they need a pet, Lilo and Nani go to the local dog pound and adopt Experiment 626, who they think is just a strange-looking dog. Lilo gives the creature a new name – Stitch.

It soon becomes clear than Stitch is no ordinary pet! While he lives with Lilo, he is looking for a way to escape and avoid capture by Jumba and a second alien called Pleakley. At first Stitch cannot control his aggressive nature, but slowly he begins to feel more comfortable with Lilo. He learns the value of family.

However, a new alien is sent to Earth to capture Stitch. His name is Gantu and he succeeds in capturing both Stitch and Lilo. With the help of Lilo's sister Nani and the two other aliens, Jumba and Pleakley, Stitch destroys Gantu's spaceship and saves his friend Lilo.

In the end, it is decided that Stitch can stay on Earth with Lilo. He has changed: whereas he was once just a “living weapon”, he is now part of a loving family.

Background information

Lilo & Stitch was released by Disney in 2002. Unlike most full-length Disney animated feature films, the story is set in the present-day. The action on Earth all takes place in Hawaii. According to one of the maps shown in the movie, the exact location is the island of Kauai. Many of the background locations shown in the film are based on the real geographical features of the island.

The film-makers took care to be accurate with other details about the movie's Hawaiian setting. They filmed the dancing in a hula dance school (a halau) and based Lilo's dance scenes on this.

Lilo & Stitch was nominated for an Academy Award for Best Animated Picture. The movie was such a hit that it was followed by three sequels and a TV series.

Did you know ... ?

The director and co-writer of the film, Chris Sanders, provides the voice of Stitch.

Trailers for the movie showed Stitch appearing in classic scenes from other Disney movies such as *The Little Mermaid* and *The Lion King*.

The characters

Lilo lives in Hawaii with her big sister. More than anything, she wants a friend.

Stitch is Lilo's new pet. But Stitch is not a dog – he is a dangerous creature that has escaped from another planet!

Nani is Lilo's big sister. She looks after Lilo now because their parents are dead.

Jumba is the alien scientist who created Experiment 626 – Stitch.

Pleakley is an alien expert on Earth. Together with Jumba, he comes to earth to try and capture Stitch.

Cobra Bubbles is Nani and Lilo's social worker. He must decide if the two sisters can continue to live together.

The Grand Councilwoman is the most important alien on the planet of Turo.

Captain Gantu is a big, frightening alien who works for the Grand Councilwoman.

David is Nani's best friend.

Topics and themes

Science fiction *Lilo & Stitch* contains many key elements of science fiction – aliens, spaceships, advanced technology. Ask students if they can name other science fiction films, books, television shows, or computer games. Have them make a list of the other elements that commonly feature in science fiction stories. (See also Activity 2 on page 3 and Activity 6 on pages 4–5 of these Teacher's Notes.)

Alien life forms There are several different aliens in *Lilo & Stitch*. Do students think that aliens might really exist? If so, what do they think actual aliens might look like? Have them draw a picture of one and explain its characteristics to other students. (See also Activity 2 on page 3 of these Teacher's Notes.)

Geography The story is set in Hawaii. Ask students what they know about Hawaii. What ocean is it located in? (*the Pacific Ocean*) What country is it part of? (*the United States of America*). What is its biggest city? (*Honolulu*). (See also Activity 1 on page 3 of these Teacher's Notes.)

Key words

(see page 6 of these Teacher's Notes for the Key words in context)

| | |
|----------------|-------------------|
| alien (n) | hug (n / v) |
| container (n) | human (n / adj) |
| creature (n) | net (n) |
| crime (n) | planet (n) |
| destroy (v) | remains (n) |
| dog pound (n) | screen (n) |
| duckling (n) | social worker (n) |
| experiment (n) | surfboard (n) |
| flash (n) | waitress (n) |
| grab (v) | weapon (n) |

Culture The story includes several elements of Hawaiian life and culture, for example the hula dance and the popularity of surfing. Ask students what they know about life in Hawaii. Is this a place they would like to live in? Why or why not? (See also Activity 1 on page 3 of these Teacher's Notes.)

Science and society The scientist Jumba's experiment is a dangerous new weapon. What do students think? Should scientists be held responsible for inventions if they are used as weapons?

The importance of family Stitch learns about the importance of being in a family. Ask students to recall a moment that shows why their family is important to them. Have them describe the moment to a partner.

Friendship Lilo is looking for a friend and finally finds one in Stitch. Ask students what their most unusual friendship is.

Character change Stitch undergoes great change in the story: at first he thinks only about destroying things; by the end of the story he fights to save Lilo and becomes part of a loving family. Ask students if they think their characters have changed since they were little. If yes, what is the biggest change?

Class Activities (After Reading)

Here are some activities to do with your class after reading *Lilo & Stitch*.

1. Project: *Hawaii*

Materials: globe, atlas, or map of the world; pictures of Hawaii (downloaded from the internet); large sheets of colored paper; white paper; colored pens or pencils; scissors; glue

- Before the session, find out some information about Hawaii (the number of islands, its status as a US state, its main city, geographical and cultural features, wildlife, etc.).
- Ask the students where Hawaii is (*Pacific Ocean*). Can anyone locate Hawaii on the globe or map?
- Ask the students what they know about Hawaii. Use the research you have done to elicit what students know and then tell them some additional facts and information. Show them some pictures from the internet.
- Give a large sheet of colored paper to each student. Give each group of students some sheets of white paper, the colored pens or pencils, scissors, and glue.
- The students then make a poster about Hawaii. They could include some facts about Hawaii and then illustrate their poster with their own drawings or Hawaiian scenes.

2. Scratchboard alien picture

Materials: one piece of thick paper for each student; colored crayons; black paint; dishwashing soap; paint brushes; a tool for scratching (e.g. bent paperclips or nails)

- Before the session make your own scratchboard alien picture:
 - Take a thick piece of paper and use the crayons to draw a colorful pattern all over it.
 - Mix a small amount of dishwashing soap into some black paint. Paint a layer of black over your colorful pattern.

– When the paint has dried, scratch a picture of an alien creature into the surface so that it reveals the colors beneath. (You could copy one of the alien characters in the story or you could create a new alien.)

- In class, remind the students of all the very different looking aliens in the story (*Stitch, Gantu, Jumba, Pleakley, the Grand Councilwoman*). Tell them that they are going to design their own alien. Discuss what features these might have: number of arms or legs; facial features; similarity to any Earth animals.
- Show the students your scratchboard alien. Explain how you made it.
- Give a thick piece of paper to each student. Place crayons, paint (with dishwashing soap already added), paint brushes, and scratching tools on each table.
- The students make their scratchboard aliens.
- You could display the finished scratchboard paintings in the classroom, or you could have each student show his or her painting and say a few words about it.

3. Fairy story picture book

Materials: white paper; colored pens or pencils; retelling of *The Ugly Duckling*; long stapler

- Ask students what story Lilo reads to Stitch (*The Ugly Duckling*).
- Retell the story of *The Ugly Duckling* to the class. Make sure they know necessary vocabulary such as *swan*. Check that students understand the story.
- Put the students in groups of three and give each group three sheets of white paper. Each group should put their sheets of paper together and then fold them over like a book. They should number the folded pages inside from 1 to 10 (the front and back covers do not receive a page number).
- Ask each group to plan out how to tell the story

of the Ugly Duckling in ten pictures. Have them make their plan but not yet draw the pictures.

- Ask the students in each group to take one of the sheets of paper. Following the group's story plan, they should make the pictures on the pages they now have. (Remind students that they will have to draw on both sides of each sheet.)
Student A: front cover, page 1, page 10, back cover
Student B: pages 2, 3, 8, 9
Student C: pages 4, 5, 6, 7
- When all of the pictures are finished, have each group put their pages back together in the correct page order. Staple the pages together in the middle to make short picture books.
- Have each group leave their book on their table. Students can wander around the classroom and look at the other groups' picture books.

4. Message to the stars

Materials: reference books / the internet; paper; pens or pencils; recording device to record students' voices (if possible)

- Find out about the messages from humanity that were included on the Voyager unmanned spacecraft in 1977.
- Tell students they are going to do a project about communicating with aliens.
- Give them information about the message sent inside the Voyager probe.
- Put the students in pairs. Ask each pair to consider what message they would put on a new unmanned probe being sent out into space. They should include:
 - a message from the people of Earth to any alien that might find the message in space. If possible, record the students' messages; otherwise, they could write their messages.
- Students should select ten images that they think best convey life on Earth.
- They should also choose five pieces of music

that they feel represent the best of humanity.

- Ask each pair to share their messages with the rest of the class.

5. Alien planet scene

Materials: colored pens or pencils; paper

- Ask students what scenes in the story took place on the planet Turo. (*The trial in which Jumba is sent to prison.*)
- Ask students what they think the rest of the planet might look like. Ask them what the following might look like:
 - buildings
 - vehicles
 - other aliens or robots
 - countryside and sky
 - futuristic machines
- Give the students the pens and paper. Ask them to draw a picture of one of the following:
 - a city on Turo
 - the countryside on Turo
 - the inside of a home on Turo
- After the children have drawn their picture, have them explain it to another student. (Encourage students to ask questions about the other's picture.) Repeat this several times so that each child sees several other pictures.

6. Stick puppet theater

Materials: several empty cardboard boxes; craft sticks; glue; paper; colored pens or pencils; scissors

- Tell students that they are going to write and perform a scene on an alien planet.
- Put the students in small groups. Give each group a cardboard box.
- They should draw a picture of an alien planet to stick on the bottom inside of the box. (They could use one of the pictures of Turo from Activity 5.) Students then turn the box on its side so that the picture is the background.

- Ask the students to cut one or more slits in the top of the box. (You might do this yourself.)
- Ask students to draw and color two or three alien characters. They could use characters from the story or completely new ones.
- Students cut the characters out and stick the tops of each cut-out picture to the bottom end of a craft stick.
- Ask the students to write a short scene in which their characters explore a new planet.
- To put the puppets into the box stage, students insert them through the slits at the top of the box. They can then move the puppets by moving the craft stick handles.
- Let each group rehearse their scene a few times.
- Ask each group to perform their stick puppet play for the rest of the class.

Key words

- alien** He stood in front of the Grand Councilwoman, the most important alien on the whole planet. (p. 3)
- container** He just walked to his spaceship and dropped Lilo and Stitch into a glass container on the ship's side. (p. 32)
- creature** A door behind him opened and a little blue creature dropped out. (p. 3)
- crime** "This is a terrible crime, and Jumba must go to prison for it," she said. (p. 4)
- destroy** "He is the perfect weapon, and he only wants one thing – to *destroy!*" (p. 4)
- dog pound** The next day Nani and Lilo went to the dog pound to get Lilo a pet. (p. 14)
- duckling** It was the story of the Ugly Duckling. (p. 20)
- experiment** "Nothing can hurt Experiment 626," Jumba continued. (p. 4)
- flash** When Experiment 626 left the building, there was a flash of green light. (p. 15)
- grab** Jumba grabbed Stitch, but the little alien fought back. (p. 18)
- hug** Nani hugged her sister. (p. 26)
- human** They were Jumba and Pleakley in human clothes! (p. 18)
- net** Captain Gantu shot a net at the girl and the little blue creature. (p. 31)
- planet** On the planet Turo, Jumba the scientist was in trouble. (p. 3)
- remains** Firefighters were shooting water at its remains. (p. 29)
- screen** One of the aliens checked her computer screen. (p. 6)
- social worker** Today she had an important meeting with their social worker, but she was *late!* (p. 9)
- surfboard** Lilo was on David's surfboard. (p. 21)
- waitress** She was a waitress in a restaurant. (p. 18)
- weapon** "He is the perfect weapon, and he only wants one thing – to *destroy!*" (p. 4)

While-Reading activities

Activity 1 (pages 3–6)

Circle the right words.

- 1 Jumba was a **doctor** / **scientist**.
- 2 The Grand Councilwoman sent Jumba to prison because he **made** / **killed** Experiment 626.
- 3 Experiment 626 escaped in **Gantu's** / **a police** spaceship.
- 4 The Grand Councilwoman did not **visit** / **destroy** Earth because there was life there.
- 5 Earth was Pleakley's **home** / **favorite** planet.

Activity 2 (pages 7–10)

Complete the words in the sentences.

- 1 The Grand Councilwoman asked Jumba and Pleakley to c_____ Experiment 626.
- 2 Lilo lived on an i_____ in Hawaii.
- 3 Every day after school she fed a s_____ to her favorite fish.
- 4 Nani was Lilo's big s_____.
- 5 Their p_____ were dead.
- 6 Cobra Bubbles was a s_____ worker.

Activity 3 (pages 11–14)Check the right answer.

- 1 What did the sisters do after Cobra Bubbles left?
 - a They fought.
 - b They hugged.
 - c They cleaned the messy room.
- 2 Why did Nani decide to get a pet?
 - a Lilo was lonely.
 - b Nani loved animals.
 - c Their last pet ran away.
- 3 What happened to Experiment 626 after he arrived on Earth?
 - a He stole a truck.
 - b A truck hit him.
 - c He hid inside a truck.
- 4 What did Experiment 626 want to do?
 - a stay in the dog pound
 - b attack and destroy the dog pound
 - c escape from the dog pound

Activity 4 (pages 15–18)

Order the sentences.

- a Lilo named her new pet Stitch.
- b Experiment 626 ran into Lilo's arms.
- c Jumba shot at Experiment 626.
- d Lilo took Stitch all around the island on her bike.
- e Jumba tried to grab Stitch.
- f Lilo took Stitch to the restaurant where Nani worked.
- g Nani lost her job as a waitress.
- h Lilo wanted to take Experiment 626 home.

Activity 5 (pages 19–22)

Copy the sentences under the correct pictures.

- a Stitch destroyed all of the buildings in the little city on the floor.
- b Stitch became quiet when Lilo read the story of the Ugly Duckling to him.
- c Stitch rode on the back of Nani's surfboard.
- d Stitch tried to swim back up to the air.



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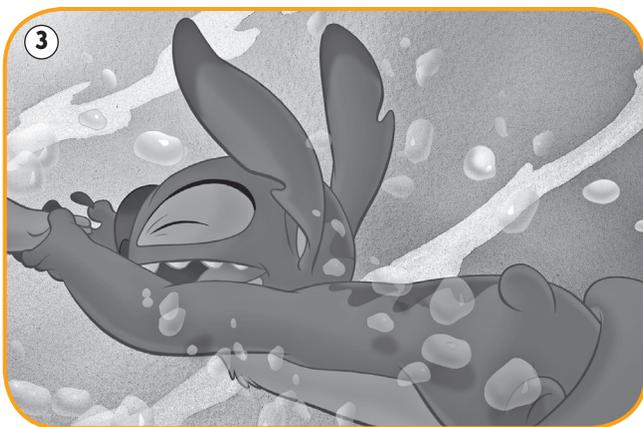
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Activity 6 (pages 23–26)

Match the two parts of the sentences.

- | | |
|--------------------------------------|---|
| 1 Cobra was unhappy | a lost and alone. |
| 2 Lilo showed Stitch a photo | b about a new job. |
| 3 In the forest at night Stitch felt | c to hate being on Earth. |
| 4 The Grand Councilwoman dropped | d to see Lilo in danger at the beach. |
| 5 Pleakley was starting | e Jumba and Pleakley from the job of catching Experiment 626. |
| 6 David came to tell Nani | f of her parents when they were alive. |

Activity 7 (pages 27–30)

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

- | | |
|---|--------------------------|
| 1 Jumba was surprised at the changes in Experiment 626. | <input type="checkbox"/> |
| 2 Jumba followed Stitch to the dog pound. | <input type="checkbox"/> |
| 3 Pleakley destroyed Lilo's house. | <input type="checkbox"/> |
| 4 Nani was angry when she saw the fire truck. | <input type="checkbox"/> |
| 5 Cobra came to take Lilo away from her sister. | <input type="checkbox"/> |
| 6 Lilo found out that Stitch was from another planet. | <input type="checkbox"/> |

Activity 8 (pages 31–34)

Circle the right words.

- Gantu carried Lilo and Stitch to his spaceship in a **net** / **container**.
- He put them in a glass container **inside** / **on the side** of his spaceship.
- Stitch **destroyed** / **escaped from** the container.
- Nani knew now that Stitch was not **a dog** / **an alien**.
- Gantu** / **Jumba** jumped out of the forest and grabbed Stitch.
- Nani started to **scream** / **cry**.

Activity 9 (pages 35–38)Check the right answer.

- 1 What did Stitch ask Jumba to do?
 - a to leave this planet
 - b to help him rescue Lilo
 - c to forget about Nani

- 2 How did Stitch get back onto Gantu's ship?
 - a He could fly.
 - b He jumped from Jumba's spaceship.
 - c He used the police spaceship again.

- 3 How did everybody get back to the beach?
 - a They used surfboards.
 - b They swam.
 - c David took them on his surfboard.

- 4 What did Stitch tell the Grand Councilwoman?
 - a He wanted to stay on Earth.
 - b His name was not Experiment 626.
 - c He wanted to find his family.

After-Reading activities

Activity 1

Write the name of the speaker.

The Grand Councilwoman Nani Jumba Cobra Lilo

1

“Nothing can hurt Experiment 626.
There is nothing stronger or faster.”

2

“This is a terrible crime, and Jumba
must go to prison for it.”

3

“Do you often leave your sister at home alone?”

4

“I need someone to be my friend.”

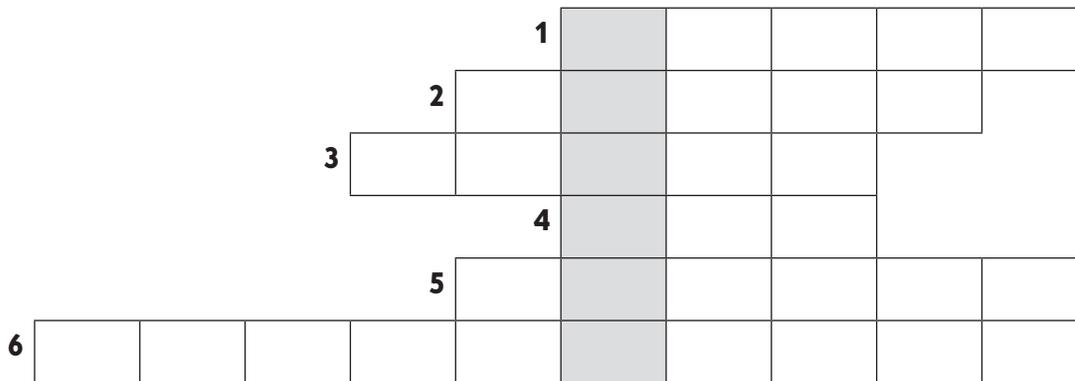
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“She’s a little girl! And I want her back!”

Activity 2

Write the answers in the boxes. What word appears?

- 1 Lilo gets Stitch from the dog
- 2 Jumba, Pleakley, and Gantu are all one of these.
- 3 After school, Lilo loves to swim in the ocean here.
- 4 Gantu catches Lilo and Stitch with a
- 5 Jumba calls Experiment 626 the “perfect ...”.
- 6 Jumba’s job



Activity 3

Cut out the sentences. Put them in the correct order.



- a** Experiment 626 escaped to Earth.
- b** Gantu caught Lilo and Stitch in a net.
- c** The Grand Councilwoman let Stitch stay on Earth.
- d** Jumba agreed to help Nani and Stitch.
- e** Nani lost her job as a waitress.
- f** Jumba tried to pull Stitch under the water.
- g** Lilo and Nani went to the dog pound.
- h** Nani decided to get a pet for Lilo.
- i** Jumba destroyed Lilo's house.
- j** Nani went to find out about a new job.
- k** Lilo read the story of the Ugly Duckling to Stitch.
- l** The Grand Councilwoman sent Jumba and Pleakley to catch the little alien.

Activity 4

What do you think? Answer the questions. Then draw a picture of your favorite part of the story.

1 Who is your favorite character in the story?

.....

2 Who is your least favorite character?

.....

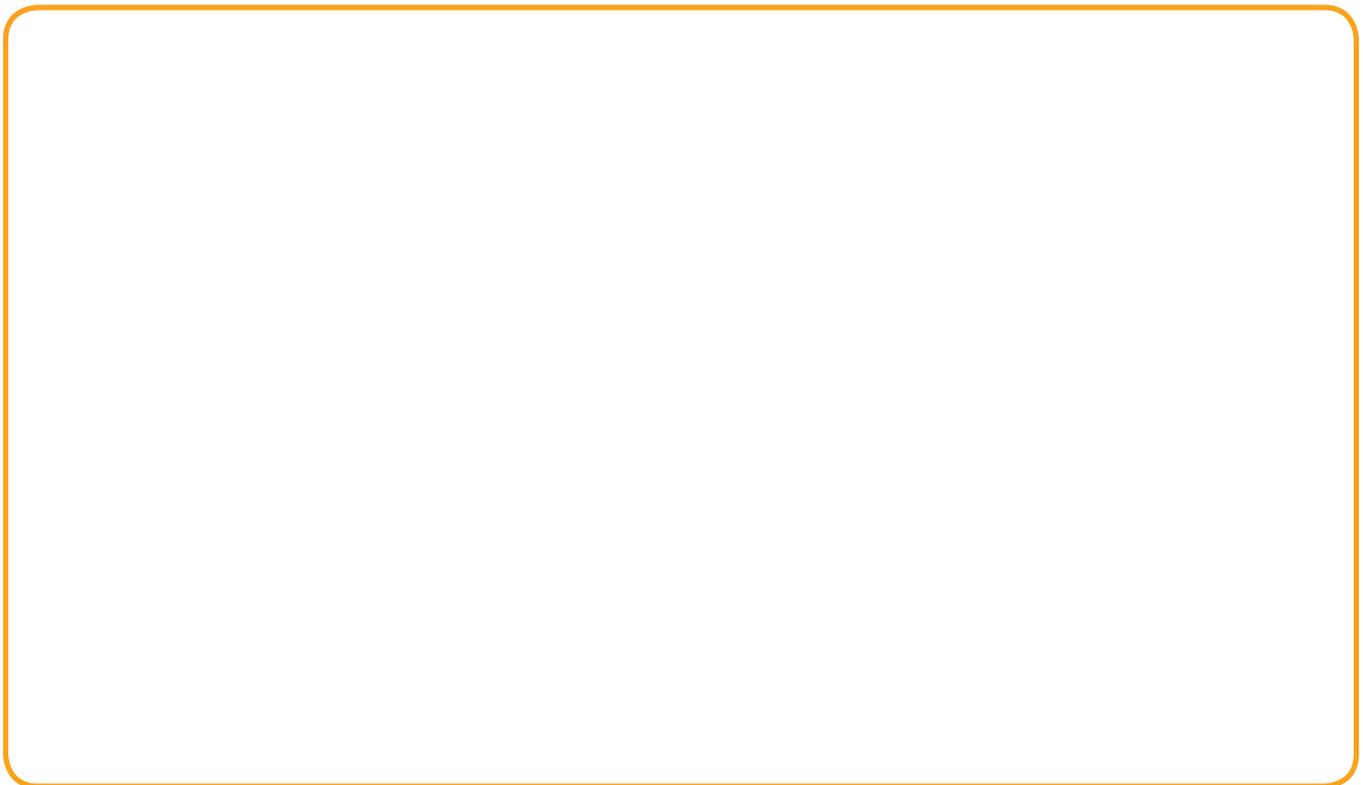
3 Who is the funniest character in the story?

.....

4 Who is the nicest character in the story?

.....

My favorite part of the story



Answer Key

In the back of the Reader

Before You Read

- 1 **a** alien
b planet
c weapon
d spaceship
e screen
f robot

2 Students' own answers

After You Read

- 1 Picture **a** = d Picture **b** = a Picture **c** = e
Picture **d** = c Picture **e** = b
- 2 **a** F **b** T **c** T **d** F **e** F **f** T **g** F **h** T
- 3 **a** at the dog pound
b He is afraid of water.
c *The Ugly Duckling*
d Jumba / Stitch
e to the planet Turo
f Stitch has a family who love him.

In these Teacher's Notes

While-Reading activities

Activity 1

- 1 scientist
- 2 made
- 3 a police
- 4 destroy
- 5 favorite

Activity 2

- 1 catch
- 2 island
- 3 sandwich
- 4 sister
- 5 parents
- 6 social

Activity 3

- 1 a 2 a 3 b 4 c

Activity 4

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

Activity 5

- a 2 b 4 c 1 d 3

Activity 6

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

Activity 7

- 1 T 2 F 3 F 4 F 5 T 6 T

Activity 8

- 1 net
- 2 on the side of
- 3 escaped from
- 4 a dog
- 5 Jumba
- 6 cry

Activity 9

- 1 b 2 b 3 c 4 b

After-Reading activities

Activity 1

- 1 Jumba 2 The Grand Councilwoman 3 Cobra
4 Lilo 5 Nani

Activity 2

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | P | O | U | N | D |
| | | | 2 | A | L | I | E | N | |
| | 3 | B | E | A | C | H | | | |
| | | | 4 | N | E | T | | | |
| | | | 5 | W | E | A | P | O | N |
| 6 | S | C | I | E | N | T | I | S | T |

The word is PLANET

Activity 3

The correct order is: a, l, h, g, e, k, f, j, i, b, d, c

Activity 4

Students' own answers