

## Teacher's Notes



# ICE AGE™

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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 Ice Age Popcorn ELT Reader.*

### Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

*Ice Age* has a total story wordcount of 531 words.

### Ice Age – synopsis

It's the start of the ice age, and most animals are going south to get away from the cold. Sid the sloth and Manny the mammoth are both on their own. When Sid gets into trouble, Manny saves him. Sid decides to be Manny's friend, but there's only one problem – Manny doesn't want any friends.

Meanwhile, a group of sabre-toothed tigers are hungry. They see a young human baby and decide to attack the humans' camp. To save her baby from the tigers, the mother jumps into the ice-cold river. She manages to put the baby onto dry land in front of Sid and Manny before she drowns. Sid and Manny decide to take the baby back to its dad. On the way they meet Diego, one of the sabre-toothed tigers, who says he can help them. In fact, he plans to lead them into a trap so that the rest of the tigers can attack.

As Sid, Manny and Diego travel together, they become friends and start to love the baby. When the other tigers attack, Diego is loyal to his new friends and the baby. Finally, the baby is reunited with his dad. Sid, Manny and Diego are an unusual group of friends, but they decide to stay together.

### Ice Age – the film

**Released:** 2002

**Genre:** animated adventure

**Suitable for:** all children

**Actors:** Ray Romano (voice of Manny), John Leguizamo (voice of Sid), Denis Leary (voice of Diego)

**Other Ice Age films:** *Ice Age: The Meltdown* (2006), *Ice Age: Dawn of the Dinosaurs* (2009)

### Why not try the other Ice Age Popcorn ELT Readers?

- *Ice Age: The Meltdown* (level 2)
- *Ice Age 3: Dawn of the Dinosaurs* (level 3)

*For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 11 of these notes.*



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from Ice Age



This page is recorded on the CD.

The 'Meet ...' page introduces students to the main characters in the story.



- 1 Before looking at the book, ask students *Do you know the film Ice Age?* 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. Ask *Is this book about a hot place?* (No) *Is it about a cold place?* (Yes) Point to the ice and ask *What's this?* (Elicit or teach *ice*.) Then ask *What animals are in the story?* Elicit in L1 and teach in English: *mammoth*, *sloth* and *sabre-toothed tiger*. (*Sabre* is pronounced /'seiba/.) Ask *Are they nice?* *Are they friends?* and listen to students' ideas.

**OR**



Tell students (in L1) they're going to see part of a film. Tell them to think about the answers to these questions as they watch: *What animals can you see?* *Who is with the animals?* Show the scene when the characters slide down the ice (second part of scene 11 on the DVD). Afterwards, elicit in L1 and teach:

*mountains*, *baby*, *mammoth*, *sloth* and *sabre-toothed tiger*. Ask students who haven't already seen the whole film to guess in L1 why these characters are together.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is very big?* *Who is small?*
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of *Who Am I?* For example, say *I'm a mammoth*. Students say *You're Manny*. Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer.



# New Words

This page is recorded on the CD.

The words on this page are available as flashcards (see pages 12–17 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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p><b>fall</b></p> <p>The cat is <b>falling</b>.</p>	<p><b>help</b></p> <p>The boy is <b>helping</b> his mother.</p>	<p><b>mountains</b></p> <p>These <b>mountains</b> are very big.</p>
<p><b>camp</b></p> <p>They live in a <b>camp</b>.</p>	<p><b>fight</b></p> <p>The boys are <b>fighting</b>.</p>	<p><b>hurt</b></p> <p>My foot is <b>hurt</b>.</p>	<p><b>volcano</b></p> <p>A <b>volcano</b> is very hot.</p>
<p><b>disappear</b></p> <p>And now the boy <b>disappears</b>!</p>	<p><b>find</b></p> <p>I can't <b>find</b> my shoe!</p>	<p><b>ice</b></p> <p>The <b>ice</b> is very cold.</p>	<p><b>'Yippee!'</b></p> <p>Yippee!</p> <p>What is an ice age? Ask your teacher.</p>

- 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 *ice* and *mountains* 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.
- 3 The conversational language on this page is *Yippee!* We use this when we are very excited and happy. Say it several times and ask students to repeat.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).


**Tip** Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- Play bingo. Students write down five of the new words on a piece of paper. You then show the picture flashcards in random order and say the words. When students hear or see a word that they have written down, they cross it out. The first student to cross out all his/her words and shout *Bingo!* is the winner.



# 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 with the volcano (DVD scene 14). Stop at key moments (e.g. Sid's red footprint, Diego hanging from the ledge, Manny falling) and ask students to predict what happens next, using English where possible.


**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 page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *This animal sees a woman in the water. Who is the animal? (Sid) It's red and very hot. What is it? (A volcano) They ask and answer their questions in groups or as a whole class.*
- Predict what is going to happen next.
-  Play a short film extract that corresponds with the section of the story that they have just read. For example, play the scene in which Manny and Sid give the baby to his father (DVD scene 18). After watching, ask questions to see how much they can remember, e.g. *How many men are there? (Five – including the dad) What animals have the men got?* Don't confirm answers yet. Show the extract again so students can check answers for themselves.

## 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. feelings adjectives or verbs.
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes

- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to small groups of students, and ask them to put the pictures in the order they happen in the story.
- 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 Ice Age 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 10)

## Chapter 1

Who says this? Who do they say it to?

1 Do you want a friend?

..... Sid ..... says this to ..... Manny .....

3 We can eat the baby.

..... says this to .....

2 Go away!

..... says this to .....

4 It's our baby now.

..... says this to .....

## Chapter 2

Put these sentences in order.

- a The baby walks.
- b 'Come with me!' Diego says to Sid and Manny.
- c The animals go down the ice.
- d Manny helps Diego at the volcano.
- e Diego talks to the tigers at night.

## Chapter 3

Write the name(s).

the baby's dad   Diego   Manny   Sid

- 1 ~~They~~ fight the tigers.        ..... Manny ..... and ..... Diego .....
- 2 He is hurt.        .....
- 3 They give the baby to the dad.        ..... and .....
- 4 He says 'Thank you!'        .....
- 5 They are funny friends.        ..... , ..... , .....



# 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**

**ICE AND SNOW**  
In an ice age, it is very cold for many years. There is no summer. We are not in an ice age now. But in some countries it is very cold in winter.

**Lapland**  
Lapland is in the Arctic Circle.

**Did you know ...?**  
In Lapland ...  
\* There are six months of winter.  
\* In winter it is very dark all day. It can be -30°C.  
\* In summer it is not dark at night. It is sunny at twelve o'clock at night!  
\* What time is it dark in your country in winter? And in summer?

**reindeer**

**Reindeer**  
There are a lot of reindeer in Lapland. Reindeer have a lot of hair. They are not cold in winter.  
\* What animals can you see in the winter in your country?

**Fun in the snow**  
People live in Lapland too. The children have fun in the snow. They play on sledges.  
\* What do you do in the winter in your country?

**sledge**

**What do these words mean? Find out.**  
snow summer winter months fun

26 27

- 1 With books closed, ask *When do the animals in the story live? (In the ice age) Is it the ice age now? (No)* Ask *Where in the world is there a lot of ice now? How is life different for people in those places?* Listen to students' ideas in L1. Tell students that they are going to read about a place called Lapland. Ask *What do you know about Lapland?* Discuss as a class.
- 2 Open books at page 26. In L1, ask which things they expected to see, and which were a surprise. Teach the words *reindeer* and *sledge*.
- 3 Students read each section, or read and listen to the CD, and write down the answers to the questions. Discuss the answers as a class.
- 4 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.
- 5 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about another place with lots of snow and ice. They could choose somewhere in the Arctic or Antarctic, or an area with high mountains. They find out about the climate, the people and the animals that live there. They can do research either at home or in the school library, using books or the Internet. They then complete the text and draw or stick in pictures and a map in the spaces provided.
- 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:  
Geography

## Ice and Snow

Put a map here.

This is .....

In winter it's .....

In summer it's .....

What do the people do?  
Put a picture here.

What animal lives in  
this place?  
Put a picture here.

The people .....

This is a .....

.....

.....



# Answer Key

## After you read (page 28)

- 1 a baby b dad c bad d a volcano e helps f men and women g Manny and Sid  
2 a ii b i c iv d v e iii



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 30)

## 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

#### Linguistic intelligence

- 1 mountains
- 2 cold
- 3 mother
- 4 baby
- 5 angry
- 6 friends

The words in the red box are: ice age.

2

#### Logical intelligence

- a ten legs
- b eighteen legs
- c twelve legs
- d twenty legs
- e fourteen legs

3

#### Spatial intelligence

- a ✓ b ✗ c ✓ d ✗ e ✗

4

#### Spatial intelligence

Students' own answers.

## Chapter Quiz Answer Key (Teacher's notes, page 7)

### Chapter 1

- 1 Sid, Manny
- 2 Manny, Sid
- 3 Diego, the tigers/his friends
- 4 Sid, Manny

### Chapter 2

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


### Chapter 3

- 1 Manny, Diego
- 2 Diego
- 3 Manny, Sid
- 4 the baby's dad
- 5 Manny, Diego, Sid






## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Tell students that they are going to act out a scene from the story. Put students in groups of three. Ask each group to pick one of the pictures on the page to act out.
- 2  If you have time, play a short extract from the film, e.g. when the characters are learning to look after the baby at the start of their journey (DVD scene 7). Tell students to notice the characters' movements and voices so that they can act them out later.
- 3 The groups find their chosen scene in the story and read it again. Then they practise their performance. They can mime the actions without words, or they can add in some dialogue.
- 4 Clear a large space in the centre of the classroom. Each group takes turns to act out their scene. At the end of their performance, the other groups guess which character each student was playing (e.g. *You are Manny!*) and what they were doing (e.g. *You are helping Diego!*).

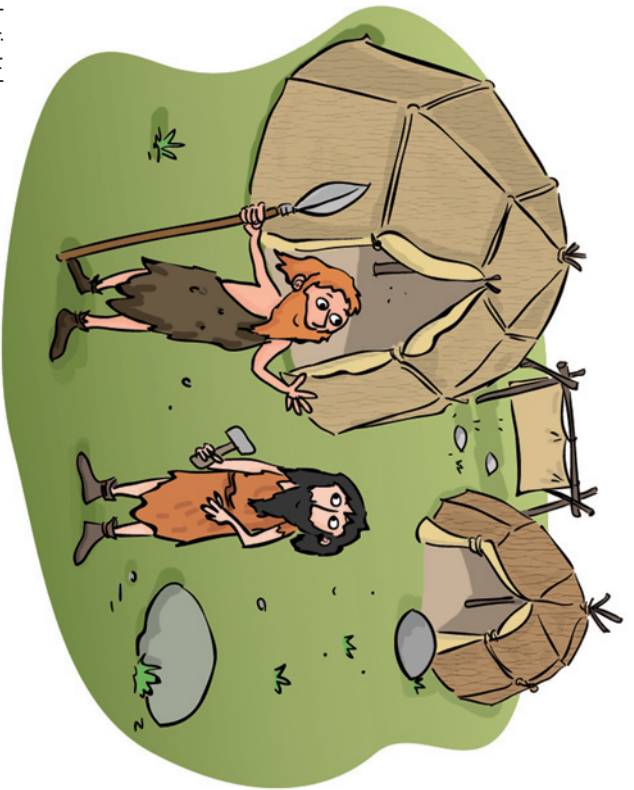
## Chant

### 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 first line of each verse (*It's the start of the ice age*). Play the CD or say the chant yourself. Students say it at the same time. Practise several times.
  - 3 Invite three students to come to the front of the class and be Sid, Diego and Manny. You could give them a baby doll as a prop. They act out the chant while the rest of the class say it again.



# Flashcards



**camp**

They live in a **camp**.



**disappear**

'And now the boy  
**disappears!**'

fold

fold



# Flashcards



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fold

fold

**fight**  
The boys are **fighting**.

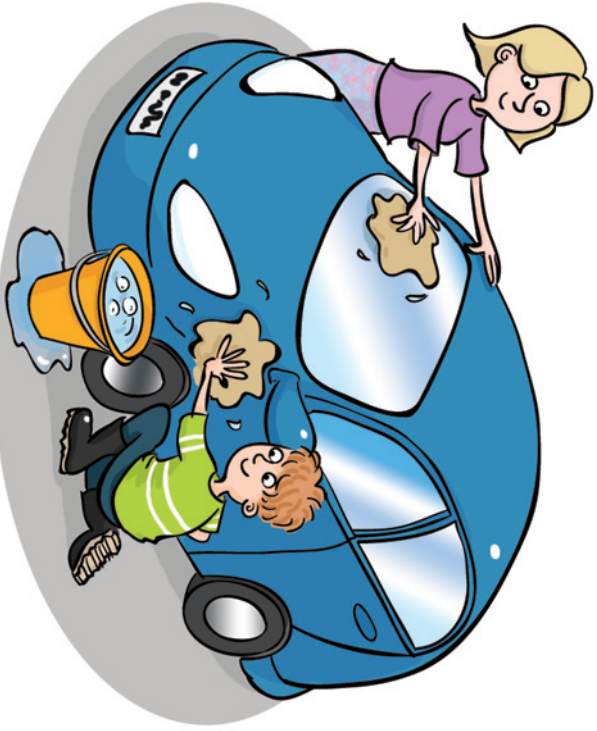
**fall**  
The cat is **falling**.



# Flashcards



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fold

fold

**find**

'I can't **find** my shoe!'

**help**

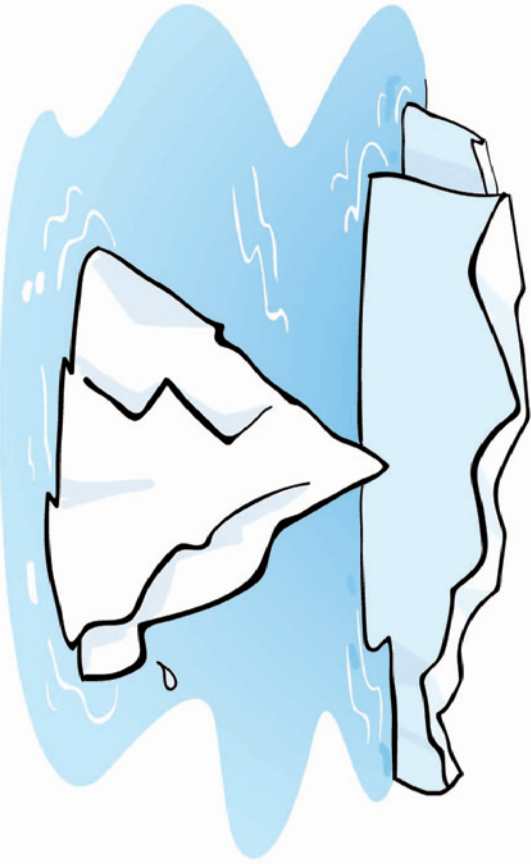
The boy is **helping** his mother.



# Flashcards



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fold

fold

**ice**  
The **ice** is very cold.

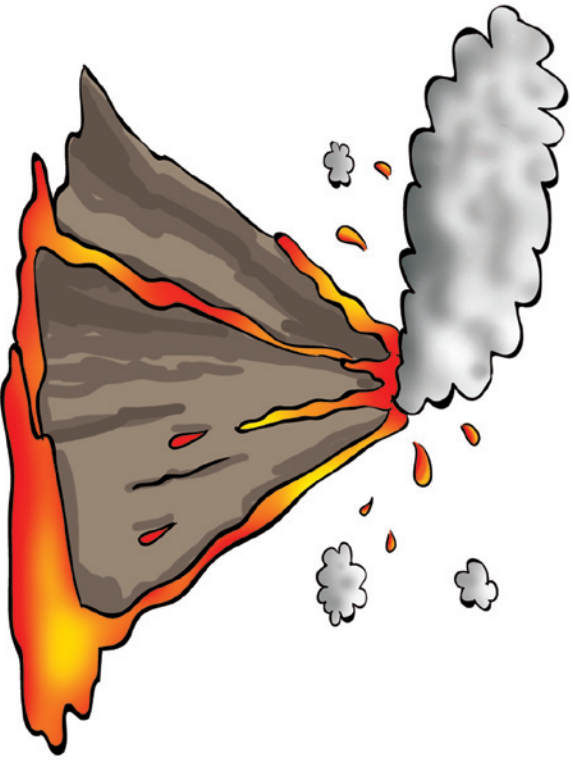
**hurt**  
My foot is **hurt**.



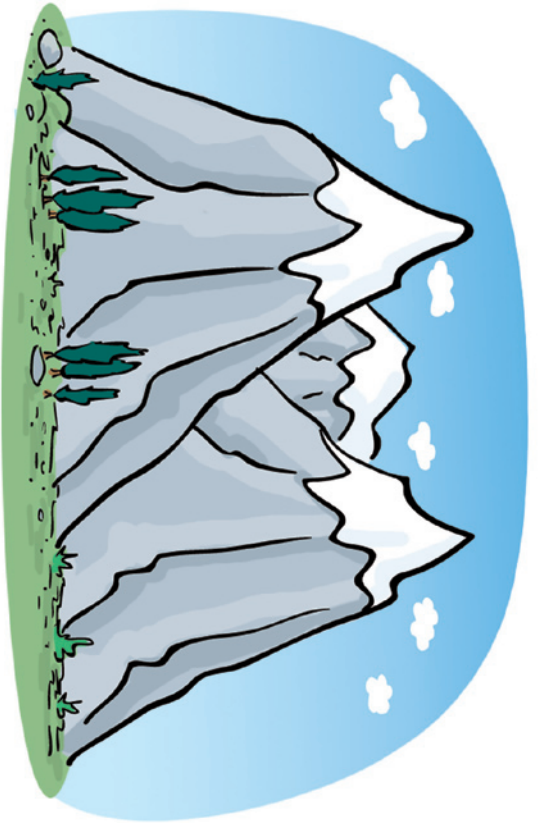
# Flashcards



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fold

fold

**mountains**

These **mountains** are  
very big.

**volcano**

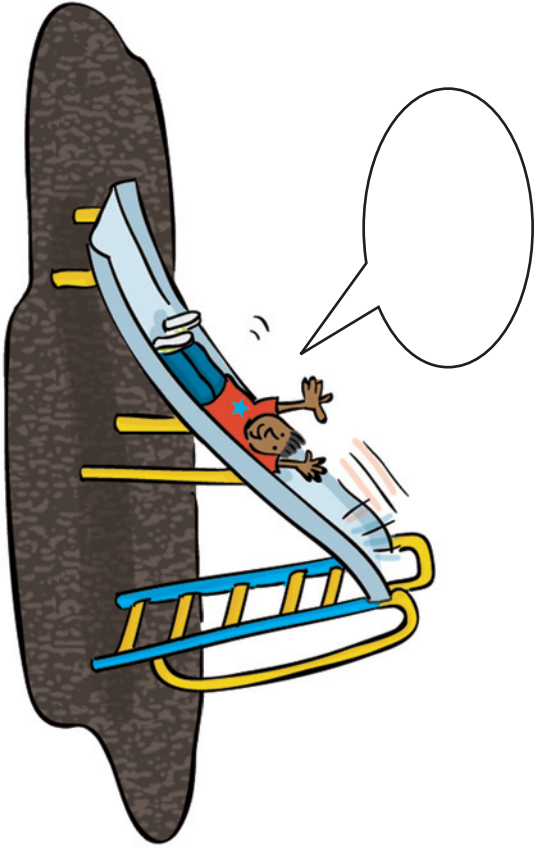
A **volcano** is very hot.





# Flashcards

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fold

'Yipppee!'

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17

Detailed description: This is a flashcard template for the word 'Yipppee!'. The card is rectangular with dashed lines for cutting and a vertical dashed line for folding. On the left side, there is a copyright notice '© Scholastic Ltd'. The main illustration shows a child in a red shirt and blue pants sliding down a blue slide. The child has a happy expression and is shouting 'Yipppee!' as indicated by a speech bubble. The slide is set on a dark brown ground. At the bottom of the slide, there is a yellow and blue ladder. The word 'Yipppee!' is written in a large, bold, black font in the center of the card. There are two scissors icons at the top and bottom corners, indicating where to cut. A vertical dashed line on the left side is labeled 'fold'.