

Teacher's Notes



★ THE ADVENTURES OF ★ **TINTIN** DANGER AT SEA

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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 The Adventures of Tintin: Danger at Sea Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level. *The Adventures of Tintin: Danger at Sea* has a total story wordcount of 716 words.

Danger at Sea – synopsis

This story continues from *The Adventures of Tintin: Tintin's Daring Escape* (Level 1).

Tintin is with his dog Snowy and his new friend, Captain Haddock. They have escaped from a bad man called Ivan Sakharine, who has taken over Captain Haddock's ship. Sakharine had kidnapped Tintin because he thought he had a clue about where to find the treasure of the sunken ship, the *Unicorn*. Before Tintin and Snowy escaped, they heard a clue on the radio that the treasure was in Bagghar. They are now in a lifeboat and they decide to row to Bagghar.

Captain Haddock accidentally hits Snowy and Tintin on their heads with an oar and they fall down unconscious. He then decides to light a fire in the boat to keep warm, causing the boat to capsize.

When they are sitting on the upturned boat, they see a seaplane which starts shooting at them. Tintin shoots back and the plane comes down. Tintin frightens the pilots and the three friends use their plane to continue their journey to Bagghar. However, they encounter a big storm that causes their plane to crash in the desert. They decide to walk across the desert to Bagghar to find the treasure.

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

The Adventures of Tintin – the film

The story in the reader relates to the middle part of the story in the film.

Directed by: Steven Spielberg

Based on: books by Hergé

Released: 2011

Genre: animated adventure

Suitable for: children with parental guidance

Awards: Golden Globe – Best Animated Feature Film 2012

Why not try the other Tintin Popcorn ELT Readers?

- *Tintin's Daring Escape* (level 1)
- *The Lost Treasure* (level 3)



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>The Adventures of Tintin: Danger at Sea</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7–8
Real World (T)	page 9
Real World Project: My Favourite Plane (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words Flashcards	pages 13–18

(T) Teacher's notes

(S) Student activities (photocopiable)

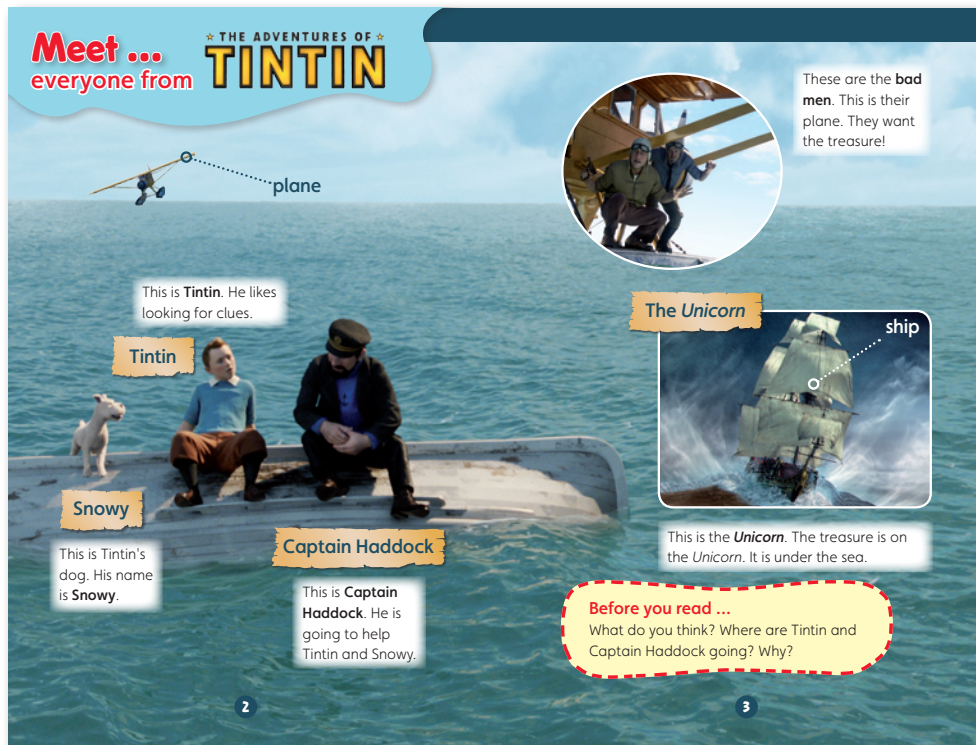




Meet ... everyone from *The Adventures of Tintin*

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

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know the film The Adventures of Tintin?* 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 cars? (No) Is it about aliens? (No) Is it about the sea?* Elicit the answer *Yes*, and point to Tintin. Say *This is Tintin. Is he old? (No, he's young.) What colour is his hair? (red/ginger).*

OR

- Tell students (L1) they're going to see part of a film about Tintin. Show them the section of the film where Tintin, Captain Haddock and Snowy are in the lifeboat talking about going to Bagghar. Tell them to think about the answers to these questions as they watch: *Where are they? Where do they want to go? What are they looking for?* Afterwards discuss the answers to your questions. Then ask *Where is Bagghar? How will they go there?*

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures. *What colour is Snowy? Is Captain Haddock Tintin's friend? Where are they? Point to the plane and ask What is it? What colour is it?* Point to the picture of the men on the plane and ask *Are the men good or bad?*
- 4 Pre-teach *treasure, boat* and *plane*. (These words also appear on the 'New Words' page.)
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of *Who Am I?* For example, say *I have red hair*. Students say *You're Tintin. I have a black hat*. Students say *You're Captain Haddock*. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answers.



New Words

This page is recorded on the CD.

The words on this page are available as flashcards (see pages 13–18 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

What do these new words mean? Ask your teacher or use your dictionary.

<p>clue</p> <p>He is looking for a clue.</p>	<p>hit</p> <p>Hit it!</p>	<p>shoot</p> <p>Don't shoot!</p>								
<p>boat</p> <p>Let's go in the boat.</p>	<p>fire</p> <p>She likes sitting next to the fire.</p>	<p>idea</p> <p>She's got an idea!</p>								
<p>bottle</p> <p>This is a bottle of water.</p>	<p>fuel</p> <p>They are putting fuel into the plane.</p>	<p>treasure</p> <p>There's a lot of treasure.</p>								
<p>sand</p> <p>The children like playing in the sand.</p>		<p>'Watch out!'</p> <p>Watch out!</p>								
<p style="color: red; text-align: center;">Verbs</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Present</td> <td style="padding: 2px;">Past</td> </tr> <tr> <td style="padding: 2px;">fall</td> <td style="padding: 2px;">fell</td> </tr> <tr> <td style="padding: 2px;">hit</td> <td style="padding: 2px;">hit</td> </tr> <tr> <td style="padding: 2px;">shoot</td> <td style="padding: 2px;">shot</td> </tr> </table>		Present	Past	fall	fell	hit	hit	shoot	shot	<p>What does the title <i>Danger at Sea</i> mean? Ask your teacher.</p>
Present	Past									
fall	fell									
hit	hit									
shoot	shot									

- 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 *treasure*, *boat* and *plane* from the 'Meet ...' page.
- 2 Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the students. Focus on the word 'fuel' if the students find this difficult to pronounce. Tell them that the 'ue' sounds like 'you'.
- 3 The conversational language on this page is *Watch out!* We use this when there is danger we want people to be careful.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall* and *hit* and *shoot* occur in the story, in addition to the past forms on the syllabus. Drill with the students. Elicit simple example


- sentences and write them on the board, e.g. *The pen fell off the table. She hit the ball.*
- 5 'What does the title mean?' Tell students that the title of the book is *Danger at Sea*. Ask students to give possible examples of dangers at sea.
 - 6 Do some vocabulary activities to practise the new words (see suggestions below).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Play a game of charades or pictorial, 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.



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 or CD, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene where we first see the plane in the sky, then ask *What is it? How many men are in it? Are they good or bad? What comes next in the story?*


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 pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *It's at the bottom of the sea. What is it? (The Unicorn) Where are the three friends going? (To Bagghar.)* 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 of a part of the story that they have just read, as a memory exercise. For example, play the scene in which Captain Haddock puts the fuel into the plane. After watching, ask students to tell you what they saw. Make a list on the board, then show the extract again to see how well they remembered it.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words of a particular category used in the story, e.g. places, or adjectives to describe people.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD, or read aloud; each time students hear their word, they stand up and sit down again, or do the action. For example, give each of the four groups one of the words *boat*, *plane*, *shout* and *jump* for Chapter 3 of *Danger at Sea*.

- Divide the class into teams. Read out a page of the story. Teams race to find the page you have read. The first team to show you the correct page wins a point.
- Ask students to write captions for the pictures in the story.
- Ask pupils to write a short review of the reader. Write on the board
I think the story of Danger at Sea 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 10, 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 11)

Chapter 1

Write the names.

Captain Haddock Bagghar Snowy Tintin ~~the Unicorn~~

- 1 The treasure is on **the Unicorn**
 - 2 is on the Red Sea.
 - 3 is Tintin's dog.
 - 4 had a clue.
 - 5 wants to take them to Bagghar.
-

Chapter 2

Put the sentences in order.

- a Snowy and Tintin were frightened.
 - b Tintin opened his eyes.
 - c The three friends were on top of the boat.
 - d Tintin shouted at Captain Haddock.
 - e Tintin saw a fire in the boat.
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

Write ✓ or X.

- 1 The three friends were under the boat.
 - 2 Snowy saw a boat.
 - 3 The plane came to help.
 - 4 The plane shot at them.
 - 5 Snowy jumped into the water.
 - 6 Tintin shot at the plane.
-

Chapter 4

Match.

- | | |
|---------------------|-------------------------------|
| 1 The three friends | a are going to Bagghar too. |
| 2 Tintin | b puts the fuel in the plane. |
| 3 Captain Haddock | c fell into the sand. |
| 4 The bad men | d were on the plane. |
| 5 The plane | e is going to fly the plane. |
-





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

Planes

In the *Adventures of Tintin*, Tintin flies a plane.
Let's read some more about planes.

The first planes

The Wright Brothers



In 1903, Orville and Wilbur Wright made the first plane to fly with a man in it. It went for 12 seconds. The pilot didn't sit in the plane. He was on his stomach. In 1908 the Wright brothers made a plane that went for more than an hour.

Amelia Earhart saw a plane for the first time in 1908. She was only 11 years old. In 1928 she was the first woman to fly from America to Europe.



Planes today

The first planes flew at 50 kilometres per hour (kph). Today big planes fly at about 900 kph. The SR71 Blackbird flies at more than 3,000 kph!



Only one or two people went in the first planes. Now some planes are very big. The Airbus A380 can take 853 passengers.





Airbus A380

★

Would you like to be a pilot? Why / why not?

What do these words mean? Find out.

pilot stomach per hour
passenger energy

Did you know ...?

Today there is a plane that has no fuel. It works with energy from the sun.



26
27

- 1 With books closed, ask *Who made the first plane? When? Ask students How fast is the fastest plane? How many people are there on the biggest passenger plane?* Translate the questions into L1. Elicit in L1 what students think the answers are and write them on the board.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD, and write down the answers to the questions.
- 3 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.

- 4 In pairs, students discuss the questions in the red circle on page 27. Then ask a few students to share their answers with the class.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another plane, one that they particularly like, either at home or in the school library, using books or the internet. They then complete the text about their plane, and draw or stick a printed picture of it in the space 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:
Science and Technology

My Favourite Plane



The name of this plane is

It is years old.

It can fly at

It has got

It can take passengers.



Answer Key

After you read (page 28)

1 a X b ✓ c X d X e X f ✓

2 a boat b Captain Haddock c plane d sea e book f fuel g windy h sand



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 26)

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

a fire c fuel
b book d sand

2

Spatial intelligence

a) Snowy is next to / under the boat. b) Snowy is in front of / on the ship.

c) Snowy is behind / in the car. d) Snowy is in / behind the plane.

3

Visual intelligence

a The dog is in the room.
b The clue is in the park.
c The bottle is in the sand.
d The treasure is in the ship.

4

Linguistic intelligence

1 bottle 2 plane 3 Snowy 4 fire
Secret word: treasure

Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

1 the Unicorn
2 Bagghar
3 Snowy
4 Tintin
5 Captain Haddock

Chapter 2

1 b 4 d
2 e 5 c
3 a

Chapter 3

1 X 4 ✓
2 X 5 X
3 X 6 ✓


Chapter 4

1 d 4 a
2 e 5 c
3 b






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students into pairs. Ask each pair to pick one of the scenes on the page. Then ask the pairs to decide who is going to play Captain Haddock and who is going to play Tintin.
- 2  If you have time, play some of the scene from the film to show the different characters' movements and voices before doing this activity.
- 3 Ask the students to read through the scene adding actions and gestures to make it more dramatic.
- 4 When these students have had some time to practise, ask them to swap partners and to act out a scene with their new partner.
- 5 If the students are confident about performing in front of one another, ask pairs to volunteer to act out one of the two scenes for their classmates.

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 and ask them to read and listen carefully.
 - 2  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.



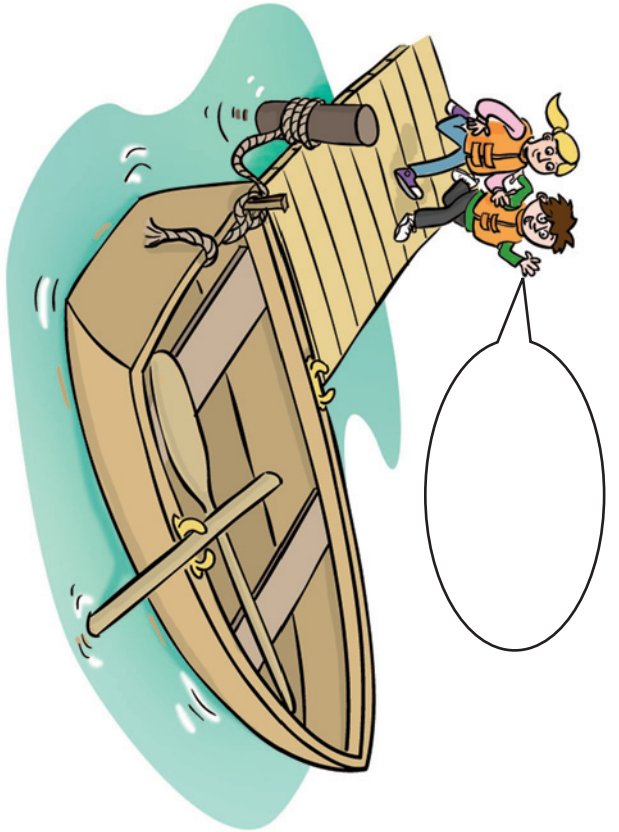
Flashcards



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fold

boat

'Let's go in the **boat**.'

bottle

This is a **bottle** of
water.

fold



Flashcards



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fold

clue

He is looking for a **clue**.

fire

She likes sitting next to the **fire**.

fold



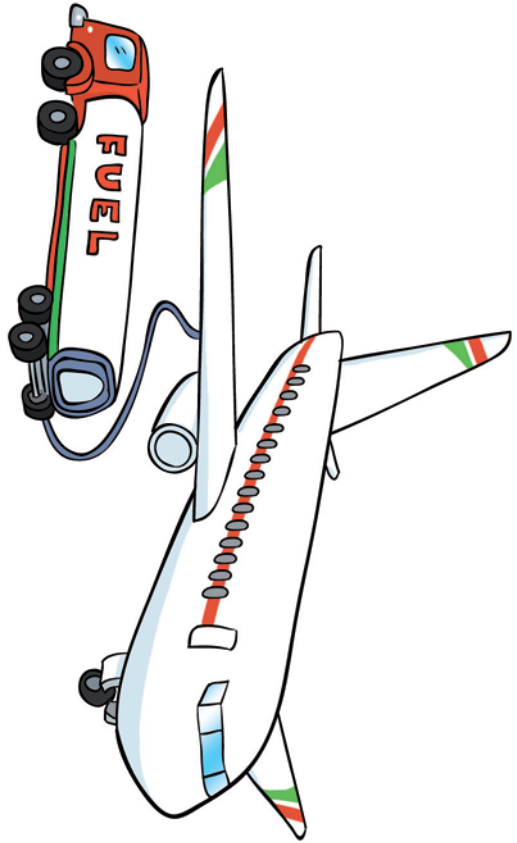
Flashcards



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fold

fold

hit
'Hit it!'

fuel
They are putting
fuel into the plane.



Flashcards



idea

She's got an **idea**!



sand

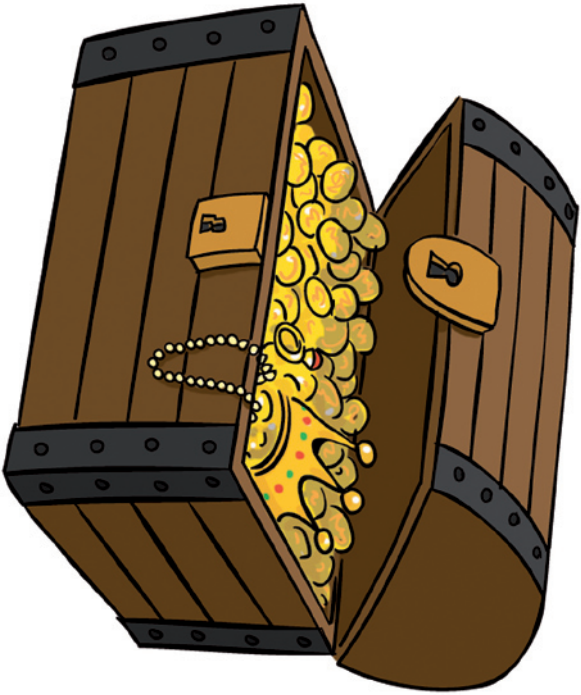
The children like
playing in the **sand**.



Flashcards



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fold

fold

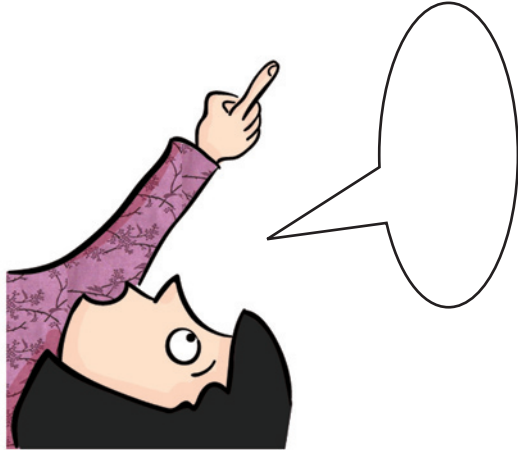
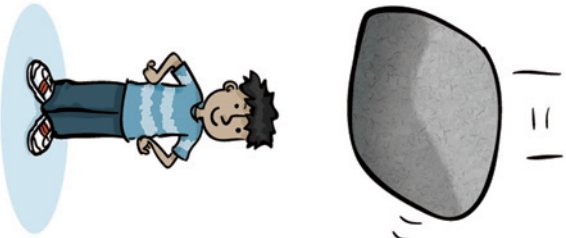
treasure
There's a lot of
treasure.

shoot
'Don't shoot!'



Flashcards

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fold

'Watch out!'

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