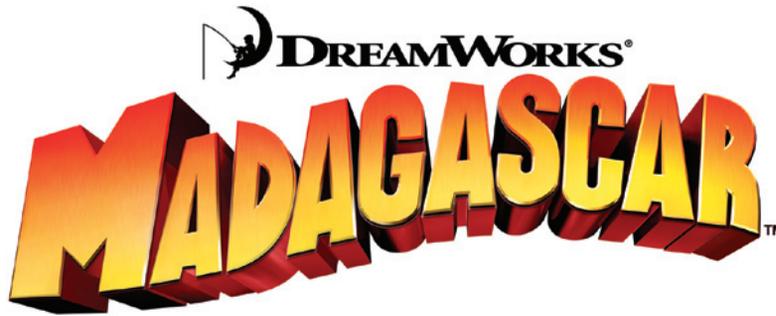


Teacher's Notes



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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 Madagascar 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.

Madagascar has a total story wordcount of 560 words.

Madagascar – synopsis

Marty the zebra celebrates his birthday at New York Zoo with his friends, Alex the lion, Melman the giraffe and Gloria the hippo. Marty's only wish is to live in the wild, but none of his friends understand. That night, Marty runs away from the zoo. His friends follow him into the city, hoping to persuade him to come home, but they are all caught.

They are sent away from the zoo on a boat, but on the way fall off and end up on the island of Madagascar. There they meet some lemurs. The lemurs' leader, King Julien, notices that the fossa, who eat lemurs, are afraid of Alex. So King Julien tries to make friends with Alex and his companions. Marty, Gloria and Melman have plenty to eat and are enjoying themselves on the island. But Alex is hungry. Here in the wild, his animal instincts return and he almost eats his friend, Marty. In horror, he runs away and hides on the fossa's part of the island.

A boat arrives that can take the zoo animals home, and Marty risks his life to persuade Alex to come home with them. Alex refuses at first, but when Marty, Gloria and Melman are attacked by fossa, Alex saves them. The friends get on the boat to go home, but now there's a new problem – no petrol!

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

Madagascar – the film

Released: 2005

Genre: animated comedy

Suitable for: all children

Actors: Ben Stiller (voice of Alex), Chris Rock (voice of Marty), David Schwimmer (voice of Melman), Jada Pinkett Smith (voice of Gloria), Sacha Baron Cohen (voice of King Julien)

Other Madagascar films:

Madagascar: Escape to Africa (2008)

Why not try another Madagascar Popcorn ELT Reader?

- *Madagascar: Escape to Africa* (level 2)



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Meet ... the animals from *Madagascar*

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 Madagascar?* 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. Elicit or teach: *lion, hippo, giraffe, zebra* and *zoo*. Ask *Are the animals in a zoo? (No) Are they happy? (Yes)*

OR

Tell students (in L1) they're going to see part of a film about some animals. Tell them to remember which animals they see and what the animals are doing. Show the start of the film (DVD scene 1). Stop before the penguins are introduced. Elicit or teach: *lion, hippo, giraffe, zebra* and *zoo*. Discuss in L1 what the animals were doing and what personalities they might have.

3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is Marty? What colour are the lemurs' eyes? Is Melman tall?*

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 am grey and I live in a zoo*. Students say *You're Gloria*. 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 answers. Say each character's name and students call out *good* or *bad*.



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>box</p> <p>What's in the box?</p>	<p>meat</p> <p>Do you like meat?</p>	<p>wild</p> <p>The animals are in the wild.</p>
<p>beautiful</p> <p>The girl is beautiful.</p>	<p>catch</p> <p>You can't catch me!</p>	<p>medicine</p> <p>This is medicine.</p>	<p>zoo</p> <p>The animals are in the zoo.</p>
<p>boat</p> <p>It's a white boat.</p>	<p>fish</p> <p>Look at the fish!</p>	<p>push</p> <p>She's pushing her brother.</p>	<p>'Happy Birthday!'</p> <p>Happy Birthday!</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 zoo 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 class.
- 3 The conversational language on this page is *Happy Birthday!* We say this to people on their birthday. Say it several times and ask students to repeat.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

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.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.



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 already 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 when we see the lemurs for the first time (DVD scene 9). Then ask *What are they? (Lemurs) What are they doing? (They're singing and dancing.) Are they good or bad? (Good)* Then show the part when the fossa arrive and surround the little lemur and ask the same questions again. Ask students to guess what happens next.

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 happy? 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. *It's his birthday. Who is he? (Marty) Alex and his friends live here. Where is it? (The zoo)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story students have just read. For example, play the scene in which the animals go into the city (DVD scene 5). After watching, ask *What do the animals see in town?* 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 from a particular category used in the story, e.g. adjectives to describe a place, animals or verbs of saying (e.g. *shout, ask*).
-  Divide the class into groups and give each group a word that is used regularly in the story. Play the CD or read the story aloud. Each time students hear their word, they stand up and sit down again. For example, give groups the words *zoo* and *the wild* for Chapter 1.

- Ask students to make a 'Missing' poster for one of the zoo animals in the story. They draw a picture and write some information, e.g. name, appearance, where he/she is from, what he/she likes and dislikes.
- In small groups, ask students to think of a new ending for the story. They either write, draw or roleplay the final scene.
- Ask students to write a short review of the reader. Write on the board:

*I think the story of Madagascar 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?

1 'I'm ten years old.' Marty

2 'I don't want to be in this zoo.'
.....

4 'Everyone in New York loves me!'
.....

3 'There's no medicine in the wild!'
.....

5 'The zoo is our home!'
.....

Chapter 2

Write ✓ or X.

- 1 The four friends are at a new zoo.
- 2 The fossa sometimes eat lemurs.
- 3 Alex likes Marty's dinner.
- 4 Gloria, Melman and Marty like Madagascar.
- 5 Alex eats Marty.

Chapter 3

Circle the correct words.

- 1 A boat / box comes to Madagascar.
- 2 Marty / Melman finds Alex.
- 3 Alex runs / The fossa run after Marty.
- 4 Alex eats fish / meat.
- 5 The friends go home / don't go home on the boat.



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

THE ISLAND OF MADAGASCAR

Madagascar is an island in the Indian Ocean. Let's read about some of the animals there.

Lemurs
Lemurs live in trees. They eat plants and small animals. **Aye-ayes** are lemurs with big ears and long hands. They sleep in the day and eat at night.

Ring-tailed lemurs sleep at night. They live in groups. What colour are their tails?

Fossa
Fossa live under trees, and they sometimes go up trees too. They eat lemurs. Is this fossa hungry?

Chameleons
This is a **panther chameleon**. Angry panther chameleons are red and yellow. Cold panther chameleons are a dark colour. Is this chameleon cold or angry?

Did you know ...?
Madagascar is home to 5% of the world's plant and animal groups.
80% of the plants and animals in Madagascar live only there.

What do these words mean? Find out.
island plant world only group

- With books closed, ask *Where do the animals in the story go? (To Madagascar)*. Ask *Where is Madagascar?* Listen to students' ideas, then ask them to check by looking at the map on page 26.
- Ask *What animals can you see?* Check pronunciation of the word *chameleon* /ka'mi:li:an/.
- 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.

Answers
The ring-tailed lemurs' tails are black and white.
The panther chameleon is angry.
(Students decide if the fossa is hungry or not!)
- 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.
- Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about another island, e.g. New Zealand, Hawaii or Britain, and two wild animals that live there. They could do this either at home or in the school library, using books or the Internet. They then complete the texts and decorate their project with a map in the first frame and drawings and/or pictures of their chosen animals in the other frames.
- 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/
Science

My Island

This island is ,
and it is in the Ocean / Sea.

This is a
It lives on the island. It is
.....
It eats

This is a
It lives on the island too. It is
.....
It eats

Answer Key

After you read (page 28)

1 a ii b iv c v d i e iii

2 a 4 b 7 c 1 d 2 e 8 f 6 g 3 h 5



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (**Answer:** page 32)

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

Spatial intelligence

Boat 1 goes to the bus.

Boat 2 goes to the hippos.

Boat 3 goes to the boat house.

Boat 4 goes to the lemurs.

2

Logical intelligence

1 zebra 4 fish

2 lemur 5 giraffe

3 hippo

3

Spatial intelligence

a iv b i c iii d v e ii

4

Linguistic intelligence

1 medicine

2 beautiful

3 box

4 boat

5 birthday

6 meat

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

Chapter 1

- | | |
|----------|----------|
| 1 Marty | 4 Alex |
| 2 Marty | 5 Gloria |
| 3 Melman | |

Chapter 2

- 1 X 2 ✓ 3 X 4 ✓ 5 X

Chapter 4

- | | |
|-----------------|-----------------|
| 1 boat | 4 fish |
| 2 Marty | 5 don't go home |
| 3 The fossa run | |



Imagine ...

Kinaesthetic intelligence

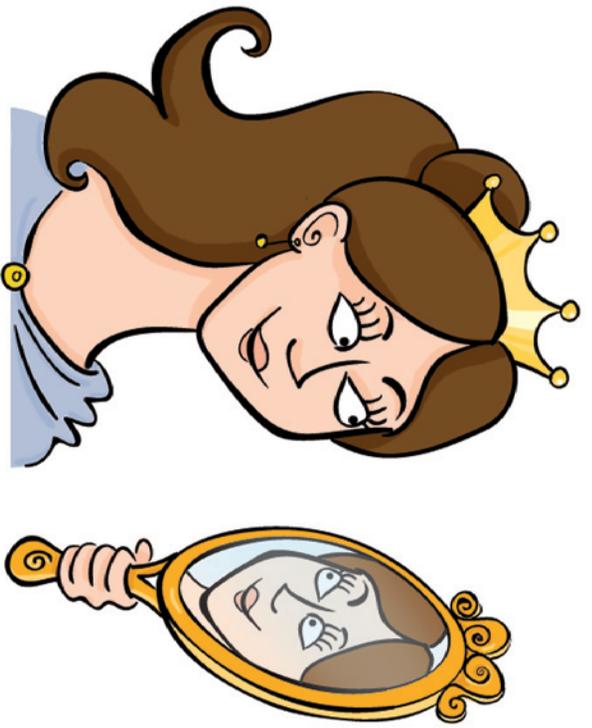
-  Tell students that they are going to act out a scene from the story. If you have time, play a short extract from the film, e.g. the start of Marty's birthday (DVD scene 3). Tell students to notice the characters' movements and voices so that they can act them out later.
- Say *Open your books at page 31*. Put students in groups of three.
- The groups practise acting out the scenes, using plenty of movement and gesture as well as the words. Encourage them to put on a voice to match the character and use lots of expression.
- Clear a large space in the centre of the classroom. Each group takes turns acting out the scene they like best.
- When every group has had a go, the class votes on the best performance.

Chant

Musical intelligence

-  This page is recorded on the CD.
-  Say *Open your books at page 32*. Read the chant or play the CD and ask students to read and listen carefully.
 -  Divide the class into two groups. Tell the students that they are going to say the chant. Ask one group to say the first and third verses, and the other group the second and fourth verses. Play the CD or say the chant yourself, and students say it with you. Practise several times, then swap verses.
 - You might like to divide the class into groups of four. Two of the students in the group take the roles of Marty and Alex and mime some actions. The other two take turns to say the verses of the chant. They practise in their groups then perform for the class.

Flashcards



beautiful

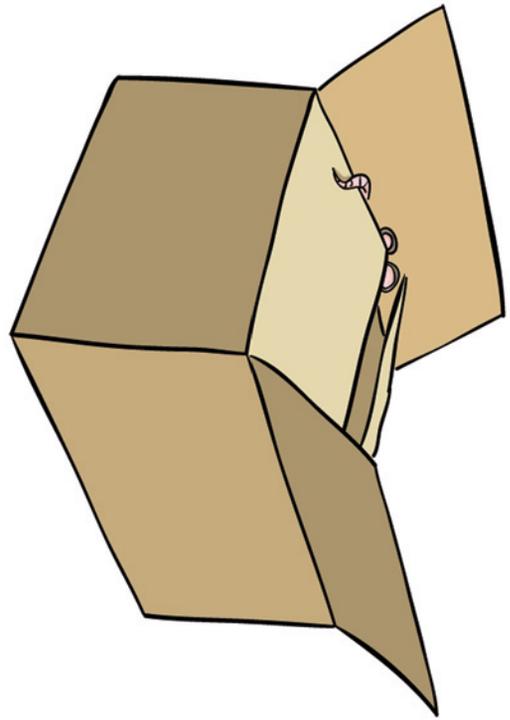
The girl is **beautiful**.



boat

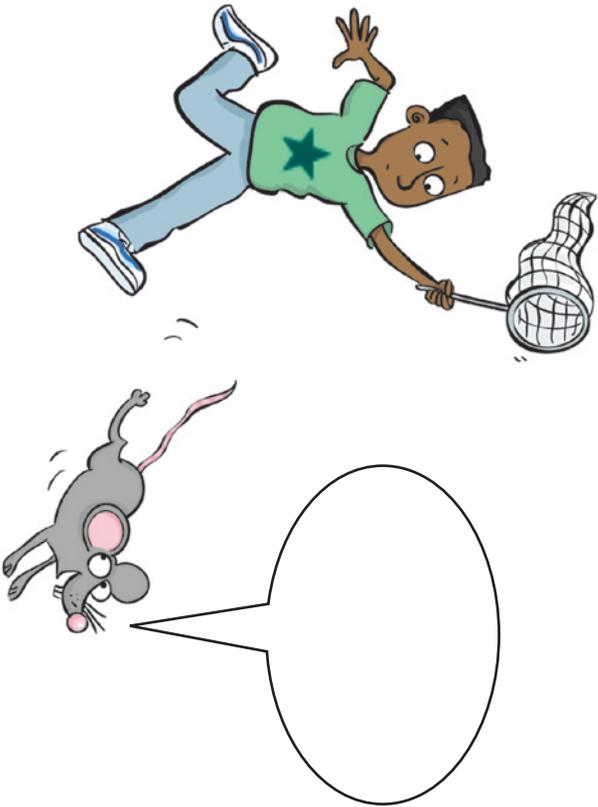
It's a white **boat**.

Flashcards



box

What's in the **box**?



catch

'You can't **catch** me!'

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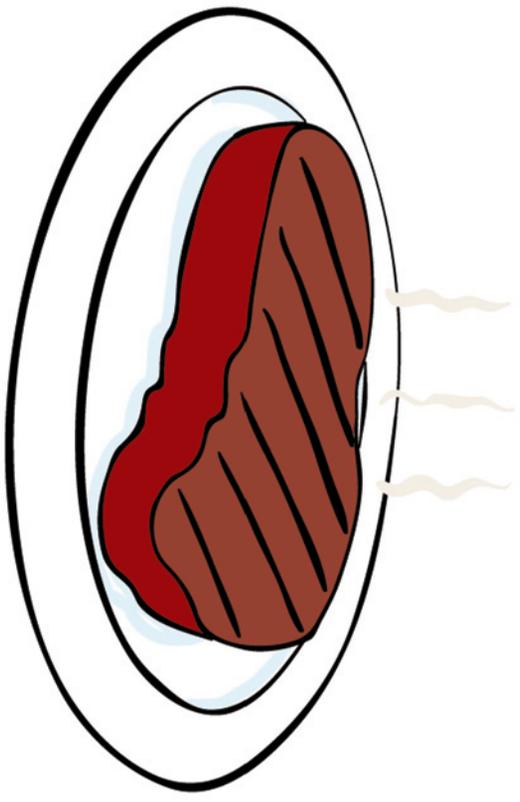
fold

fold

Flashcards



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fold

fold

fish

Look at the **fish**!

meat

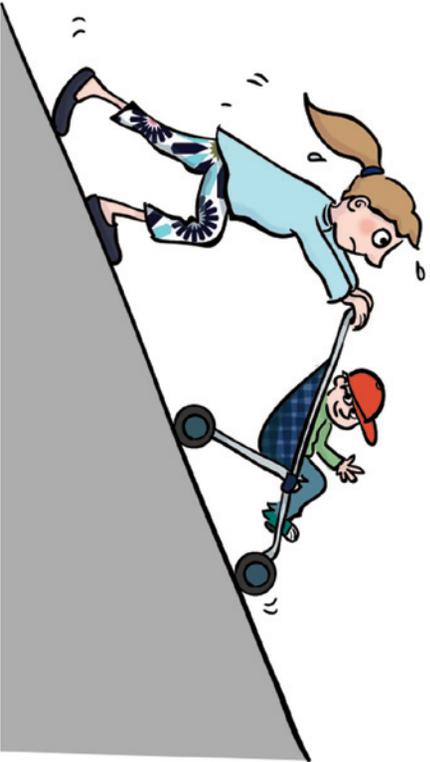
Do you like **meat**?

Flashcards



medicine

This is **medicine**.



push

She's **pushing** her
brother.

fold

fold

© Scholastic Ltd

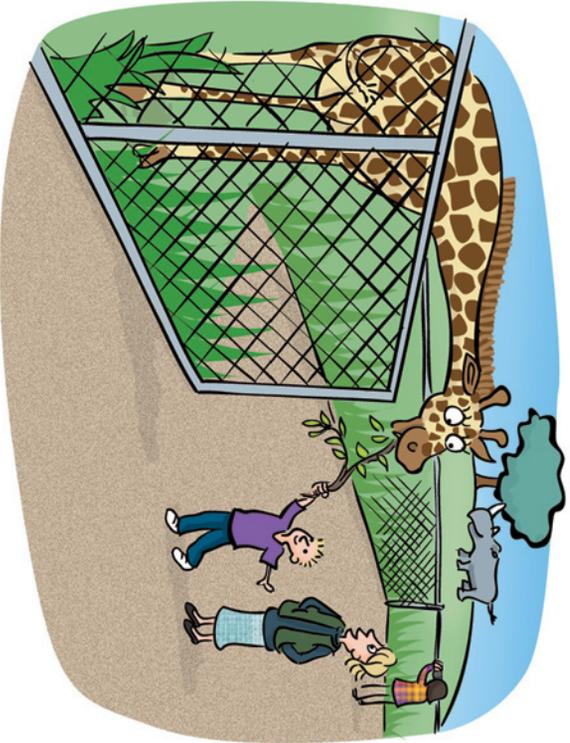
© Scholastic Ltd

Flashcards



wild

The animals are in
the **wild**.



ZOO

The animals are in
the **ZOO**.

fold

fold

© Scholastic Ltd

© Scholastic Ltd



Flashcards

© Scholastic Ltd



fold

'Happy Birthday!'

© Scholastic Ltd

17

Detailed description: This is a template for a birthday flashcard. It is a large rectangle with dashed lines indicating where to cut and fold. At the top left, there is a small scissors icon. At the top right, there is a larger scissors icon. The left side of the rectangle is divided into two equal halves by a vertical dashed line labeled 'fold'. The right half of the rectangle contains a cartoon illustration of a boy with brown hair and a black jacket holding a large chocolate birthday cake with lit candles. He is standing behind a table with a pink and white checkered tablecloth. On the table, there are two blue and white striped cups. Three other children are sitting at the table: a girl with black hair and a red and white floral shirt, a boy with blonde hair and a red shirt, and a girl with brown hair and a purple dress. A large, empty speech bubble is positioned to the right of the boy with the cake. The left half of the rectangle is blank, with the text '© Scholastic Ltd' at the top left and '© Scholastic Ltd' at the bottom left. The text ''Happy Birthday!'' is written vertically in the center of the right half. At the bottom center, there is a small circle containing the number '17'.