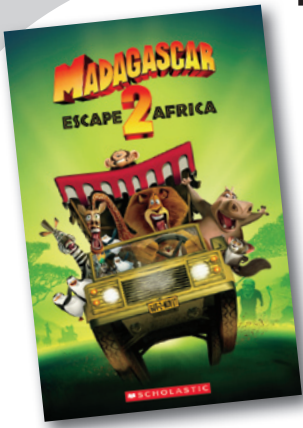


# Teacher's Notes



## MADAGASCAR ESCAPE 2 AFRICA™

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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: Escape to Africa 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.

*Madagascar: Escape to Africa* has a total story wordcount of 866 words.

### **Madagascar: Escape to Africa – synopsis**

In the first *Madagascar* film, Alex the lion and his friends – Marty the zebra, Melman the giraffe and Gloria the hippo – leave New York Zoo and go to Madagascar. In *Madagascar: Escape to Africa* they try to fly home, but their plane crashes in a wildlife reserve in Africa.

In Africa, Alex is recognised by his parents. They haven't seen him since he was caught by hunters as a baby. His dad, Zuba, is King of the lion pride. Zuba's rival, Makunga, suggests that Alex appears in a show to test his strength. Alex agrees, thinking that it's a dance show. Too late, he discovers that he has to fight and loses badly. Makunga says that he can't be in the pride. In support of his son, Zuba leaves the pride too.

Makunga is not a good leader and does not know what to do when there is a water shortage on the reserve. Alex and Marty leave the reserve to find out what the problem is. Very worried that they have left the safety of the reserve, Zuba follows them. Alex and Marty discover a dam, but Alex is caught by some tourists. Marty runs for help. Zuba rescues Alex, and Marty picks them both up in the plane, which is now mended. On their way back to the pride, the friends destroy the dam. Zuba and Alex are welcomed back as heroes. Zuba is King once again and Alex takes his place in the pride.

### **Madagascar: Escape to Africa – the film**

**Released:** 2008

**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)

**Other Madagascar films:**  
*Madagascar* (2005)

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

**Why not try another Madagascar Popcorn ELT Reader?**

- *Madagascar* (level 1)



# Popcorn ELT Readers

# Teacher's Notes

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*Just choose the pages that you need and print!*

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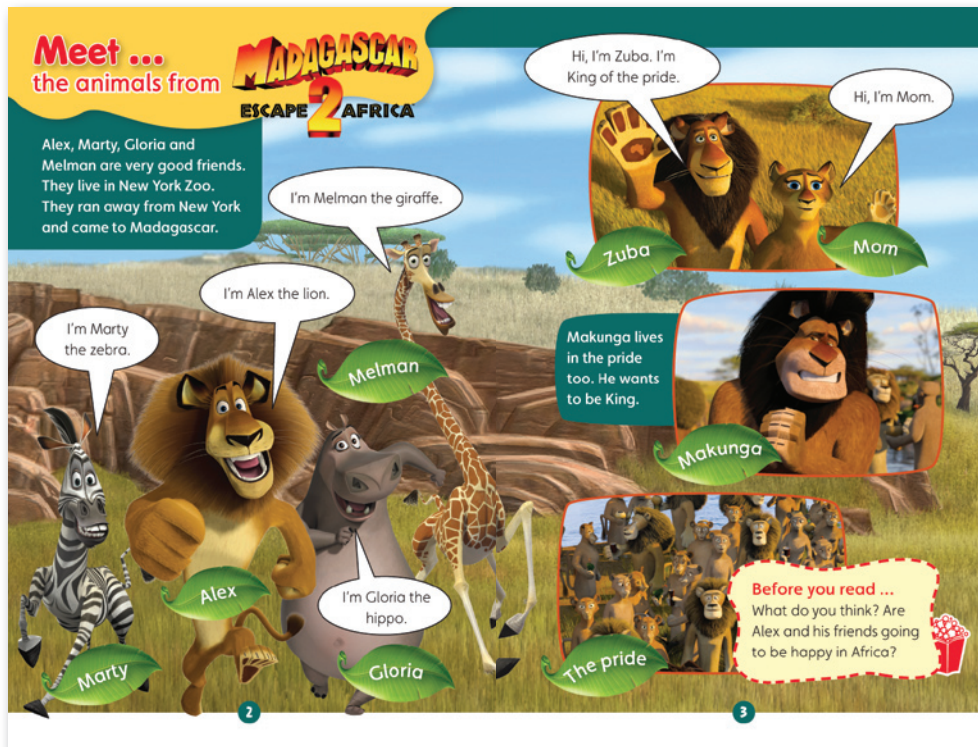




# Meet ... the animals from *Madagascar*

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

This page is recorded on the CD.



- 1 Ask (in L1) if anyone has read the first *Madagascar* Popcorn ELT Reader or seen the first film. If so, ask them to tell the class briefly what happened in the story.
- 2 Look together at the front cover of the book. Ask *What animals can you see?* Elicit or teach the words *lion, zebra, hippo, giraffe*. Ask *Where are the animals? (In a car) Are they happy? (No, they are frightened.)* Ask students to guess (in L1) where they are.

OR

- Tell students (in L1) they're going to see an extract from *Madagascar: Escape to Africa*. Tell them to think about the answers to these questions as they watch: *What animals do you see? What are they doing?* Show the plane taking off (DVD scene 4). Afterwards, discuss the answers as a class and elicit or teach the words *lion, zebra, hippo, giraffe* and

*plane*. Say *They want to go to New York. Can the plane fly there?* Students tell you what they think.

- 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? Is Melman short?*
- 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 hippo*. 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 answer.



# New Words










This page is recorded on the CD.

The words on this page are available as flashcards (see pages 13–17 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


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

<p><b>fight</b></p>  <p>The lions are <b>fighting</b>.</p>	<p><b>plane</b></p>  <p>The <b>plane</b> is flying.</p>	<p><b>water hole</b></p>  <p>The hippos are in the <b>water hole</b>.</p>
<p><b>country</b></p>  <p>Africa is a beautiful <b>country</b>.</p>	<p><b>mark</b></p>  <p>The cat has a black <b>mark</b>.</p>	<p><b>reserve</b></p>  <p>Here is a bus on a <b>reserve</b> in Africa.</p>
<p><b>dam</b></p>  <p>There is a lot of water in the <b>dam</b>.</p>	<p><b>pilot</b></p>  <p>A <b>pilot</b> flies a plane.</p>	<p><b>show</b></p>  <p>This is a dance <b>show</b>.</p>

Verbs

Present	Past
fly	flew
take	took
stand up	stood up

**'Welcome!'**



Welcome to my house!


- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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 *Welcome!* We use this when someone first arrives at our home and we are happy to see them. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fly*, *take* and *stand up* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *The plane flew to China.*
- 5 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.
- 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 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 in which Alex dances before he is hit by the big lion (DVD scene 13). Ask e.g. *What is Alex doing? What does the big lion want to do? 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. *He's the King of the pride. Who is he? (Zuba) Alex lived here when he was young. Where is it? (Africa).* 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. Pause the film and ask students to predict what happens. For example, play the scene when the animals first see the safari jeep (DVD scene 6). Pause the film at different points. Each time, students predict what happens next, then watch to check their answers.

## 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. action verbs (e.g. *run, jump*) or adjectives to describe people/animals.
-  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 map of the reserve and its surroundings. They could draw in details such as the water hole and the dam.
- 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 Madagascar: Escape to Africa 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 11)

## A long time ago ...

Circle the correct words.

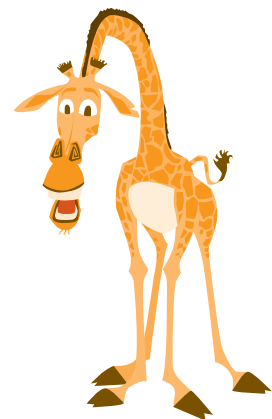
- 1 Alex lived in a hot / cold place.
- 2 His *dad* / *dad's brother* was the King.
- 3 Alex liked *dancing* / *fighting*.
- 4 Some men took Alex to *Africa* / *New York*.
- 5 Alex was *happy* / *sad* in his new home.

---

## Chapter 1

Put these sentences in the correct order.

- a Alex takes an old woman's phone.
- b Some people take pictures of the animals.
- c Alex, Marty, Melman and Gloria say goodbye to their friends in Madagascar.
- d The plane comes down.
- e They go in a plane.
- f Alex says, 'I know this place.'





# Chapter Quizzes (Answer key, page 11)

## Chapter 2

Who says this? Who does he / she say it to?

1 'We don't want more animals here.'

..... **Zuba** ..... says this to ..... **Alex** .....

2 'Is it you?'

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

3 'Is your boy going to be in the pride?'

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

4 'I don't fight. I dance.'

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

5 'Come to the water hole with me.'

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

6 'I'm going to find water for everyone.'

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

---

## Chapter 3

Answer the questions.

1 Why is there no water?

..... **Because there is a dam.** .....

2 Who wants Alex for dinner?

.....

3 Who dances with Alex?

.....

4 Who comes in the plane?

.....

5 Does Alex find water for everyone?

.....





# 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**

## AFRICAN LIONS

A long time ago there were lions in all of Africa. Today there are not so many lions.

**Africa**

• Lions live here

**Did you know ...?**

- You can hear a lion's roar 8 kilometres away.
- Lions sleep for 16 to 20 hours a day.
- Lions can live four or five days with no water.

**The pride**

A pride has ten to twelve female lions, their young lions and two or three male lions.

**The hunt**

Lions hunt zebras, giraffes and hippos. So in *Madagascar*, Alex's friends are unusual! The female lions usually hunt. Young lions start hunting when they are about one year old.

**Reserves**

Many lions in Africa now live in reserves. Some people hunt lions, but you can't hunt animals in a reserve. People can come and look at the lions in the reserves.

**Do you know any more big cats?**

**What do these words mean? Find out.**

roar hunt unusual usually

- 1 With books closed, ask *What animal is Alex? (A lion) Where do lions come from? (Africa).* Then ask *What do you know about lions?* and listen to students' answers. Encourage them to use as much English as possible.
- 2 Tell students to open their books at page 26. Point to the photo of the lion with its mouth open and ask *Is it a boy lion or a girl lion? (a boy lion)* Teach *male* and *female*.
- 3 Students read each section, or read and listen to the CD.
- 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 Ask students to write down the names of some big cats in answer to the question in the red circle. Write their answers on the board and give the English words for any animals they mention.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another African animal, either at home or in the school library, using books or the Internet. They then complete the text about their animal, draw or stick a picture of it in the space provided, and perhaps draw an African scene in the background.
- 7 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 African Animal

This is a .....

It lives in .....

It is .....

It has got .....

It can .....

It eats .....



# Answer Key

## After you read (page 28)

- 1 a iv b vi c i d v e iii f ii  
 2 a X b X c X d ✓ e ✓ f X g X



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
 Can they find it? (Answer: page 3)

## 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



#### 2 Spatial intelligence

Students' own answers.

#### 3 Linguistic intelligence

**Marty:** beautiful, happy, black and white, nice

**Gloria:** beautiful, big, happy, nice, strong

**Melman:** beautiful, long legs, nice, tall

#### 4 Intra-personal intelligence

Students' own answers.

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

### A long time ago ...

- 1 hot  
 2 dad  
 3 dancing  
 4 New York  
 5 happy

### Chapter 1

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

### Chapter 2

- 1 Zuba, Alex  
 2 Alex's mum, Alex  
 3 Makunga, Zuba  
 4 Alex, his mum  
 5 Moto Moto, Gloria  
 6 Alex, Makunga

### Chapter 3

- 1 Because there is a dam.  
 2 the old woman  
 3 Zuba  
 4 Marty, Gloria and Melman  
 5 Yes, he does.



## Imagine ...

### Kinaesthetic intelligence



- 1 Say *Open your books at page 31*. Read out the speech bubbles and students follow the words in their books. Explain (in L1) that students are going to mime a scene and then ask another pair the questions *Who are we? What are we doing? What are we saying?*
- 2 Put students into pairs. They choose a scene from the story and practise miming it.
- 3 When everyone is ready, put two pairs together. The pairs take turns to mime their scene and ask the questions. The other pair guesses the answers.
- 4 If you have time, ask a few pairs to act out their scene for the whole class to guess.

## Chant

### Musical intelligence



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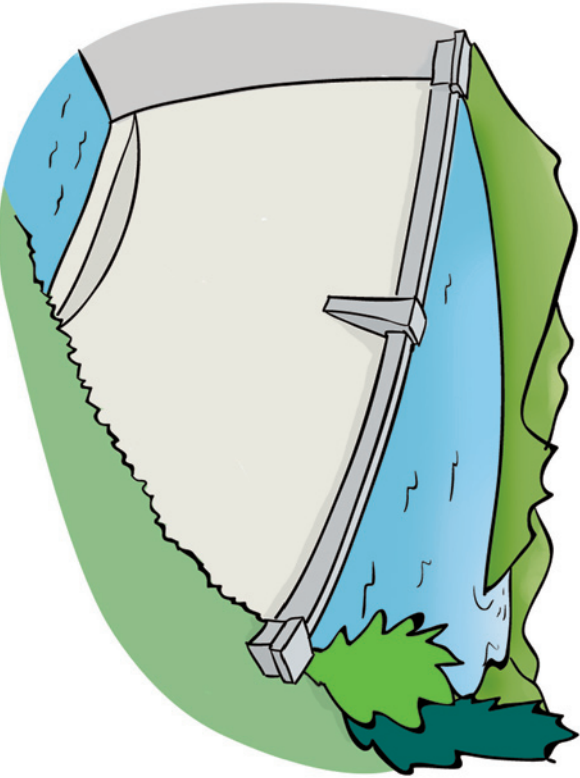
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
- 2  Divide the class into five groups and give a verse to each group. Tell the students that they are going to say the chant. Explain (in L1) that the first and third line of each verse are said only by the group whose verse it is, and that the chorus (*Welcome to the pride!*) is said by everyone. Play the CD or say the chant yourself. Students say it at the same time. Practise several times.
- 3 You might like to create some actions for the chant, e.g. fanning your face with your hand for *hot*, making your fingers into claws for *lion*. Students do the actions as they say the chant.



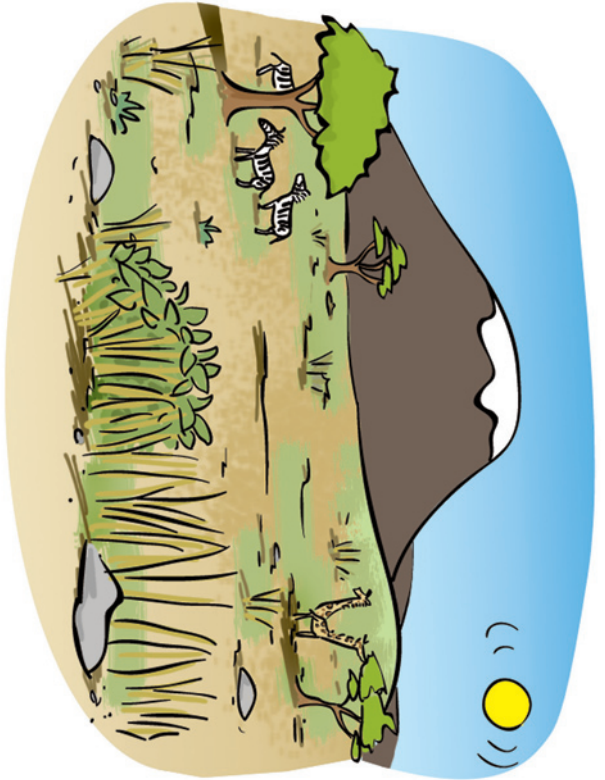
# Flashcards



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fold

fold

**country**

Africa is a beautiful  
**country.**

**dam**

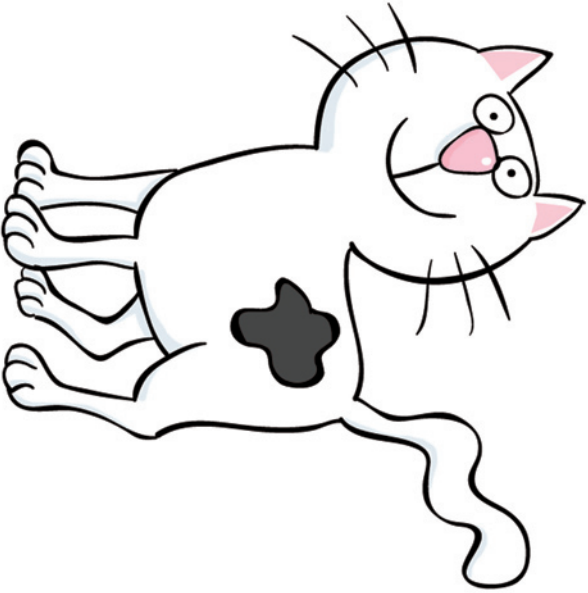
There is a lot of water  
in the **dam.**



# Flashcards



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fold

fold

**mark**  
The cat has a black  
**mark.**

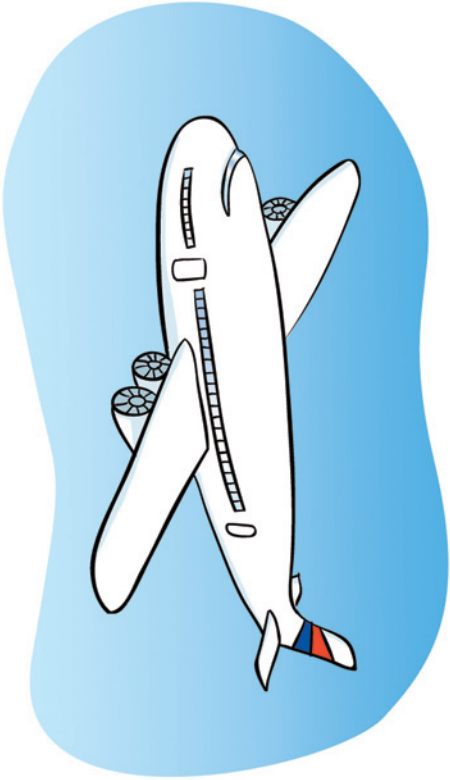
**fight**  
The lions are **fighting.**



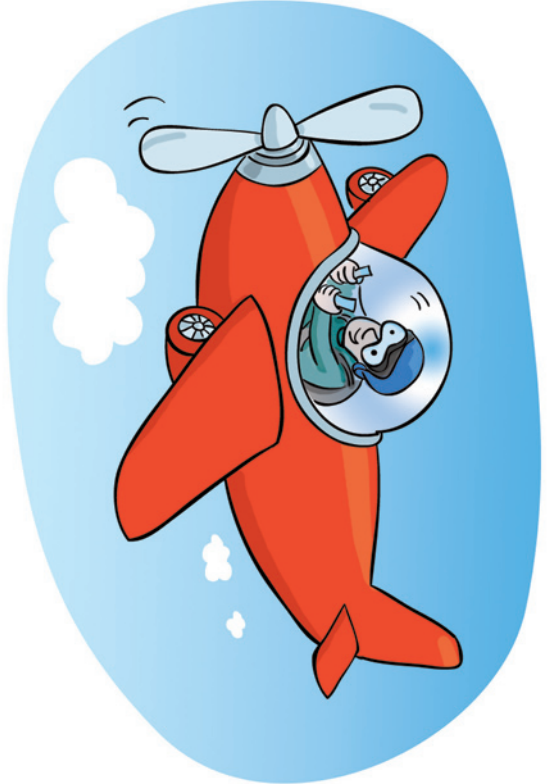
# Flashcards



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fold

fold

**plane**  
The **plane** is flying.

**pilot**  
A **pilot** flies a plane.

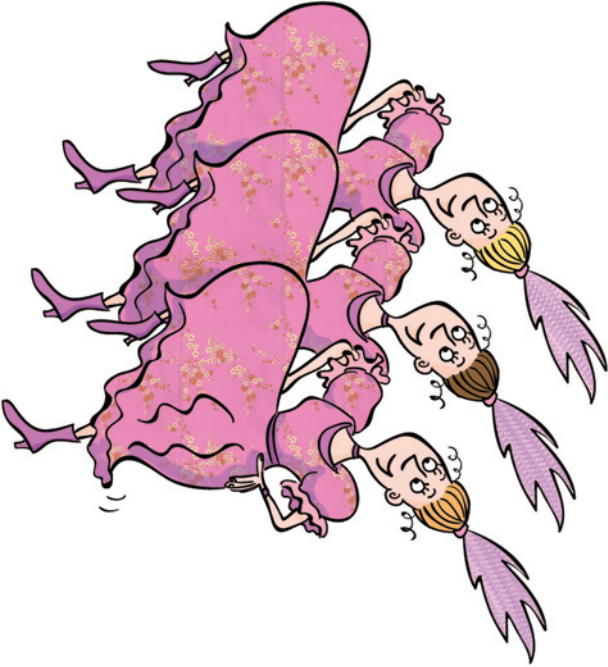


# Flashcards



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fold

fold

**reserve**

Here is a bus on a  
**reserve** in Africa.

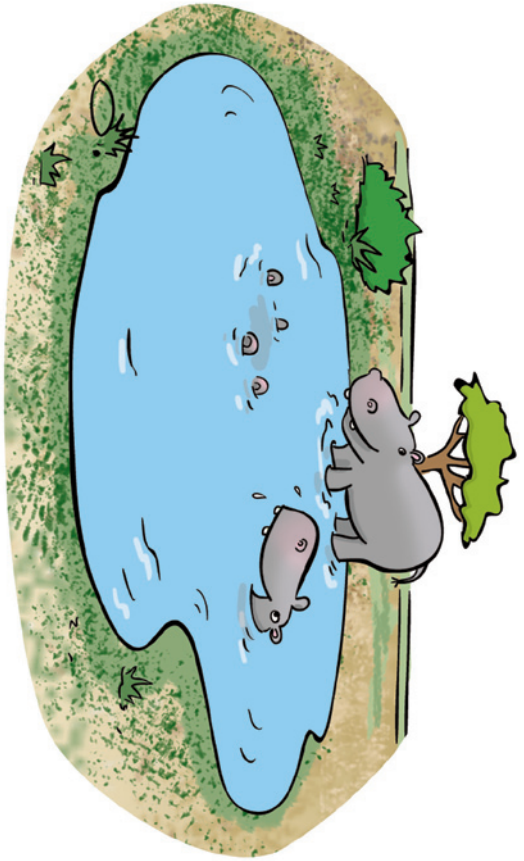
**show**

This is a dance **show**.



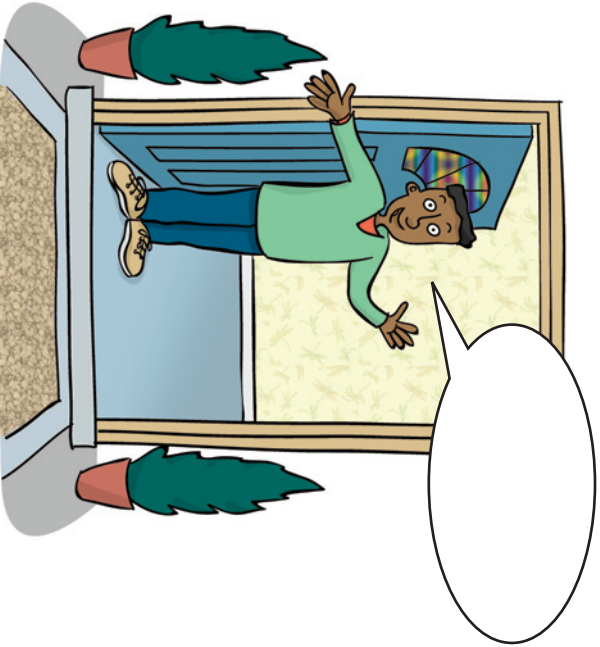


# Flashcards



**water hole**

The hippos are in  
the **water hole**.



**'Welcome!'**

**'Welcome to my  
house!'**