

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 3 Popcorn ELT Reader.

Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

Madagascar 3 has a total story wordcount of 1098 words.

Madagascar 3 – synopsis

Alex, Marty, Melman and Gloria want to go home to New York Zoo. They decide to ask for help from their friends, the penguins, who have gone to Monte Carlo in their plane. They find the penguins in the casino in Monte Carlo. The people there are frightened of the animals and call the police. Captain Dubois is head of the Animal Control section of the Monte Carlo police. She hates animals and collects their heads. She wants Alex's head in her collection.

Alex and his friends escape in the penguins' plane but crash when flying over France. They join a circus train by pretending to be famous American circus animals. Followed by Captain Dubois, the animals travel with the circus through France to Rome, London and finally New York. The circus is not very popular and the circus animals trust Alex and his friends to help them improve their show. The new show is a great success, but when the circus animals find out that Alex has lied to them, they are very angry.

In New York, Alex and his friends go back to the zoo but Captain Dubois shoots them with her dart gun. The circus animals miss their new friends and come to their rescue. In the end Alex and his friends decide to stay with the circus.

Madagascar 3 – the film

Released: 2012

Genre: animated comedy

Suitable for: children with parental guidance

Actors: Ben Stiller (voice of Alex), Frances McDormand (voice of Captain Dubois), Jessica Chastain (voice of Gia)

Other Madagascar films:

Madagascar (2005)

Madagascar: Escape 2 Africa (2008)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.

Why not try another Madagascar Popcorn ELT Reader?

- *Madagascar* (level 1)
- *Madagascar: Escape to Africa* (level 2)



Popcorn ELT Readers

Teacher's Notes

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Meet ... the animals from *Madagascar 3*

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 3?* 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 *What animals can you see?* Elicit: *lion, giraffe, hippo, zebra, sea lion.*
OR
 In L1, tell students they're going to see part of a film about some animals. Show the scene near the start of the film when we see an unhappy Alex on his birthday. Ask students *What are the animals going to do?* After watching the scene, students tell you about the animals' plans.
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Is Vitaly strong? Is Gia beautiful?*
- 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 have a purple hat.* Students say *You're Alex. Say I'm very tall.* Students say *You're Melman.* Continue with information about the other characters. With stronger classes, you can 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 13–18 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.

fire



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

police



They are the **police**.

train



The **train** is very fast.

trapeze



They are on the **trapeze**.

cannon



This is a **cannon**.

get on



Get **on**!

ring



The lion is jumping through a **ring**.

'That's a lie!'



I haven't got your phone.
That's a lie!

dart gun



He has a **dart gun**.

plane



The **plane** is flying.

shoot



Don't **shoot**!

Verbs

Present	Past
fly	flew
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?*

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. Practise the pronunciation of 'police' and 'trapeze'. Pay particular attention to the final consonant sound in each word (/s/ in *police* and /z/ in *trapeze*).

3 The conversational language on this page is *That's a lie!* We say this when we think someone is not telling the truth. Say it several times and ask students to repeat it.

4 Look at the 'Verbs' box. The irregular pasts of *fly* and *shoot* 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 below).

Vocabulary Activities

- 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. Choose one of the flashcards but don't show it to the students. Teams take turns to guess which flashcard you have chosen. The first to guess wins a point for their team. Continue with the other flashcards until all of them have been used.



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 where we first see Captain Dubois in her office. Give students questions to answer as they watch, e.g. *Who is she? What is she doing? What can you see on the wall?*


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 black and white. Who is he? (Marty) Who dances with Gloria? (Melman) What does Vitaly do? (He jumps through a ring of fire.)* 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 that students have just read. For example, play the scene in which the circus performs in Rome. After watching, ask students to tell you how much of the circus show they can remember. Make a list on the board, then show the extract again to see how well they did.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of adjectives from the story. Then ask them to find out their opposites, e.g. *good – bad, happy – unhappy, strong – weak*. They can use a dictionary to help them if necessary.
-  Play a page of story from the CD. Students listen carefully with their books closed. When they have finished listening, ask them to find the corresponding page of the story in their books. The first student to find the page wins a point. With stronger groups, the winner could take a turn at reading a page out loud while the rest of the class guess which page it is.

- Photocopy a simple map of Europe and North America and ask students to create a picture map of where the characters in the story go and what they do in each place.
- 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 thought the story of Madagascar 3 was ...
I liked / didn't like reading about ...
My favourite character was ... 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)

Chapter 1

Put the sentences in order.

- a Alex shouted goodbye.
- b Alex and his friends went to Monte Carlo.
- c Captain Dubois went to the casino.
- d People phoned the police.
- e The animals jumped on the plane.
- f The animals went to the casino.
- g Captain Dubois answered the phone.

Chapter 2

Who says this?

1 We've got a problem with the plane!
..... the penguins

2 YOU'RE not circus animals.
.....

3 We ARE circus animals!
.....

4 We're going to Rome and
London.
.....

5 They're on a train. I know it!
.....



Chapter Quizzes (Answer key, page 11)

Chapter 3

Answer the questions.

1 What did the people in Rome shout at the circus?

'We want our money back!'

2 Where did Dubois find a picture of Alex?

.....

3 Who learned to fly on the trapeze?

.....

4 Why wasn't Vitaly happy?

.....

5 Why did Stefano start crying?

.....

6 Who flew in a circus cannon?

.....

Chapter 4

Write ✓ or X.

1 The animals were happy to see the zoo.

2 The people from the zoo were happy to see their animals again.

3 Stefano found a dart near the zoo.

4 The circus animals came to help Alex.

5 They put Dubois in the circus.

6 Alex and his friends stayed in the zoo.



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 CIRCUS

Everyone loves the circus! But when was the first circus? And how was it different from the circus today?

The first circus
The circus started in Ancient Greece and Rome more than 2000 years ago. It was very different from the circus today. One of the first circuses was the Circus Maximus near Rome. People could watch chariot races there.

The Big Top
Modern circuses started in the 1700s. They moved from place to place. In 1825, an American circus made the first circus tent or 'Big Top'.

Around the world
There were famous circuses in many countries. In the USA, people liked to see animals do tricks. The Chinese circus was famous for its acrobats.

The circus today
In the 1960s and 1970s, people didn't always want to see wild animals in the circus. Today some famous circuses have no animals. The *Cirque du Soleil* has acrobats and jugglers from a lot of different countries.

Did you know...?
The word 'circus' comes from the Greek word for a circle: *kirkos*.

What do these words mean? Find out.
circle tent trick wild juggler

Do you ever go the circus?

- 1 With books closed, ask *What can you see in a circus?* Elicit or teach: *acrobats, animals, clowns, jugglers*.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise.
- 3 Then 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 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). In groups, students invent a circus. Students decide what acts are included in their circus and when and where it will take place. Then students design a poster advertising their circus. They include a picture of the circus or a circus logo.
- 6 Display the projects around the classroom for other students to read. Students vote on which circus they would like to go and see. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

My Circus

Cross-curricular
content area:

Art

Draw or stick a picture here.

COME TO CIRCUS!

WHERE?

WHEN?

YOU CAN SEE

WE HAVE

THERE ARE



Answer Key

After you read (page 28)

- 1 a ✓ b ✗ (The plane came down in France.) c ✗ (The circus was not good.) d ✓
e ✗ (Gia was on the trapeze.) f ✓ g ✗ (No, they thought it was small.)
- 2 a the penguins b Captain Dubois c Melman and Gloria d Vitaly e the penguins
f Captain Dubois



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.

Can they find it? (Answer: page 31)

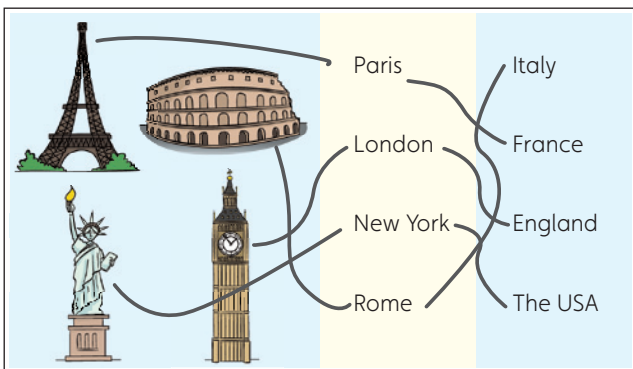
Multiple intelligence activities (pages 29–32)

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

- The Eiffel Tower, Paris, France
The Coliseum, Rome, Italy
The Statue of Liberty, New York, The USA
Big Ben, London, England



2 Inter-personal intelligence

Students' own answers.

3 Linguistic intelligence

- a tiger c jaguar e giraffe
b sea lion d penguin

4 Linguistic intelligence

and, are, circus, Monte Carlo, Rome, train, London, great, Alex

The missing word in the address is: Madagascar

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

Chapter 1

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

Chapter 2

- 1 the penguins 4 Stefano
2 Vitaly 5 Captain Dubois
3 Alex

Chapter 3

- 1 'We want our money back!'
2 She found it on a police computer in Rome.
3 Alex and Gia
4 He didn't want to go through the ring.
5 Because Vitaly wanted to go away.
6 Stefano and Marty


Chapter 4

- 1 ✗ (They didn't like it.)
2 ✓
3 ✗ (The penguins found the dart.)
4 ✓
5 ✗ (They put Dubois in the zoo.)
6 ✗ (They stayed with the circus.)






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in small groups of four. Students discuss what is happening in each picture on the page. Ask each group to choose one of the pictures.
- 2 Ask students to invent and write out a dialogue for the picture. Help them with any vocabulary or phrases that they might need.
- 3  If you have time, play a short section from the DVD, e.g. the scene where Alex and friends first meet the circus animals. Tell students to watch the characters' movements carefully so they can act them out later.
- 4 Ask students to practise acting out their dialogues. Groups who chose the third picture of Stefano and Alex can practise the dialogue in pairs.
- 5 Clear a large space in the centre of the classroom. Each pair performs their scene to the rest of the class.

Chant

Musical intelligence

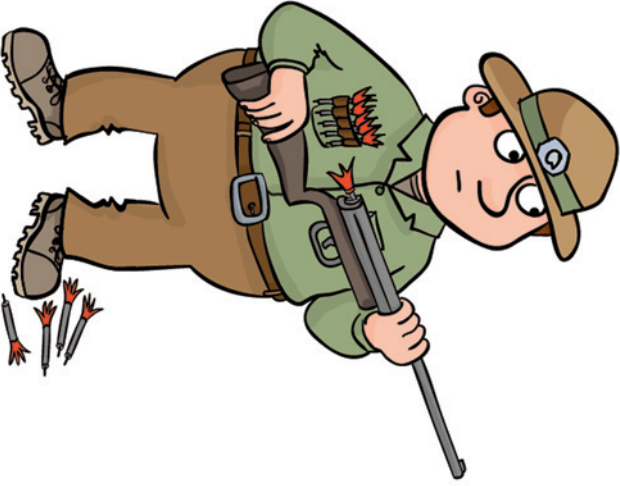
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into two groups. Ask group A to say lines one and two of each verse, and group B to say lines three and four. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.



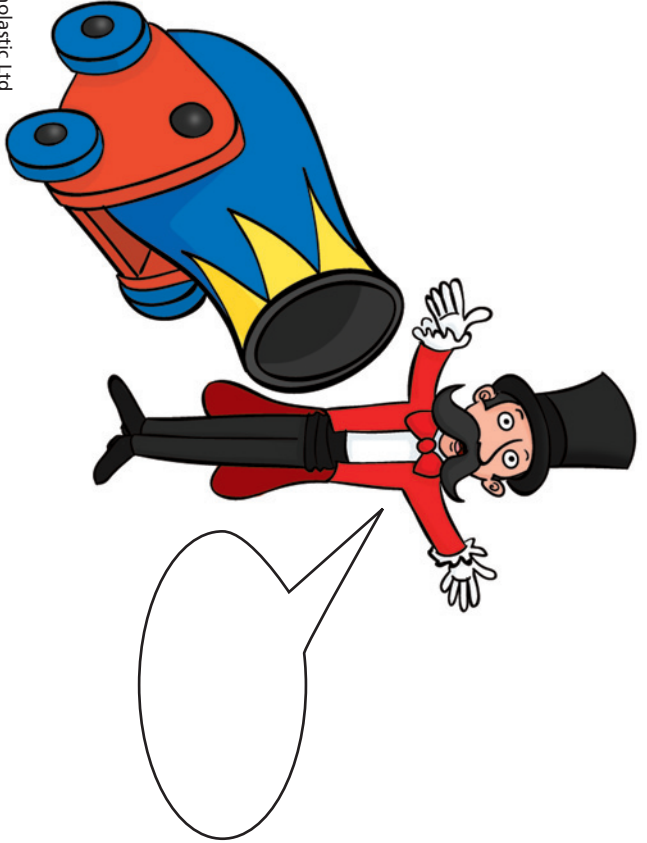
Flashcards



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fold

fold

dart gun
He has a **dart gun**.

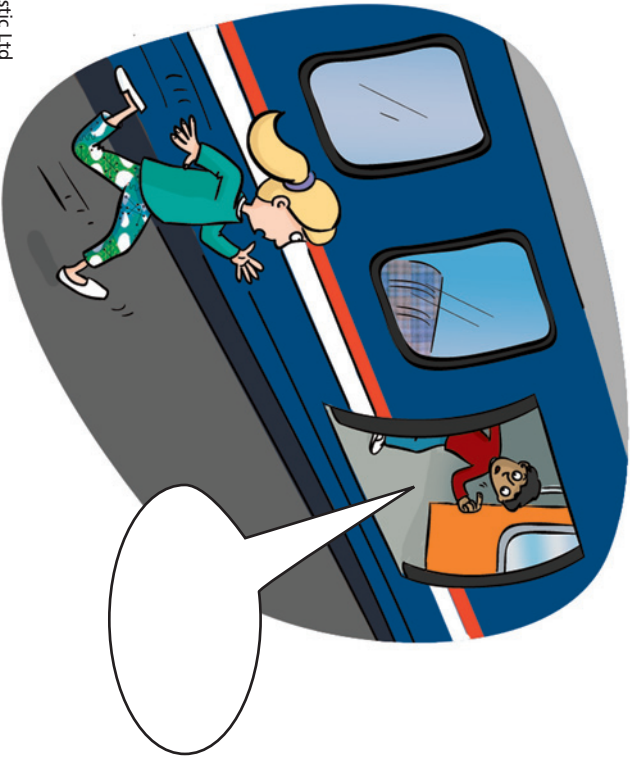
cannon
'This is a **cannon**.'



Flashcards



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fold

fire

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

fold

get on

'Get on!'



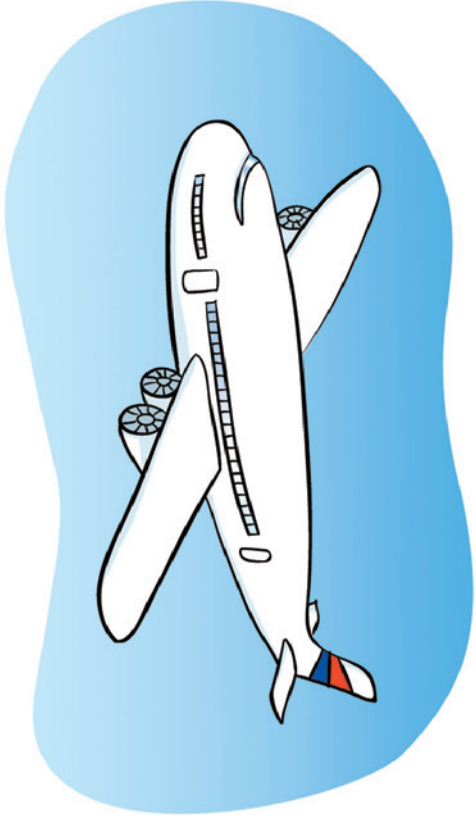
Flashcards



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fold

fold

police
They are the **police**.

plane
The **plane** is flying.



Flashcards



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fold

fold

ring

The lion is jumping through a **ring**.

shoot

'Don't **shoot**!'



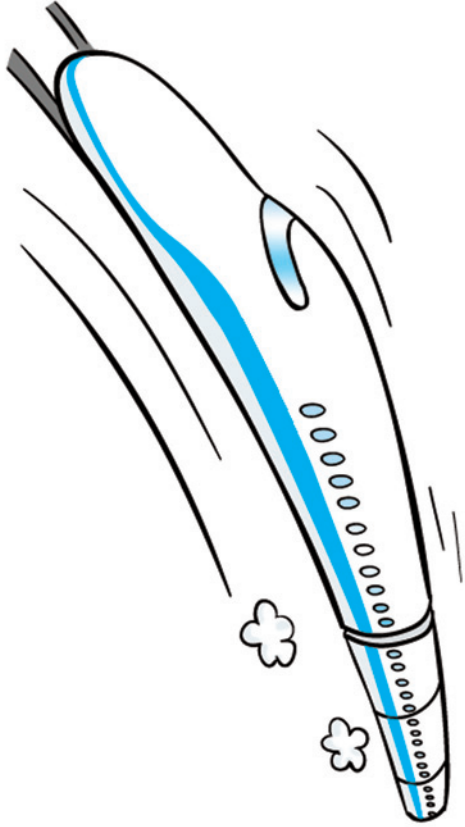
Flashcards



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fold

fold

train

The **train** is very fast.


trapeze

They are on the
trapeze.



Flashcards

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fold

'I haven't got your
phone.'

'That's a lie!'

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