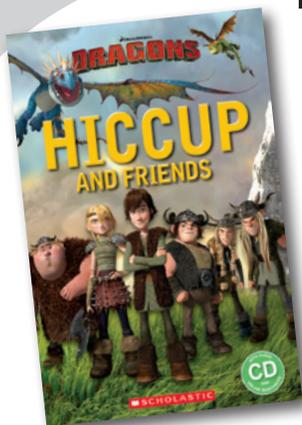


# Teacher's Notes



## DRAGONS HICCUP AND FRIENDS

Dreamworks Dragons © 2016 DreamWorks Animation LLC. All Rights Reserved.

*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 Hiccup and Friends Popcorn ELT Reader.*

### **Starter Level**

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

*Hiccup and Friends* has a total story wordcount of 188 words.

### **Hiccup and Friends – synopsis**

Hiccup is a Viking and he lives on the island of Berk. His father Stoick is the Viking's leader. A lot of dragons come to the island and some of the Vikings fight them. Hiccup and his friends like the dragons and they each have a particular dragon that they fly on. Hiccup tells us about his friends and their dragons.

***Hiccup and Friends* is adapted from the film *How to Train Your Dragon*.**

### **Why not try the other Popcorn ELT Readers?**

- *How to Train Your Dragon* (level 1)
- *How to Train Your Dragon* 2 (level 2)

### **How to Train Your Dragon – the film**

**Film:** 2010 Dreamworks Animation

**Genre:** animated adventure film

**Suitable for:** all children

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



# Popcorn ELT Readers

# Teacher's Notes

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

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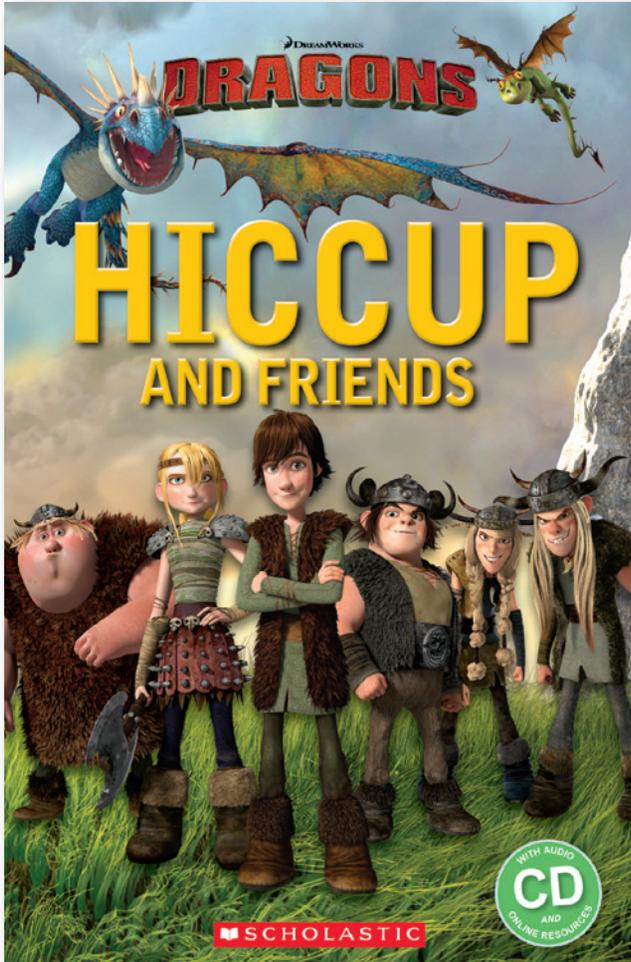




## Before you read ...

### Warm-up

Introduce your students to the story before they start to read.



- 1 Before looking at the book, ask students if they know any films about dragons and/or if they have heard of Hiccup. Talk briefly in L1 about who he is.
- 2 Look together at the front cover of the book. Point at Snotlout and ask *Is this Hiccup?* (No.) Then point to Hiccup and ask *Is this Hiccup?* (Yes.) Point to the group as a whole. Ask *Are they friends?* (Yes.) Point to the dragons and say *These are dragons.*

### OR

 In L1, tell students they're going to see the part of a film about Hiccup. Tell them to think about the answers to these questions as they watch: *Where does Hiccup live?* (*On an Island.*) *What are he and his friends doing?* (*Flying on dragons.*) Show the end of scene 16 of the film *How to train Your Dragon* where they fly and play with the dragons. Then ask *Is Hiccup friends with the dragons?* Students tell you what they think.



# New Words

This page is recorded on the CD.

The words on this page are available as flashcards, see pages 10–13 of these notes.

The 'New Words' page presents up to eight new words that are included in the story, but are not on the headword list. The new words are in **bold** throughout the story.

New Words			
<p><b>dragon</b></p> <p>The <b>dragon</b> is big.</p>	<p><b>fire</b></p> <p>The <b>fire</b> is hot.</p>	<p><b>island</b></p> <p>They live on an <b>island</b>.</p>	<p><b>strong</b></p> <p>The man is <b>strong</b>.</p>
<p><b>fight</b></p> <p>The boys are <b>fighting</b>.</p>	<p><b>fly</b></p> <p>They can <b>fly</b>.</p>	<p><b>leader</b></p> <p>She's the <b>leader</b>!</p>	<p><b>Viking</b></p> <p>They are <b>Vikings</b>.</p>
<p><b>Where's the popcorn?</b> Look in your book. Can you find it?</p>			

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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. Point out and practise the silent 's' in island and the silent 'gh' in fight.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).

## 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. A student from each team stands in front of you. Hold up a flashcard. The first student to say the word wins a point. Continue with other students and other flashcards.
- 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.



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?  
(Answer: page 16)



# Using the story with your class

- The text is recorded on the CD.

The story can be read in a number of ways, depending on the size of your class, the age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the book. You may want to combine several of these.

## Teacher-led reading

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 often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

## Read aloud

Once the students have heard the story several times, they can read the story out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

## Autonomous reading

It is important that students learn to read autonomously. Encourage students to 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. For more advanced students, 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.

## Before reading the story you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture of a character from the story and ask them to find on what page they first appear.
-  Play students a short section of the film, showing an event that they are going to read about. For example, play scene 8 where Hiccup is flying and training Toothless. Then ask questions in L1, e.g. *What is Hiccup doing? Is he happy? How does he train Toothless?*

**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.



## While reading the story you could:

- Point to a picture and ask questions, e.g. *Who is this? What dragon does he/she fly? What colour is his/her dragon?*
-  Play a short film extract that shows the relationship between the dragons and the riders. For example, play scene 11 where Hiccup and Astrid fly on Toothless. After watching, ask students to tell you how much they remember. Make a list on the board, then show the extract again to see how well they did.
-  Choose a particularly colourful picture e.g. Astrid on her dragon on page 14 and ask what colour her dragon is.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get fewer than three answers right, encourage them to read the book again and check their answers.
-  Practise pronunciation using the sample sentences (Track 4). Photocopy the sentences for each student (page 7 of these notes) or display them on the board. Drill the sentences as a whole class, in groups and individually.

- Ask students to make a list of words from a particular category used in the story, e.g. adjectives (small, angry, quick, black, hungry) and action verbs (fly, fight, make, come)
-  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 the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *fly, fight, like* and *angry*.
- Ask students to draw a picture of their favourite character from the story.



### Using film extracts in class

- Use short extracts (one minute 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.



## Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

My name is Hiccup and I'm a Viking.

He is the leader of all the Vikings on Berk.

We all have dragons!

Toothless is a Night Fury.

The Vikings and dragons are friends.



# Answer Key

## After you read (pages 20–22)

1

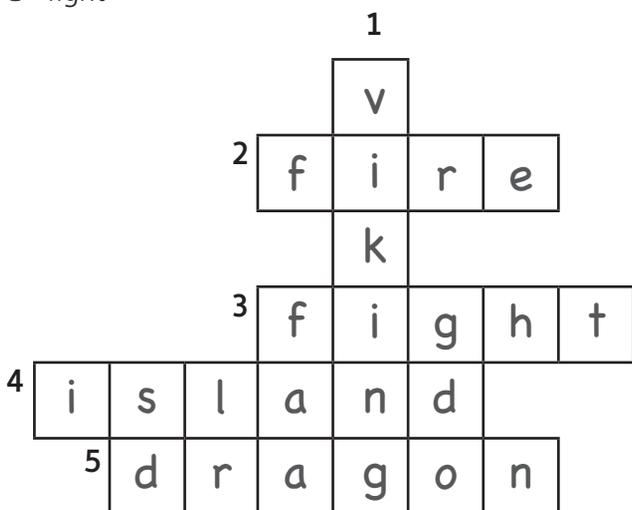
### Logical intelligence

- a iii
- b v
- c iv
- d ii
- e i

2

### Linguistic intelligence

- 1 Viking
- 2 fire
- 3 fight
- 4 island
- 5 dragon



3

### Linguistic intelligence

- a come to
- b sleep
- c heads
- d make
- e see

4

### Intrapersonal intelligence

Students' own answers.

## Quiz time! (page 23)

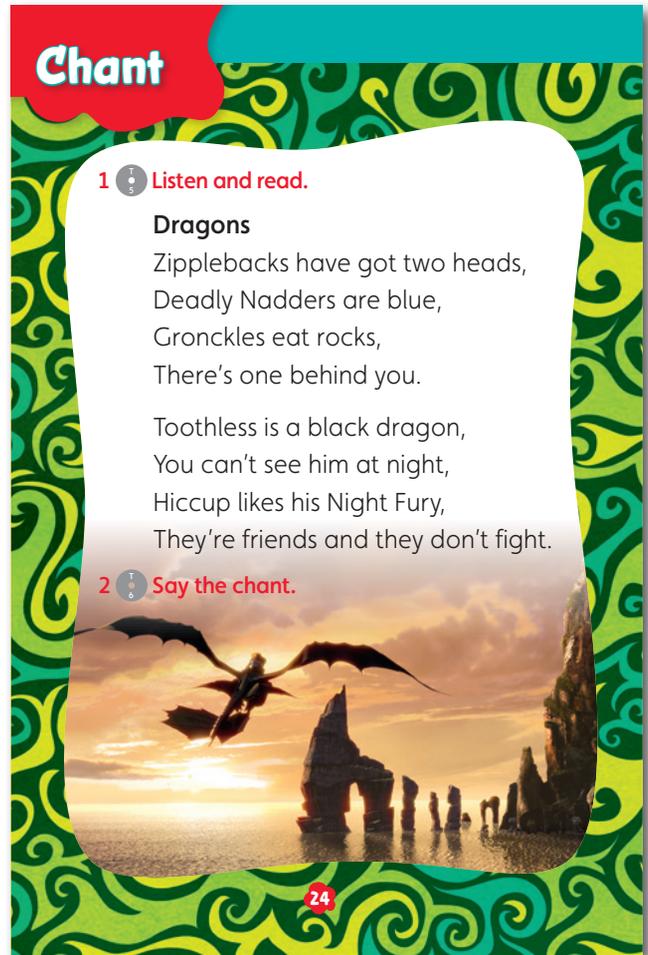
- 1 No (They are dragons.)
- 2 No (Gobber is Hiccup's teacher.)
- 3 No (Stoic is the Viking leader and Hiccup's dad.)
- 4 No (Hiccup likes Astrid a lot.)
- 5 Yes



# Chant

## Musical intelligence

- 1  This page is recorded on the CD.
  
- 1  Say *Open your books at page 24*. Read the chant or play the CD and ask them to read and listen carefully.
  
- 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
  
- 3  Divide the class into two groups. Ask group A to say lines one and three of each verse, and group B to say lines two and four. Groups can then swap before saying the whole chant.
  
- 4  Play the CD or say the chant yourself. Students say it at the same time. Practise several times, and then swap groups.



**Chant**

1  **Listen and read.**

**Dragons**  
Zipplebacks have got two heads,  
Deadly Nadders are blue,  
Gronckles eat rocks,  
There's one behind you.

Toothless is a black dragon,  
You can't see him at night,  
Hiccup likes his Night Fury,  
They're friends and they don't fight.

2  **Say the chant.**

24



# Flashcards



**dragon**

The **dragon** is big.



**fight**

The boys are **fighting**.



# Flashcards



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fold

fold

**fly**  
They can **fly**.

**fire**  
The **fire** is hot.

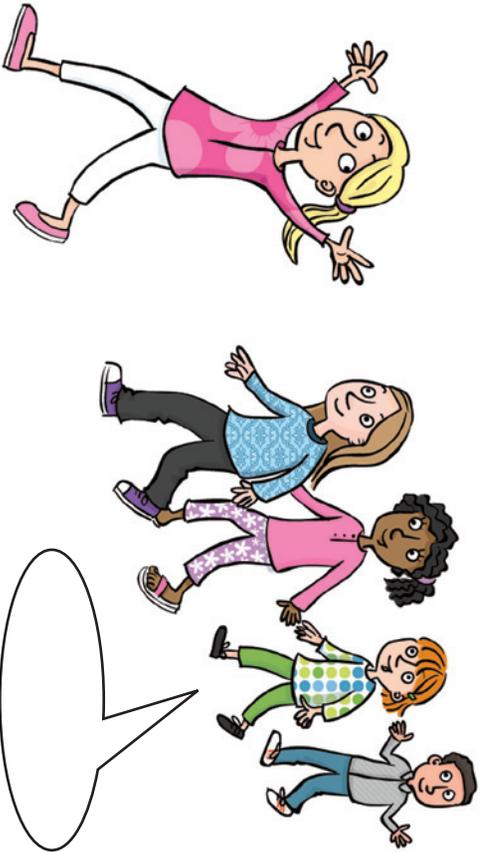


# Flashcards



**island**

**They live on an island.**



**leader**

**'She's the leader!'**

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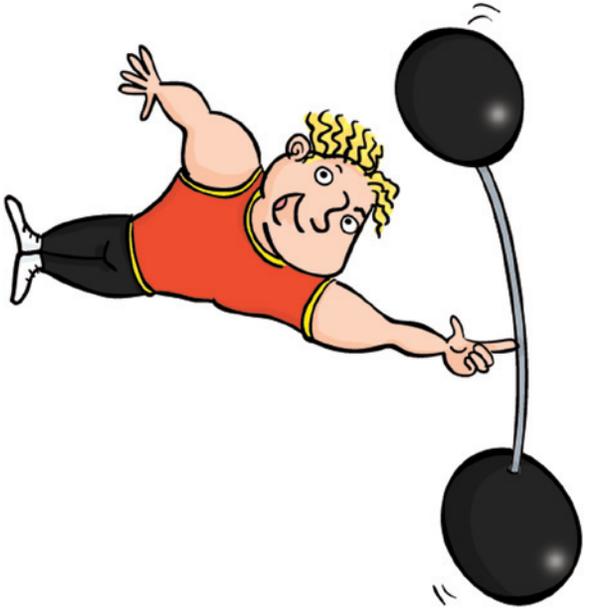
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fold

fold

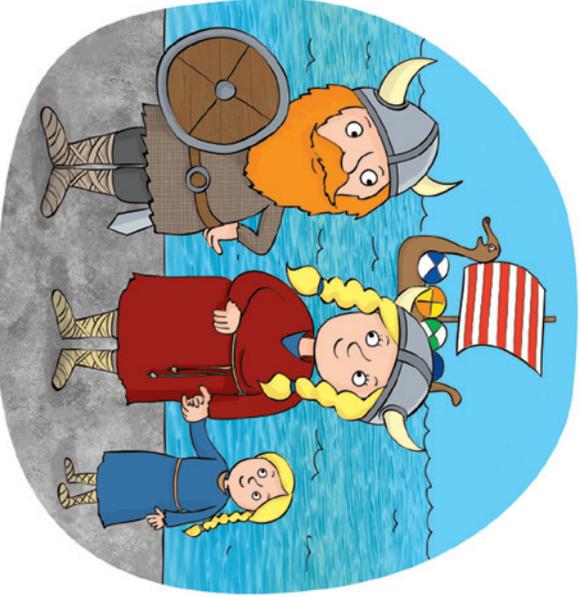


# Flashcards



**strong**

The man is **strong**.



**Viking**

They are **Vikings**.



fold

fold