



# Teacher's Notes

## ANGRY BIRDS™ PIGS ON BIRD ISLAND

© 2016 Rovio Entertainment Ltd and Rovio Animation Ltd. 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 Angry Birds: Pigs on Bird Island 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.

*Angry Birds: Pigs on Bird Island* has a total story wordcount of 226 words.

### **Angry Birds: Pigs on Bird Island – synopsis**

The birds live on Bird Island. They can't fly but they are happy here. One bird, Red, is not happy and he is often angry. He goes to a class for angry birds with Chuck, Bomb and Terence. The pigs live on Piggy Island. They like to dance and play music and they are always hungry. Leonard is a big pig and he wants eggs for breakfast. The pigs go to Bird Island and say that they are the birds' friends. The pigs dance for the birds and the birds are happy. But Red doesn't like the pigs. He wants to know if they are really the birds' friends.

**Angry Birds: Pigs on Bird Island** is adapted from the film **Angry Birds**.

### **Angry Birds – Animated Film**

**Film:** 2016 – present

**Genre:** animated comedy

**Suitable for:** children with parental guidance

**Actor:** Sean Penn (voice of Terence)

**Angry Birds Video Game:** 2009 Rovio

### **Why not try the other Angry Birds Popcorn ELT Reader?**

- *Angry Birds: Stop the Pigs!* (level 2)

*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

## Contents

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

Before you read ... (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Sample sentences for drilling (S)	page 7
Answer Key (T)	page 8
Chant (T)	page 9
New Words flashcards	pages 10–13

(T) Teacher's notes

(S) Student activities (photocopiable)





## 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 have heard of *Angry Birds*, and ask if they have ever played the video game. Talk briefly in L1 about who the Angry Birds are.
- 2 Look together at the front cover of the book and ask *What colour are the birds?* (Red, black and yellow.) Point to Red and say *His name is Red* and then ask *Is Red happy?* (No.) Then point to the pig and ask *What colour is he?* (Green.) Ask *Is he a bird?* (No.) *What animal is he?* (A pig.) Teach the word *pig* if students don't know it.

### OR

 In L1, tell students they're going to see part of the film *Angry Birds*. Tell them to think about the answers to these questions as they watch: *Who is in the ship? Is Red happy or angry?* Show the episode where the pigs arrive at Bird Island. Discuss the answers to your questions. Then ask *What do the pigs do now? What does Red do?* 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 book.

New Words		pig	ship
<p>eggs</p> <p>There are three <b>eggs</b>.</p>	<p>fly</p> <p>They can <b>fly</b>.</p>	<p>This is a <b>pig</b>.</p>	<p>This is a <b>ship</b>.</p>
<p>explode</p> <p>It <b>explodes</b>.</p>	<p>island</p> <p>They live on an <b>island</b>.</p>	<p>play music</p> <p>They like to <b>play music</b>.</p>	<p>worried</p> <p>The man is <b>worried</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 the silent 's' in *island* and practise the correct pronunciation. Similarly, practise the correct pronunciation of 'ied' in *worried*.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).



## Where's the popcorn?


Tell your class that the popcorn logo is hidden in the reader. Can they find it?  
(Answer: page 19)

## 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.
- 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 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 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 story. 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 book 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 book you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture from the story and ask them to guess in L1 what is happening.
- Copy several pictures from 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 episode, showing an event that they are going to read about. For example, play the scene where the two pigs come out of the ship. Point to Leonard and ask questions *What's his name? Is he nice? How many pigs are there?*

**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 character in a picture and ask questions, e.g. *Who is this? Is he happy or sad? What is he doing?*
-  Play the episode extract that corresponds with the section of the story that students have just read. For example, play the scene in which Red is introduced to his class companions. Stop the video and point to a character, e.g. Terence. Ask *What's his name? Is he friendly? Does he talk?*
-  Choose a particularly colourful part of the episode and ask the students to see how many colours they can see.

### After finishing the story you could:

- Do the activities at the back of the reader.
- Do the quiz in 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, for example adjectives (small, big, angry, hungry, happy, quiet, worried, bad) or action verbs, (fly, go, talk, walk, explode, dance, play, sleep, eat, come).
- Ask students to draw a picture of their favourite character in the story. Then ask them to write a sentence or two about them.



### 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.

## Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

He is always angry.

They are always hungry.

They live in a big town.

He is not happy.

What do you think?

Let's go to Bird Island.





# Answer Key

## After you read (pages 20–22)

1

**Linguistic intelligence**

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

2

**Linguistic intelligence**

- a fly
- b talk
- c dance
- d go
- e wants

3

**Spatial intelligence**

- a angry
- b quiet
- c quick
- d happy
- e worried

4

**Naturalistic intelligence**

Students' own answers.


## Quiz time! (page 23)




- 1 no (Red is angry.)
- 2 yes
- 3 no (Terence is very big.)
- 4 no (Leonard wants eggs for breakfast.)
- 5 yes




# Chant

## Musical intelligence

 This page is recorded on the CD.

- 1  Say *Open your books at page 24*. Read the chant or play the CD and ask the students 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 line one of each verse, and group B to say the next two lines. For example in the first verse, group A say *Angry class for angry birds*, and group B say: *Red is angry, Red is angry*. In the last verse both groups say all the lines, and they should get louder towards the end. Play the CD or say the chant yourself. Students say it at the same time. Practise several times then swap groups.

## Chant

**1  Listen and read.**

**Pigs on Bird Island**







Angry class for angry birds,  
Red is angry,  
Red is angry.




Chuck is quick, Bomb is big,  
Red is angry,  
Red is angry.

Leonard's green and he's a pig,  
And he's hungry,  
And he's hungry.

Leonard comes in a ship,  
And he's hungry,  
And he's hungry.

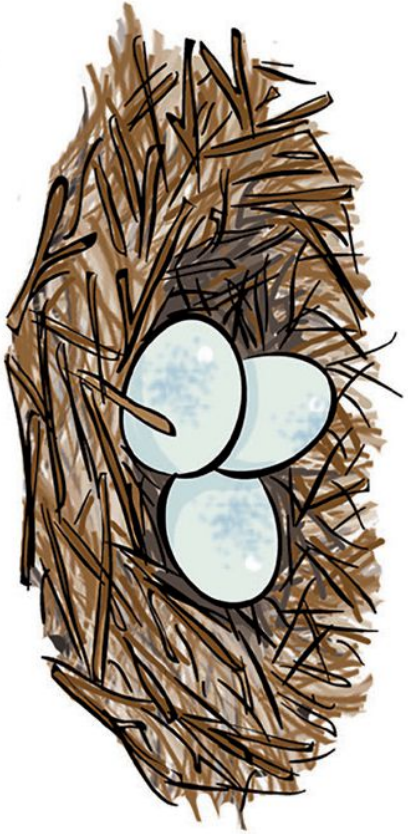
Hungry pigs,  
Angry birds.  
Hungry pigs,  
ANGRY BIRDS!

24

# Flashcards



**eggs**

There are three **eggs**.



**explode**

It **explodes**.

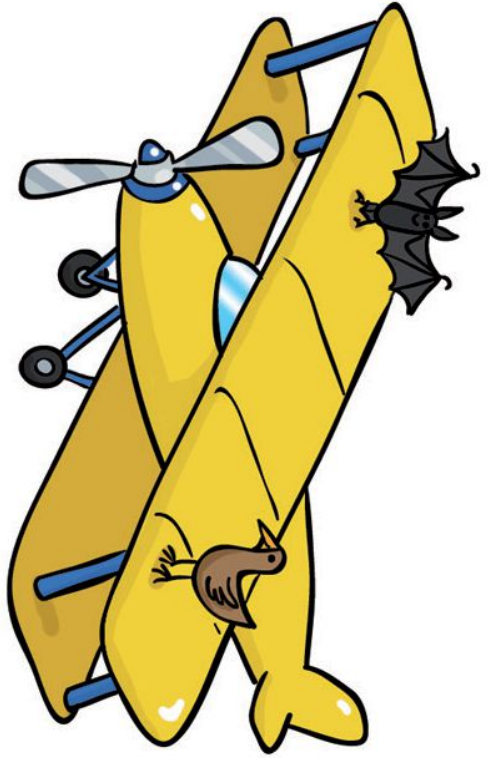
© Scholastic Ltd

© Scholastic Ltd

fold

fold

# Flashcards



fly

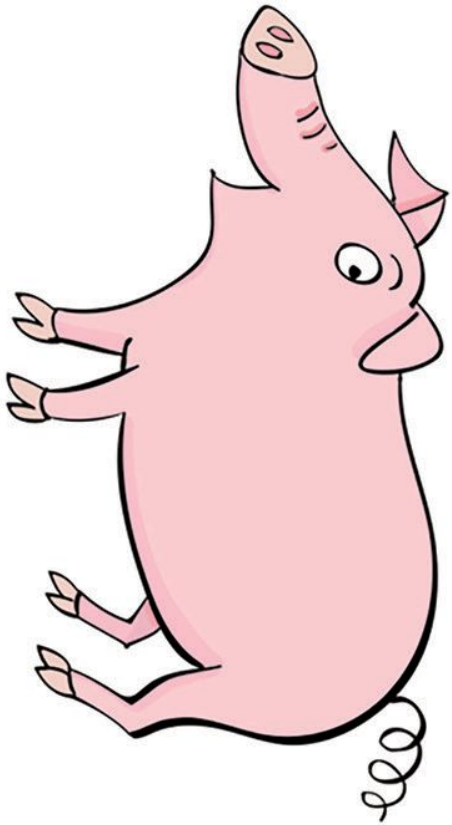
They can **fly**.



island

They live on an **island**.

# Flashcards



**pig**  
This is a **pig**.



**play music**  
They like to **play**  
**music**.

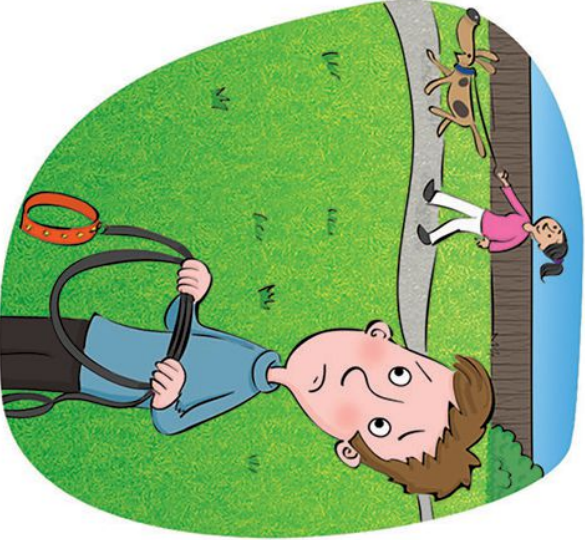


fold

fold

# Flashcards

© Scholastic Ltd



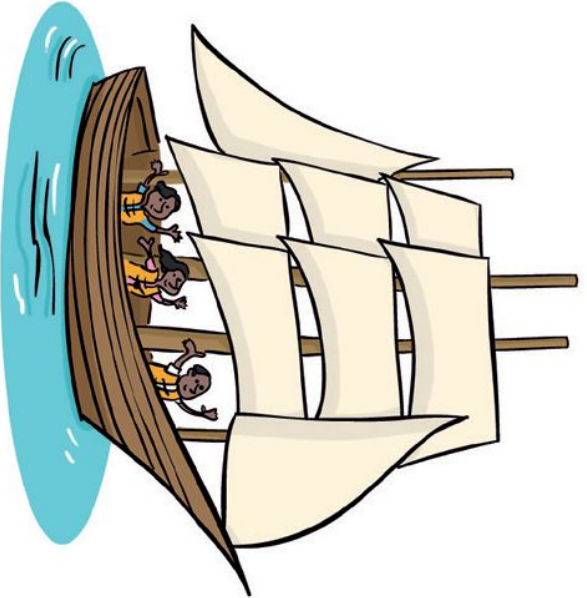
© Scholastic Ltd

fold

**worried**

The man is **worried**.

© Scholastic Ltd



fold

**ship**

This is a **ship**.