

Teacher's Notes



nickelodeon™
TEENAGE MUTANT NINJA
TURTLES™

RISE OF THE TURTLES

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Based on characters created by Peter Laird and Kevin Eastman.

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 Teenage Mutant Ninja Turtles: Rise of the Turtles 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.

Teenage Mutant Ninja Turtles: Rise of the Turtles has a total story wordcount of 501 words.

Teenage Mutant Ninja Turtles: Rise of the Turtles – synopsis

The Teenage Mutant Ninja Turtles are finally old enough to go above ground to see New York City. Their sensei (or teacher), Splinter, is worried and tells them not to talk to the people. Up in the city, the Turtles see a girl and her father being kidnapped by some strange men. The girl's name is April.

The Turtles ignore Splinter's advice and go to help April and her father. The men and the Turtles start to fight. The Turtles are good fighters, but there is one problem: they do not fight as a team. The men take April and her father away in a van.

The Turtles run after the van, leaving Mikey and one of the men behind. Mikey hits the man and he falls. Mikey is shocked to see that the man is actually a robot and there is a strange pink creature in its chest.

Back underground, Splinter tells his students to work better as a team and chooses Leo to be the leader. The Turtles are now ready to go back up to the city to rescue April.

Teenage Mutant Ninja Turtles: Rise of the Turtles

Released: 2012

Genre: animated comedy

Suitable for: children with parental guidance

TV series: The story is based on part one of Rise of the Turtles – the first episode of the CGI-animated TV series, produced by Nickelodeon in 2012.

Why not try the other Teenage Mutant Ninja Turtles Popcorn ELT Readers?

- *Meet the Turtles!* (Starter level)
- *Kraang Attack!* (level 2)
- *Donnie's Robot* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 11 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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Meet ... everyone from *Teenage Mutant Ninja Turtles*

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 Teenage Mutant Ninja Turtles?* If anyone knows and likes the characters, talk briefly in L1 about what they know about them.
- 2 Look together at the front cover of the book. Ask *Who are they? (The Turtles.) What colour are they? (Green.)* Point to the picture and say *The Turtles are in New York City.*

OR

In L1, tell students they're going to watch and listen to the Turtles' theme song. Play the song from the start of the episode right through and ask students if they can spot all the characters from the 'Meet ...' page. Play the song again and this time ask students to put their hands up when they see one of the characters. Pause the DVD each time they see a character and ask them to point to the character on the 'Meet ...' page. Say the name of the character as they point to the pictures.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters, e.g. *How many Turtles are there? Point to a robot.*
- 4 Pre-teach *city*, *leader* and *strong*. (These words also appear on the 'New Words' page.)
- 5 Read the page out loud to the class or play the CD.
- 6 Play a game of Who Am I? For example, say *I am a teacher*. Students say *You're Splinter*. If students find the names difficult to pronounce, they can point to the picture instead and you say the name. Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask any students who are not familiar with the Turtles to predict the answers. Say each character's name and students call out *good* or *bad*. Don't confirm the answers as the students have to read to find out.



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.

<p>fight</p>  <p>The boys are fighting.</p>	<p>people</p>  <p>There are four people.</p>	<p>team</p>  <p>This team can run fast.</p>
<p>city</p>  <p>It's a big city.</p>	<p>hit</p>  <p>Hit it!</p>	<p>save</p>  <p>Please save me!</p>
<p>fall</p>  <p>The cat is falling.</p>	<p>leader</p>  <p>She's the leader!</p>	<p>strong</p>  <p>The man is strong!</p>


'We're the good guys!'



We're the **good guys**!

What does the title *Rise of the Turtles* mean? Ask your teacher.

1 Look at the page with your class. Say *All these words are in the story. Which words do you know?* They should remember *city*, *leader* and *strong* from the 'Meet ...' page.

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 *We're the good guys!* The *good guys* are the heroes in a story or film. Say the phrase several times and ask students to repeat.

4 Ask students to look at the title of the reader: *Rise of the Turtles*. In L1, explain to your students that we use *rise* to talk about someone, in this case the Turtles, becoming successful or powerful. It also refers to the fact that the Turtles have lived underground – under New York City – all their lives, and this is the first time they come up and discover the city.


5 Do some vocabulary activities to practise the new words (see suggestions below).

Vocabulary Activities

- 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.
- 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.



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 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.


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. For example, play the scene where Donnie first sees April with her dad. Ask questions about April and ask students to predict what happens in the story, e.g. *Who is she? Who is with her? What are they doing? What happens 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 funny?*
- 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 a Turtle and he likes computers. Who is he? (Donnie.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to small groups of students and ask them to put the pictures in the order they happen in the story.
-  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 a section of 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 *city*, *pizza*, and *Turtles* for Chapter 1.
- Ask students to write a list of colours that appear in the story and where they see them, e.g. *The Kraang are pink. The robots are blue. Raph has a red mask.*

- Divide the class into teams. Say an event from the story, e.g. *Mikey sees the pink Kraang* (page 20). Ask students to find the page number in their reader. The first team to find the page wins a point.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Rise of the Turtles 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)

Chapter 1

Correct the mistakes.

- a The Turtles ~~don't want~~^{want} to go up to the city.
 - b Splinter says, 'Talk to the people.'
 - c The Turtles see a pizza girl.
 - d Mikey doesn't like the pizza.
 - e The Turtles eat slowly.
-

Chapter 2

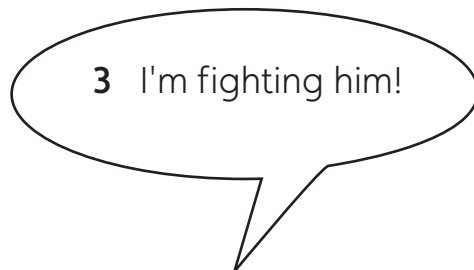
Who says this? Who do they say it to?



..... says this to the



..... April's dad says this to the



..... says this to



..... says this to



Chapter Quizzes (Answer key, page 11)

Chapter 3

Circle the correct words to answer the questions.

What does Mikey do?

1 He hits a robot / runs after the van.

What does Mikey say about the Kraang?

2 It's horrible / nice.

3 It's green / pink.

4 It lives in the road / in a robot.

What does Leo say?

5 'Let's go after the Kraang / go home.'

Chapter 4

Write the correct words.

city happy leader name team

Splinter is not **1** happy with the Turtles because they are not a good

2 The Turtles want to go up to the **3** again.

Now they have a **4** His **5** is Leo.





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

WHAT'S UNDER THE ROAD?

The Teenage Mutant Ninja Turtles live UNDER New York City. Do you know what is under your road?

manhole



Under a manhole
Do you have a manhole in your road? Where does it go? There is a very big pipe or sewer under the road. The water from your kitchen and bathroom goes into this sewer. Sewers are very big.

sewer

More pipes
There are pipes with clean water too. The clean water goes to your house. There are more pipes for gas.



Trains under your city
There are trains under some cities. There are about 190 cities in the world with underground trains. In Tokyo, in Japan, more than 8.5 million people go on the underground train every day.



underground train



★
What's under your road?
Make a list.
★

What do these words mean? Find out.

pipe bathroom clean gas every day

26 27

- 1 Ask *How do the Turtles go under the city?* Elicit *manhole* and show the students the picture of the manhole on page 2 of the reader.
- 2 Ask students to open their books at page 26 and find another picture of a manhole. Point to the man in the centre of the pages and ask *Where is this man?* Elicit: *underground*.
- 3 Ask *What can you find underground?* Ask students to look at the other photos on the page and elicit: *pipes, trains*.
- 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 Write this question on the board: *What can you find in pipes?* Students read and listen to the CD to find some possible answers to the question. Discuss the answers as a class: *water from the kitchen and bathroom, clean water, gas*.
- 6 In L1, ask students to think of a few more things that they might find underground. Translate any words they might find useful, e.g. *caves, insects, TV cables*.
- 7 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Students draw a picture of their road with things they can find in the road and under it. They complete the sentences about their picture.
- 8 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

Under my road

This is my road.

In my road you can find

and

Under my road you can find

and



Answer Key

After you read (page 28)

- 1 a ii b iii c iv d i
2 a 2 b 6 c 3 d 1 e 5 f 4



Where's the popcorn?

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

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 Logical intelligence

The message is: *We're the good guys!*

2 Linguistic intelligence

- 1 falls
- 2 save
- 3 eat
- 4 talk to

3 Linguistic intelligence

Students' own answers.

4 Spatial intelligence

The letters in white spell: *robot*.

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

Chapter 1

- 1 ~~do not~~ want want
- 2 ~~Talk~~ Do not talk
- 3 ~~girl~~ boy
- 4 ~~doesn't like~~ likes / loves
- 5 ~~slowly~~ quickly

Chapter 2

- 1 April's dad, men
- 2 Donnie, Turtles
- 3 Raph, Leo
- 4 April, Donnie

Chapter 3

- 1 hits a robot
- 2 horrible
- 3 pink
- 4 in a robot
- 5 go home

Chapter 3

- 1 happy
- 2 team
- 3 city
- 4 leader
- 5 name







Imagine ...

Kinaesthetic intelligence

- 1 Write a short summary of the *Rise of the Turtles* story, focussing on information that you want to practise.
- 2 Tell students that you are going to read your summary of the story with some missing words. They have to say the words that are missing.
- 3 If possible, bring a whistle into class for this activity. Read your summary slowly. Ask students to put their hands up if they know the answer and give them some time to think before asking anyone to answer.
- 4 More confident classes could continue this activity in pairs or small groups, clapping when a word is missed out.

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.
 - 3  As a class, students invent some actions to go with the chant, e.g. raising arms for 'And they're the good guys!' or linking arms for 'They are a team!' Students now do the actions as they say the chant.



Flashcards



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fold

fold

fall
The cat is **falling**.

city
It's a big **city**.



Flashcards



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fold

fold

hit
'Hit it!'

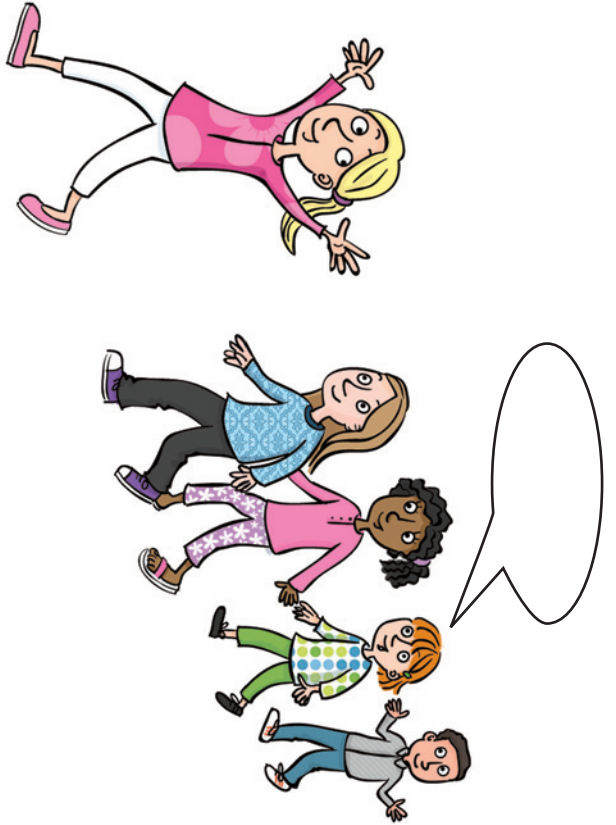
fight
The boys are
fighting.



Flashcards



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leader

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

fold

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people

There are four
people.

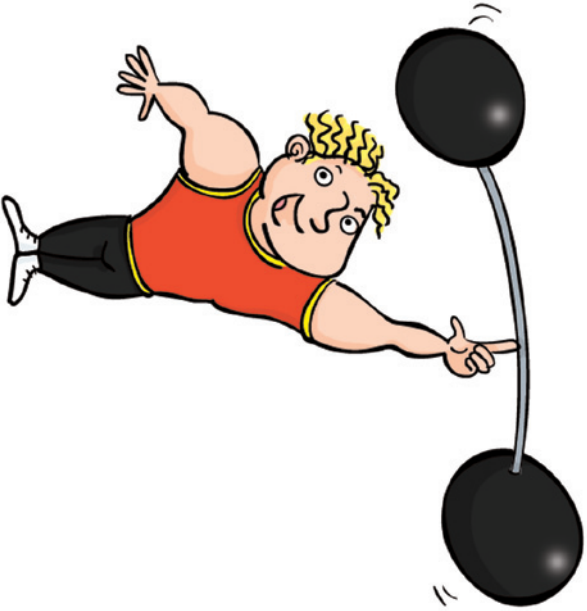
fold



Flashcards



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fold

fold

strong
The man is **strong**.

save
Please **save** me!



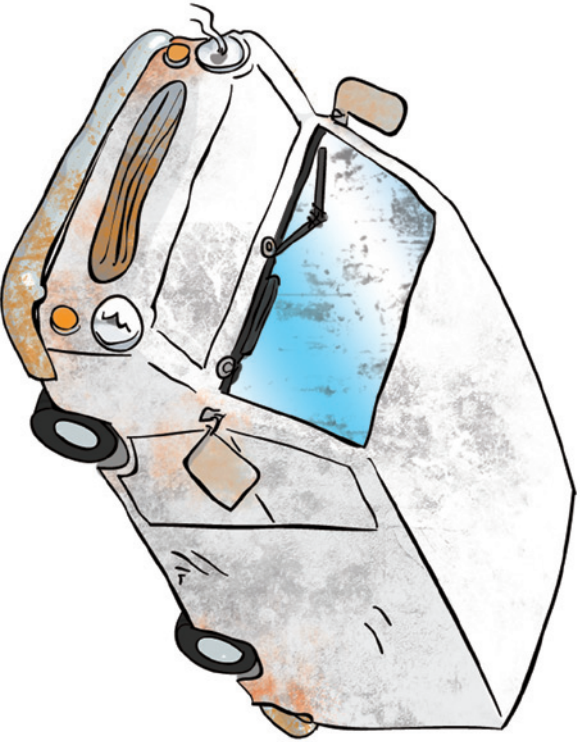
Flashcards



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hurt

The cat is **hurting**
the boy.



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van

It's an old **van**.



Flashcards

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fold

'We're the good guys!'