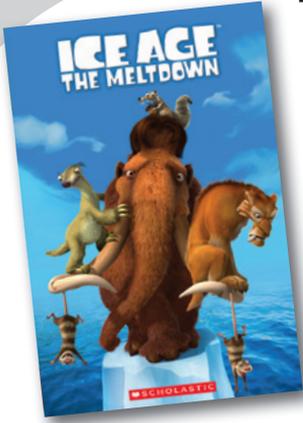


Teacher's Notes



ICE AGE THE MELTDOWN

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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 Ice Age: The Meltdown 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.

Ice Age: The Meltdown has a total story wordcount of 829 words.

Ice Age: The Meltdown – synopsis

In the valley where Manny the mammoth and his friends live, the weather is getting warmer. The ice is melting and a high wall of ice is holding back a huge lake of water, which will soon flood the valley. The animals' only hope of survival is to reach the boat at the far end of the valley.

Manny travels with his friends Sid the sloth and Diego the sabretoothed tiger. It is a long time since anyone has seen other mammoths in the valley, and Manny is starting to think that he is the last of his species. Then, suddenly, he meets a girl mammoth, Ellie. There's only one problem – she thinks she's a possum! Ellie is an orphan and grew up with a possum family. She has two possum brothers, Crash and Eddie. It's clear to Sid and Diego that Manny and Ellie are meant to be together. Ellie finally accepts that she's really a mammoth, but she has mixed feelings for Manny.

The animals survive sea monsters, falling rocks and a flood of meltwater when the wall of ice falls. Finally the meltwater leaves the valley and a big herd of mammoths arrives. Ellie is going to join the other mammoths, but finally Manny tells her how he feels about her and she happily agrees to stay with him and his friends.

Ice Age: The Meltdown – the film

Released: 2006

Also known as: *Ice Age 2*

Genre: animated adventure

Suitable for: all children

Actors: Ray Romano (voice of Manny), John Leguizamo (voice of Sid), Denis Leary (voice of Diego), Queen Latifah (voice of Ellie)

Other Ice Age films: *Ice Age* (2002), *Ice Age 3: Dawn of the Dinosaurs* (2009)

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

Why not try the other Ice Age Popcorn ELT Readers?

- *Ice Age* (level 1)
- *Ice Age 3: Dawn of the Dinosaurs* (level 3)



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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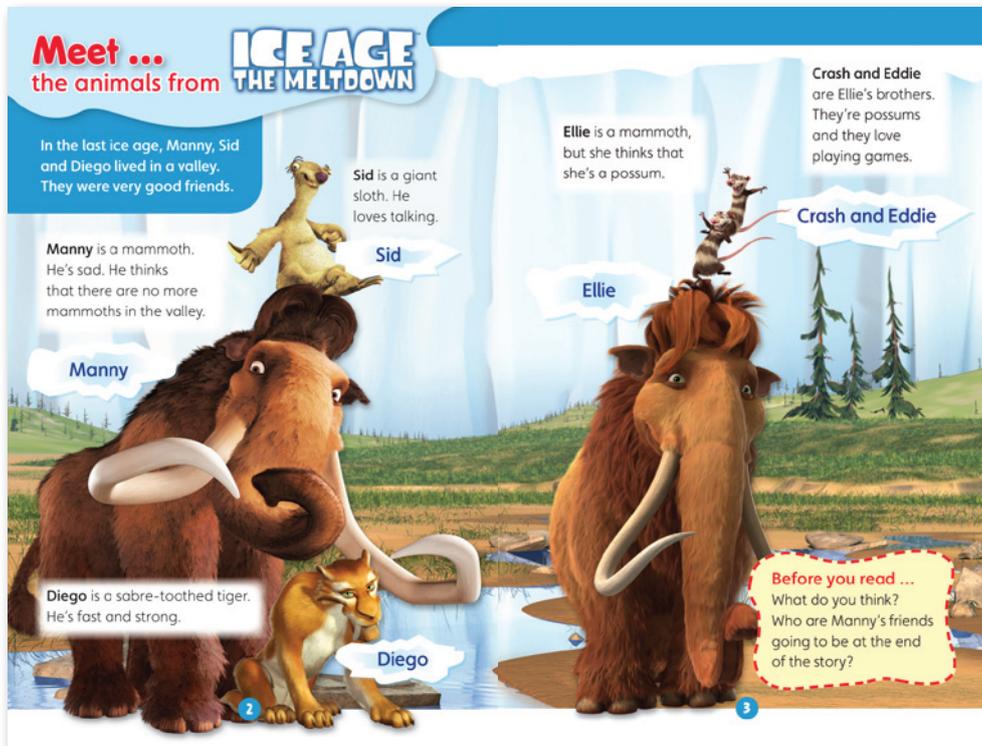




Meet ... the animals from *Ice Age*

This page is recorded on the CD.

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



- 1 Ask (in L1) if anyone has read the first *Ice Age* 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 *How many animals can you see? (Six)* *Which animals are happy? Which animals are frightened?* Students point to the animals. *Why are they frightened?* Listen to students' ideas.

OR

Tell students that they're going to see part of a film about animals from the ice age. Write up these questions: *What are the animals doing? Are they happy? Why?* Show the scene near the start of the film with the animals playing on the water slides (DVD scene 1). Students watch and think about the answers. Afterwards, discuss the answers with the class. Then ask (in L1) what problem the animals might have in the story. 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 are Crash and Eddie?* *Who has got long teeth? Is it hot or cold?*
- 4 Pre-teach *valley* and check pronunciation of *sabre /'seiba/*.
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of *Who Am I?* For example, say *I love talking*. Students say *You're Sid*. 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 haven't seen the film to predict the answers. Say each character's name and students call out *friend* if they think that character is going to be Manny's friend at the end of the story.



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.

ice

The **ice** is very cold.

safe

The cat is **safe**. The dog can't run after it.

valley

The house is in a **valley**.

boat

Let's go in the **boat**!

melt

The ice is **melting**.

swim

She can **swim**.

way

This is the **way**.

fight

The boys are **fighting**.

rocks

The **rocks** are very big.

tree

This is a **tree**.

'Come on!'

Come on!

The ice age

The **last ice age** ended about 10,000 years ago.

Verbs

Present	Past
fall	fell
fight	fought
swim	swam

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *valley* 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 *Come on!* We use this when we want people to come somewhere with us. Say it several times and ask pupils to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fight* and *swim* occur in the story, in addition to the past forms on the syllabus. Say the new past tense forms and students repeat. Elicit simple example sentences, e.g. *The pen fell off the table. The two boys fought in class and the teacher wasn't happy!*
- 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 pictictionary, 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 where Ellie gets trapped under the rocks (DVD scene 21), then ask *What is the problem? Why isn't Ellie with Manny, Sid and Diego? What's going to happen to her?*

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 page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *She's big and she thinks she's a possum. Who is she? (Ellie) It is melting. What is it? (The ice.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short film extract of an exciting part of the story that they have just read. For example, play the scene in which the friends are attacked by the sea animals (DVD scene 11). Freeze the frame from time to time and ask students questions, e.g. *Is Diego happy? Why not? What's going to happen now? Is Sid going to be safe?*

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 or things in nature (*rock, tree, valley*).
-  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, for Chapter 1 give groups the words *water, valley* and *animals*.

- In small groups, ask students to think of a new ending for the story. They either write, draw or roleplay the final scene.
- 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 Ice Age: The Meltdown 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 10, 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 (2–3 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

Circle the words.

- 1 The weather is hot / cold.
 - 2 Soon the valley is going to be under *ice* / *water*.
 - 3 The boat at the end of the valley *is* / *isn't* safe.
 - 4 There are some *nice* / *hungry* sea animals in the valley.
 - 5 Manny *sometimes* / *never* sees mammoths in the valley.
 - 6 Manny is *happy* / *sad*.
-

Chapter 2

Write ✓ or X.

- 1 Ellie falls from a tree.
 - 2 She is a possum.
 - 3 She fights the sea creatures.
 - 4 She doesn't have a mum or dad.
 - 5 Crash and Eddie are mammoths.
 - 6 At the end of the chapter, Manny likes Ellie.
-



Chapter Quizzes (Answer key, page 11)

Chapter 3

Write the names.

- 1 Sid is tired.
 - 2 doesn't want to go with Manny.
 - 3 A big rock falls on top of
 - 4 and go and find help.
 - 5 falls in the water.
 - 6 The sea animals want to eat
-

Chapter 4

Who says this? Who do they say it to?

- 1 'What now?'
..... Sid says this to his friends
- 2 'Let's go with them.'
..... says this to
- 3 'I want to stay here with my friends.'
..... says this to
- 4 'Go after her!'
..... says this to
- 5 'Do you want to be with me?'
..... says this to
- 6 'Friends are great!'
..... says this to



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

ICE AGE ANIMALS

The world in the ice age

The last ice age ended about 10,000 years ago. In the ice age, a lot of the USA was under ice. What animals lived in the USA then?

USA

Mammoths

- They were 3 metres tall.
- Their tusks were 4 metres long.
- They had a lot of hair so they weren't cold. Their hair was 1 metre long!

tusk

Giant ground sloths

- They were 3 metres long.
- They sometimes walked on two legs.
- They had big claws.

claws

Sabre-toothed tigers

- They were 1.5 metres long.
- Two of their teeth were very long.

teeth

Which of these animals is your favourite? Why?

What do these words mean? Find out.
world die possible disease hunt

Why did they die?
Why did these animals die? We don't know, but here are three possible answers.

- ★ There was a horrible disease.
- ★ Men hunted the animals.
- ★ The hot weather after the ice age was a problem for them.

26 27

- With books closed, ask *When did the animals in this story live? (In the Ice Age) Can we see these animals today? (No) Why not?* Explain in L1 that they are extinct, and teach the words *die* and *extinct* in English. Ask students to guess how tall a mammoth was, relative to the height of the ceiling.
- Tell students to open their books at page 26. Talk (in L1) about the animals they see and match them with the animals in the story. What differences do they notice between the story animals and the animals on this page?
- Then students read each section, or read and listen to the CD. Compare the height of a mammoth given in the text with the height they guessed. What about the sloth? Are they surprised by its size? Ask students the question in the red circle on page 27. Discuss as a class.
- Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Explain (in L1) that they must write about an extinct mammal, and that a dinosaur is not a mammal. Encourage them to research information about extinct mammals, either at home or in the school library, using books or the Internet. They choose a mammal, complete the text about it, and draw or stick a picture of it in the space provided.
- 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:
Science

My Extinct Mammal

This is a

It lived in

It was metres tall and metres long.

It had

It liked eating

The last died about years ago.



Answer Key

After you read (page 28)

- 1 a iv b i c ii d v e iii
2 a 6 b 1 c 2 d 7 e 3 f 4 g 5



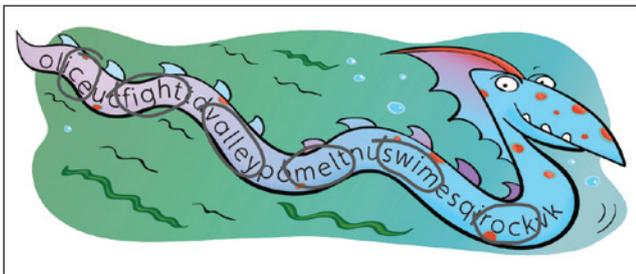
Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 32)

Multiple intelligence activities (pages 29–32)

Puzzle time! (pages 29–30)

1 Linguistic intelligence



2 Logical intelligence

- a four
- b four
- c three
- d two
- e two

3 Spatial intelligence

Sid is going to the ice.
Diego is going to the rocks.

4 Logical/Spatial intelligence

Children should draw a picture of a mammoth.

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Chapter Quiz Answer Key (Teacher's notes, page 7–8)

Chapter 1

- 1 hot
- 2 water
- 3 is
- 4 hungry
- 5 never
- 6 sad

Chapter 2

- 1 ✓
- 2 ✗
- 3 ✗
- 4 ✓
- 5 ✗
- 6 ✓

Chapter 3

- 1 Sid
- 2 Ellie
- 3 Ellie
- 4 Crash, Eddie
- 5 Manny
- 6 Manny

Chapter 4

- 1 Sid, his friends
- 2 Ellie, Manny
- 3 Manny, Ellie
- 4 Diego, Manny
- 5 Manny, Ellie
- 6 Sid, his friends



Imagine ...

Kinaesthetic intelligence

- 1  Tell students that they are going to act out a scene from the story. If you have time, play the following short extracts from the film:
Ellie falls out of the tree and meets Manny and his friends (DVD scene 9).
The mammoth herd arrives in the valley and Manny refuses to go with them (middle of DVD scene 22).
Tell students to notice the characters' movements and voices so that they can act them out later.
- 2 Say *Open your books at page 31*. Put students in groups of three. One student is Manny, one student is Ellie and one student is Sid in the first scene and Diego in the second. They practise acting out the two scenes.
- 3 Clear a large space in the centre of the classroom. Each group acts out their favourite scene.
- 4 When every group has had a go, the class votes on the best performance.

Chant

Musical intelligence

- 1  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
- 2  Divide the class into two groups called Crash and Eddie. Tell the students that everyone is going to say the first and last verse of the chant; the Crash group says verse 2 and the Eddie group says verse 3. Play the CD or say the chant yourself. Students say it with you. Practise several times.
- 3 Ask students to invent some actions to go with the chant, e.g. a thumbs up sign for *Yes, they did*, and mimes for *big, small, hot, tall, fell and sad*. Students now do the actions as they say the chant.



Flashcards



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fold

fold

boat

'Let's go in the **boat**!'

fight

The boys are **fighting**.



Flashcards



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fold

fold

melt

The ice is **melting**.

ice

The **ice** is very cold.



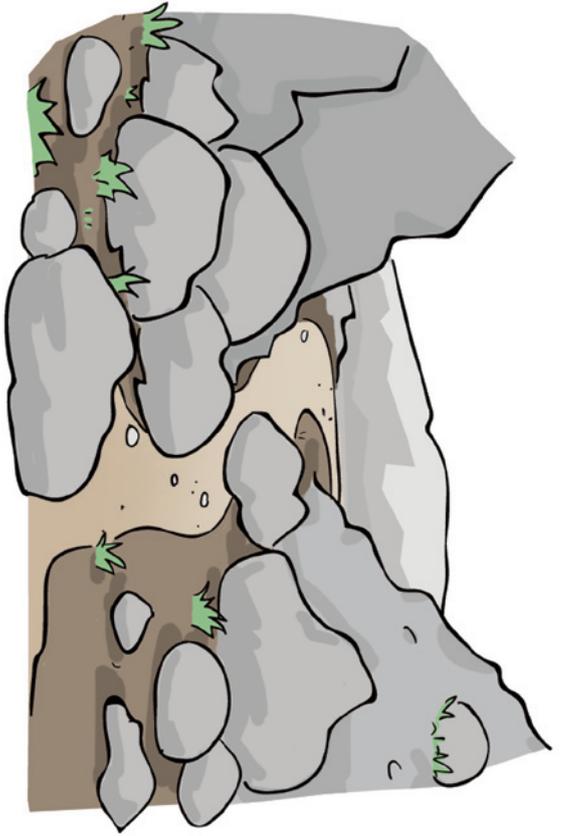
Flashcards



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fold

fold

rocks

The **rocks** are very big.

safe

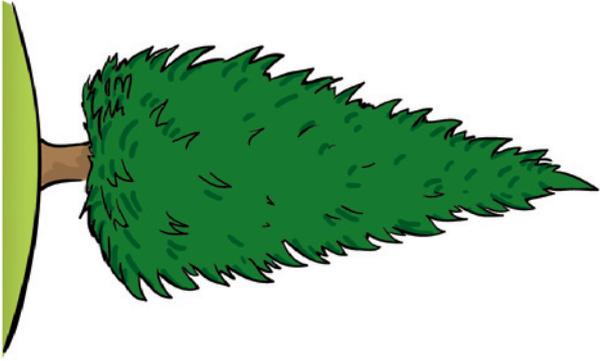
The cat is **safe**. The dog can't run after it.



Flashcards



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fold

fold

tree

This is a **tree**.

swim

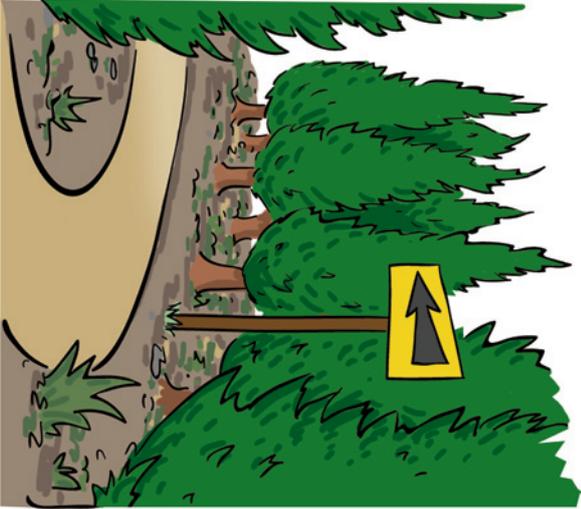
She can **swim**.



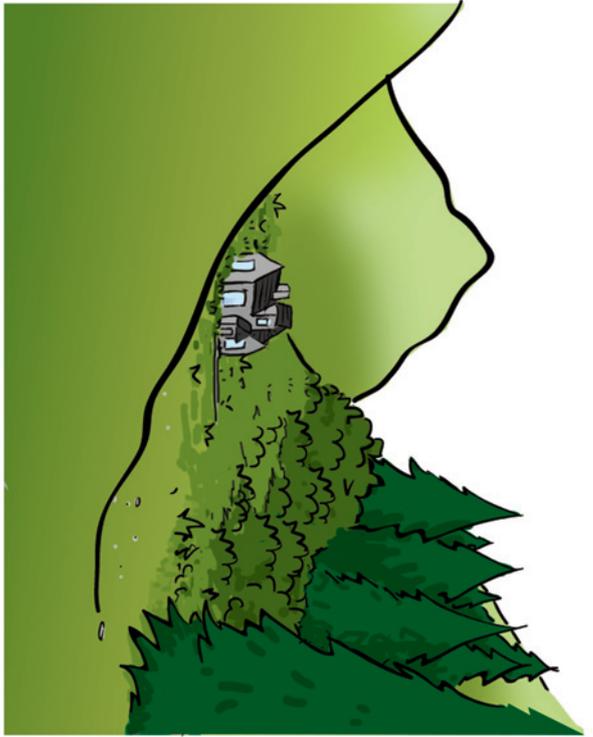
Flashcards



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fold

fold

valley

The house is in a
valley.

way

This is the **way.**



Flashcards

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fold

'Come on!'