

Teacher's Notes



ICE AGE 4 CONTINENTAL DRIFT

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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 4: Continental Drift 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.

Ice Age 4: Continental Drift has a total story wordcount of 547 words.

Ice Age 4: Continental Drift – synopsis

One day, Manny the mammoth is with his friends Sid and Diego and his family Ellie and Peaches, when suddenly the ice starts cracking under their feet. Manny, Diego and Sid find themselves drifting out to sea on a big block of ice and they are separated from Peaches and Ellie. Soon they can't see land and a big storm takes them further away from home. Then they see a strange ice ship coming towards them. On the ship are Captain Gutt and his pirate crew. Captain Gutt invites Manny and his friends on board.

On the ship, Diego meets a female sabre-toothed tiger called Shira but then he discovers that Shira, Captain Gutt and his crew are all pirates. Manny, Sid and Diego are now their prisoners. Captain Gutt asks them to join his crew as pirates but when they refuse he tells his crew to kill them. The three friends escape and jump onto a block of ice. Shira joins them because she doesn't agree with Captain Gutt.

The four of them drift on the sea but after many days they finally arrive back home. Then they see that Captain Gutt is there and he has Peaches and Ellie as his prisoners. The four friends fight Captain Gutt and his crew, and the pirates run away. Manny is happy to be with his family again.

Ice Age 4: Continental Drift – the film

Released: 2012

Genre: animated comedy

Suitable for: all children

Actors: Ray Romano (voice of Manny), John Leguizamo (voice of Sid), Queen Latifah (voice of Ellie) Jennifer Lopez (voice of Shira)

Other Ice Age films: *Ice Age* (2002), *Ice Age: The Meltdown* (2006), *Ice Age 3: Dawn of the Dinosaurs* (2009), *Ice Age: Collision Course* (2016)

Why not try the other Popcorn ELT Readers?

- *Ice Age* (level 1)
- *Ice Age: The Meltdown* (level 2)
- *Ice Age: Collision Course* (level 2)

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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Meet ... everyone in *Ice Age 4: Continental Drift*

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 Ice Age 4: Continental Drift?* If anyone knows and likes the film, ask them to talk briefly in L1 about why they like it.

2 Look together at the front cover of the book. Ask *Where are they? (On the sea).* Point to Manny and say *This story is about a mammoth. This is a mammoth. Is he small? (No, he's big.) What colour is he? (brown).* Point to the iceberg and say *This is an iceberg.*

OR



In L1, tell students they're going to see part of a film about a mammoth. Tell them to think about the answers to these questions as they watch: *What colour is he? Is he big? Is he nice?* Show the scene near the start of the film, when we see Manny talking with Ellie (DVD scene 2). Then ask *Who is she?* 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 animal is Ellie? (She's a mammoth) Is Diego a pirate? (No, he isn't)*

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 *Ellie is my mum* or *I'm always happy.* Students say *You're Peaches* or *You're Sid.* Continue with information about the other characters. With stronger classes, 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 answers. Say each character's name. After each name, students call out *good* or *bad.* For the characters that don't have names, point to their pictures.



New Words

This page is recorded on the CD.

The words on this page are available as flashcards, see pages 12–17 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>family</p> <p>This is a family.</p>	<p>iceberg</p> <p>The iceberg is in the sea.</p>	<p>prisoner</p> <p>The man is a prisoner.</p>
<p>crack</p> <p>There is a crack in the house. The house is cracking.</p>	<p>fight</p> <p>The boys are fighting.</p>	<p>jump</p> <p>The lion is jumping.</p>
<p>escape</p> <p>The man is escaping.</p>	<p>help</p> <p>The boy is helping his mother.</p>	<p>'Let us go!'</p> <p>Let us go!</p>

What does Continental Drift mean? Ask your teacher.

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. Pay special attention to the silent 'gh' in fight. Ask students if they know other words with silent 'gh' (Answers for this level: *night, light, right*)

3 The conversational language on this page is *Let us go!* We use this when we don't want people to stop us leaving. Teach them the phrase *Let me go!* Say it several times and ask students to repeat it. Tell them that *Let us go!* is the plural form.

4 'What does the title mean?' Tell students that the title of the book is *Ice Age 4: Continental*

Drift. Explain to your students that *drift* means move. Demonstrate if necessary by drawing a river on the board and using a pencil to represent a piece of wood moving down the river. Ask them if they know what a continent is and give examples. Tell them they will learn how the continents move later in the book.

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

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- 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.



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 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

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 or a character that they are going to meet. For example, play the scene where we first see Captain Gutt (DVD scene 9). Then ask, e.g. *Who is he? Is he nice? What comes 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 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. *He's brown and he likes Shira. Who is he? (Diego) Captain Gutt lives here. What is it? (A ship)* 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 where the ice cracks (DVD scene 5). 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.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of verbs of action in the story, e.g. *fight, jump, run away, go, come* and *escape*.
-  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 *go, jump, escape* and *kill* for Chapter 2.

- Ask students to choose a character. Then tell them to find and remember three things their character says. Tell students to close their books and ask them to say the three phrases they remember.
- Ask students to draw their favourite character and write two lines underneath their picture to describe them.
- Ask students to write a short review of the reader. Write on the board:

I think the story of Ice Age 4: Continental Drift 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 10)

Chapter 1

True or False. Write ✓ or ✗.

- 1 Manny has not got any friends.
 - 2 Diego jumps to help his friends.
 - 3 Manny can stop the iceberg.
 - 4 The iceberg goes up and down.
 - 5 It rains on the sea.
-

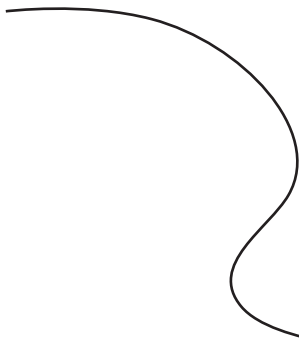
Chapter 2

Circle the correct words.

- 1 Diego sees another mammoth / (tiger) on the ship.
 - 2 Diego, Manny and Sid fight / help the pirates.
 - 3 Diego, Manny and Sid are Captain Gutt's friends / prisoners.
 - 4 Diego, Manny and Sid escape and jump onto an iceberg / ship.
 - 5 Diego is hungry / angry with Shira.
-

Chapter 3

Match the two halves.

- 1 The pirates are  a) 'You're a good friend.'
- 2 Peaches says b) runs away.
- 3 Manny runs at c) Captain Gutt.
- 4 Captain Gutt d) 'Help! Let us go!'
- 5 Sid says e) looking for Manny and his friends.



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 Continents

In *Ice Age 4*, the continents move. Let's read about continents.


200 million years ago
There is one big continent.



Today
There are seven continents: North America, South America, Africa, Australia, Europe, Asia and Antarctica.




Moving slowly
The continents are on plates. These plates move and the continents move with them. The name for this is continental drift.




DID YOU KNOW ...?
The continents are moving today. America is moving away from Europe about 2.5 centimetres a year.


Mountains
The moving plates make mountains very slowly. The Himalayan Mountains are growing about 6 centimetres a year. Are there mountains in your country?



Earthquakes
When the plates move suddenly they sometimes make earthquakes. Roads and houses can crack. Are there earthquakes in your country?



Volcanoes
There are sometimes volcanoes on the cracks next to two plates.




★
Which continent do you live on?
★

volcano

What do these words mean? Find out.

move plate mountain grow earthquake

- 1 With books closed, ask *Where is Manny's home? On a continent (land) or on the sea?* Explain in L1 what a continent is and give an example. Ask students if they know the names of any continents.
- 2  Tell students to open their books at page 26. In L1, ask them to look at the map of the continents in the past and the continents today. Ask students if they are surprised that the continents move. Then students read each section, or read and listen to the CD. Ask students to say things the continents make when they move (mountains, volcanoes and earthquakes).
- 3 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.
- 4 Ask students to answer the question in the red circle. Ask them if they can name some countries in their continent and any famous mountains.
- 5 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about a continent either at home or in the school library, using books or the Internet. Explain carefully the different sections of the worksheet and the kind of information that is needed to complete it. They then complete the text about their continent, labelled with countries, capital cities and famous landmarks. Ask them to draw or stick a map of it in the space provided.
- 6 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 Continent

This is (continent's name).

There are(number) countries in (continent's name).

..... is a famous mountain on this continent.

There are also



Answer Key

After you read (page 28)

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

2 a vi b v c i d ii e iii f iv



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)

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

CONTINENT

2

Linguistic intelligence

pirate
monkey
iceberg
ship

3

Linguistic intelligence

fight
help
escape
jump
kill

4a

Interpersonal intelligence

Students' own answers.

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

Chapter 1

1 X	4 ✓
2 ✓	5 ✓
3 X	6 X

Chapter 2

1 tiger
2 fight
3 prisoners
4 iceberg
5 angry


Chapter 3

1 e	4 b
2 d	5 a
3 c	







Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in groups of four. Ask each member of the group to pick one character on the page.
- 2  If you have time, play part of the scene from the film (DVD scene 9) to show the different characters' movements and intonation before doing this activity.
- 3 Allow the students to practise acting out the scene in their groups. Then clear a large space in the centre of the classroom. Call up each group to act out the scene. The class could vote for the group who were the best at acting out the scene.
- 4 With stronger classes, groups could choose another scene from the story and act it out. Alternatively, give each group a different scene to prepare and then they can act it out in the correct order of the story.

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  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  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.



Flashcards



crack

There is a **crack** in
the house. The house
is **cracking**.



escape

The man is **escaping**.



Flashcards



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family

This is a **family**.



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fight

The boys are **fighting**.

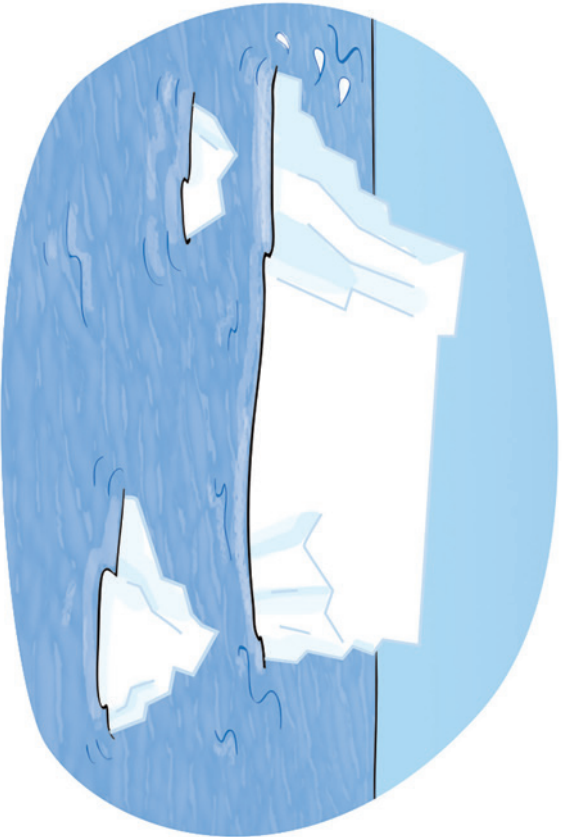


Flashcards



help

The boy is **helping** his mother.



iceberg

The **iceberg** is in the sea.



Flashcards



jump

The lion is **jumping**.



kill

Cats **kill** small
animals.



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fold

fold

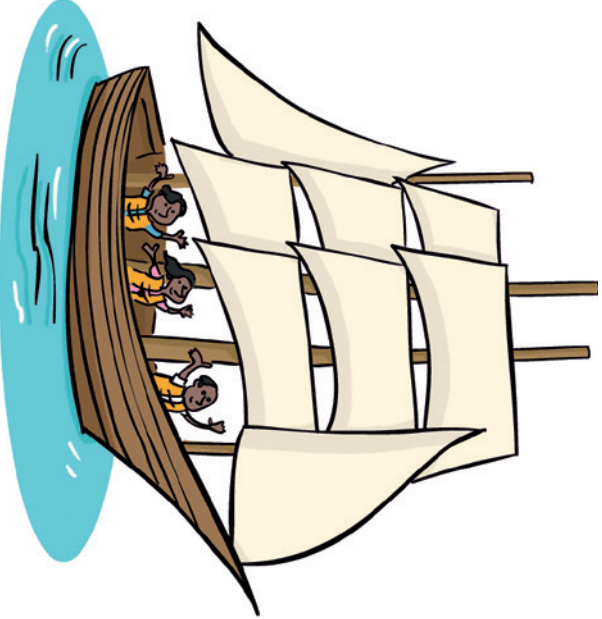


Flashcards



prisoner

The man is a **prisoner**.



ship

The **ship** is on the sea.



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fold

fold



Flashcards

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fold

'Let us go!'

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