

Teacher's Notes



ICE AGE COLLISION COURSE

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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: Collision Course 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: Collision Course has a total story wordcount of 775 words.

Ice Age: Collision Course – synopsis

Manny returns home one evening to a surprise anniversary party. During the party, Manny's daughter, Peaches, and her boyfriend, Julian, announce that they want to go away together. Manny is not happy about this. Suddenly they see bright lights in the sky. Manny is frightened for his family and friends. Buck, the weasel, comes to help them. He has found an ancient sign that tells him that a meteorite will hit Earth and make the animals extinct.

The animals set off with Buck towards the volcano to try to stop the meteorite. Buck finds some meteorites and discovers that they are magnetic. He thinks he can use them to stop the collision.

Near the volcano, the animals discover an old meteorite. Inside it is an incredible world made of pink crystals, called Geotopia. They meet a female sloth called Brooke. Sid falls in love immediately but Buck reminds everyone that they don't have much time to save the world. He asks Manny and Julian to push some of the giant crystals to the top of the volcano and push them into the crater. Manny and Julian work together to do this. The volcano wakes up and ejects the crystals into the sky. The crystals act as magnets and divert the meteorite to save the world. Manny admits that Julian will be a good partner for Peaches and he lets them go away together.

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

Ice Age: Collision Course – the film

Released: 2016

Genre: animated comedy

Suitable for: all children

Actors: Ray Romano (voice of Manny), Queen Latifa (voice of Ellie), Jennifer Lopez (voice of Shira), Jessie J (voice of Brooke), John Leguizamo (voice of Sid), Dennis Leary (voice of Diego).

Other Ice Age films: *Ice Age* (2002), *Ice Age: the Meltdown* (2006), *Ice Age 3: Dawn of the Dinosaurs* (2009), *Ice Age 4: Continental Drift* (2012)

Why not try the other Popcorn ELT Readers?

- *Ice Age* (level 1)
- *Ice Age: The Meltdown* (level 2)
- *Ice Age 4: Continental Drift* (level 1)



Popcorn ELT Readers

Teacher's Notes

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Meet ... the animals from *Ice Age: Collision Course*

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: Collision Course?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Ask *Is this book about children?* (No) *Is it about pets?* (No) Point to the animals and say *This story is about animals from the ice age. This is Manny. What animal is he? (He's a mammoth.) What colour is he? (Brown).* Point to Sid. Say *This is Sid. He's a sloth.* Point to Diego. Say *This is Diego. He's a tiger.*

OR



In L1, tell students they're going to see part of a film about some animals from the ice age. Tell them to think about the answers to these questions as they watch: *Why is it a special day for Manny and Ellie? (It's their anniversary).* Explain the word *anniversary*. This word appears on the New Words page. *Are*

they happy? (Yes, they are.) Show the scene near the start of the film, when we see Manny arrive at his surprise party. Afterwards, discuss the answers to your questions. Then ask *What other animals are at the party?*

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who loves Peaches? Who loves Diego? Who loves Manny?*
- 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 *I'm very old.* Students say *You're Granny.* 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 answer. Don't provide the answer at this point.



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.

crystal



These **crystals** are beautiful.

meteorite



The **meteorite** is coming down.

volcano



A **volcano** is big and strong.

anniversary



Today is their **anniversary**.

hit



The girl **hits** the ball. The ball **hits** the door.

plan



He has a good **plan**.

'Don't worry!'



Don't worry!


What does *Collision Course* mean? Ask your teacher.

asteroid




Asteroids go around the sun.

magnet



This is a **magnet**.

shoot



It **shoots** the ball.

sky



The **sky** is blue.

Verbs

Present	Past
find	found
hear	heard
hit	hit

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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 *Don't worry!* We use this when people are nervous about something and we want to make them feel better. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *find*, *hear* and *hit* occur in the story. Say the new past forms several times and ask students to repeat.
- 5 'What does the title mean?' Draw two boats sailing towards one another and an arrow to show that they are going to hit each other. Explain that the boats are on a collision course.


- 6 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.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.
- 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 chapter and ask them to guess in L1 what is happening.
- Copy several pictures from the next chapter. 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 Brooke in Geotopia. Then ask, e.g. *What's her name? What animal is she? Does Sid like her? 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's this? What animal is he/she?*
- 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 big and brown. He wants to go away with Peaches. Who is he? (Julian.) It's in the sky. It's going to hit the Earth. What is it? (A meteorite.)* 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 in which Buck comes to help the animals. 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 words from a particular category used in the story, e.g. places, or adjectives to describe characters.
-  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 *anniversary*, *animals* and *problem* for Chapter 1.

- Ask students to create a picture showing the meteorite, the Earth, the volcano and the animals.
- 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: Collision Course 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

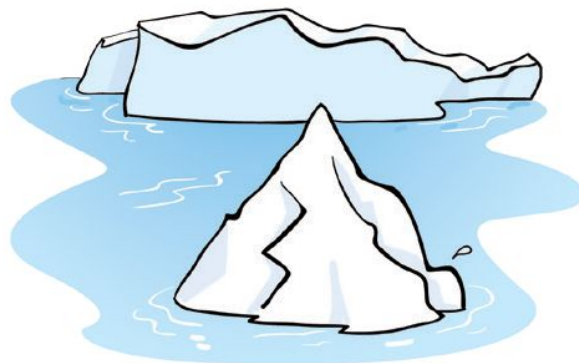
Put the sentences in the correct order.

- a Sid saw a light in the sky.
 - b Manny walked home. **1**
 - c There was a party for Manny and Ellie.
 - d They heard something under their feet.
 - e Some meteorites came down from the sky.
-

Chapter 2

Write ✓ or X.

- 1 Buck was the animals' friend.
 - 2 Buck didn't want to help the animals.
 - 3 The animals went under the ice.
 - 4 Buck found some small meteorites.
 - 5 The animals were very tired.
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

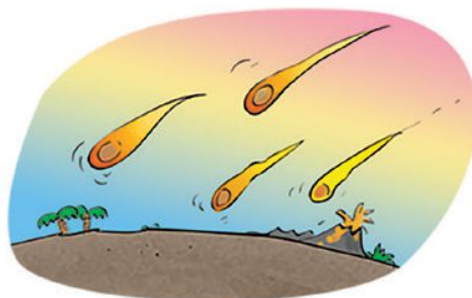
Correct the mistakes.

- 1 Granny went into the ~~volcano~~ ^{old meteorite}.
 - 2 The crystals were blue.
 - 3 Nobody lived in Geotopia.
 - 4 Sid didn't like Brooke.
 - 5 Manny had a good plan.
-

Chapter 4

Match.

- | | |
|--------------------|--|
| 1 Manny and Julian | a went down into the volcano. |
| 2 The asteroid | b said thank you to Manny. |
| 3 The big crystal | c went up the volcano with the crystals. |
| 4 The crystals | d went up into the sky. |
| 5 Manny | e went through the sky very quickly. |
| 6 Julian | f said thank you to Julian. |
-





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.

- 1 With books closed, ask *What planet do we live on? (Earth)*. Elicit in L1 the names of other planets. Write them on the board.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD. Ask them to look at the question and tell you the names of any star or constellations of stars if they know them.
- 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 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another planet, either at home or in the school library, using books or the Internet. They then complete the text about their planet and draw or stick a picture of it in the space provided.
- 5 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 Planet

Blank writing area for the project.

Name	
Colour	
How far from the sun?	kilometres
Hot or cold?	
Other facts	



Answer Key

After you read (page 28)

- 1 a Happy anniversary! b problem c sky d magnets e volcano f crystals
2 a Peaches b Julian c Diego d Buck e Sid f Manny



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

Linguistic intelligence

- | | |
|--------------|------------|
| 1 magnet | 5 crystals |
| 2 sky | 6 volcano |
| 3 meteorites | 7 Diego |
| 4 Peaches | 8 Sid |

The secret word is *asteroid*.

2

Linguistic intelligence

- | | |
|------------|-----------|
| happy | strong |
| tired | big |
| frightened | beautiful |

3

Spatial intelligence

The meteorite is going to hit the volcano.

4

Interpersonal intelligence

Students' own answers.

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

Chapter 1

- | | |
|-----|-----|
| a 3 | d 5 |
| b 1 | e 4 |
| c 2 | |

Chapter 2

- | | |
|-----|-----|
| 1 ✓ | 4 ✓ |
| 2 X | 5 ✓ |
| 3 X | |

Chapter 3

- 1 ~~volcano~~ old meteorite
2 ~~pink~~ blue
3 ~~nobody~~ Brooke
4 ~~didn't like~~ liked
5 Manny Buck

Chapter 4

- | | |
|-----|-----|
| 1 c | 4 d |
| 2 e | 5 f |
| 3 a | 6 b |







Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students into pairs. Ask pupils to look at the pictures and to find them in their book.
- 2 Ask students to take turns to pick one of the pictures and to say a sentence for their partner to guess which picture.

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  Play the chant again and ask pupils to join in.
 - 3  Ask the students to work in groups and think of actions that they can mime to go with the chant, e.g. They could point up at the sky for verse 1, scratch their heads for verse 2 etc.
 - 4 Groups can take turns to perform their actions as they say the chant.

Flashcards

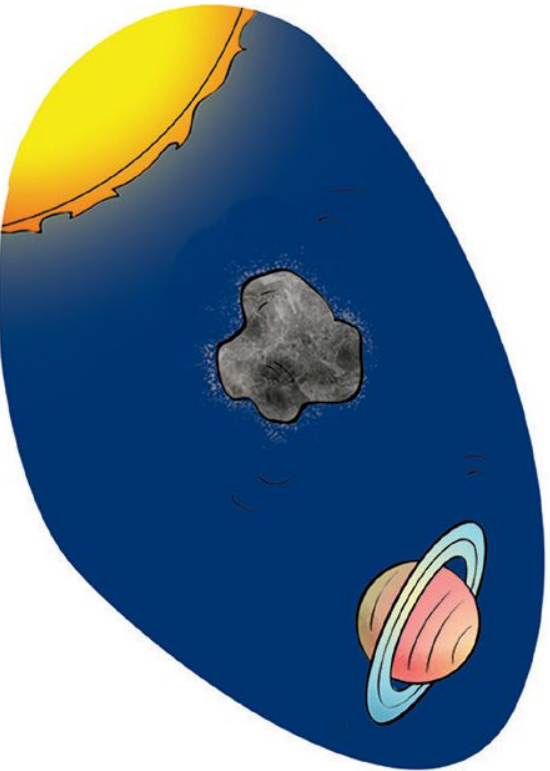


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anniversary

Today is their
anniversary.

fold



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asteroid

Asteroids go around
the sun.

fold

Flashcards



crystal

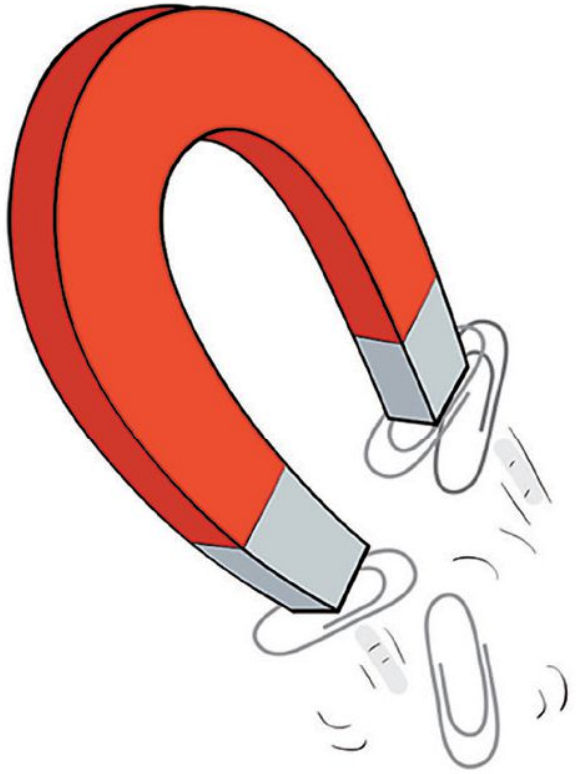
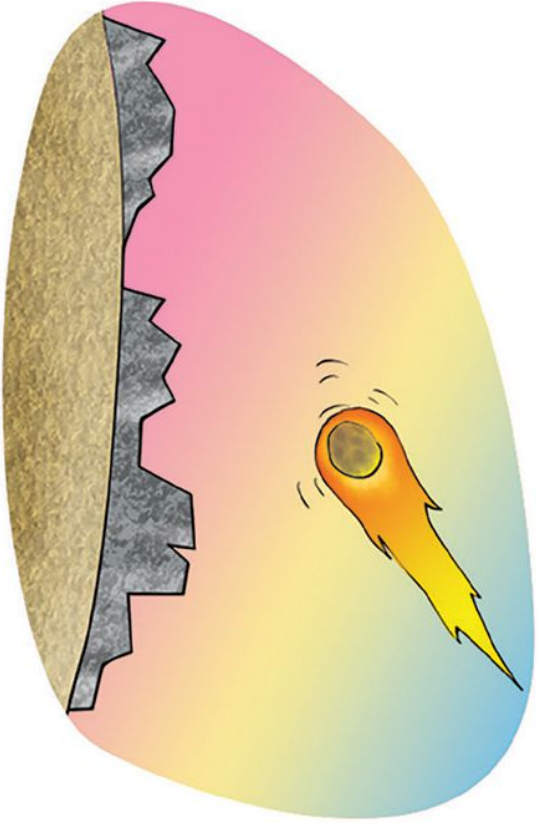
These **crystals** are beautiful.



hit

The girl **hits** the ball.
The ball **hits** the door.

Flashcards



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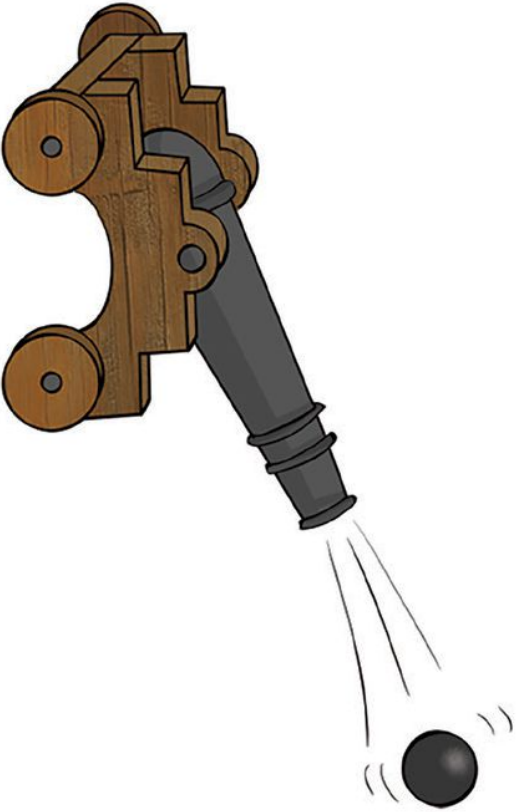
fold

fold

meteorite
The **meteorite** is
coming down.

magnet
This is a **magnet**.

Flashcards



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plan

He has a good **plan**.

shoot

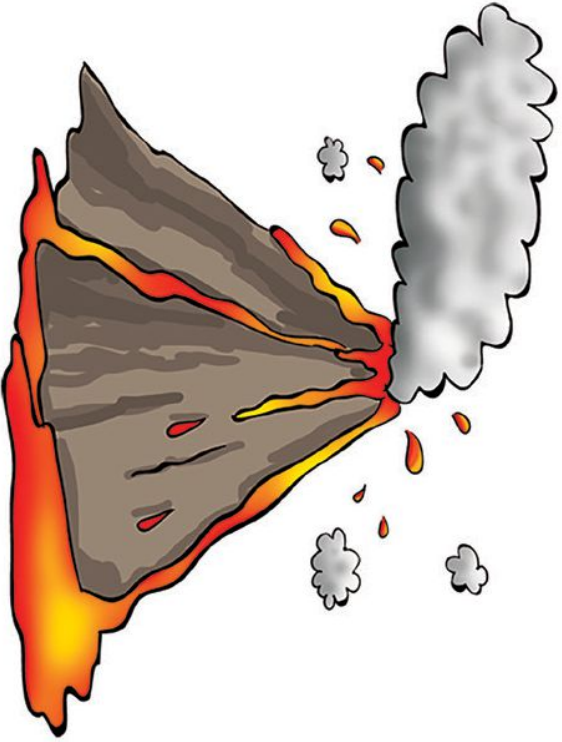
It **shoots** the ball.

fold

fold

Flashcards

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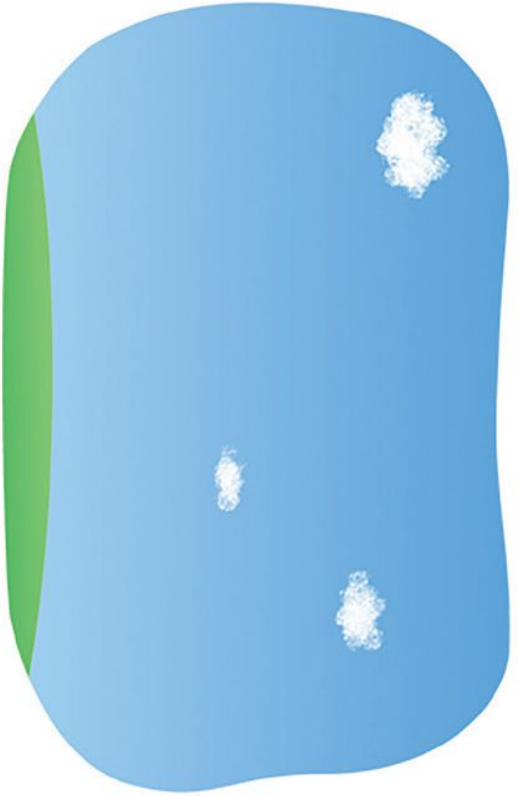
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fold

volcano

A **volcano** is big and strong.

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fold

sky

The **sky** is blue.

Flashcards



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fold

'Don't worry!'

Scissors icons are located at the top-right and bottom-left corners of the dashed-line frame.