

Teacher's Notes



nickelodeon
**TEENAGE MUTANT NINJA
TURTLES™**

MEET 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: Meet the Turtles! 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.

Teenage Mutant Ninja Turtles: Meet the Turtles! has a total story wordcount of 107 words.

Meet the Turtles! – outline

Students are introduced to the Turtles: Donatello (Donnie), Leonardo (Leo), Michaelangelo (Mikey) and Raphael (Raph). They also find out about Splinter (the Turtles' teacher), April (their teenage friend) and, of course, their main enemy, the evil Kraang.

Teenage Mutant Ninja Turtles CGI-animated TV series

Genre: animated comedy

Suitable for: children with parental guidance

TV series: The CGI-animated TV series, produced by Nickelodeon, was released in 2012. The *Teenage Mutant Ninja Turtles* started life as a comic book in the 1980s, which led to several Turtles films and a very popular TV series.

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

- *Rise of the Turtles* (level 1)
- *Kraang Attack* (level 2)
- *Donnie's Robot* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3 and 6 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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Before you read ...


Warm-up

Introduce your students to the book before they start to read.



- 1 Before looking at the book, ask students if they know the Teenage Mutant Ninja Turtles. If anyone knows and likes the characters, talk briefly in L1 about them.
- 2 Ask students to write the Turtles' names on the board: Donatello (Donnie), Leonardo (Leo), Michaelangelo (Mikey) and Raphael (Raph). Look together at the front cover of the book. Say the names in turn and ask students to point to the relevant Turtle in the cover picture. Students tell you which colour eye mask belongs to each Turtle: Donnie (purple), Leo (blue), Mikey (orange) and Raph (red).

OR

 Choose an episode from the *Teenage Mutant Ninja Turtles* TV series and play the opening theme song to your class. Divide the class into four groups. Give each group the name of a Turtle. Check each group knows what colour eye mask their Turtle wears. Play the song right through and ask students to stand up when they see their Turtle on-screen and to sit down when he is not there.



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 book, but are not on the headword list. The new words are in **bold** throughout the book.

New Words

<p>brave</p> <p>She's brave!</p>	<p>computer</p> <p>He is playing on the computer.</p>	<p>robot</p> <p>This is a robot.</p>	<p>team</p> <p>This team can run fast.</p>
<p>clever</p> <p>She is clever.</p>	<p>leader</p> <p>She's the leader!</p>	<p>strong</p> <p>The man is strong.</p>	<p>'Meet ...'</p> <p>Meet my friends!</p>

Where's the popcorn?
Look in your book.
Can you find it?

- 1 Look at the 'New Words' page with your class. Say *All these words are in the book. 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.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).

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.
- Place the flashcards face down on the table. Mix them up. Ask a student to write one of the new words on a piece of paper. Now ask another student to come and turn over one of the flashcards. If the flashcard matches the word, the student keeps the flashcard. If the flashcard doesn't match, students take it in turns to turn over flashcards. Continue until you have a match. Now play the game again with the remaining flashcards.



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(Answer: page 11)



Using the book with your class

The text is recorded on the CD.

The book 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 book. You may want to combine several of these.

Teacher-led reading

Read the book out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read 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 book several times can be very useful.

Read aloud

Once the students have heard the book several times, they can read 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 book and ask them to guess in L1 what is happening.
- Look at the pictures of each character in the reader. Students tell you whether they think each character is good or bad.

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 book you could:

- Give students a section of the book with some key words blanked out. They write the missing words as they listen to the book on CD.
- In pairs, students write true or false statements about the characters they have read about, e.g. *Splinter lives with the Turtles. (True.) Donnie is the leader of the Turtles. (False. It's Leo.)* Students read their statements to another pair. They say whether the statements are true, and correct any false ones.

After finishing the book you could:

- Do the activities at the back of the reader.
- Do the quiz at 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 less 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.

-  Choose a short section of a *Teenage Mutant Ninja Turtles* episode for the students to watch. Put the students in pairs. Give the students a colour, e.g. green. Students look for things in the episode which are green. They make a list of them, in English or L1, as they watch. Compile a class list of green things on the board. Provide translations for any words they don't know in English. How many different things can they find?
- Place posters around the room with the following text:
 - ★ ★ ★ Yes, it's very good!
 - ★ ★ Yes, I like it!
 - ★ It's OK.
 - ☹ No, I don't like it.

Students stand by the poster they agree with most. Ask each group to count the number of people in the group and post the results on the board. Students write a list of the things they like or don't like in the episode. More confident students can write sentences beginning *I like/don't like this because ...*



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.

The Turtles are from New York City.

Splinter is a teacher.

Leo is the leader.

Raph is very strong.

Mikey loves pizza!

Donnie is clever.

April wants to be a ninja too.

The Kraang are bad.





Answer Key

After you read (pages 20–22)

1

Spatial intelligence

- a underground (first picture)
- b blue (second picture)
- c computers (first picture)
- d Splinter (second picture)

2a

Linguistic intelligence

- a brave
- b pizza
- c robot
- d city
- e turtle

2b

April

3a

Linguistic intelligence

Leo: leader, blue

Raph: strong, red

The Kraang: robot, bad

Donnie: clever, purple

3b

Possible answers for Mikey: orange, funny


Quiz time! (page 23)




- 1 Mikey
- 2 Splinter
- 3 The Kraang
- 4 The Kraang
- 5 April



Chant

Musical intelligence

 This page is recorded on the CD.

-  Say *Open your books at page 24*. Read the chant or play the CD. Ask students to read and listen carefully.
-  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping the rhythm. Ask students to clap with you.
-  Students say the chant and clap the rhythm at the same time. Then they say and clap again, but this time they don't say one of the colours. Repeat the chant, each time leaving out one of the colours. Continue like this until the students are only saying *The Turtle team!*



Chant

1  Listen and read.

The Turtle team

Blue, purple,
Green, green, green!
Red, orange,
The Turtle team!

2  Say the chant.

24



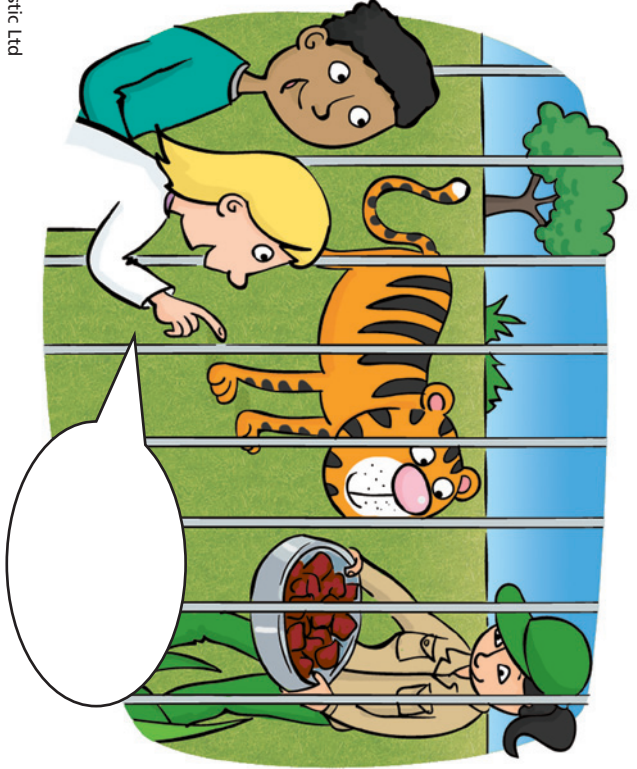
Flashcards



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fold

fold

clever
She is **clever**.

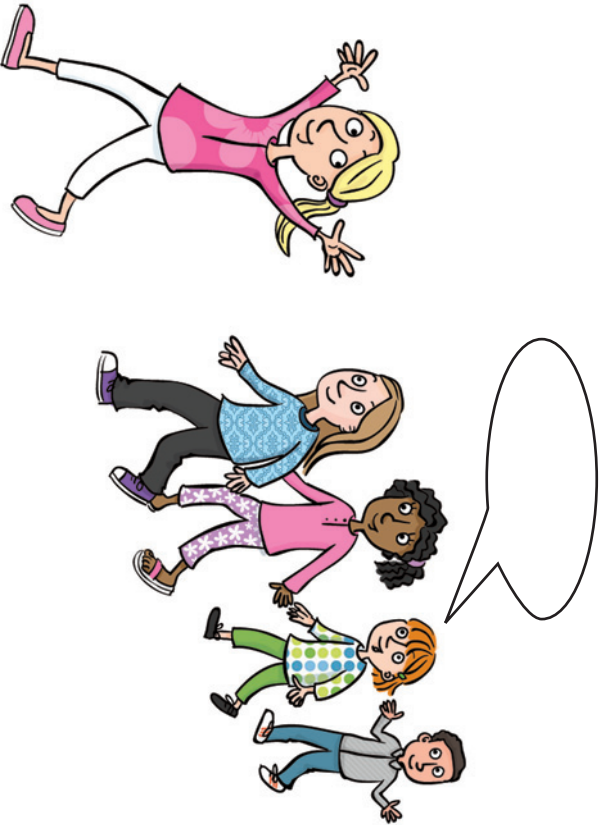
brave
'She's **brave**!'



Flashcards



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fold

fold

computer

He is playing on the
computer.

leader

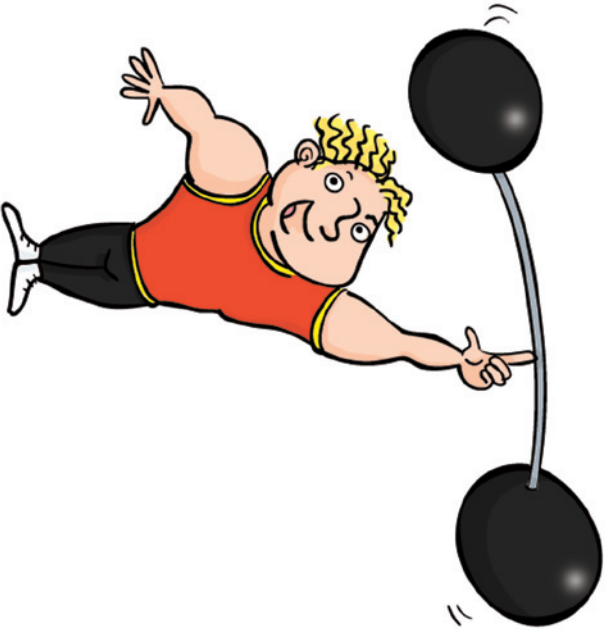
'She's the **leader!**'



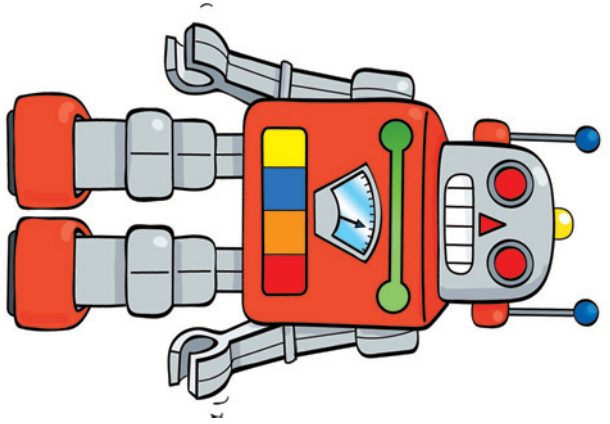
Flashcards



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fold

fold

strong
The man is **strong**.

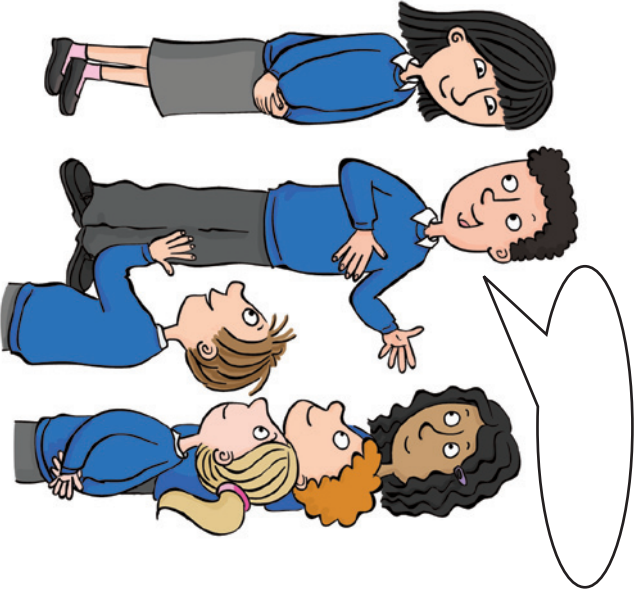
robot
This is a **robot**.



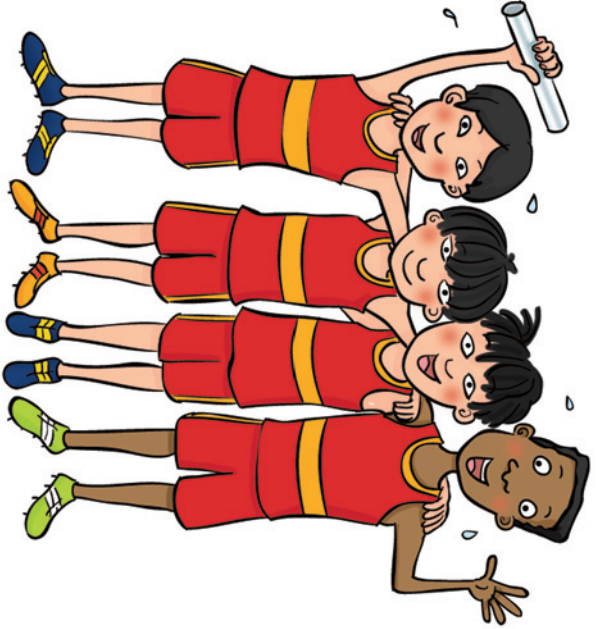
Flashcards



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fold

fold

team

This **team** can run fast.

'Meet ...'

'Meet my friends!'