

Popcorn ELT Readers

Teacher's Notes



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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 Jurassic Park 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.

Jurassic Park has a total story wordcount of 826 words.

Jurassic Park – synopsis

John Hammond wants to open a theme park with real dinosaurs, called Jurassic Park. Hammond's scientists have used DNA from the dinosaur blood inside fossilised mosquitoes to make dinosaurs. The park just needs a safety test before it can open to the public.

Hammond invites dinosaur experts Alan Grant and Ellie Sattler to Jurassic Park, and also his two grandchildren, Lex and Tim. During the visit, the computer programmer at Jurassic Park, Dennis Nedry, writes a program that stops the electric locks from working. This allows him to steal some dinosaur DNA, which he plans to sell. Unfortunately, the visitors' electric cars, and the electric fences that keep the dinosaurs in their enclosures, stop working too. The dinosaurs escape. Lex, Tim and Alan find themselves dangerously close to a T. rex before they can reach the visitor centre. A smaller dinosaur kills Nedry.

At the visitor centre, there's another problem: some hungry raptors. With the raptors pushing at the door, Lex writes some new computer code to lock the doors again. Finally they can phone for a helicopter! But on their way to the helicopter, the raptors find them. Luckily, the T. rex arrives and starts fighting the raptors, and the people can escape to safety.

Jurassic Park – the film

Released: 1993

Genre: science fiction
adventure

Suitable for: children with
parental guidance

Actors: Richard Attenborough
(John Hammond), Sam Neill
(Alan Grant), Laura Dern (Ellie
Sattler); directed by Steven
Spielberg

Awards: The film won Oscars™
for best sound, best sound
editing, best visual effects

Other films: *The Lost World:
Jurassic Park* (1997), *Jurassic
Park III* (2001); *Jurassic World*
(2015), *Jurassic World: Fallen
Kingdom* (2018)

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

**Why not try the Jurassic
World Popcorn ELT
Reader (level 3)?**



Popcorn ELT Readers

Teacher's Notes

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Meet ... everyone from *Jurassic Park*

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

This page is recorded on the CD.

Meet ... everyone from **JURASSIC PARK**

Jurassic Park
Jurassic Park is in the Pacific Ocean. It is a theme park with dinosaurs!

Alan Grant
knows a lot about dinosaurs. He works with **Ellie Sattler**.

John Hammond
thinks that dinosaurs are great! He started Jurassic Park. He wants visitors to see the dinosaurs there.

Dennis Nedry
works at Jurassic Park. He is very good with computers and he wants to be rich.

Lex and Tim are John Hammond's grandchildren. They want to see Jurassic Park. Lex loves computers and Tim loves dinosaurs.

T.rex

Raptor

Triceratops

Brachiosaurus

Before you read ...
What do you think? Are Lex and Tim going to like Jurassic Park?

- Before looking at the book, ask students *Do you know the films Jurassic Park or Jurassic World?* If anyone knows and likes the films, talk briefly in L1 about why they like them.
- Look together at the front cover of the book. Ask *Is this book about dogs? (No) Is it about cats? (No)* Point to the dinosaurs and say *This story is about dinosaurs. What colour are the dinosaurs? (Grey or brown) Do you like dinosaurs? Are dinosaurs nice?*
OR
 Tell students in L1 they're going to see part of a film about dinosaurs. Tell them to think about the answers to these questions as they watch: *What are the men waiting for? Are they happy?* Show the scene at the start of the film, when we see a dinosaur in a container being transferred to a new enclosure, leading to the death of one of the men. Discuss the answers to your questions. Then ask *Is it a nice dinosaur?* Students tell you what they think.
- Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Is John Hammond young? What about Lex and Tim? Is the T. rex big?*
- Pre-teach *theme park, grandchildren* and *visitors*. (*Grandchildren* and *visitors* also appear on the 'New Words' page.) Then tell students in L1 that the *Jurassic* age was a long time ago, when dinosaurs lived.
- Read the page out loud to the class or play the CD.
- Students close their books. Play a game of *Who Is It?* For example, say *He knows a lot about dinosaurs. Students say It's Alan.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer and explain why.



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>DNA</p> <p>I'm tall because it's in my DNA.</p>	<p>fence</p> <p>The animals are behind a fence.</p>	<p>lock</p> <p>I'm locking it!</p> <p>There are three locks.</p>	<p>visitors</p> <p>There are a lot of visitors.</p>								
<p>electric / electricity</p> <p>This is an electric car. It stops when there is no electricity.</p>	<p>grandchildren</p> <p>These are my grandchildren.</p>	<p>money</p> <p>This is money.</p>	<p>'What now?'</p> <p>What now?</p>								
<p>helicopter</p> <p>Look at the helicopter!</p>	<p>program</p> <p>He is writing a computer program.</p>	<p>throw</p> <p>He is throwing a ball.</p>	<div style="border: 1px dashed black; padding: 5px;"> <p style="color: red; margin: 0;">Verbs</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Present</td> <td style="padding: 2px;">Past</td> </tr> <tr> <td style="padding: 2px;">break</td> <td style="padding: 2px;">broke</td> </tr> <tr> <td style="padding: 2px;">eat</td> <td style="padding: 2px;">ate</td> </tr> <tr> <td style="padding: 2px;">throw</td> <td style="padding: 2px;">threw</td> </tr> </table> </div>	Present	Past	break	broke	eat	ate	throw	threw
Present	Past										
break	broke										
eat	ate										
throw	threw										

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 Check the pronunciation of *DNA*, saying the individual letters.

4 The conversational language on this page is *What now?* We use this when there's a problem and we want to ask people what we should do next. Say it several times and ask students to repeat.

5 Look at the 'Verbs' box. The irregular pasts of *break*, *eat* and *throw* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *The ball broke the window.*

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.
- 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.
- 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.



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 Alan, Ellie and the children see the Triceratops. Then ask questions, e.g. *What dinosaur is that? Is it standing up? Is it happy? Do the people like it? Are they going to help it?*

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. for Dennis Nedry, ask *Who is this? Is he a good person? What does he do?*
- 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. *She runs after Alan's light. Who is it? (the T. rex) The raptors look for Lex and Tim here. What room is it? (the kitchen)*. 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 that corresponds with the section of the story students have just read, pausing from time to time so that they can predict what happens next. For example, play the scene in which Dennis Nedry has a problem with his car and meets the little dinosaur. Pause the film at different points. Each time, students predict what happens next, then watch to check their answers.

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, places, words to describe dinosaurs. Students think of mimes for each word. Students take turns to come to the front of the class and mime a word. Can their classmates guess the words?
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.

- 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.
- In small groups, students think of a new ending for the story. They either write, draw or roleplay the final scene.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Jurassic Park 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

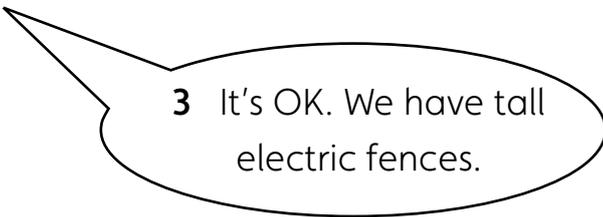
Who said this? Who did they say it to?



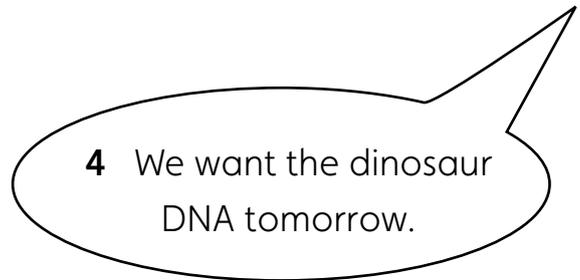
.....**John**..... said this to ..**Alan and Ellie**.....



..... said this to



..... said this to



..... said this to

Chapter 2

Put the sentences in the correct order.

- a Ellie, Alan and the children saw a Triceratops.
- b The T. rex broke the electric fence.
- c Lex and Tim came to the visitor centre.
- d Alan threw a light.
- e Dennis went into the DNA room.





Chapter Quizzes (Answer key, page 11)

Chapter 3

Correct the mistakes.

- 1 The T. rex ^{ate} ~~helped~~ a small dinosaur.
 - 2 John was happy for his grandchildren.
 - 3 Ellie stopped the electricity.
 - 4 There was a helicopter in the road in front of Dennis.
 - 5 A small dinosaur jumped on John.
-

Chapter 4

Answer the questions.

- 1 Why were Lex and Tim very quiet in the kitchen?
Because the raptors were there......
- 2 Where did Lex and Tim run to?
.....
- 3 Who worked at the computer?
.....
- 4 Which two people closed the door?
.....
- 5 Who asked for a helicopter on the phone?
.....
- 6 Who ate a raptor?
.....



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

COOL DINOSAURS

The dinosaurs from Jurassic Park are beautiful and intelligent animals. How much do you know about them?

VELOCIRAPTOR (RAPTOR)

When: 115–108 million years ago
Food: meat, e.g. small dinosaurs
Did you know? Velociraptors sometimes stay in groups. A group of raptors can run after a big dinosaur.

TRICERATOPS

When: 68–66 million years ago
Food: plants
Did you know? This dinosaur is very strong. Triceratops also has three horns on its head.

TYRANNOSAURUS REX (T.REX)

When: 68–66 million years ago
Food: meat, e.g. large dinosaurs like Triceratops
Did you know? The T.rex eats 140 kilograms of meat every day.

BRACHIOSAURUS

When: 154 million years ago
Food: plants
Did you know? You can hear the roar of Brachiosaurus from many kilometres away. It can eat plants up to 9 metres high.

HOW BIG ARE THE DINOSAURS?

1.88m

★
What's your favourite dinosaur?
★

What do these words mean? Find out.
 high horn intelligent
 meat plants

- 1 With books closed, ask *What animals live at Jurassic Park? (Dinosaurs)*. Elicit the different types of dinosaurs in the story and write their names on the board. In L1, discuss how big students think these dinosaurs are compared to humans.
- 2 Tell students to open their books and look at the size chart at the bottom of pages 26 and 27. In L1, ask if the size of any of the dinosaurs is a surprise.
- 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 Students read each section, or read and listen to the CD. They write down their answer to the question in the red circle. Ask a few students to share their answer with the class. In L1, ask which is the most interesting fact that they learned from their reading.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another dinosaur, either at home or in the school library, using books or the Internet. They then complete the text about their dinosaur and draw or stick a picture of it in the space provided. Alternatively, students could invent and draw their own dinosaur.
- 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

A COOL DINOSAUR

When: years ago.

Food:

Did you know?

.....

.....



Answer Key

After you read (page 28)

- 1 a iv b vi c iii d i e v f ii
2 a ✓ b X c ✓ d X e X

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 visitor fence throw money Brachiosaurus

2
Logical intelligence

There is a new **program** on the **computer**. The **dinosaurs** are breaking the **electric** fences. Please help my **grandchildren**!
The message is from: *John Hammond*

3
Spatial intelligence
a mosquito
b raptor
c T. rex
d Triceratops

4
Logical intelligence
You may want to ask your students to put a cross for the position of each dinosaur after one minute, and another cross for their position after two minutes, to help them get to the answer.
Answer: *the Triceratops*

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

Chapter 1
1 John, Alan and Ellie
2 Alan, John
3 John, Alan
4 A man, Dennis

Chapter 2
1 c 2 a 3 e 4 b 5 d

Chapter 3
1 ~~helped~~ ate
2 ~~happy~~ frightened
3 ~~stopped~~ started
4 helicopter small dinosaur
5 ~~John~~ Dennis

Chapter 4
1 Because the raptors were there.
2 the computer room
3 Lex
4 Alan and Ellie
5 John
6 the T. rex



Imagine ...

Kinaesthetic intelligence

- 1 With books closed, ask students to imagine they are a statue or in a photo/freeze frame. Say a word and ask students to show that emotion, e.g. *frightened, happy, sad, tired*.
- 2 Say *Open your books at page 31*. Point to both the photo and the picture of the students acting out the scene and ask *Who's that? What's he/she doing?* Then ask students to read out the speech bubbles to see if they match their own ideas.
- 3 Put students in small groups of three or four. Explain in L1 that they are going to make a photo/freeze frame. The students can pretend to be people, animals or objects.
- 4 Clear a large space in the centre of the classroom. Each group chooses a photo from the story that they will reproduce and plans how to create it.
- 5 Ask each group to create their freeze frame for the rest of the class. Ask students in the class to guess which page in the story the photo is from, e.g. *It's the photo on page 20*. Ask students to give you reasons why they think it is this picture, e.g. *That's Tim! He's waiting in the kitchen*. The group of actors confirms whether this answer is correct.
- 6 The class votes for the group who created the best freeze frame. Ask the class to explain what they liked about the winning freeze frame.

Chant

Musical intelligence

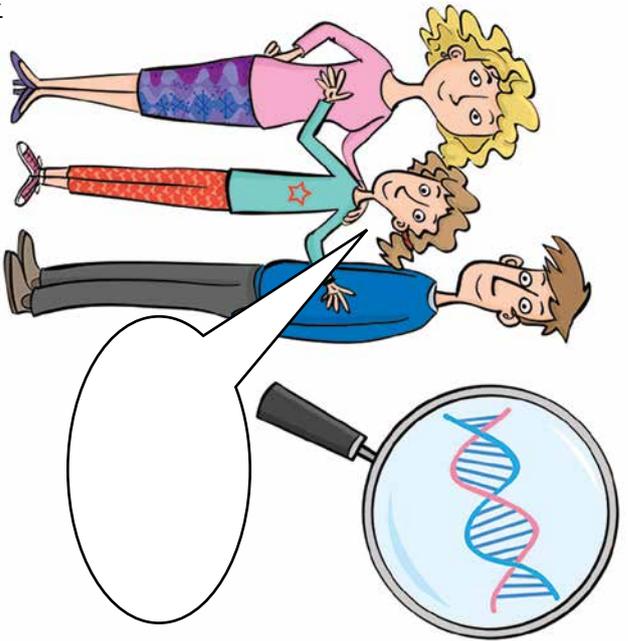


This page is recorded on the CD.

- 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 1, 3, 5 and 7 of each verse, and group B to say lines 2, 4, 6 and 8. 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. clawing hands for *the T. rex*. Students now do the actions as they say the chant.



Flashcards



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DNA

'I'm tall because it's
in my **DNA**.'



© Scholastic Ltd

electric / electricity

This is an **electric** car.
It stops when there is
no electricity.

fold

fold



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fence

The animals are
behind a **fence**.

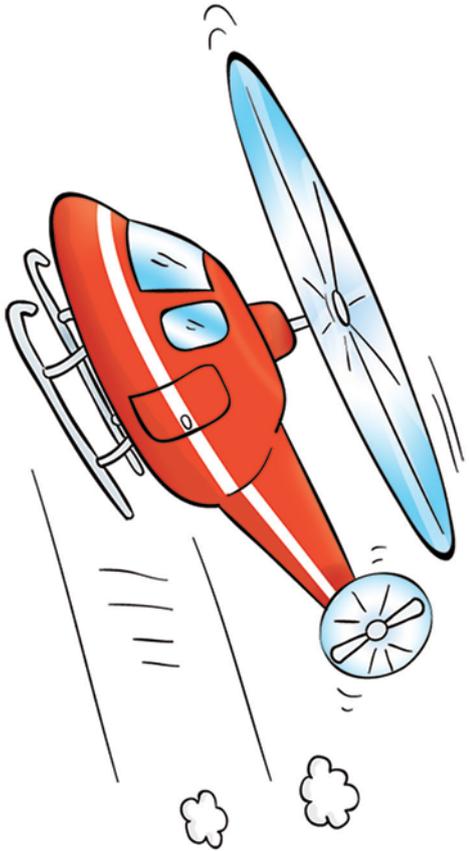
fold

grandchildren

'These are my
grandchildren.'



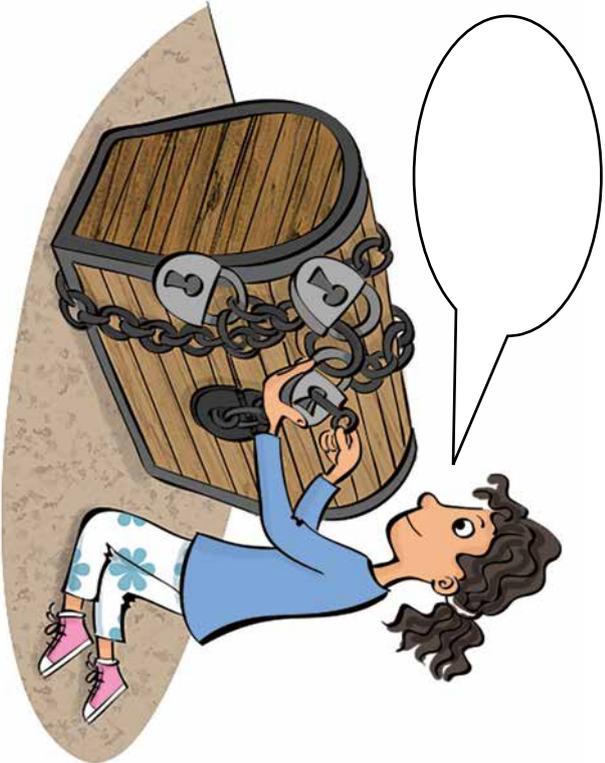
Flashcards



© Scholastic Ltd

helicopter

Look at the
helicopter!



© Scholastic Ltd

lock

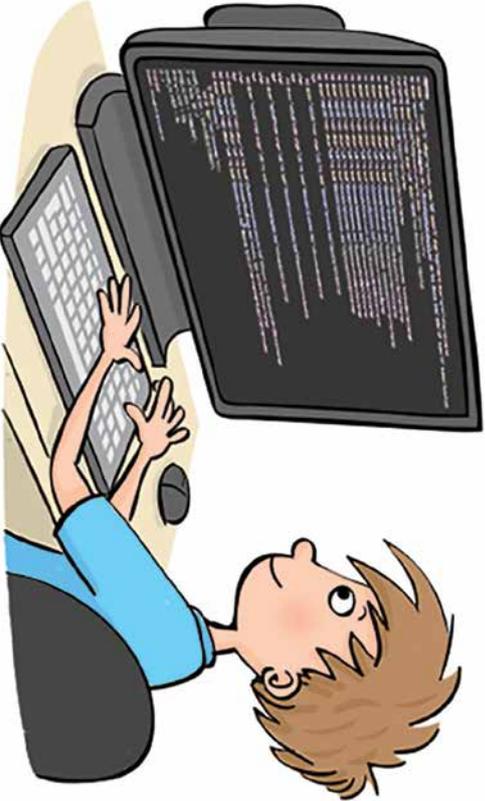
'I'm **locking** it!'
There are three **locks**.



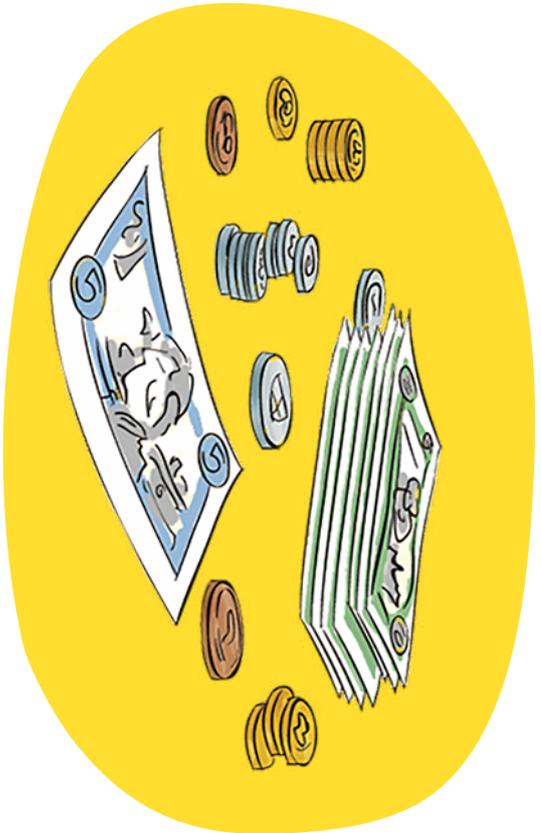
Flashcards



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fold

fold

program
He is writing a
computer **program**.

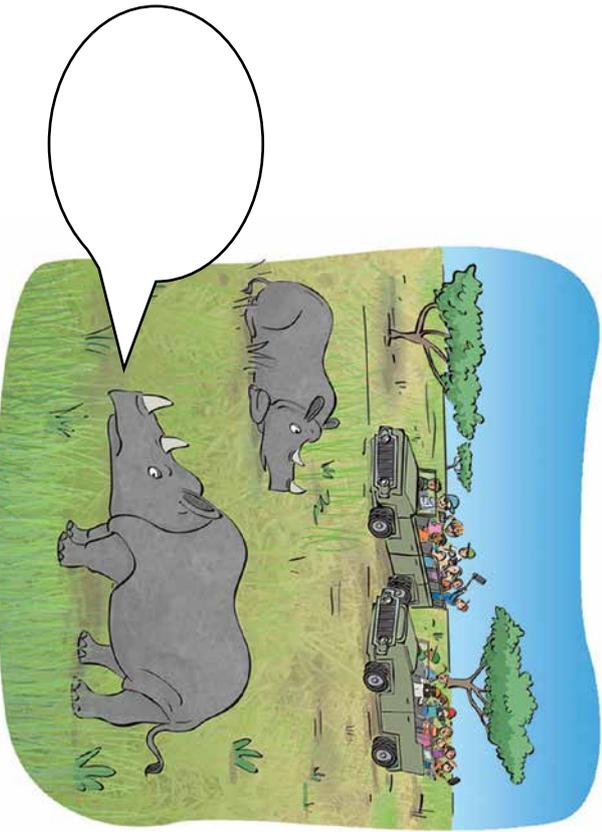
money
This is **money**.



Flashcards



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fold

throw

He is **throwing** a ball.

fold

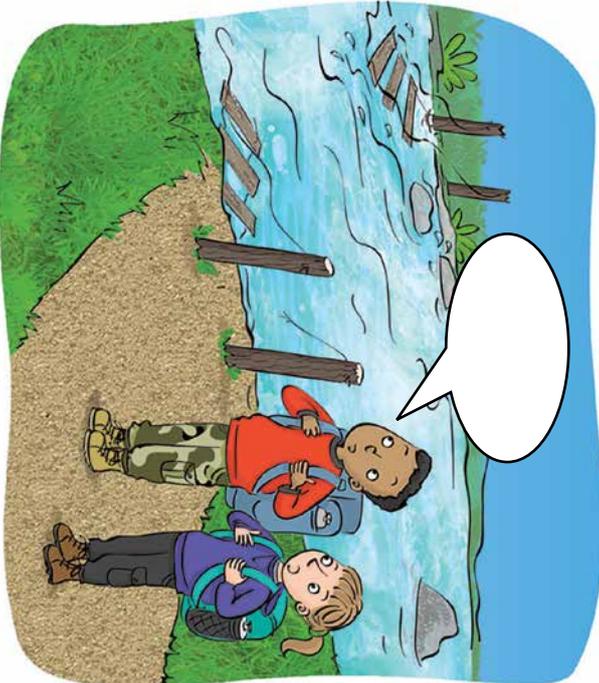
visitors

'There are a lot of
visitors.'



Flashcards

© Scholastic Ltd



fold

'What now?'

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The illustration shows two children, a boy and a girl, standing on a dirt path next to a stream. The boy is wearing a red shirt and camouflage pants, and the girl is wearing a purple shirt and dark pants. They are looking at each other. A speech bubble is next to the boy, containing the text "'What now?'" The stream has wooden posts in it, and there are rocks and green grass around it.