

# 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 World Popcorn ELT Reader.*

## Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

*Jurassic World* has a total story wordcount of 1120 words.

## **Jurassic World – synopsis**

Brothers Zach and Gray Mitchell visit Jurassic World, a dinosaur theme park run by their aunt, Claire Dearing. While the boys go to see the dinosaurs in the public enclosures, Claire visits Jurassic World's newest creation, the Indominus rex. This terrifying dinosaur has been genetically engineered from the DNA of different animals.

Owen Grady works at Jurassic World and is training four raptors to obey his instructions. Claire asks him to check safety measures at the Indominus enclosure. But it seems that the Indominus is no longer there. Owen and some guards go in to investigate. The Indominus suddenly appears, and manages to escape from the enclosure. Zach and Gray, in the middle of a ride through the park, are attacked by the Indominus, but they escape.

Vic Hoskins, who is in charge of security at Jurassic World, decides to use Owen's raptors to hunt the Indominus. However, the Indominus has some raptor genes and is able to communicate with the raptors. They start attacking humans instead. One of them kills Hoskins. But when the Indominus threatens Owen, Claire and the boys, the raptors protect Owen and fight the Indominus. The Indominus is too strong for the raptors, so Claire opens the T. rex enclosure. The T. rex, with help from the raptor alpha, Blue, defeats the Indominus.

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

## **Jurassic World – the film**

**Released:** 2015

**Genre:** science fiction adventure

**Suitable for:** children with parental guidance

**Actors:** Bryce Dallas Howard (Claire Dearing), Chris Pratt (Owen Grady), Nick Robinson (Zach Mitchell), Ty Simpkins (Gray Mitchell), Vincent D'Onofrio (Vic Hoskins)

**Other films:** *Jurassic World: Fallen Kingdom* (2018); *Jurassic Park* (1993), *The Lost World: Jurassic Park* (1997), *Jurassic Park III* (2001)

**Why not try the Jurassic Park Popcorn ELT Reader (level 2)?**



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# Teacher's Notes

## Contents

*Just choose the pages that you need and print!*

Meet ... everyone from <i>Jurassic World</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	pages 7–8
Real World (T)	page 9
Real World Project: It's all in the genes (S)	page 10
Answer Key (T)	page 11
Imagine ... / Chant (T)	page 12
New Words flashcards	pages 13–18

(T) Teacher's notes

(S) Student activities (photocopiable)





# Meet ... everyone from *Jurassic World*

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

This page is recorded on the CD.

**Meet ... everyone from** **JURASSIC WORLD**

Jurassic World is in the Pacific Ocean. People come from around the world to see the dinosaurs there.

**Owen Grady** works with the raptors at Jurassic World. He's very good with animals.

**Claire Dearing** is in charge of Jurassic World. She has to work a lot.

**Vic Hoskins** is in charge of all the guards. He likes dinosaurs because they're good hunters.

**Zach and Gray Mitchell** are brothers. Their mum is Claire's sister. Gray loves dinosaurs, but Zach only thinks about girls.

**Zach** **Gray**

The **T. rex** was one of the first dinosaurs at Jurassic World.

The **pterosaurs** live in a glass enclosure. They can fly.

**pterosaur enclosure**

The **Mosasaurus** is very big. It lives in water.

The **Indominus rex** is a new dinosaur. She has genes from different animals.

**Before you read ...**  
What do you think? Which dinosaur is the most dangerous?

Blue is a **raptor**. Raptors are very good at hunting.

- 1 Before looking at the book, ask students *Do you know the film Jurassic World?* 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. Point to the dinosaur and say *This story is about dinosaurs. Is this dinosaur big? (Yes) What colour is it? (Grey) Do you think that it is dangerous? (Students can say Yes or No.) How does the woman feel?*  
**OR**  
 Tell students in L1 they're going to see part of the film *Jurassic World*. Tell them to think about the answers to these questions as they watch: *Is the dinosaur big or small? Where does it live? Why are the people happy?* Show the scene with Zach and Gray watching the Mosasaurus show (DVD scene 6). Afterwards, discuss the answers to your questions. Then ask *Would you like to go to this place?* 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. *Which animal can fly? How many boys are there?*
- 4 Pre-teach *in charge of, guard, glass, enclosure, hunt* and *genes*. (Most of these words also appear on the 'New Words' page.) Then tell students in L1 that the *Jurassic* age was a long time ago. Dinosaurs lived then.
- 5 Read the page out loud to the class or play the CD.
- 6 Practise the pronunciation of the dinosaur names with students, pointing out the silent *p* in *pterosaur*.
- 7 In L1, ask students what is different about the Indominus rex. (*She is a new dinosaur with genes from different animals.*)
- 8 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer.



# 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.

**gene**

I'm tall because of my genes.

**gun**

Oh no! She's got a gun!

**waterfall**

It's a beautiful waterfall.

**change colour**

This animal can change colour.

**glass**

They have some glass.

**hit**

Hit it!

**'Watch out!'**

Watch out!

**hunt**

The cat is hunting.

**kill**

Cats kill small animals.

**Verbs**

Present	Past
break	broke
fly	flew
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?* They should remember *in charge of*, *guard*, *glass*, *hunt* and *genes* 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** Say the words for students to repeat.

**4** The conversational language on this page is *Watch out!* We use this when we want to warn people about a danger. Say it several times and ask students to repeat.

**5** Look at the 'Verbs' box. The irregular pasts of *break*, *fly* 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. *I broke my leg.*

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

## Vocabulary Activities

- 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.
- 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 that 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 Owen is attacked by the pterosaur (scene 13 on the DVD). Then ask, e.g. *What animal is it? What does it want to do? What's going to come 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 film image and ask questions, e.g. *Who is this? 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. *He works with the raptors. Who is he? (Owen) The Indominus runs out of this. What is it? (An enclosure).* They ask and answer their questions in groups or as a whole class.
- Ask students to 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 Zach and Gray go into the forest in their glass car and are attacked by the Indominus (DVD scene 7). 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. action verbs. Students think of mimes for each verb. Students take turns to come to the front of the class and mime a verb. Can their classmates guess the verbs?

-  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 *run/ran, shouted, car* and *glass* for Chapter 2 of *Jurassic World*.
- Ask students to make a poster about one of the dinosaurs in the story. They draw a picture and write some information, e.g. what the dinosaur looks like, where it lives, what it does in the story.
- 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 thought the story of Jurassic World was ...*  
*I liked / didn't like reading about ...*  
*My favourite character was ... 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.



# Chapter Quizzes (Answer key, page 11)

## Chapter 1

Write the names.

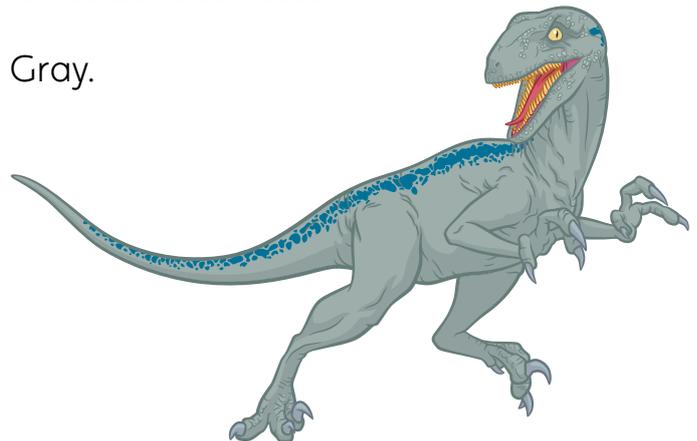
Blue   ~~Claire~~   Indominus rex   Owen   Vic   Zach

- 1 ..... **Claire** ..... didn't like going to see the dinosaurs.
  - 2 ..... and Gray went to see the Mosasaurus.
  - 3 ..... threw food to the raptors.
  - 4 ..... wanted to hunt with the raptors.
  - 5 ..... is one of the raptors.
  - 6 ..... had the genes of different animals.
- 

## Chapter 2

Circle the words.

- 1 The Indominus killed a (guard) / *small dinosaur*.
- 2 *Gray* / *Zach* didn't want to go back when the park closed.
- 3 The *Indominus* / *raptors* broke the glass in the boys' car.
- 4 The boys jumped *into the sea* / *down a waterfall*.
- 5 The Indominus broke the *raptors'* / *pterosaurs'* enclosure.
- 6 *Claire* / *Vic* wanted to find Zach and Gray.





# Chapter Quizzes (Answer key, page 11)

## Chapter 3

Correct the mistakes.

- 1 A pterosaur had ~~Gray~~ <sup>a woman</sup> in its feet.
  - 2 Claire killed a pterosaur with Owen's car.
  - 3 Owen didn't help when the raptors hunted the Indominus.
  - 4 The Indominus had pterosaur genes.
  - 5 Blue could change colour.
  - 6 The Indominus jumped on Hoskins.
- 

## Chapter 4

Put the sentences in the correct order.

- a The raptors jumped on the Indominus.
- b The Mosasaurus went under the water with the Indominus.
- c The T. rex ran after Claire's light.
- d Blue came to help the T. rex.
- e The raptors were all around Owen, Claire and the boys.
- f The Indominus hit the T. rex again and again.





# 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**

## IT'S ALL IN THE GENES

**What is genetic engineering?**  
Scientists can change the genes of a plant or animal. They can give it genes from a different plant or animal. Maybe they want to make a plant bigger, or better at living in very hot or cold places. Maybe they want to stop a disease in an animal.

Scientists made this **new onion**. People don't cry when they cut it.

**Mammoths** are extinct. Some scientists think that mammoths can live again, with the help of genetic engineering and genes from elephants.

## INDOMINUS REX

The scientists at Jurassic World made the Indominus rex with genes from different dinosaurs and animals.

She had **pit viper** genes, so she could see in the dark.

She had **cuttlefish** genes, so she could change colour.

She had **raptor** genes, so she was fast and clever.

She had **T. rex** genes, so she was big and strong.

**What do these words mean? Find out.**  
scientist plant disease extinct elephant

**What do you think? Is genetic engineering a good idea?**

- 1 With books closed, ask *Why is the Indominus rex different from the other dinosaurs at Jurassic World? (Because she's got the genes of different animals.)* Elicit in L1 which animals' genes she might have. Write them on the board.
- 2 Tell students to open their books and look at page 27. In L1, ask which animals they expected to see, and which were 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 on pages 26 and 27, or read and listen to the CD. Ask *Which animal's genes would you like? Why?* Elicit answers, e.g. *I'd like cuttlefish genes so I can change colour.*
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to research information about another genetically engineered animal or plant, either at home or in the school library, and using books or the Internet. They then complete the text about their animal or plant, and draw or stick a picture 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.
- 7 In pairs, students discuss the question in the red circle on page 27. Then ask a few students to share their answers with the class.



# Real World: Project

Cross-curricular  
content area:  
Science

## IT'S ALL IN THE GENES

Scientists made this ..... with the help of genetic engineering.

It has got genes from .....

They made it because .....

.....



# Answer Key

## After you read (page 28)

- 1 a ✓ b ✓ c ✗ (The Indominus did this.) d ✗ (Claire killed it.) e ✓  
f ✗ (She was Hoskins' idea.) g ✗ (A raptor killed him.) h ✗ (The T. rex killed the Indominus.)
- 2 a in water b because she could change colour/she has genes from different animals c Zach  
d Zach and Gray e the raptors f Claire g onto the road near the Mosasaurus



## Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 31)

## 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

#### Spatial intelligence

- a change colour  
b enclosure  
c park  
d night

2

#### Linguistic intelligence

- |         |             |
|---------|-------------|
| 1 guard | 4 kill      |
| 2 glass | 5 gun       |
| 3 hunt  | 6 waterfall |

3

#### Logical intelligence

- a ✗  
b ✗  
c ✓

4

#### Interpersonal intelligence

Students' own answers.

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

### Chapter 1

- Claire
- Zach
- Owen
- Vic
- Blue
- Indominus rex

### Chapter 2

- guard
- Zach
- Indominus
- down a waterfall
- pterosaur's
- Claire

### Chapter 3

- ~~Gray~~ a woman
- ~~ear~~ gun
- ~~didn't help~~ helped
- ~~pterosaur~~ raptor
- ~~Blue~~ The Indominus
- ~~The Indominus~~ A raptor

### Chapter 4

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



## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Tell students that they are going to act out some scenes from the story. Put students in pairs. They read the dialogues and find the photos in the story for those scenes. (Dialogue A: page 10, dialogue B: page 13, dialogue C: page 18)
- 2  If you have time, play the following short extracts from the film. Tell students to notice the characters' movements and voices so that they can act them out later.
  - Claire and Owen thinking that the Indominus is missing, and Owen finding the claw marks (DVD scene 4).
  - The boys arguing as their glass car takes them through the forest, and the Indominus attack (DVD scene 7).
  - The moments before and after the raptor surprises Hoskins in the laboratory (DVD scene 17).
- 3 Clear a large space in the centre of the classroom. Each pair chooses a scene and practises their performance. Encourage them to move as they speak, and to put lots of emotion into their voice and facial expressions. If they have time, they can prepare more than one scene.
- 4 Ask each pair to perform the scene of their choice for the class.
- 5 The class votes for the pair who gave the best performance.

## 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 one and two of each verse, and group B to say lines three and four. 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. spiky hands to represent the Indominus's spiky back, small clawed hands for the raptors, and bigger clawed hands for the T. rex. Students now do the actions as they say the chant.



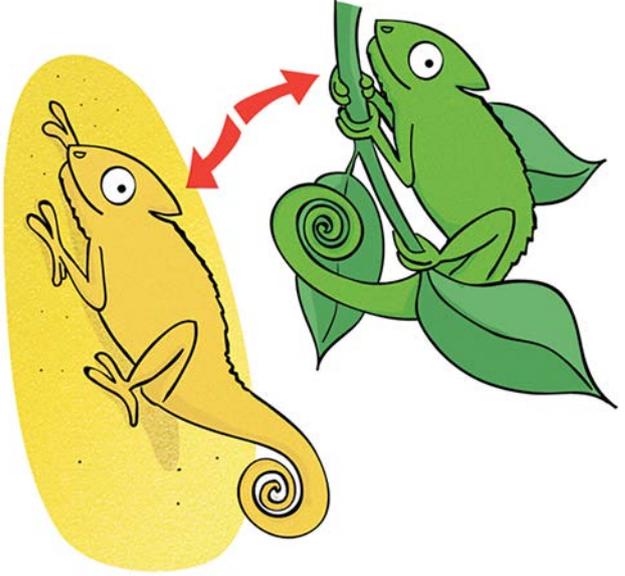
# Flashcards



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fold

fold

**change colour**  
This animal can  
**change colour.**

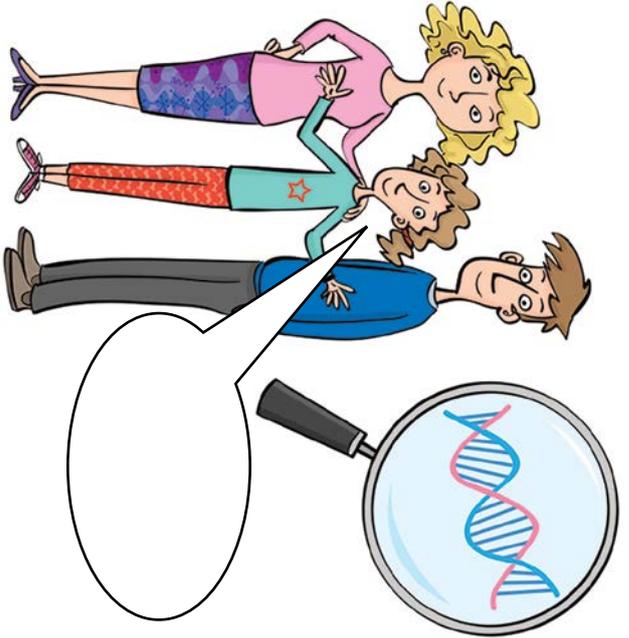
**in charge of**  
The teacher is **in**  
**charge of** the class.



# Flashcards



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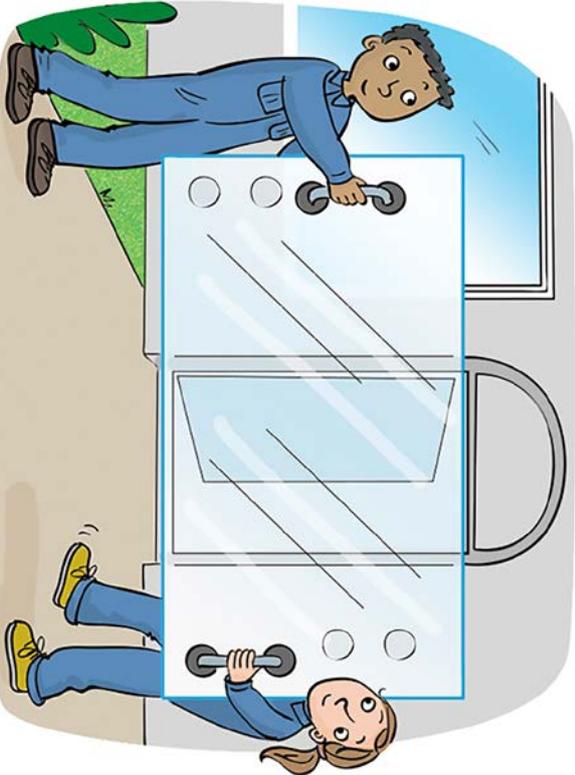


fold

**gene**

'I'm tall because of  
my **genes**.'

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fold

**glass**

They have some **glass**.



# Flashcards



**guard**

The man is a **guard**.



**gun**

'Oh no! She's got a  
**gun!**'



# Flashcards



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fold

fold

**hunt**

The cat is **hunting**.

**hit**

'Hit it!'



# Flashcards



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fold

fold

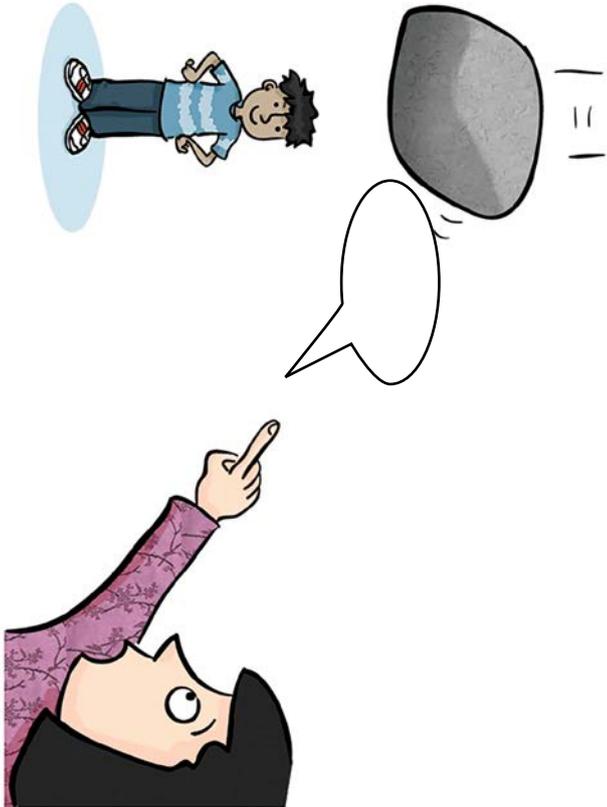
**waterfall**  
It's a beautiful  
**waterfall.**

**Kill**  
Cats **kill** small  
animals.



# Flashcards

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fold

**'Watch out!'**

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