

# 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 Kung Fu Panda 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.

*Kung Fu Panda* has a total story wordcount of 842 words.

## **Kung Fu Panda – synopsis**

Po is a fat, clumsy panda. He works in his dad's noodle shop, but loves kung fu. When he learns that there is going to be a new Dragon Warrior, he is very excited. The Dragon Warrior is a kung fu fighter who knows the powerful secrets of the Dragon Scroll. Po hurries to the Jade Palace to see who is chosen, but is chosen as the Dragon Warrior himself!

The Furious Five are kung fu experts who live at the Jade Palace. At first they are jealous of Po, but they soon become his friends as he tries to learn from the great kung fu teacher, Master Shifu. It is important that Po learns quickly, because evil Tai Lung has escaped from prison and is coming to destroy the town. The Furious Five try to stop Tai Lung, but he is too powerful for them. Po's only hope is to read the Dragon Scroll and learn its secrets – but when he opens the Scroll there is nothing written inside.

Po and the Furious Five go to the town to help the people. Po's dad tells him to believe in himself and Po realises that he does not need to know the secrets of the Dragon Scroll to be special. With new confidence, he returns to the Jade Palace, fights Tai Lung and defeats him.

## **Kung Fu Panda – the film**

**Released:** 2008

**Genre:** animated action

**Suitable for:** children with parental guidance

**Actors:** Jack Black (voice of Po), Dustin Hoffman (voice of Master Shifu), Angelina Jolie (voice of Tigress), Jackie Chan (voice of Monkey)

**Other Kung Fu Panda films:**  
*Kung Fu Panda 2* (2011)

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

## **Why not try another Kung Fu Panda Popcorn ELT Reader?**

- *Kung Fu Panda 2* (level 3)

# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *Kung Fu Panda*

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

This page is recorded on the CD.



- Before looking at the book, ask students *Do you know the film Kung Fu Panda?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
  - Look together at the front cover of the book. Ask *What animal is in the story?* (A panda) *What colour is he?* (black and white) *What sport can he do?* (kung fu). Ask *Where does he live?* and listen to students guesses before confirming the answer (China).
- OR**
- Tell students (in L1) they're going to see part of a film about a panda called Po. Tell them to think about the panda's appearance, his interests and his job as they watch. Show the part of the film when Po wakes up after his dream and falls down the stairs (DVD scene 2). Students then tell you about Po, using English where possible. Ask *Is he nice? Is he good at kung fu?* 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. *Who can fly?* (Crane) *Who has got orange eyes?* (Tai Lung)
  - Pre-teach *noodles*, *prison* and *special*. (These words also appear on the 'New Words' page.) Read the page out loud to the class or play the CD.
  - Students close their books. Play a game of Who Am I? For example, say *I have got a noodle shop*. Students say *You're Po's dad*. 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.



# 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.

**fight / fighter**

The girls are **fighting**. They are good **fighters**.

**noodles**

These are **noodles**.

**special**

He's got a **special** drink.

**escape**

He's **escaping**! Stop him!

**fireworks**

She likes watching **fireworks**.

**people**

There are four **people**.

**win**

She is **winning**.

**'I've got an idea!'**

I've got an **idea**!

**fat**

The dog is very **fat**.

**hit**

**Hit it!**

**prison**

He's in **prison**.

**Verbs**

Present	Past
fall	fell
fight	fought
win	won

- 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 *noodles*, *prison* and *special* 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 The conversational language on this page is *I've got an idea!* We use this when we think of a good way to do something. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fight* and *win* occur in the story, in addition to the past forms on the syllabus. Say the new past forms and students repeat. Elicit simple example sentences, e.g. *The two boys fought in their kung fu class.*
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- Play a game of charades or pictictionary, 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.
- 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.

# 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, 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 love 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 some of the scene where Po tries different ways of getting into the Jade Palace (DVD scene 5). Then ask *What is he doing? Why? 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 Po's friend? Is he good at kung fu?*
- 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 bad and he escapes from prison. Who is he? (Tai Lung) The Furious Five live here. Where is it? (The Jade Palace)* 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 Po first enters the kung fu training room (DVD scene 8). 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. places, words to do with kung fu or feelings adjectives.
-  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 create a map of where the characters go in the story. They could draw in details such as Tai Lung in prison, Po's dad in his noodle shop, the Furious Five in the Jade Palace.
- Ask students to write a note from Po to his dad, telling him that he has been chosen to be the Dragon Warrior. Write the start and end of the note on the board (*Dear Dad ... and Love Po*) and discuss in L1 what Po might want to say in the note.
- Ask students to write a short review of the reader. Write on the board:  
*I think the story of Kung Fu Panda 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 says this? Who does he say it to?

1 'I think that Tai Lung is going to escape from prison.'  
..... **Master Oogway** ..... says this to ..... **Master Shifu** .....

2 'Take these noodles with you.'  
..... says this to .....

3 'You are the Dragon Warrior.'  
..... says this to .....

4 'Me?'  
..... says this to .....

---

## Chapter 2

Answer the questions.

1 Who laughs at Po? ..... **the Furious Five** .....

2 Who falls again and again? .....

3 What does Po make for the Furious Five? .....

4 Who escaped from prison? .....

5 Who is going to fight Tai Lung? .....



## Chapter Quizzes (Answer key, page 11)

### Chapter 3

Put the sentences in the correct order.

- a Po understands that he is special.
  - b The Furious Five fight Tai Lung.
  - c Po fights Master Shifu for some noodles.
  - d Po does kung fu in the kitchen and Master Shifu sees him.
  - e Po opens the Dragon Scroll.
  - f Po talks with his dad.
- 

### Chapter 4

Circle the correct words.

- 1 Tai Lung hits Master (Shifu) / Oogway in the Jade Palace.
  - 2 Tai Lung wants *some special noodles* / *the Dragon Scroll*.
  - 3 *Po* / *The Furious Five* and Tai Lung fight in the town.
  - 4 Tai Lung *wins* / *doesn't win* the fight.
  - 5 Master Shifu *is* / *isn't* OK.
- 





# Real World

This page is recorded on the CD.

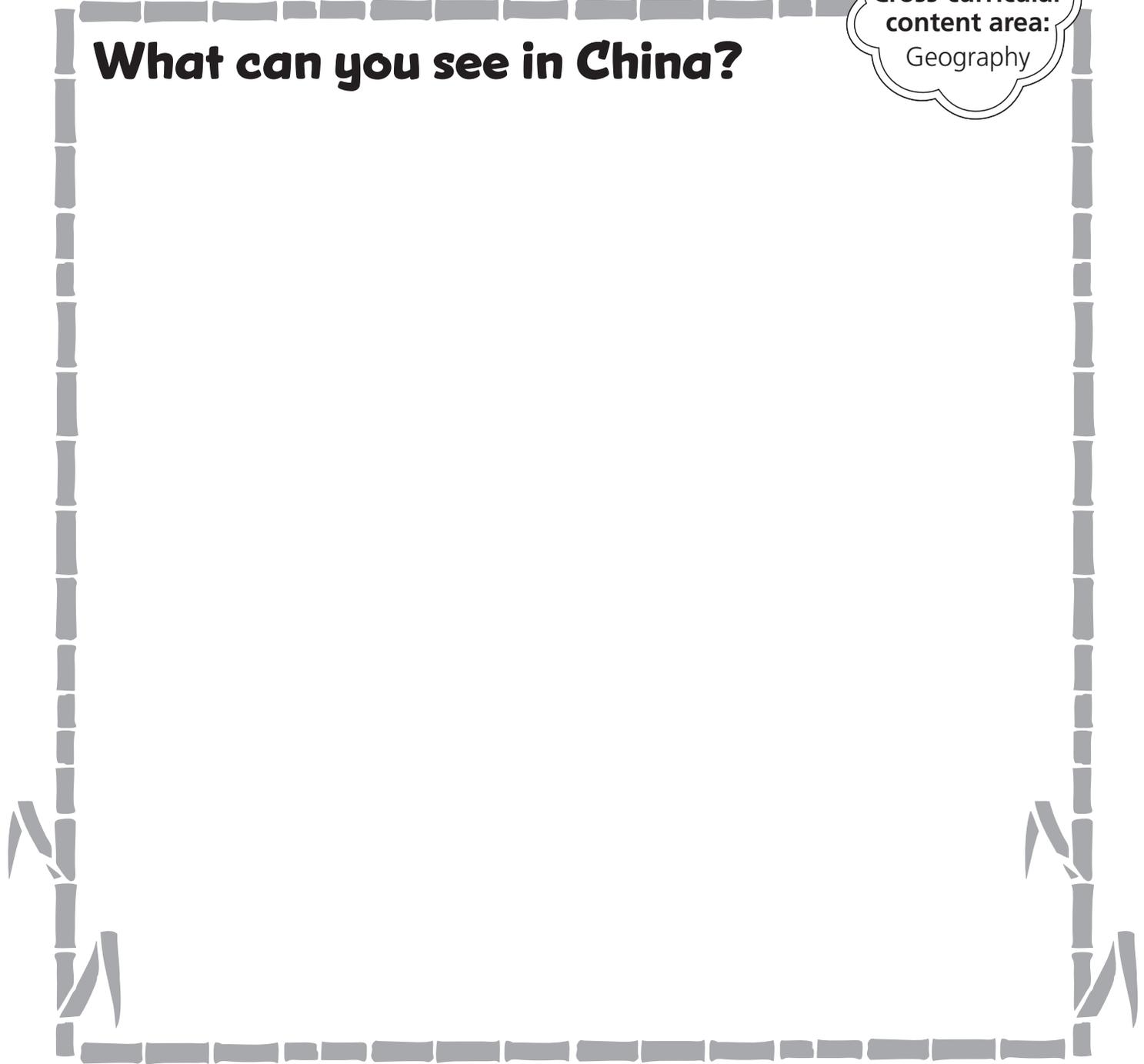
The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

- 1 With books closed, ask *Where does Po live? (In China)*. Ask students *Where's China?* and ask a volunteer to point to it on a map. Elicit in L1 what China is famous for. Write students' ideas on the board.
- 2 Tell students to open their books at page 26. Say that all these things come from China. 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.
- 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 Focus students' attention on the question in the blue circle. Ask students to discuss in L1 in pairs, then share their ideas with the class. Encourage students to use English where possible.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about something they can see in China, e.g. the Great Wall of China, a Terracotta Warrior, the Forbidden City. They could do their research either at home or in the school library, using books or the Internet. They then complete the text about their chosen sight and draw or stick pictures 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:  
Geography

## What can you see in China?



What is it? .....

Where is it? .....

Why is it special? .....

.....

.....



# Answer Key

## After you read (page 28)

1 a v b iii c i d ii e iv

2 a ✓ b ✓ c ✗ d ✓ e ✗ f ✓ g ✗ h ✓



### 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

#### Spatial intelligence

- a Master Shifu
- b the Dragon Scroll
- c Po's dad
- d some fireworks

2

#### Intra-personal intelligence

- a and f Mantis (bottom picture)
- b and e Tai Lung (top picture)
- c and d Po (middle picture)

3

#### Linguistic intelligence

- a escape                      c people
- b prison                      d noodles

4

#### Logical intelligence

- a five
- b ten
- c five
- d sixteen (Tigress 4, Crane 2, Monkey 4, Mantis 6, Viper 0)
- e two

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

### Chapter 1

- 1 Master Oogway, Master Shifu
- 2 Po's dad, Po
- 3 Master Oogway, Po
- 4 Po, Master Oogway

### Chapter 2

- 1 the Furious Five
- 2 Po
- 3 noodles
- 4 Tai Lung
- 5 Po

### Chapter 3

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

### Chapter 4

- 1 Shifu
- 2 the Dragon Scroll
- 3 Po
- 4 doesn't win
- 5 is



## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs and ask them to look at the character cards.
- 2  Play a short extract from the film, e.g. the kung fu training in DVD scene 11. Tell students to notice the characters' movements and voices so they can act them out later. If you have time, you could also play some of Tai Lung's fight with Master Shifu (DVD scene 20).
- 3 One student in each pair chooses a character to act out, and says *Look at my kung fu!* in the style of the character. Their partner guesses who their character is. They then swap roles. They continue in this way until they have acted out all the characters.
- 4 You might like to invite a few students to the front of the class to act out their favourite character.

## Chant

### Musical intelligence

- 1  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
- 2  Divide the class into two groups. Tell the students that they are going to say the chant. Ask one group to say the first and third line of each verse, and the other group the second and fourth line. The students say *It's Po!* together. Play the CD or say the chant yourself, and students say it with you. Practise several times, then swap lines.

# Flashcards



**escape**

**He's escaping!**  
**Stop him!.**



**fat**

**The dog is very fat.**

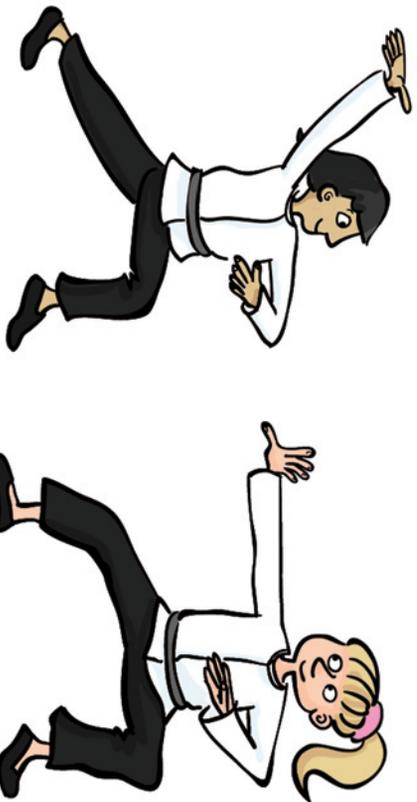
fold

fold

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# Flashcards



**fight/fighter**

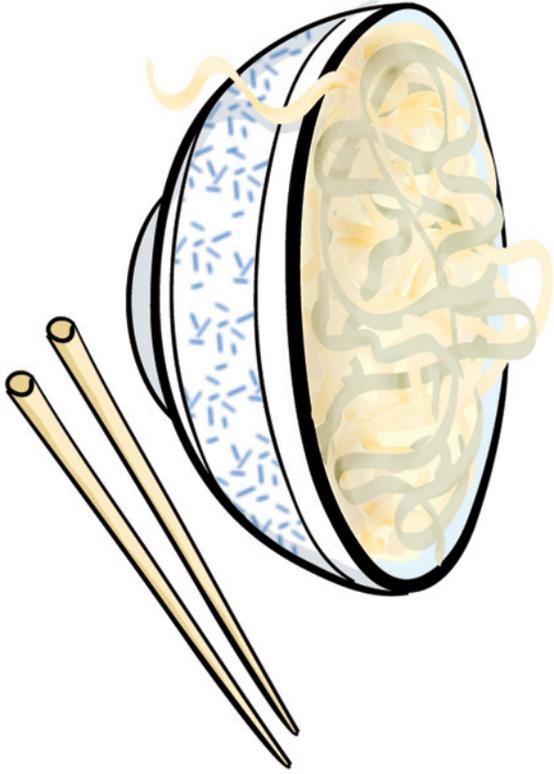
The girls are **fighting**.  
They are good  
**fighters**.



**fireworks**

She likes watching  
**fireworks**.

# Flashcards



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**hit**

**'Hit it!'**

**noodles**

**These are noodles.**

fold

fold

# Flashcards



**people**

There are four  
**people.**



**prison**

He's in **prison.**

# Flashcards

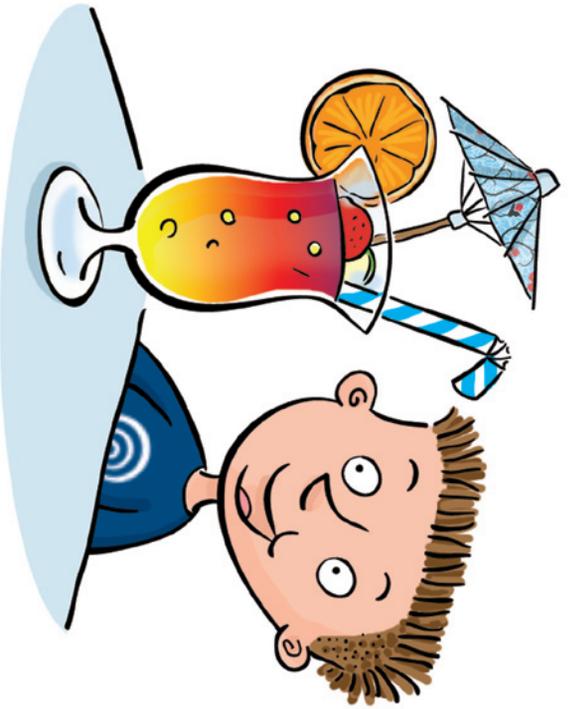
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**win**

**She is winning.**

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**special**

**He's got a special  
drink.**

fold

fold



# Flashcards

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fold

**'I've got an idea!'**

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The flashcard is a rectangular card with dashed lines for cutting and a vertical dashed line for folding. On the left side, there is a cartoon illustration of a girl with black hair, a pink shirt, and a speech bubble. She is pointing her right index finger towards a thought bubble containing a glowing yellow lightbulb. The text '© Scholastic Ltd' is written vertically on the left edge. A scissors icon is at the top right corner. A vertical dashed line is labeled 'fold' on the left side. The text ''I've got an idea!'' is written vertically in the center. A scissors icon is at the bottom right corner.