

# Teacher's Notes



## THE ANIMALS OF DREAMWORKS KUNG FU PANDA

Kung Fu Panda © 2016 DreamWorks Animation LLC. All Rights Reserved.

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 The Animals of Kung Fu Panda 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.

*The Animals of Kung Fu Panda* has a total story wordcount of 185 words.

### **The Animals of Kung Fu Panda (non-fiction) – outline**

The characters in *Kung Fu Panda* are based on animals from China. Students meet the following characters from *Kung Fu Panda* and learn simple facts about their real-life equivalents.

### **Kung Fu Panda – the film**

**Released:** 2008

**Genre:** animated action comedy

**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 Holiday* (TV short: 2010), *Kung Fu Panda 2* (2011), *Kung Fu Panda 3* (2016)

### **Why not try the other Popcorn ELT Readers?**

- *Kung Fu Panda Holiday* (level 1)
- *Kung Fu Panda* (level 2)
- *Kung Fu Panda 2* (level 3)
- *Kung Fu Panda 3* (level 3)

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



# Popcorn ELT Readers

# Teacher's Notes

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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, elicit the names of any characters from the *Kung Fu Panda* films. Ask students to tell you in L1 which are their favourite characters and why.
- 2 Look together at the front cover of the book. Ask students to point to the characters on the front cover and tell you the names of all the characters. (*Po, Tigress, Monkey, Crane, Mantis, Viper and Master Shifu.*)

### OR



In L1, play scene 3 from the DVD of *Kung Fu Panda* where the animals try to surprise Master Shifu. Ask students to tell you the names of all of the characters in the scene. (*Tigress, Monkey, Crane, Mantis, Viper and Master Shifu.*) Now look at the front cover of the book and ask which character on the cover is not in the scene. (*Po.*)

- 3 Ask students to look through the book and find the one character who is not on the cover. Ask students who this is. (*Tai Lung.*)



# 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><b>beautiful</b></p>  <p>The girl is <b>beautiful</b>.</p>	<p><b>fight</b></p>  <p>The girls are <b>fighting</b>.</p>	<p><b>look after</b></p>  <p>He <b>looks after</b> his dog.</p>	<p><b>strong</b></p>  <p>The man is <b>strong</b>.</p>
<p><b>brave</b></p>  <p>She's very <b>brave</b>!</p>	<p><b>jump</b></p>  <p>It can <b>jump</b>.</p>	<p><b>mountains</b></p>  <p>These <b>mountains</b> are very big.</p>	<p><b>tail</b></p>  <p>The cat has a long <b>tail</b>.</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. Take special care with the pronunciation of *fight/fait/* and *mountains/mauntinz/*. 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).



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?  
(Answer: page 19)

## 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 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 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 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 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 the book 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.

## Read aloud

Once the students have heard the book several times they can read the book 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 pictures of the characters from *Kung Fu Panda* and ask them to tell you in L1 one thing they know about each of them.
- Show students the photo collage on page 18 and see if they can guess which character from *Kung Fu Panda* is based on each of these animals from China.

**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:

- Put students in pairs. Give them a set of cards. Each card has the name of an animal on it: *panda, tiger, crane, monkey, mantis, viper, red panda, snow leopard*. Use only the names of the animals in the section you are reading about. Say each word slowly. Students point to each word as they hear it. Students listen to the CD recording of the book. They put the cards in the order that they hear them.
- Ask students to give you the names of all the characters on the cover of the book. Write them on the board. As students read through the book, they can write on the board the animals which each character is based on.
- Point to an animal or a character in a picture and ask questions, e.g. *Where is it? What colour is it? Does it have a long tail? What is it doing?*
-  Divide the class into pairs. Each student chooses to be either Po, Master Shifu or one of the Furious Five. Watch the beginning of scene 14 on the DVD when Po is making noodles for the Furious Five. Students watch to see how their characters move and talk. The students practise acting out their character. They act out their character while their partner reads out loud the section of the reader which responds to that character, e.g. *This is Po. He is a panda. He is always hungry!* Invite groups to 'present' their characters to the rest of the class.

## After finishing the book you could:

- Do the activities at the back of the reader.
- Do the quiz in 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) or display them on the board. Drill the sentences as a whole class, in groups and individually.
- Ask students to make a list of words from a particular category used in the book, e.g. parts of the body or action verbs.
- Divide the class into groups and give each group a verb that is used regularly in the book: *live(s), love(s), jump*. Students create a mime for each verb. Play the CD or read the book aloud. Each time students hear their verb, they stand up and do the mime.
- Place posters around the room with the following text:
  - ★★ Yes, it was great!
  - ★★ Yes, I liked it!
  - ★ It was 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 their group and post the results on the board.

- Give students a list of all or some of the adjectives in the book: *bad, beautiful, brave, funny, good, green, hungry, long, quick, quiet, red, small, strong*. Students listen to the CD recording of the book and tick each adjective every time they hear it. (Each adjective is used once, except for *good* (3 times), *long* (3 times), *red* (twice), *strong* (twice).) Students see if they can remember which animals the adjectives are used to describe. Ask students to think of animals from their own country that they could use the adjectives to describe.
- Students invent a new character for the *Kung Fu Panda* films based on an animal in their own country. They draw a picture of the character and describe what he or she is like and what he or she likes to do. Then they print out a photo of the animal the character is based on and stick it alongside. They write one fact about the real animal.



## Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

Po is a panda.

Tigers are beautiful.

Cranes have very long legs.

They jump from tree to tree.

Can you see a viper and a mantis?

All of these animals live in China.



# Answer Key

## After you read (pages 20–22)

1

### Linguistic intelligence

**animals (in red):** tiger, panda, crane, monkey

**verbs (in green):** eat, do kung fu, fight, walk

2

### Kinaesthetic intelligence

Students' own answers.

3

### Spatial intelligence

a red panda

b viper

c tiger

d monkey

e mantis

4

### Spatial intelligence

1 b

2 e

3 a

4 c

5 d

## Quiz time! (page 23)

1 yes

2 yes

3 no – there are not many tigers in China now

4 yes





5 no – giant pandas are black and white





# Chant

## Musical intelligence

-  This page is recorded on the CD.
- 1**  Say *Open your books at page 24.*  
Read the chant or play the CD and ask students to read and listen carefully.
- 2**  Divide the class into two groups.  
Ask group A to say line three (*Funny or strong*), and group B to say line four (*Small or long*). All the students say the first two and last two lines (*All of these animals love kung fu!*). Play the CD or say the chant yourself. Students say the chant at the same time. Practise several times.
- 3**  In their groups, students invent some actions to go with their line, e.g. imitating laughing for 'funny' or holding their arms out wide for 'long'. As a class, choose actions for the first and last lines. Practise saying the chant with the mimes.
- 4** Students from each group can teach each other their lines and actions so that students will then be able to mime and say the whole chant.

## Chant

**1**  Listen and read.

**All of these animals**

All of these animals  
Love kung fu!  
Funny or strong,  
Small or long,  
All of these animals  
Love kung fu!

**2**  Say the chant.



24



# Flashcards



**beautiful**

The girl is **beautiful**.



**brave**

She's very **brave**.

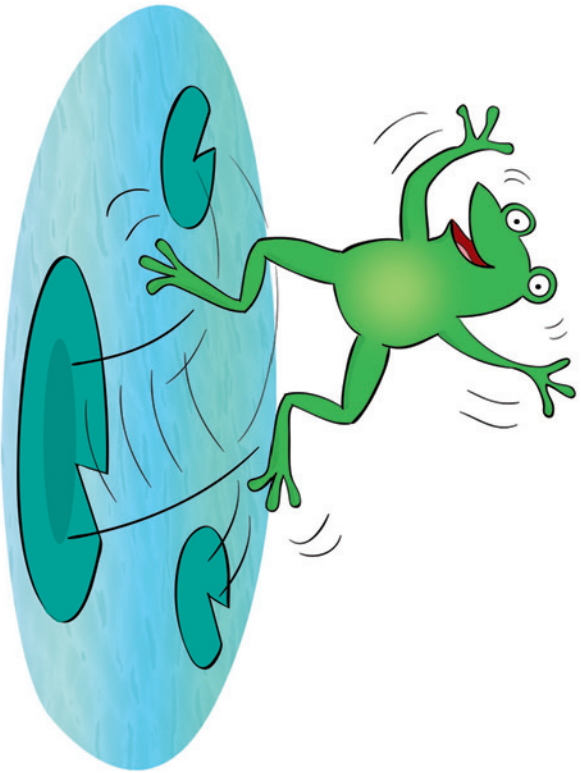


# Flashcards



**fight**

The girls are **fighting**.



**jump**

It can **jump**.



# Flashcards



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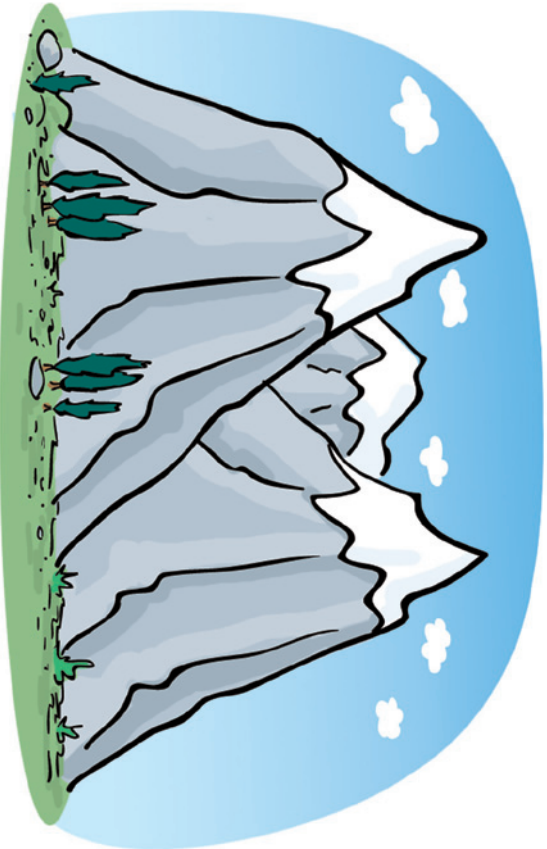


**look after**

**He looks after his dog.**

fold

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**mountains**

**These mountains are  
very big.**

fold



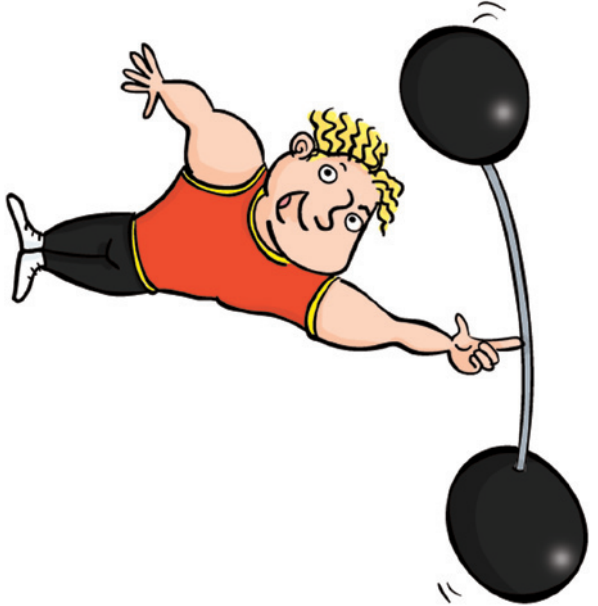
# Flashcards



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fold

fold

**tail**  
The cat has a long  
**tail.**

**strong**  
The man is **strong.**