

Teacher's Notes



HOW TO TRAIN YOUR DRAGON 2

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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 How to Train Your Dragon 2 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.

How to Train Your Dragon 2 has a total story wordcount of 776 words.

How to Train Your Dragon 2 – synopsis

On the island of Berk, Vikings and dragons live together. One day, Hiccup and his girlfriend, Astrid, discover a man named Eret is capturing dragons for a dragon army – and the leader, Drago, plans to attack! Hiccup tells his father, Stoick, the Viking chief. Stoick says Drago is evil.

When Hiccup leaves to talk to Drago, a woman takes him to another island. Hiccup learns that she is his mother, Valka and all her dragons obey their Alpha dragon. Valka left Berk years ago because the Vikings killed dragons then. Hiccup tells her that now dragons on Berk are loved. When Stoick arrives Valka agrees to return with them. Meanwhile, Astrid and her friends attack Eret's ship. He takes them to Drago's land, where they are captured.

Drago attacks Valka's island, killing her Alpha dragon. Now all the adult dragons obey Drago's Alpha. Drago tells Hiccup's dragon, Toothless, to attack Hiccup. Toothless has to obey. After Stoick saves Hiccup, he and his friends go to save Berk. There, Hiccup, Toothless and all the dragons attack Drago's Alpha. The Alpha leaves, taking Drago with him. Toothless becomes the new Alpha dragon and everyone thanks Hiccup.

How to Train Your Dragon 2 – the film

Released: 2014

Genre: animated adventure

Suitable for: children with parental guidance

Actors: Jay Baruchel (voice of Hiccup), Gerard Butler (voice of Stoick), America Ferrera (voice of Astrid), Cate Blanchett (voice of Valka), Djimon Hounsou (voice of Drago)

Other How to Train Your Dragon films: *How to Train Your Dragon* (2010)

Why not try the other How to Train Your Dragon Popcorn ELT Readers?

- *Hiccup and Friends* (Starter level)
- *How to Train Your Dragon 1* (level 1)

For ideas on watching extracts from the DVD in class, see pages 5, 6 and 12 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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Meet ... everyone from *How to Train Your Dragon 2*

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

This page is recorded on the CD.



- 1 Before looking at the book ask students *Do you know the film or the book of the first story, How to Train Your Dragon?* If so, ask them to tell the class briefly what happened in it in L1.
- 2 Look together at the front cover of the book. Ask *Who can you see?* Point to Hiccup: *This is Hiccup.* Point to Astrid: *This is his girlfriend, Astrid.* Ask *Are there any animals in this story?* (Yes.) Point to Toothless and say *This is a dragon. There are a lot of dragons in the story.* Ask *What can dragons do?* (Possible answer: *They can fly.*)
OR
 Tell students (in L1) they're going to see an extract from *How to Train Your Dragon 2*. Tell them to think about the answers to these questions as they watch: *What animals do you see? Who do you see? What are they all doing? Why?* Afterwards discuss the answers as a class and elicit or teach the words *dragon* and *train*.
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Where do the Vikings live?* (*They live on Berk.*) *How many dragons can you see?* (*Two.*)
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of Who Am I? For example, say *I am Hiccup's mum.* Students say *You're Valka.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class. Ask *Does Valka live on Berk?* (No.) *Why not? Where does she live? What do you think?* Discuss possible answers, but don't tell students the correct answer at this stage.



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>capture</p> <p>They captured the animals.</p>	<p>island</p> <p>It is an island.</p>	<p>save</p> <p>Please save me!</p>
<p>army</p> <p>People in the army have to wear green and brown.</p>	<p>chief</p> <p>Everyone listened to the chief.</p>	<p>ship</p> <p>They went on a ship.</p>
<p>attack</p> <p>The dog is attacking the girl.</p>	<p>fight / fighter</p> <p>The girls are fighting. They are good fighters.</p>	<p>kill</p> <p>A cat killed a small animal.</p>
		<p>obey</p> <p>The dog obeyed.</p>

Verbs

Present	Past
fly	flew
fight	fought
take	took

1 Look at the 'New Words' page with your class. Say *These words are in the story. 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. Check pronunciation of *capture*. Point out that the *s* in *island* is silent. Ask them to repeat *ch* and *chief*, then *sh* and *ship*.

3 The conversational language on this page is *Let us go!* We use this when we want people to stop holding us. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *fly*, *fight* and *take* occur in the story. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *The plane flew to China.*

5 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.
- Photocopy all the flashcards and mix them up. Divide the class into groups and give each group a set of flashcards. Ask students to put each picture with the related word as quickly as possible. The first group to do this correctly is the winner.
- 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.



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 chapter and ask them to guess in L1 what is happening.
- Copy several pictures from the next chapter. 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 scenes in which we first see Valka (scenes 10 and 11 on the DVD). Then ask, e.g. *Who is she? Does Hiccup know her? Does she know Hiccup?*


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/she good or bad? What does he/she do?*
- Give students one of the story quizzes on pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *It's very big and other dragons obey him. Who is it? (An Alpha dragon.) The Vikings live there. Where is it? (Berk.)* They ask and answer their questions in groups or as a whole class.
- 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 (DVD scene 24) in which Toothless is forced to obey Drago's Alpha dragon. After watching, ask students to tell you how much they remember. Write 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. words related to fighting (e.g. *army, attack, capture, fight, kill*).
-  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 *capture, attack, shout* for Chapter 3 of *How to Train Your Dragon 2*.

- Ask students to draw their own dragon and to give it a name. Display the pictures on the classroom wall.
- 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 think the story of How to Train Your Dragon 2 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.



Story Quizzes (Answer key, page 11)

Chapter 1

Write the names.

Stoick Astrid Hiccup Eret Hiccup

- 1 They see a Viking ship. Hiccup,.....
- 2 He captures dragons.
- 3 He wants to talk to Drago.
- 4 He thinks that Drago is a bad man.

Chapter 2

Write ✓ or X.

- 1 Hiccup doesn't know his mum.
- 2 Valka loves dragons.
- 3 Valka has two Alpha dragons.
- 4 Valka is happy to see Hiccup.

Chapter 3

Who says this? Who do they say it to?



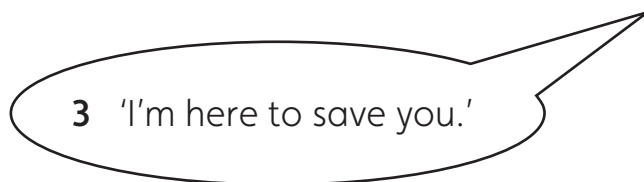
1 'Take us to Drago!'

..... Astrid says this to Eret



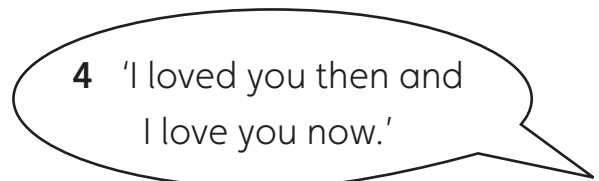
2 'I'm going to attack Berk.'

..... says this to



3 'I'm here to save you.'

..... says this to



4 'I loved you then and I love you now.'

..... says this to



Story Quizzes (Answer key, page 11)

Chapter 4

Put these sentences in order (1–4).

- a) Toothless attacks Hiccup.
- b) All the dragons obey Drago's Alpha dragon.
- c) Drago's Alpha dragon kills Valka's Alpha.
- d) Stoick saves Hiccup from Toothless.

Chapter 5

Match the sentences beginnings (1–6) with the endings (a–f). Why are these people and dragons happy or unhappy at the end of the story?

- 1 Hiccup is happy because ...
 - 2 Valka is happy because ...
 - 3 Valka and Hiccup are unhappy because ...
 - 4 Toothless is happy because ...
 - 5 Drago's Alpha dragon isn't happy because ...
 - 6 Drago isn't happy because ...
- a) he is the Alpha dragon.
 - b) he lost the fight.
 - c) she is on Berk again, with Hiccup.
 - d) he didn't fight well for Drago.
 - e) he saved Berk.
 - f) Stoick isn't with them.



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

The Vikings


Who were the Vikings?
They were people from Norway, Sweden and Denmark. A long time ago (about 790 AD to 1066 AD), they travelled by sea to new places. Some Vikings stayed in the new places. Many traded with people there and then went home.



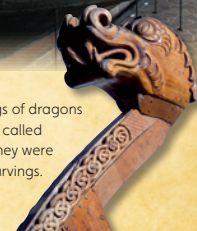
Viking homes
Many Vikings lived in longhouses. A lot of people lived in a longhouse and their animals lived there too. One longhouse in Lofoten, Norway, was 83m long!



Viking longships
There were many Viking ships. Some were for trade, but some were for travel or for fighting. These ships were long and very quick.



Many longships had carvings of dragons on them. People in England called these ships 'dragonships'. They were frightened of the dragon carvings.




★
Would you like to be a Viking? Why / Why not?
★

What do these words mean?
Find out.

people	trade	travel
carving	call	

1 With books closed, ask in L1, *Where did the real Vikings live – in the north or in the south? (In the north). Did they live in cold places or hot places? (Cold places.)* Tell the students that the Vikings lived more than 1,000 years ago.

2 In L1, tell students *You're going to read about the real Vikings, in Norway, Sweden and Denmark. What do you know about these countries?* Discuss these questions as a class.

3  Tell students to open their books at pages 26–27. Ask *What can you see?* Then write three questions on the board:

- 1 How did Vikings go to other places?
- 2 Where did people and animals live?
- 3 What did English people think when they saw the dragon ships?

Students read each section, or read and listen to the CD, and write answers to the questions.

Answers

- 1 They travelled by sea/by ship/in ships.
- 2 They lived in longhouses.
- 3 They were frightened.

4 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.

5 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.

6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Ask students to research information about animals in Norway or Sweden that Vikings could use for clothes. They then choose one animal, complete the text about it, and draw or stick a picture of it in the space provided.

7 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:
History/Science
Geography

The Vikings and their animals

- a) This is a
- b) Its colour is
- c) It has got legs .
- d) It eats
- e) It lives in



Answer Key

After you read (page 28)

1 a Astrid b Stoick c Valka d Toothless e Stoick f Eret g Drago

2 a X b ✓ c ✓ d ✓ e X f ✓ g X



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.

Can they find it? (Answer: page 11)

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)

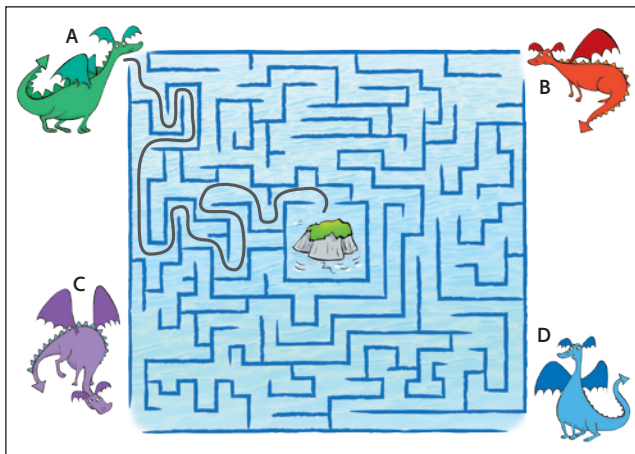
1

Spatial intelligence

Students' own answers.

2

Logical intelligence



3

Linguistic intelligence

a 1 bad 2 tall 3 hot 4 start 5 cry 6 walk

b attack

Story Quizzes Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

- 1 Hiccup, Astrid
- 2 Eret
- 3 Hiccup
- 4 Stoick

Chapter 2

- | | |
|-----|-----|
| 1 ✓ | 3 X |
| 2 ✓ | 4 ✓ |

Chapter 3

- 1 Astrid, Eret
- 2 Drago, Astrid
- 3 Stoick, Hiccup
- 4 Stoick, Valka

Chapter 4

- | | |
|-----|-----|
| 1 c | 3 a |
| 2 b | 4 d |


Chapter 5

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






Imagine ...

Kinaesthetic intelligence

- 1  Say *Watch part of the film. What does it tell you about Hiccup?* Play scene 3 on the DVD up to the point where Hiccup takes out his map. Elicit, for example: *Hiccup loves his dragon. He loves flying. His dragon loves him. Hiccup only has one leg.* Write the sentences on the board.
- 2 Say *Open your books at page 31 and look at the pictures.* Explain in L1 that students are going to write about a character in the same way they wrote about Hiccup using the DVD. Students choose a character and write three things about that character.
- 3 Read the example with the class.
- 4 Put the students in small groups of four or five. Tell them *Say your sentences about your character to the group. Do they know who you are?*

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1  Say, *Open your books at page 32. Listen and read carefully.* Play the CD.
 - 2  Divide the class into two groups. One group will be Stoick and chant the first verse. The other group will be Valka and chant the second. Play the CD while they practise chanting their part several times.
 - 3 Invite two students at a time (one from each group) to come to the front of the class and act out the chant as Stoick and Valka.
 - 4 If you wish, ask the students to take the other part and repeat steps 2–3 above.



Flashcards



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army

People in the **army** have to wear green and brown.



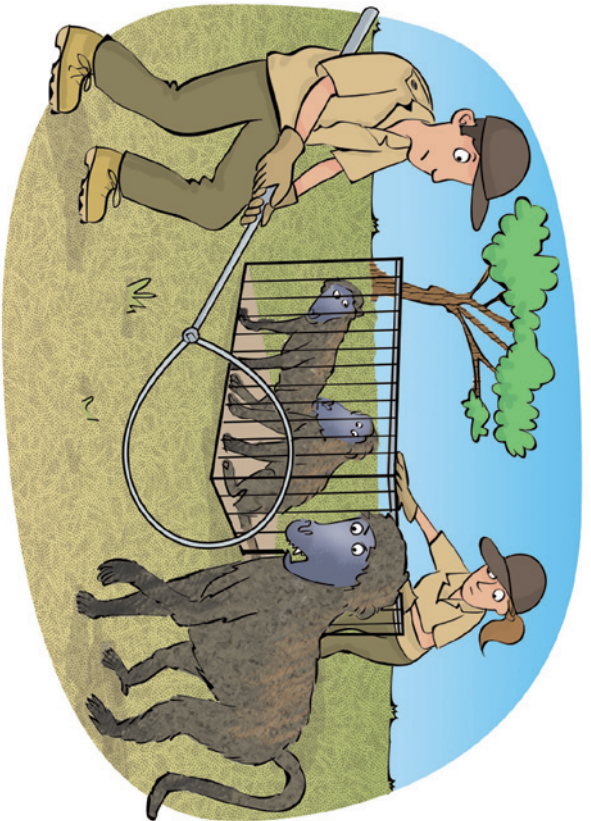
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attack

The dog is **attacking** the girl.



Flashcards



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capture

They **captured** the animals.



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chief

Everyone listened to the **chief**.



Flashcards



fight / fighter

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



island

It is an **island**.

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fold

fold



Flashcards



Kill

A cat **killed** a small animal.



obey

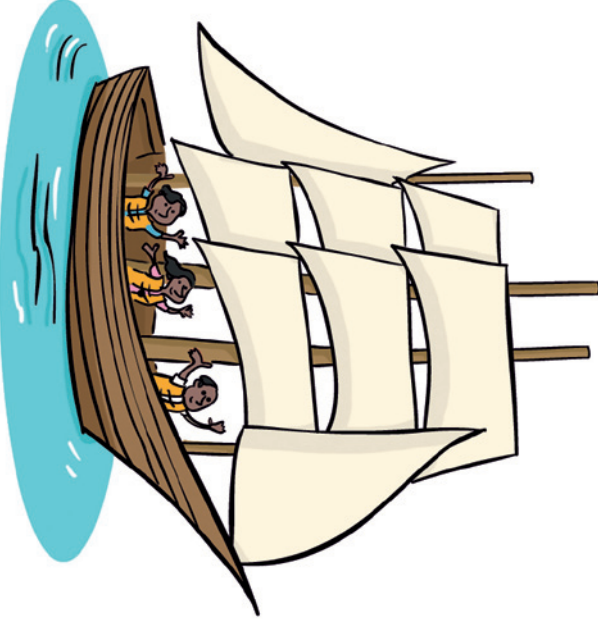
The dog **obeyed**.



Flashcards



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fold

fold

save

Please **save** me!


ship

They went on a **ship**.



Flashcards

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fold

'Let us go!'

