

Teacher's Notes



ANGRY BIRDS™ STOP THE PIGS!



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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 Angry Birds: Stop the Pigs! 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.

Angry Birds: Stop the Pigs! has a total story wordcount of 746 words.

Angry Birds: Stop the Pigs! – synopsis

Red lives on Bird Island, but he's not very happy and often angry. Judge Peckinpah sends him to a class for angry birds. Here Red meets Chuck, Bomb and Terence – they are angry like him.

One day a ship comes to the island with two green pigs on it. The big pig, Leonard, says they are the birds' friends. The pigs' ship destroys Red's house, and he doesn't like them. Along with Chuck, Bomb and Terence, Red goes to explore their ship, hoping to find out why they are here. They find lots more pigs on the ship. Red tries to warn the birds that the pigs are not really friends, but the birds don't listen.

Red then goes with his three friends to find his hero Mighty Eagle, who lives at the top of the mountain. From the top of the mountain they see that the pigs have taken all the birds' eggs. Mighty Eagle says he is too old to help.

Red and his friends return to the town and Red persuades all the birds to build a ship and go to Piggy Island. Here they attack, and Mighty Eagle arrives and helps them. The birds take their eggs back from Leonard and the pigs. Red is now a hero for the birds, who rebuild his house – and he is happy.

Angry Birds – the film

Released: 2016

Genre: animated comedy

Suitable for: all children with parental guidance

Actor: Sean Penn (voice of Terence)

Why not try the other Angry Birds Popcorn ELT Reader?

- *Angry Birds: Pigs on Bird Island* (Starter level)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 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 *Angry Birds: Stop the Pigs!*

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 Angry Birds?* 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. Ask *Is this book about cats?* (No.) Point to one of the birds, ask *What animal is this?* (A bird.) Ask *How many birds are there in the picture?* (Three.) Point to Chuck and ask *Is he happy?* (No.) Elicit the word *angry* and point to it in the title. Point to one of the pigs and ask *What animal is this?* (A pig.) *What colour are the pigs?* (Green.)

OR



In L1, tell students they're going to see part of a film about an angry bird. Tell them to think about the answers to these questions as they watch: *Is he happy?* *Does he have friends?* Show the scene near the start of the film, when we see a day in Red's life, with Red walking along the street in a bad

mood with everyone. Afterwards, discuss the answers to your questions. Then ask *Is Red nice?* Students tell you what they think.

- 3 Look at the 'Meet ...' page with your class and ask questions about the characters in the pictures, e.g. *Why is Mighty Eagle a hero?* *Which bird is a teacher?* *Where does Leonard live?*
- 4 Pre-teach *pig*, *island* and *hero*. (These words also appear on the 'New Words' page.)
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of Who Am I? E.g. say *I live on Piggy Island.* Students say *You're Leonard.* Continue with information about the other characters. With stronger classes, ask students to take your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answers. Say each character's name and students call out *good* or *bad*.



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

eggs



There are three **eggs**.

hero



This man is a **hero**!

pig



This **pig** is pink.

attack



The dog is **attacking** the girl.

explode



This bomb is **exploding**.

island



They live on an **island**.

ship



This is a **ship**.

cake



I like **cake**.

fight



The boys are **fighting**.

mountain



Look at those big **mountains**!

'That's a good idea!'



That's a good idea!

Verbs

Present	Past
fall	fell
fight	fought
take	took

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 *pig*, *hero* and *island* from the 'Meet ...' page.

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. Point out and practise the silent 'gh' in *fight*.

3 The conversational language on this page is *That's a good idea!* We use this when we agree with somebody who has suggested a course of action. Say it several times and ask students to repeat.

4 Look at the 'Verbs' box. The irregular pasts of *fall*, *fight* and *take* occur in the story, as well as the past forms on the syllabus. Say the new past forms several times and students repeat.


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.
- 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 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 we see Mighty Eagle on his mountain. Then ask: *Who is he? Is he young or old? 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 good or bad? 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's green and he likes eggs. Who is he? (Leonard.) Where does Mighty Eagle live? (Up on a mountain.)* 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 in which Red and friends find more pigs on the ship. After watching, ask students to tell you how much they remember. Make a list on the board, and 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 adjectives to describe people both physically, e.g. *thirsty, tired, old, strong* and emotionally, e.g. *angry, happy, sad*.
- Ask students to create a map of where the characters go in the story. They could draw the two islands and add details such as the town, Red's house and the mountain on Bird Island, and the town on Piggy Island. Then they trace lines that map the events in the story, and write sentences that describe these, for example *Red went to see Mighty Eagle* and *The pigs went to Bird Island*.

-  Play the CD for Chapters one and two. Ask students to say *Stop!* when they hear a character ask a question. Get students to tell you which character asks the question, and what the question is. Then ask students if they know the answer to the character's question. This exercise can be repeated for Chapter three as well.
- 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 Angry Birds: Stop the Pigs! 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

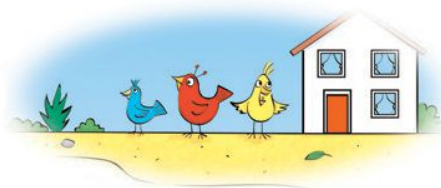
Who? Write the name.

- 1Red..... put a cake in a bird's face.
 - 2 talked very quickly.
 - 3 did not speak.
 - 4 exploded when he was angry.
 - 5 suddenly stopped and said, 'What's that?'
-

Chapter 2

Write ✓ or X.

- 1 The big pig's name is Leonard.
 - 2 Red likes the pigs.
 - 3 Bomb fell into the bottom of the ship.
 - 4 There weren't any more pigs on the ship.
 - 5 Judge Peckinpah was angry with Red.
 - 6 The pigs danced for the birds.
 - 7 More ships came to the island.
 - 8 Mighty Eagle lives in the town.
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

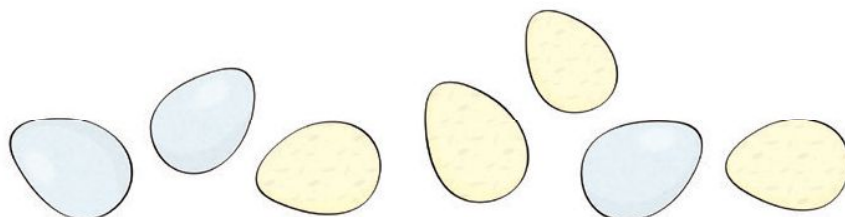
Circle the correct words.

- 1 The birds climbed the mountain / town / eagle.
 - 2 Chuck was *angry* / hungry / thirsty.
 - 3 Mighty Eagle is *sad* / old / angry.
 - 4 The three friends ran to *help* / talk to / stop the pigs.
 - 5 The birds made *an egg* / a ship / a house.
-

Chapter 4

Match.

- | | |
|----------------------|---|
| 1 Red saw | a) the town on Piggy Island. |
| 2 The birds attacked | b) Leonard with the eggs. |
| 3 The birds made Red | c) the eggs back to Bird Island. |
| 4 The birds took | d) flew into the house and took the eggs. |
| 5 Mighty Eagle | e) a new house. |
-





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

UNUSUAL BIRDS

There are a lot of unusual birds. Here are some of them.

Kakapos are birds from New Zealand. They can't fly but they live for a very long time – about 70 to 90 years. There are not many kakapos now.

Hoatzins can fly, but not well. They live in South America. They have a horrible smell. This is good for hoatzins. No one wants to eat them!

Hummingbirds are small and their wings move very quickly. The bee hummingbird is very, very small. It is five or six centimetres long. Its wings go up and down 80 to 200 times in one second. It lives in Cuba.

Birds of paradise live in Indonesia. There are 42 birds of paradise. They are all very beautiful.

- Some birds of paradise have very long tails.
- Some birds of paradise dance very well.

Do you know more unusual birds? What's your favourite bird?

What do these words mean? Find out.
tails wings unusual smell

- 1 With books closed, ask *Do you like birds? Are birds beautiful?* In L1 ask students if they know the names of any birds.
- 2 Tell students to open their books at pages 26–27. In L1, ask which bird students think is the most beautiful or amazing. Then students read each section, or read and listen to the CD, and write down the answers to the questions in the red circle. They compare their answers with a partner.
- 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 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another bird, either at home or in the school library, using books or the Internet. They then complete the text about their bird, and draw or stick a picture of it in the space provided.
- 5 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



My Bird

This bird is a

It lives in

It has got

It eats

It can



Answer Key

After you read (page 28)

- 1 a Red b Judge Peckinpah c the birds d Mighty Eagle e Judge Peckinpah f Red
g the birds
2 1 c 2 e 3 b 4 g 5 d 6 a 7 f



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 12)

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 T d T
b F e F
c F f F

2

Logical intelligence

The pigs have got the eggs.

3

Linguistic intelligence

- 1 explodes
2 pigs
3 Eagle
4 ship

Secret word: eggs

4

Naturalistic intelligence

Students' own answers.

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

Chapter 1

- 1 Red
2 Chuck
3 Terence
4 Bomb
5 Red

Chapter 2

- | | |
|-----|-----|
| 1 ✓ | 5 ✓ |
| 2 X | 6 ✓ |
| 3 ✓ | 7 ✓ |
| 4 X | 8 X |

Chapter 3

- 1 mountain
2 thirsty
3 old
4 stop
5 ship


Chapter 4

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






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs or groups of three. Tell the pairs of students to look at scene A and the groups of three to look at scene B. Ask a member of each pair/group to pick one of the characters on the page. The stronger students should be encouraged to take the role of Red.
- 2  Play the relevant scenes from the CD. Ask students to listen to their character's intonation and practise saying their lines along with the CD. Clear a large space in the centre of the classroom. Call up each pair and group to act out their scene.
- 3 The class votes for the pair or group of three who gave the best performance.

Chant

Musical intelligence

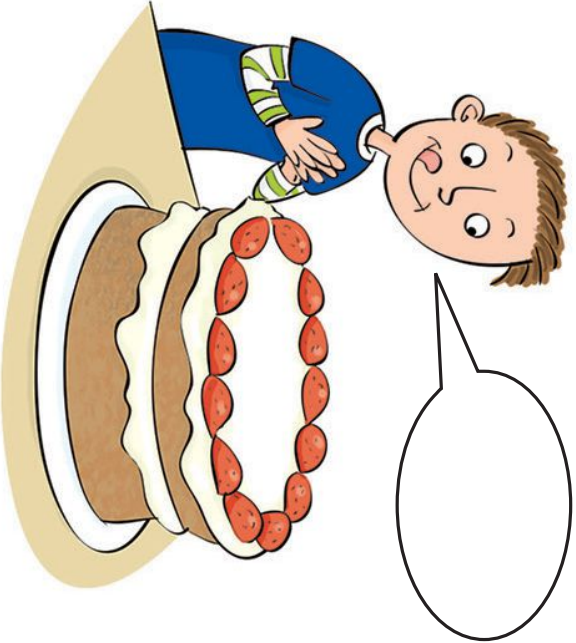
-  This page is recorded on the CD.
- 1  Say, *Open your books at page 32*. Read the chant or play the CD. Ask the students to read and listen carefully.
- 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
- 3 Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.
- 4 Divide the class into two groups. Ask group A to say only the lines that start with *Angry* or *The angry*, i.e. lines 1, 3, 5, 8, 10 and 12, and then the last line of the chant. Group B should say lines 2, 4, 6, 7, 9, 11 and 13, and then the last line with group A. Practise several times, and then swap groups.

Flashcards



attack

The dog is **attacking**
the girl.



cake

'I like **cake**.'

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fold

fold

Flashcards



eggs

There are three **eggs**.



explode

This bomb is **exploding**.

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© Scholastic Ltd

fold

fold

Flashcards

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© Scholastic Ltd

fold

hero

This man is a **hero**!

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fold

fight

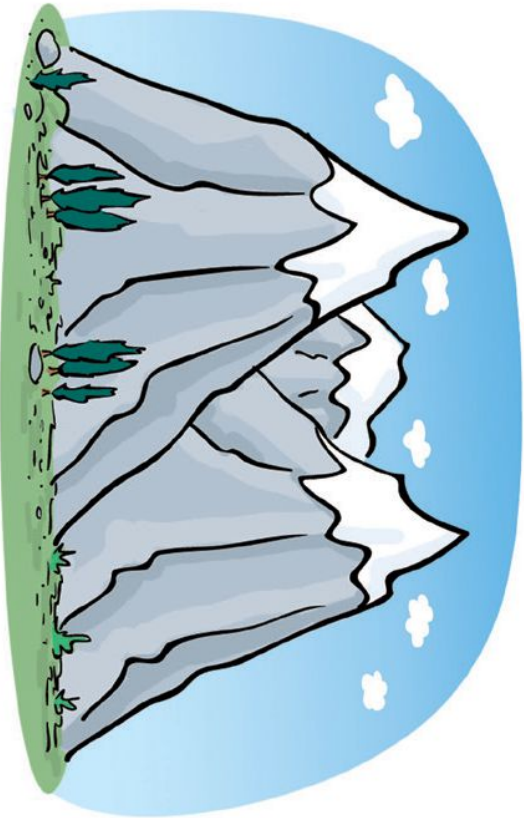
The boys are **fighting**.

Flashcards



island

They live on an **island**.



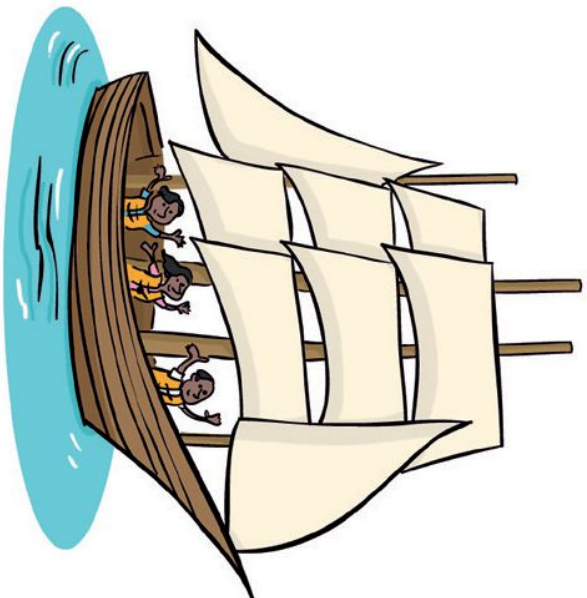
mountain

Look at those big
mountains!

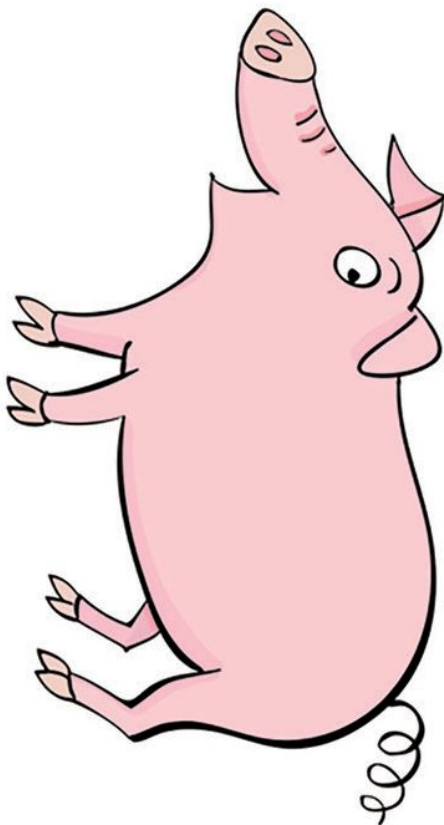
Flashcards



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fold

fold

ship
This is a **ship**.

pig
This **pig** is pink.

Flashcards



© Scholastic Ltd

fold

'That's a good idea!'

