

# 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 2 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.

*Kung Fu Panda 2* has a total story wordcount of 1138 words.

## **Kung Fu Panda 2 – synopsis**

Po the panda and his friends, the Furious Five, use their kung fu skills to protect the people of China. But Po is troubled by his past. As a baby he remembers seeing a strange red eye and his mother leaving him. Po asks his dad, a goose, about this memory, and learns that the goose adopted him.

Meanwhile, a white peacock called Shen wants to rule all of China. He takes control of Gongmen City, beating some of the country's best kung fu fighters with the help of a strange new weapon – a cannon. Will this cannon mean the end of kung fu?

Po and the Furious Five go to Gongmen City to fight Shen. They are close to success when Po sees the red eyes on Shen's tail feathers. They are the same as the red eye he remembers. When Po asks Shen what he knows about his mother, he is shot with a cannon ball.

Po is rescued by a goat called Soothsayer, who talks to him about events in his past. Po finds out that his mother abandoned him so that he would not be killed by Shen. With a new sense of calm, Po rejoins the Furious Five and the last fight with Shen begins. Shen is finally killed by one of his own cannon balls. Po and the Furious Five have saved China ... and kung fu!

## **Kung Fu Panda 2 – the film**

**Released:** 2011

**Genre:** animated action

**Suitable for:** children with parental guidance

**Actors:** Jack Black (voice of Po), Gary Oldman (voice of Shen), Angelina Jolie (voice of Tigress), Dustin Hoffman (voice of Master Shifu)

**Other Kung Fu Panda films:**

*Kung Fu Panda* (2008)

*For ideas on watching extracts from the DVD 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* (level 2)



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone in *Kung Fu Panda 2*



This page is recorded on the CD.

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



- 1 In L1, ask if anyone has read the first *Kung Fu Panda* Popcorn ELT Reader or seen the first film. If so, ask them to tell the class briefly about the main characters in the story.
- 2 Look together at the front cover of the book. Ask *How many animals can you see?* (Seven) *What are they doing?* (Kung fu) *What is the big black and white animal?* (Elicit or teach the word *panda*.) Ask *Where do the animals live?* and listen to students' ideas 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 count how many other animals they see. Show the part of the film when Po and the Furious Five fight the wolves in the musicians' village. After watching, students tell you which animals they saw, using English where possible. (You might like to introduce words such as *tiger, snake, insect, bird, wolf, pig*.)

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is green?* (*Mantis/Viper*), *Who can fly?* (*Crane/Shen*).
- 4 Ask students to tell you (in L1) the meaning of *cannon*. Pre-teach *fight, future* and *rule*. (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? For example, say *I teach Po and the Furious Five*. Students say *You're Master Shifu*. Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask 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

What do these new words mean? Ask your teacher or use your dictionary.

**catch**

Catch!

**future**

Children are going to fly to school in the **future**.

**rule**

He **ruled** England.

**box**

What's in the **box**?

**drop**

Is that a **drop** of rain?

**kill**

Cats **kill** small animals.

**tail**

That cat has a long **tail**.

**calm**

The girl was very **calm**.

**fight**

The girls are **fighting**.

**remember**

I **remember** my first day at school.

**'We did it!'**

We did it!

**Verbs**

Present	Past
break	broke
catch	caught
fall	fell

- 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 *fight*, *future* and *rule* 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 *We did it!* We use this when we have succeeded in doing something difficult and are happy about it. Say it several times and ask pupils to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *break*, *catch* and *fall* occur in the story, in addition to the past forms on the syllabus. Say the new past tense forms several times and students repeat. Elicit simple example sentences, e.g. *I broke my dad's computer. She caught the ball. The pen fell off the table.*
- 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 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, 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.
-  Show 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 Soothsayer tells Shen his future, then ask, e.g. *Who is this? Is she old or young? What is she doing? Why? Does she like Shen? Does Shen like her? What do you think happens next?*


**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 Po's friend? How does he/she feel?*
- 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 white and red and he's got a cannon. Who is he? (Shen) The Kung Fu Masters are the rulers here. Where is it? (Gongmen City).* 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, pausing from time to time so that they can say what happens next.

## 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 or adjectives.
-  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, for Chapter 1 give groups the words *fight, mum, cannon* and *wolf/wolves*.

- Ask students to make a poster about one of the characters in the story. They draw a picture and write some information, e.g. what the character looks like, where he/she lives, what he/she likes and dislikes, what he/she does in the story.
- Ask students to write captions for the pictures in the story.
- Ask pupils to write a short review of the reader. Write on the board:  
*I thought the story of Kung Fu Panda 2 was ...  
I liked / didn't like reading about ...  
My favourite character was ... 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 do they say it to?

1 You're not going to win this time!

..... **Po** ..... says this to **the wolves** .....

2 Why did my mum run away?

..... says this to .....

3 I found you in a box.

..... says this to .....

4 I am going to rule Gongmen City now.

..... says this to .....

5 If you are calm, you can do it.

..... says this to .....

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## Chapter 2

Put these sentences in order.

- a Po and the Furious Five see wolves in Gongmen City.
- b Soothsayer looks into Shen's future.
- c The wolves fight Po and the Furious Five.
- d Po and the Furious Five go on the Yangtze River.
- e Po talks to Master Ox and Master Croc.



# Chapter Quizzes (Answer key, page 11)

## Chapter 3

Answer the questions.

- 1 Who does Po meet? ..... Shen .....
- 2 What do Po and the Furious Five break? .....
- 3 Where does Po see red eyes? .....
- 4 How many cannons has Shen got? .....
- 5 Why can't Po fight? .....
- 6 Did Shen know Po's mum? .....

## Chapter 4

Circle the correct words or phrases.

- 1 The Soothsayer takes Po to *Gongmen Palace* / his old home.
- 2 Shen killed all the *pandas* / *people* of Gongmen City.
- 3 Po's mother *loved* / *didn't love* Po.
- 4 When Po catches a drop of water in his hand, it *breaks* / *doesn't break*.
- 5 Master Ox and Master Croc *fight* / *don't fight* Shen and the wolves.
- 6 A cannon ball kills *Master Shifu* / *Shen*.







# 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

# LIVING IN CHINA

Po and the Furious Five come from China. We talked to some children about living in China today.





**I'm Sheng Jie.** Sheng is my family name. We say our family name first in China! I live in Beijing. Beijing is the capital of China. I'm at school from half past seven to half past two every day. At the weekend I play basketball with my friends.





**I'm Yao Jun.** I haven't got a brother or sister. In China, many families only have one child. I live in the city of Wuhan. There are new fast trains to Wuhan and lots of new homes. There are lots of shops too. I love shopping!



★ How is your country different from China? How is it the same? ★

What do these words mean? Find out.

grandparent farmer capital basketball train



**I'm Fu Yongli.** I live in Nanchang in Jiangxi Province, with my mother and grandparents. They are farmers. I help them when I'm not at school. My father works in Shanghai. Shanghai is a big city. Lots of people live there.



26

27

- 1 With books closed, ask *Where does Po live? (In China)*. Ask students *Where's China?* and ask a student to point to it on a world map. Elicit in L1 what students know about China, and about the lives of children there. Write students' ideas on the board.
- 2 Students open their books at page 26. Say that all these children live in China. In L1, ask what they can see in the pictures. 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 red circle. Ask students to discuss in L1 in pairs, then share their ideas with the class. Encourage the use of 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 a city in China, e.g. Beijing, Shanghai, Lhasa, Xian. 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 city. Students complete the last sentence with something that tourists can do or see there, e.g. *In this city you can see the Terracotta Warriors. In this city you can see pandas in the zoo.*

- 6 For the smaller box on the page, students draw or print a map showing the location of the city in China. They draw or stick pictures of the city and/or what it is famous for in the larger frame.
- 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:  
Geography

## A City in China

Where is it?

The name of this city is .....

It is famous because .....

..... million people live here.

In this city you can .....



# Answer Key

## After you read (page 28)

- 1 a iv b v c i d vi e iii f ii  
2 a ✓ b X c ✓ d X e X f ✓



### 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 Logical intelligence

PO IS GOING TO SHOP SHEN AND  
HELP THE PEOPLE OF GONGMEN CITY.

**Code:**  
 ○ = P \* = Q ▲ = I ► = S ● = G ♣ = N \* = D X = T  
 ▲ = L ◆ = A \* = H ⊙ = C \* = Y ⊞ = E ● = F \* = M

#### 2 Spatial intelligence

- a Shen      b Soothsayer      c Po

#### 3 Linguistic intelligence



#### 4a Spatial intelligence

Master Shifu

4b Students' own answers.

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

- Chapter 1**  
 1 Po, the wolves  
 2 Po, Po's dad  
 3 Po's dad, Po  
 4 Shen, the Kung Fu Masters  
 5 Master Shifu, Po

- Chapter 2**  
 a 3      d 1  
 b 2      e 4  
 c 5


- Chapter 3**  
 1 Shen  
 2 Shen's cannon  
 3 on Shen's tail  
 4 hundreds  
 5 because he is thinking about his mum  
 6 yes

- Chapter 4**  
 1 his old home  
 2 pandas  
 3 loved  
 4 doesn't break  
 5 fight  
 6 Shen






## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. In pairs, students look at the character cards.
- 2  Play a short extract from the film, e.g. after the chase through the city, when Po and the Furious Five are caught by the wolves and Shen practises his first meeting with Po. Tell students to notice the characters' movements and voices so that they can act them out later.
- 3 One student in each pair gives his or her partner an instruction from exercise 1 and a character's name, e.g. *Walk like Po! Do kung fu like Tigress!* Their partner acts out the action in the style of the character. They then swap roles. They continue in this way until they have acted out all the characters a couple of times.
- 4 You might like to invite a few students to the front of the class to do their favourite action. Ask the class to say what the mimes are, e.g. *You're eating like Shen!*

## Chant

### Musical intelligence

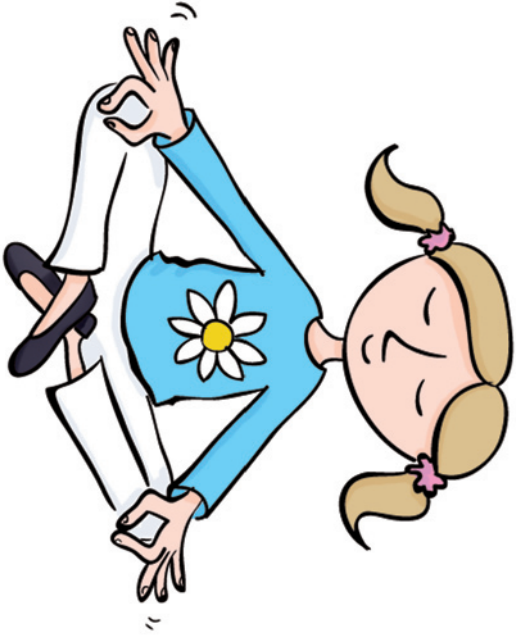
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
  - 2  Divide the class into two groups. Tell the students that they are going to say the chant. Ask one group to say verses one and three, and the other group verses two and four. All the students say *'Boom!'* in the fourth verse. 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 represent elements or lines of the chant, e.g. *Shen's tail, 'Boom!' go the cannons or Shifu says 'No!'* Now students do the actions as they say the chant.



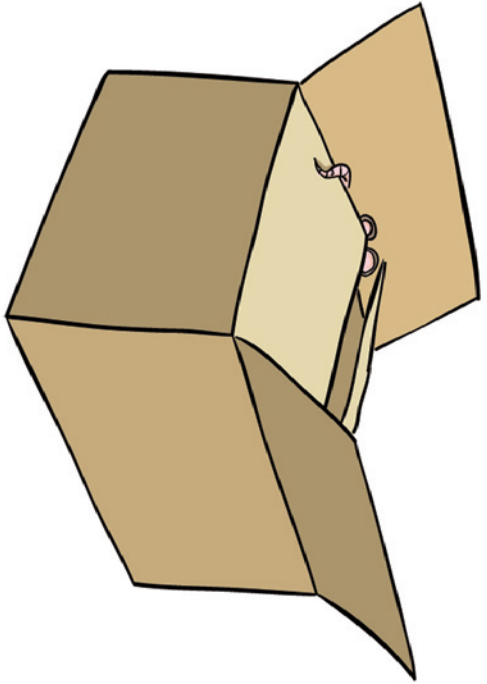
# Flashcards



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fold

fold

**box**

What's in the **box**?

**calm**

The girl was very **calm**.



# Flashcards



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fold

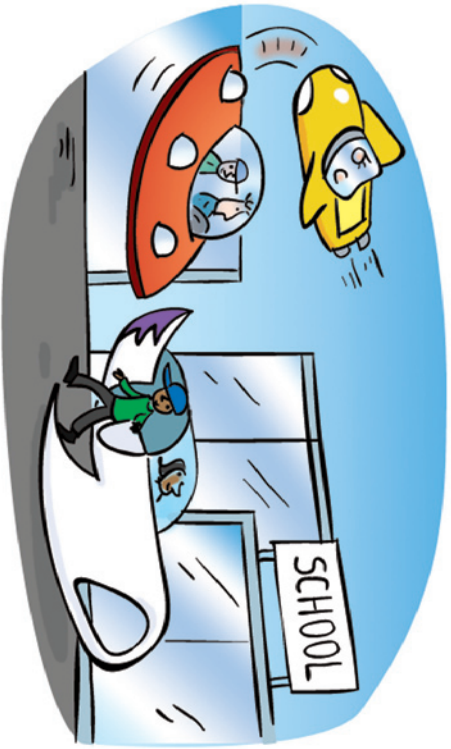
fold

**drop**  
'Is that a **drop** of  
rain?'

**catch**  
'Catch!'



# Flashcards



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fold

fold

**future**  
Children are going  
to fly to school in  
the **future**.

**fight**  
The girls are **fighting**.



# Flashcards



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fold

**Kill**

Cats **kill** small animals.

fold

**remember**

I **remember** my first day at school.





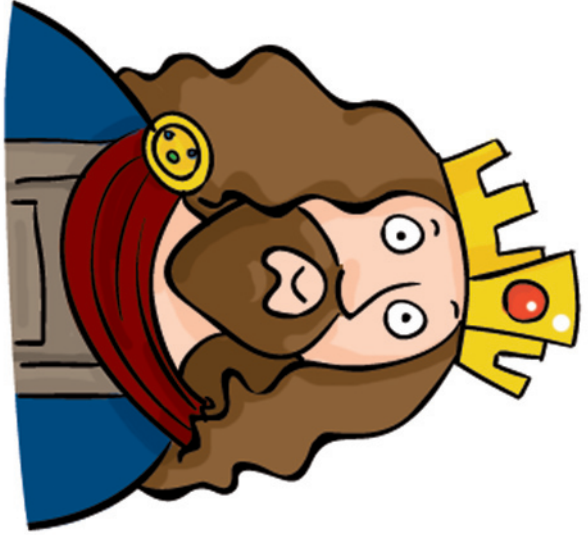
# Flashcards



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fold

**rule**

He **ruled** England.

fold

**tail**

That cat has a long  
**tail.**



# Flashcards

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fold

**'We did it!'**