Popcorn ELT Readers

Teacher's Notes

CLOUDY with a chance of MEATBALLS 2

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 Cloudy With a Chance of Meatballs 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.

Cloudy With a Chance of Meatballs has a total story wordcount of 897 words.

Cloudy With a Chance of Meatballs 2 – synopsis

Flint Lockwood is an inventor from Swallow Falls. One day the famous inventor, Chester V, offers Flint a job at his company which produces a very successful food bar. But one day Chester V tells Flint that his old invention, the Food Machine, has started working again and is producing dangerous Food Animals. Chester V wants Flint to stop the Food Machine before the animals spread across the world.

Flint returns with his friends to Swallow Falls and finds some amazing Food Animals living there, including Barry the strawberry and the tacodile. The friends are soon joined by Chester V. Flint's friend Sam does not agree that the Food Animals are dangerous. Flint and Sam have an argument and go their own ways.

When Flint finds the Food Machine, he realises that Sam is right and the Food Animals are amazing. He refuses to turn the Machine off but is shocked when Chester V runs off with it. Chester V wants to use the Machine to turn the Food Animals into a new food bar. Sam and Flint become friends again as they both fight Chester V with the help of the Food Animals. They put the Food Machine back and the cheese-spider eats up Chester V!

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

Cloudy With a Chance of Meatballs 2 – the film

Released: 2013

Genre: animated comedy

Suitable for: all children

Other *Cloudy With a Chance of Meatballs* films: *Cloudy With a Chance of Meatballs* (2009)

Why not try the other *Cloudy With a Chance of Meatballs* Popcorn ELT Reader?

● *Cloudy With a Chance of Meatballs* (level 1)

Popcorn ELT Readers
Teacher's Notes

Contents

Just choose the pages that you need and print!

(T) Teacher's notes
(S) Student activities (photocopiable)

Meet … everyone from *Cloudy With a Chance of Meatballs 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 films* Cloudy With a Chance of Meatballs*?* If anyone knows and likes the films, talk briefly in L1 about why they like them.

2 Look together at the front cover of the book. In L1, ask students what they can see. Ask *Are they animals? Or are they food?* Elicit the idea of a *Food Animal*.

OR

In L1, tell students they're going to see part of a film about two inventors, one called Flint and the other called Chester V. Show the scene at the start of the film, when Flint is a young boy watching Chester V on TV and when he goes on to invent the Food Machine (DVD scene 1). Ask students what things Flint and Chester V have invented. (Flint has invented shoes that don't come off and the Food Machine. Chester V has invented a food bar.) You may like to discuss with students their first impressions of the characters.

3 Look at the 'Meet …' page with your class. Ask students to point to the pictures of the people and food, e.g. ask *Can you see Flint? Can you find a strawberry?*

4 Pre-teach *invent* and *food bar.* (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'm an inventor. I'm wearing an orange coat.* Students say *You're Chester V.* 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 any students who haven't seen the film to imagine why Chester V comes to Swallow Falls. Don't give the answer at this stage as students will read the story to find out.

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.

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 *invent* and *food bar* 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 *Are you sure?* We say this when we want to know if someone is certain about something. Say it several times and ask students to repeat.

4. Look at the 'Verbs' box. The irregular pasts of *eat, hear* and *make* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *The boy ate a food bar.*

5. Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

● 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.

● Put the class into two teams. One student from each team stands in front of you. Take a flashcard and hide it behind a book. Show a part of the picture. Gradually reveal the picture until one of the students guesses what it is. The first student to say the word wins a point for their team. Continue with other flashcards until every student has had a 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, 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 or in English 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.

- **DVD** Play students a short section of the film, showing an event that they are going to read about. For example, play the scene where Flint and his friends first see the Food Animals (scene 6 on the DVD). Stop at the point where we see the cheese-spider in its web and ask *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. *What animal is this? Is it good or bad? What does it 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. *It's a town. Flint lives there. What's its name? (Swallow Falls). It's very big. Chester V flies in this. What is it? (a helicopter).* They ask and answer their questions in groups or as a whole class.

● Predict what is going to happen next.

● **DVD** Play the film extract that corresponds with the section of the story that students have just read. For example, play the scenes where Barry gathers together all the Food Animals (scene 14 on the DVD). After watching, ask students to tell you how many different Food Animals can remember. Make a list on the board, then show the extract again to see how well they did. You can also use this as a way to teach new food vocabulary.

After finishing the story you could:

● Do the activities at the back of the reader.

● Divide the class into groups and give each group a word that is used regularly in one chapter of the story. For example, give groups the words *animal, machine, food and friends* for Chapter 2. Students 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.

● Put students into teams. Say an event from the story, eg *Chester V goes to Flint's lab* (page 14). Ask students to find the page number in their reader. The first team to find the page wins a point.

● Students draw a picture of Flint's lab. What things does he have in it? Are there any other inventions in his lab?

● 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 lives likes and dislikes, what he/she lives does in the story.

● Ask students to write a short review of the reader. Write on the board:

I thought the story of Cloudy With a Chance of Meatballs 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.

DVD 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

Answer the questions.

1   Why was Flint happy in San Franjose?

<u>Because he loved inventing.</u> ....

2   What did Chester V and Flint watch?

....

3   What Food Animal did they see?

....

4   What did the animal do?

....

5   What made the animal?

....

Chapter 2

What is Flint saying? Write the correct words.

heard   ran   was   wasn't   ~~went~~   were

'I **1** ....<u>went</u>....... back to Swallow Falls with my friends. There **2** ....

Food Animals everywhere. We saw a strawberry. It **3** .... dangerous.

A cheese-spider **4** .... after us. Then we **5** .... a

helicopter. It **6** .... Chester V!'

Chapter Quizzes (Answer key, page 11)

Chapter 3

Circle the words.

1 The tacodile was a *bad* / (*good*) mother.

2 'These animals are *amazing / dangerous*!' said Chester V.

3 'No, they are *amazing / dangerous*!' said Sam.

4 'I'm *nice / right*!' said Chester V.

5 Flint's friends walked away. They were *angry / hungry*.

Chapter 4

Put the sentences in the correct order.

a Chester V ran away with the Food Machine.   ☐

b Flint saw the Food Machine.   1

c Flint put back the Food Machine.   ☐

d The Food Machine made some marshmallows.   ☐

e The Food Animals ran after the Thinkquanauts.   ☐

f Barry went to find all the strawberries.   ☐

g The cheese-spider jumped on Chester V.   ☐

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

FOOD STORIES

We all love burgers, tacos and marshmallows, but where do they come from?

STRAWBERRY FACTS!
- Strawberries have a lot of vitamin C.
- One strawberry has about 200 seeds.

Burgers
In the 1800s, many people came to live in the USA. Some people came on ships from Germany. On the ships, they ate minced beef in bread. Many people think these were the first burgers.

ship

Look at page 11. What food can you see in the picture?

seeds

tortilla

Marshmallows
About 5,000 years ago in Egypt, the people made sweets from the marshmallow plant. The sweets were good for coughs. There is no marshmallow plant in marshmallows today but every year people in the USA eat millions of kilos of them!

marshmallow plant

Tacos
The first tacos came from Mexico. Mexican people make tortillas. Put food in the tortilla … and you have a taco! What do you like in your tacos?

What do these words mean? Find out.
vitamin C   people   minced beef   sweet   cough

26   27

1 Students close their books. Put a map of the world on the board and ask students to show you where Mexico, Egypt and Germany are. Write on the board *burgers*, *marshmallows* and *tacos*. Ask students to open their books and turn to pages 2 and 3. Ask them to point to pictures of the three foods. Can students guess which of the three countries the foods come from?

2 Tell students to open their books at page 26. Students read or read and listen to the CD. Were they right about where the three foods come from?

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 In pairs, students write three true/false questions for another pair, e.g. *Mexican people make marshmallows*. Each pair swaps their questions with another pair. Students read and listen to the CD again and answer the questions. The pairs compare their answers.

5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to research information about some food from another country, either at home or in the school library, using books or the Internet. They then complete the text about the food and draw or stick a picture 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

Food stories

Cross-curricular content area:
Geography

This is ....

It comes from ....

You make it with ....

....… .

Answer Key

After you read (page 28)

1 **a** F **b** C **c** F **d** F **e** C

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 30)

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
Linguistic intelligence

a helicopter
b did not
c stayed
d Let's stop

The name of the Food Animal is: *tacodile*

2
Logical intelligence

a two (sure, save)
b dangerous
c amazing
d right
e hero
f two (food bar, lab)

3
Spatial intelligence

Students' own answers.

4
Intra-personal intelligence
/ Inter-personal intelligence

Students' own answers.

Chapter Quiz Answer Key
(Teacher's notes, page 7–8)

Chapter 1
1 Because he loved inventing.
2 A video of Swallow Falls.
3 A cheese-spider.
4 It ate the Thinkquanauts.
5 The Food Machine.

Chapter 2
1 went
2 were
3 wasn't
4 ran
5 heard
6 was

Chapter 3
1 good
2 dangerous
3 amazing
4 right
5 angry

Chapter 4
a 3   **e** 5
b 1   **f** 4
c 7   **g** 6
d 2

Imagine …

Kinaesthetic intelligence

1 Say *Open your books at page 31*. Put students in small groups of three. Ask each member of the group to choose one of the characters on the page.

2 If you have time, play some of the scene where Flint and Sam disagree (scene 12 on the DVD). Students watch the different characters' movements in the scene.

3 Clear a large space in the centre of the classroom. Each group practises the scene. They mime the action first and then act it out with the words.

4 Each group takes it in turns to act out the scene in front of the class.

5 The class votes for the group who did the best scene.

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 three groups. Ask each group to say one of the verses. Everyone says the last line of the verse. Play the CD or say the chant yourself. Students say it at the same time. Practise several times. Encourage groups to say their verse at the same speed as the recording.

3 Ask each group to say their verse without the CD. Encourage them to say it at the same speed as on the CD.
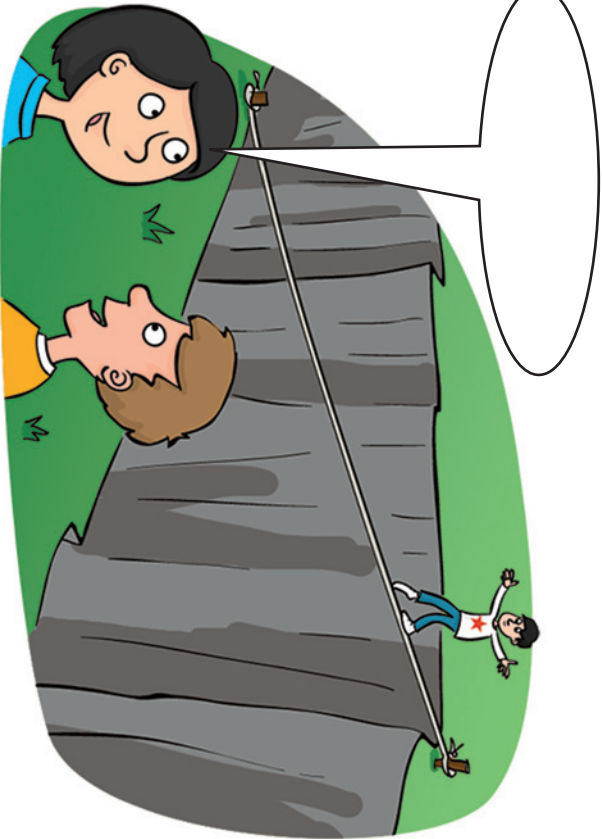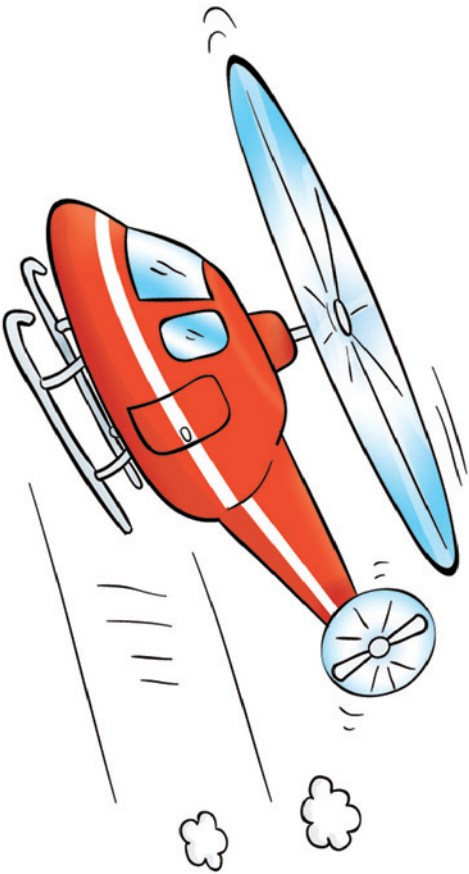
© Scholastic Ltd

dangerous

'That's **dangerous**!'

© Scholastic Ltd

amazing

'This is **amazing**!'

Flashcards

food bar

This is a **food bar**.

helicopter

Look at that **helicopter!**

invent / inventor

He loves to **invent**.
He is an **inventor**.

hero

He is a **hero**.

Flashcards

9×7=63 ✓

fold

fold

lab

She is working in the **lab**.

right

'That's **right**!

Flashcards

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world

The **world** is beautiful.

save

Please **save** me!

© Scholastic Ltd

17

Flashcards

© Scholastic Ltd

fold

'Are you sure?'

© Scholastic Ltd