

# Teacher's Notes



Kung Fu Panda 3 © 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 Kung Fu Panda 3 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 3* has a total story wordcount of 1064 words.

## **Kung Fu Panda 3 – synopsis**

Po and the Furious Five, are training at the Jade Palace in the Valley of Peace. Their kung fu teacher, Master Shifu, tells them that it is his last class because he is going to study 'chi', the power in everything that lives. He says Po will be their teacher now. But Po is not a good teacher and nobody is happy.

Then Po meets a new panda, Li Shan. He is Po's long lost father. Li tells Po that there are other pandas living in a place called the Panda Village. Suddenly the Jade Palace is attacked by green jombies. The jombies are kung fu fighters who have had their chi taken by the mysterious Kai. Kai controls the jombies. After Po and the Furious Five stop the jombies, they find out that Kai can only be stopped by a master of chi. Li tells Po that he can teach him about chi if he comes with him to the Panda Village.

While Po is in the Panda Village with Li, Kai destroys the Jade Palace and takes the chi of the Furious Five, only Tigress escapes. She goes to Panda Village and tells Po that Kai is coming to destroy the Panda Village. Po and the pandas fight Kai and his jombies. Po uses the chi that the pandas give him and stops Kai.

## **Kung Fu Panda 3 – the film**

**Released:** 2016

**Genre:** animated comedy

**Suitable for:** all children

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

**Other Kung Fu Panda films:**  
*Kung Fu Panda 1* (2008), *Kung Fu Panda 2* (2011)

## **Why not try the other Kung Fu Panda Popcorn ELT Readers?**

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

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



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *Kung Fu Panda 3*

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 of Kung Fu Panda?* 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. Ask *Is this book about dogs? (No.) Is it about birds? (No.)* Point to Po and say, *This story is about a panda. This is a panda. Do you know his name? (His name's Po.) Where are Pandas from? (They're from China.) What colour are they? (Black and white.)*

**OR**



In L1, tell students they're going to see part of a film about a Panda. Tell them to think about the answers to these questions as they watch: *Who are his friends? What is he good at?* Show the scene near the start of the film, when we see a Po and the Furious Five going to the Jade Palace. Afterwards, discuss the answers to your questions. Then ask *Is Po nice?* Students tell you what they think.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour are the jombies? Is the Panda Village beautiful?*
- 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 live in the Spirit World. I know a lot of things. Students say You're Master Oogway.* 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 any students who haven't seen the film to predict the answer (No, they are not friends anymore.).



# 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 style="text-align: center; color: cyan;"><b>destroy</b></p> <p style="font-size: small;">They are <b>destroying</b> the house.</p>	<p style="text-align: center; color: cyan;"><b>lose</b></p> <p style="font-size: small;">She can't find her shoe. Her shoe is <b>lost</b>.</p>	<p style="text-align: center; color: cyan;"><b>student</b></p> <p style="font-size: small;">There are only four <b>students</b> in his class.</p>	<p style="text-align: center; color: cyan;"><b>teach</b></p> <p style="font-size: small;">She is <b>teaching</b> the children.</p>								
<p style="text-align: center; color: cyan;"><b>attack</b></p> <p style="font-size: small;">The dog is <b>attacking</b> the girl.</p>	<p style="text-align: center; color: cyan;"><b>fight</b></p> <p style="font-size: small;">The girls are <b>fighting</b>. They are good fighters.</p>	<p style="text-align: center; color: cyan;"><b>power</b></p> <p style="font-size: small;">This car has electric <b>power</b>.</p>	<p style="text-align: center; color: cyan;"><b>'It's your turn'</b></p> <p style="font-size: small;">It's your <b>turn!</b></p>								
<p style="text-align: center; color: cyan;"><b>control</b></p> <p style="font-size: small;">He is <b>controlling</b> the car.</p>	<p style="text-align: center; color: cyan;"><b>hurt</b></p> <p style="font-size: small;">Her foot <b>hurts</b>.</p>	<p style="text-align: center; color: cyan;"><b>son</b></p> <p style="font-size: small;">They have three <b>sons</b>.</p>	<div style="border: 2px dashed cyan; padding: 5px;"> <p style="color: red; margin: 0;"><b>Verbs</b></p> <table style="font-size: x-small; width: 100%;"> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>fight</td> <td>fought</td> </tr> <tr> <td>lose</td> <td>lost</td> </tr> <tr> <td>take</td> <td>took</td> </tr> </table> </div>	Present	Past	fight	fought	lose	lost	take	took
Present	Past										
fight	fought										
lose	lost										
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?*
- 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. Practice the silent 'gh' in fight and the 'iu' sound in student.
- 3 The conversational language on this page is *It's your turn*. We use this when it's time for a specific person to do something, for example when we take turns playing a game. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fight*, *lose* and *take* 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 took the book.*

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

## Vocabulary Activities

- Choose one of the new words and write the letters that spell it in the wrong order on the board. Ask students to look at the letters and guess the word. The first student to put up their hand and guess correctly can come out and write the word correctly on the board.
- 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.



# 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 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.
-  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 when Po first sees Li Shan. Then ask, e.g. *What is the new panda doing? Is he a good panda? 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 page 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He controls the zombies. Who is he? (Kai.) Li lives there. Where is it? (Panda Village.)* 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 where Po first arrives in the Panda Village. After watching, ask students to tell you how much they remember. Make a list 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. regular and irregular past verb forms.
-  Divide the class into two groups, one group for regular pasts in the story the other group for irregular pasts. You might want to create an action for each category. Play the CD or read a section of the story aloud. Each time students hear a past verb they stand up or do the action if the verb is in their group's category.

- 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 thought the story of Kung Fu Panda 3 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.
- Ask students to imagine they are Po. Tell them to write a letter to Master Shifu to tell him about the Panda Village.



### 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

Write P for Po or M for Master Shifu.

- 1 It's his last class. ....M.....
- 2 He is the Dragon Warrior. ....
- 3 He's not a good teacher. ....
- 4 He wants to learn about chi. ....
- 5 He wants to fight. ....

---

## Chapter 2

Write the correct words.

father ~~town~~ table eat new son

Po went to **1** .....**town**..... 'There's a **2** ..... panda here,' his friends said. 'He can **3** ..... more than you.' Po saw a big Panda at the **4** ..... 'I'm Li Shan,' said the panda. 'I'm looking for my **5** .....' 'I lost my **6** .....,' said Po.

---

## Chapter 3

Answer the questions. Write a name.

- 1 Who controls the jombies? .....
- 2 Who wrote the old book? .....
- 3 Who took the chi from the pandas? .....**Kai**.....
- 4 Who put Kai in the Spirit World? .....
- 5 Who must learn about chi .....



# Chapter Quizzes (Answer key, page 11)

## Chapter 4

Circle the correct answer.

- 1 Po and Li went to *the Spirit World* / *the Panda Village*.
  - 2 Kai destroyed *the Jade Palace* / *the Panda Village*.
  - 3 Kai *took* / *lost* Master Shifu's chi.
  - 4 Master Shifu said to Kai '*No one* / *someone* is going to stop you.'
  - 5 Tigress *lost* / *saw* everything.
- 

## Chapter 5

Put the sentences in order.

- a The pandas fight the jombies.
  - b Po teaches the pandas.
  - c The pandas give Po their chi.
  - d Po destroys Kai's chi.
  - e Kai fights Po.
- 





# 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**

# KUNG FU

Kung fu is very old. It started in China about 4,000 years ago.

**The Shaolin Temple**  
The Shaolin Temple was a very important place for kung fu teachers more than 1,000 years ago. A student of kung fu learns about chi, the power in all things. It is important to control your chi.

**Kung fu animals**  
When you do kung fu, you move like different animals. Look at these pictures of the tiger, crane, snake, monkey and mantis moves. Can you name each animal?

**Did you know?**  
Kung fu means to learn something by hard work.  
功夫

A kung fu master looks for peace and control of his or her mind and body.

**Belts**  
The colour of a student's belt is important in kung fu. Many students of kung fu start with a **white** belt. **Yellow, orange** and **blue** belts – you are getting better at kung fu. **Green, brown** and **red** belts – you are good at kung fu. **Black** belt – you are very good at kung fu and you can teach it.

**What do these words mean? Find out.**  
belt body mind peace

Would you like to learn kung fu? Why / Why not?

Answers: a. crane b. monkey c. mantis d. snake e. tiger

- 1 With books closed, ask *Where is kung fu from?* (*China*). Elicit in L1 what parts of the body you might use in kung fu. Write them on the board.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD. In the first paragraph on kung fu animals students can decide in pairs which kung fu animal relates to which position. Tell students to check the answers, which are upside down on the bottom of the page.
- 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 ask each other discuss the question in the red circle on page 26. Then ask a few students to share their answers with the class.
- 5 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about another martial art, either at home or in the school library, using books or the Internet. They then complete the text about their martial art, 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

Cross-curricular content area:  
Sport/  
Culture

## A martial art



The name of this martial art is .....

It is from .....

You use your .....

An important movement is .....



# Answer Key

## After you read (page 28)

- 1 a ✓ b ✗ (False, Chi is the power in everything that lives) c ✓  
 d ✗ (False, Li Shan lives in the Panda Village) e ✓ f ✗ (False, Po liked the Panda Village)  
 g ✓ h ✓
- 2 a Master Shifu b Li Shan c Oogway d Kai e Tigress



### 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)

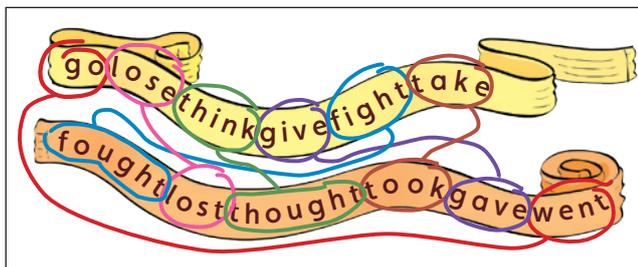
1

#### Linguistic intelligence

- a jumping d eating  
 b fighting e dancing  
 c teaching

2

#### Linguistic intelligence



3

#### Spatial intelligence

- 1 d 3 a  
 2 c 4 b

4

#### Intra-personal intelligence

Students' own answers.

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

### Chapter 1

- Master Shifu
- Po
- Po
- Master Shifu
- Po

### Chapter 2

- |        |          |
|--------|----------|
| 1 town | 4 table  |
| 2 new  | 5 son    |
| 3 eat  | 6 father |

### Chapter 3

- Kai
- Master Oogway
- Kai
- Master Oogway
- Po

### Chapter 4

- the Panda Village
- the Jade Palace
- took
- someone
- saw

### Chapter 5

- |     |     |
|-----|-----|
| 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. Ask each student to pick one of the scenes on the page. Make a note of each pair's choice.
- 2  If you have time, play the section from the film for each scene to show the different characters' movements before doing this activity.
- 3 Give the pairs some time to practise, then clear a large space in the centre of the classroom. Call up each pair to enact their scene.
- 4 The class votes for the student or group who did 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 students to read and listen carefully.
  - 2  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.
  - 3 Divide the class into two groups. Ask group A to say lines one and three of each verse, and group B to say lines two and four. Everybody says the last line together. Practise several times, then swap groups.



# Flashcards



**attack**

The dog is **attacking** the girl.

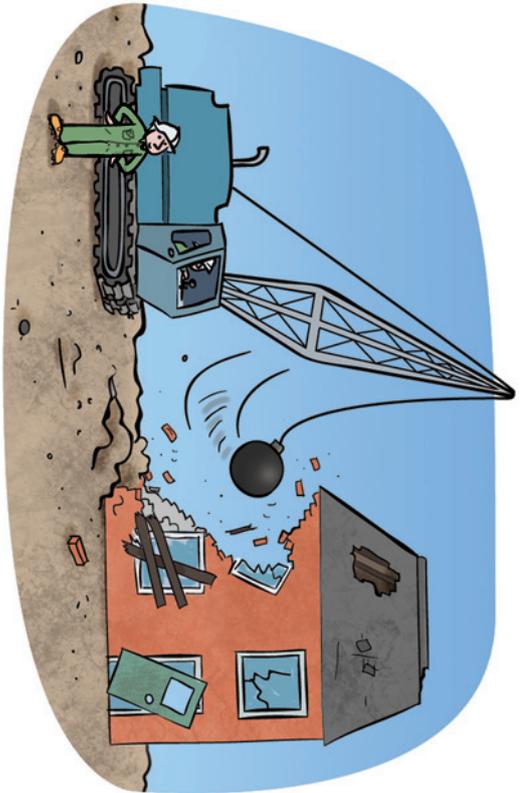


**control**

He is **controlling** the car.



# Flashcards



© Scholastic Ltd

**destroy**

They are **destroying**  
the house.

fold



© Scholastic Ltd

**fight**

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

fold



# Flashcards



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fold

fold

**lose**

She can't find her shoe. Her shoe is **lost**.

**hurt**

Her foot **hurts**.

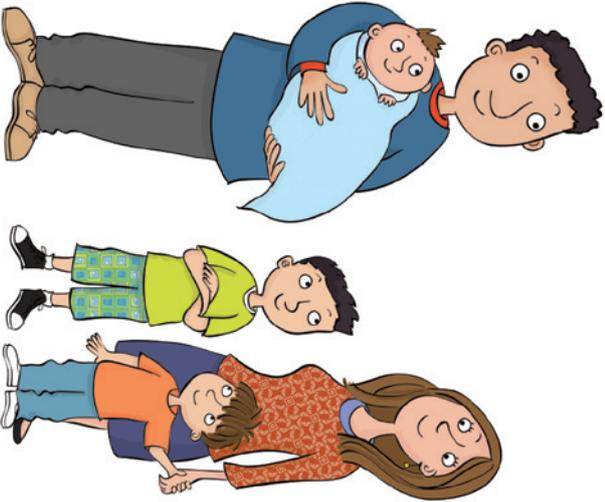


# Flashcards



**power**

This car has electric  
**power.**



**son**

They have three **sons.**

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© Scholastic Ltd

fold

fold



# Flashcards



**student**

There are only four  
**students** in his class.



**teach**

She is **teaching** the  
children.

fold

fold

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# Flashcards

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fold

**'It's your turn!'**