

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 Holiday Popcorn ELT Reader.

Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

Kung Fu Panda Holiday has a total story wordcount of 574 words.

Kung Fu Panda Holiday – synopsis

Po is the Dragon Warrior, the top kung fu fighter. He lives with his dad who has a noodle shop. One day, Master Shifu tells Po there is a Winter Festival dinner at the Jade Palace for the special kung fu teachers. The Dragon Warrior organises the dinner and chooses the cook. Po must give the Golden Spoon to the cook he chooses. Po is sad because he can't be with his dad at Winter Festival.

At the Palace, Wo Hop is the first cook. Everybody thinks Po doesn't like his food. Wo Hop is angry. Po gives the Golden Spoon to his dad but his dad says no. He always cooks Winter Festival dinner at his noodle shop.

Po cooks the Palace dinner himself and has lots of problems. In the end, Wo Hop and the Furious Five, Po's kung fu friends, help him. At the dinner, Po is sad because his dad isn't there so he goes home. Wo Hop and the kung fu teachers go too. Po thanks Wo Hop for his help and gives him the Golden Spoon. Then Master Shifu comes, and finally he understands that Winter Festival with family and friends is good.

Kung Fu Panda Holiday Special – NBC Television Special 2010

Released: 2010

Genre: animated comedy

Suitable for: suitable for children with parental guidance

Actors: Jack Black (voice of Po), Dustin Hoffman (voice of Master Shifu), Jack McBrayer (voice of Wo Hop)

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

Kung Fu Panda Holiday Special is available to watch on YouTube. For ideas on watching extracts in class, see pages 3, 5, 6 and 12 of these notes.

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

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



Popcorn ELT Readers

Teacher's Notes

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Meet ... everyone from *Kung Fu Panda Holiday*

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 Kung Fu Panda Holiday Special?* 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 *What animal is this story about?* Elicit or teach the answer (*A panda*). Point to Po. Ask *Is he small?* (*No, he's big.*) *What colour is he?* (*Black and white*). Point to the snow and ask *What's this?* (Elicit or teach *snow*). *When is there snow?* (Elicit or teach *winter*).
- OR**
- Watch the film online and familiarise yourself with it. Tell students (in L1) they're going to see part of a film with a panda. Tell them to watch and answer these questions: *Where is he? What food does he like?* Show the scene near the start of the film, when we see Po eating noodles. After, discuss the answers to your questions.
- 3 Look at the 'Meet...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is big? Who is green?*
 - 4 Pre-teach *spoon, special, noodles, cook* and *palace* (*special, noodles* and *cook* 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 live in the Jade Palace*. Students say *You're Master Shifu*. Say *'I'm a cook'*. Students say *'You're Wo Hop'*. 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 predict the answers. Don't provide an answer to the question – students have to 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.

New Words

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

decorations



There are a lot of **decorations**.

fight/ a fighter



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

special



He's got a **special** drink.

choose



He is **choosing** a fish.

family



This is a **family**.

food



There's a lot of **food**.

winter



It's **winter**. It's cold!

cook / a cook



He's **cooking** an egg. He's a **cook**.

festival



This is a **festival**.

help



He's **helping** his mother.

I've got an idea!



I've got an **idea!**

What does the title *Kung Fu Panda Holiday* mean? Ask your teacher.

- 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 *noodles* and *cook* from the 'Meet ...' pages.
- 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. Pay particular attention to the word 'fight' – tell students that the 'gh' is silent /fart/.
- 3 The conversational language on this page is *I've got an idea!* We use this when we have thought of something. Say it several times and ask students to repeat.
- 4 Tell students that the title of the book is *Kung Fu Panda Holiday*. Elicit or teach the meaning of *holiday*. Ask *What holidays there are in this country?*
- 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.
- 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. Leave short spaces in between sentences and more difficult words.

Children love to hear the same stories again and again, and repetition is a very supportive thing in 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 3).
- 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 TV Special, 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 first see Wo Hop presenting his food, then ask *Who is he? Why is he there? What animal is he? What is Po doing? What comes next in the story?* etc.

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 happy or sad? What is he doing?*
- 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 cooks noodles. Who is he? (Po's dad). Master Shifu lives here. Where? (The Jade Palace.)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play a short extract from the film of a part of the story that they have just read, as a memory exercise. For example, play the scene in which Po judges the cooks up to where he gives his dad the Golden Spoon. After watching, ask students to tell you what they saw. Make a list on the board, then show the extract again to see how well they remembered it.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words of a particular category used in the story, e.g. animals, food, or actions.
-  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 aloud; each time students hear their word, they stand up and sit down again, or do the action. For example, give four groups the words *spoon*, *cook*, *palace* and *dad* for Chapter 2 of *Kung Fu Panda Holiday*.

- Ask students to write captions for the pictures in the story.
- Ask students to imagine they are one of the cooks from the story and draw a picture of the food they make. Students can label their pictures
- Ask pupils to write a short review of the reader. Write on the board:
I think the story of Kung Fu Panda Holiday 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 10, 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 10)

Chapter 1

Write the names.

Master Shifu the Dragon Warrior the Furious Five ~~Pe~~ Po's dad

- 1 **Po** is the Dragon Warrior.
 - 2 lives at the Palace.
 - 3 chooses the cook for the Palace dinner.
 - 4 can't go to the dinner at the Palace.
 - 5 are Po's friends.
-

Chapter 2

Put these sentences in order.

- a Po gives the Golden Spoon to his dad.
 - b Po eats all the food.
 - c Po stands up and says hello to monkey.
 - d Po is choosing the cook.
 - e Wo Hop is angry.
-





Chapter Quizzes (Answer key, page 10)

Chapter 3

True or False?

- 1 Po cooks very well. False
.....
- 2 Wo Hop fights the Furious Five.
- 3 The Furious Five help Po.
- 4 Master Shifu cooks with Po.
- 5 Master Shifu says 'It's very good.'

Chapter 4

Correct the sentences.

- 1 Po is ~~happy~~. Po is sad.
.....
- 2 Master Shifu understands.
- 3 Po goes to his brother's house.
- 4 The kung fu teachers go home.
- 5 Po gives Wo Hop a ball.





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

Winter Festivals

In many countries there are festivals in winter.

Christmas Day
Christmas Day is on the 25th of December. At Christmas, families have a tree at home. They put decorations on the tree and presents under it. There is a big family dinner. People give presents and write cards to friends. Children sometimes write to Father Christmas and ask for presents.

Did you know?
The day before Christmas is 'Christmas Eve' in English.

Dong Zhi
Dong Zhi is a winter festival in China. It is in December. Some families have a special dinner and eat 'tang yuan'.

Chinese New Year
For Chinese New Year people put up red decorations. There is a big family dinner and people see friends too. Children receive money in red envelopes.

What do these words mean? Find out.
people card receive money envelope

tree
present

Father Christmas

Tang yuan

China

Are there any festivals in winter in your country?

A Chinese family celebrate New Year.

- 1 With books closed, ask *In what month is Christmas? (December) Is it a festival? (Yes).* Elicit in L1 what other festivals students know about. Explain that Po lives in China and Dong Zhi is a festival there. It is also in winter, in December. Ask: *Where is China?* Ask a student to point to China on a map. Then ask *What do people eat at festivals? What do they drink? What do they do?* Write their ideas 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.
- 3 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- 4 Focus students' attention on the question in the grey 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 another festival in their country or in a different country. They can work either at home or in the school library, using books or the internet. They then complete the text about the festival, and draw or stick a printed picture related to the festival 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.



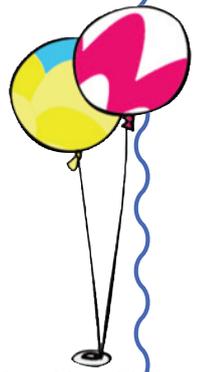
Real World: Project

Cross-curricular content area:
Social Science



A festival

Draw a picture of the festival
or stick a photo here.



This is a picture of

This festival is in the month of

People eat and drink

They have special



Answer Key

After you read (page 28)

1 a Wo Hop b Po's dad c Master Shifu d Wo Hop e Po f Wo Hop

2 a Yes b No c Yes d Yes e No



Where's the popcorn?

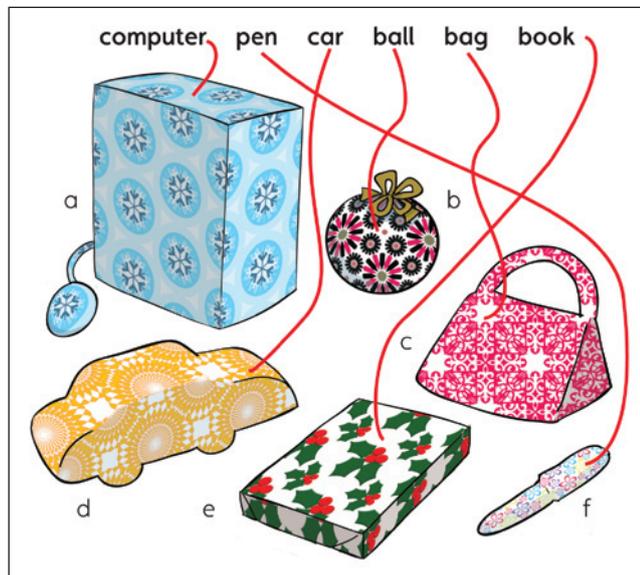
Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 27)

Multiple intelligence activities (pages 29–32)

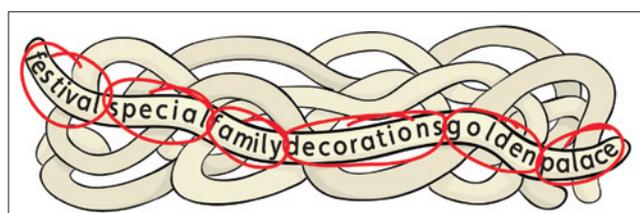
The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Puzzle time! (pages 29–30)

1 Visual intelligence



2 Linguistic intelligence



3 Linguistic intelligence

- | | |
|-----------|----------|
| 1 noodles | 4 cook |
| 2 door | 5 food |
| 3 spoon | 6 school |

4 Intra-personal intelligence

Students' own answers.

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

Chapter 1

- 1 Po
- 2 Master Shifu
- 3 The Dragon Warrior
- 4 Po's dad
- 5 The Furious Five

Chapter 2

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

Chapter 3

- | | |
|-----|-----|
| 1 F | 4 F |
| 2 F | 5 T |
| 3 T | |

Chapter 4

- 1 Po is sad.
- 2 Master Shifu doesn't understand.
- 3 Po goes home. / Po goes to his dad's house.
- 4 The kung fu teachers go to Po's dad's house.
- 5 Po gives Wo Hop the Golden Spoon.



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs. Ask students to pick one of the characters each or designate these characters to students.
- 2  If you have time, play some of the opening scene from the film to show the different characters' movements before doing this activity.
- 3 When the students have had time to practise their parts, clear a large space in the centre of the classroom. Ask for volunteers to act out the scene in front of the class. If there is time, the pair could then swap roles.

Chant

Musical intelligence

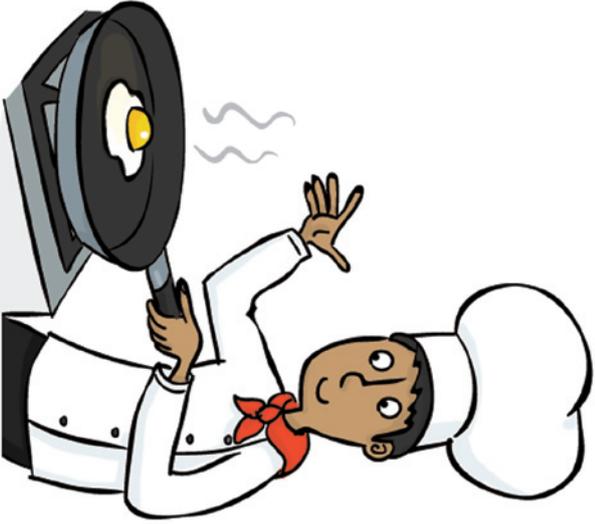
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Tell the students that they are going to listen again and mark the beat of the chant by clapping or tapping on the table. Play the CD or say the chant yourself while marking the beat. Ask students to clap or tap with you.
 - 3  Tell the students that they are now going to say the chant. Play the CD or lead the chanting yourself.
 - 4 Give a pair or group of students two different lines to practise each. Then say the chant round the room.



Flashcards



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fold

fold

cook / a cook
He's **cooking** an egg.
He's a **cook**.

choose
He is **choosing** a fish.



Flashcards



decorations
There are a lot of
decorations.



family
This is a **family.**



Flashcards



festival

This is a **festival**.



fight / a fighter

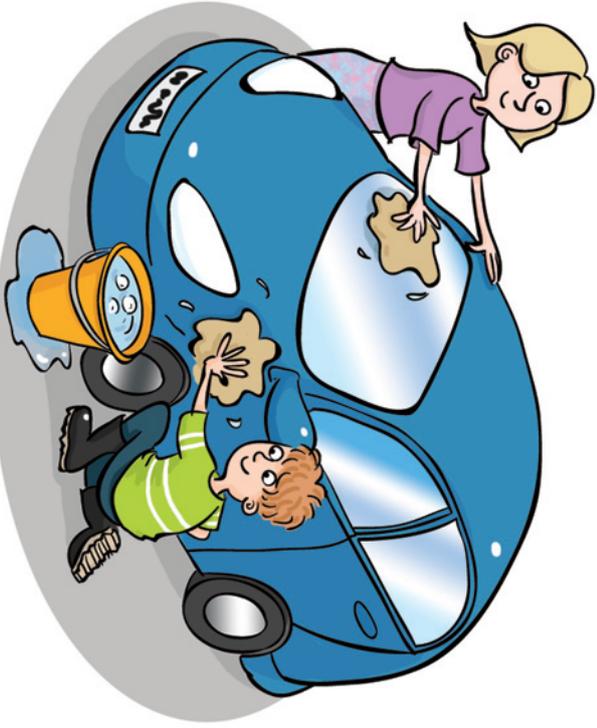
The girls are **fighting**.
They are good
fighters.



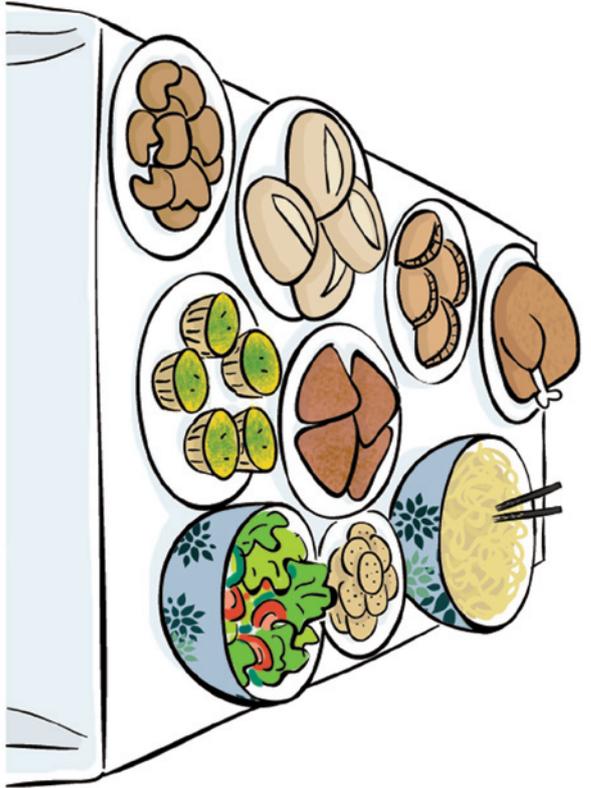
Flashcards



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fold

fold

help
He's **helping** his
mother.

food
There's a lot of
food.



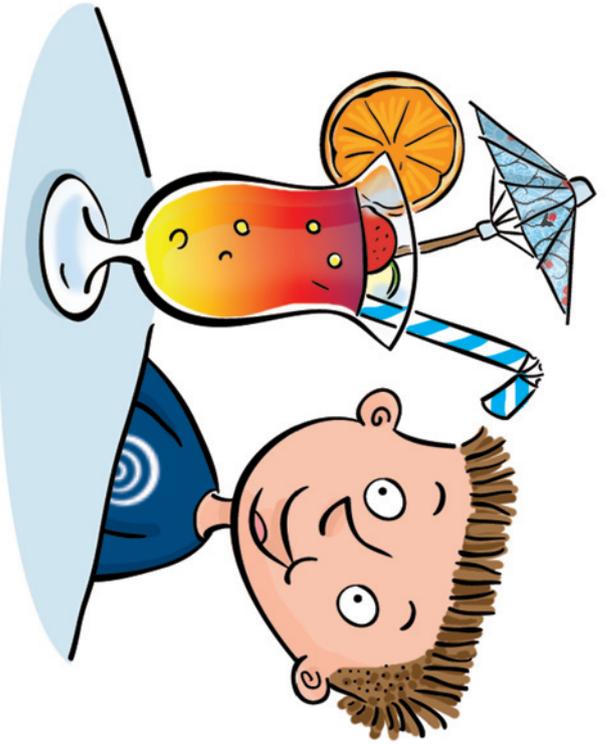
Flashcards



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fold

fold

winter

It's **winter**. It's cold!

special

He's got a **special** drink.



Flashcards

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fold

'I've got an idea!'

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The flashcard is a rectangular card with dashed lines for cutting and a vertical dashed line for folding. On the left side, there is a cartoon illustration of a girl with black hair, wearing a pink top, pointing her right index finger. Above her head is a thought bubble containing a glowing yellow lightbulb. To the right of the girl is a large, empty speech bubble. The text "'I've got an idea!'" is written vertically in the center of the card. There are scissors icons at the top and bottom corners of the dashed border.